

Appendix F

Personnel Dedicated to the Partnership (3.1.5)

This appendix includes the résumés or CVs of key staff at Collaborative member organizations who will contribute to the work of the RPP.

Matthew M. Chingos

CONTACT INFORMATION

Urban Institute
500 L'Enfant Plaza SW
Washington, DC 20024

Phone: (202) 261-5664
E-mail: mchingos@urban.org
Web: www.mattingos.com

EMPLOYMENT HISTORY

Vice President for Education Data and Policy, Urban Institute, 2019–present (Director, Education Policy Program, 2017–2018; Senior Fellow, 2015–2017).

Senior Fellow and Research Director, Brown Center on Education Policy, Brookings Institution, 2014–2015 (Fellow, 2011–2014).

Postdoctoral Fellow, Program on Education Policy and Governance, Harvard University, 2010–2011.

Research Associate, The Andrew W. Mellon Foundation, 2005–2006.

EDUCATION

Harvard University, Ph.D. in Government, 2010.

Harvard College, A.B. in Government and Economics, *magna cum laude*, 2005.

BOOKS

Game of Loans: The Rhetoric and Reality of Student Debt, with Beth Akers, Princeton University Press, 2016.

Crossing the Finish Line: Completing College at America's Public Universities, with William G. Bowen and Michael S. McPherson, Princeton University Press, 2009.

TESTIMONY

“Complex by Design: Reforming Public Service Loan Forgiveness,” U.S. House of Representatives, Education and Labor Committee, Subcommittee on Higher Education and Workforce Investment, September 2019.

“Opportunities to Simplify and Modernize Federal Student Aid,” U.S. Senate, Committee on Health, Education, Labor and Pensions, January 2018.

“The Effects of the Florida Tax Credit Scholarship Program on College Enrollment,” Florida House of Representatives, Education Committee, PreK–12 Innovation Subcommittee, December 2017.

“Improving Federal Student Aid to Better Meet the Needs of Students,” U.S. House of Representatives, Education and the Workforce Committee, Subcommittee on Higher Education and Workforce Development, March 2017.

“Class Size and Student Outcomes: Research and Policy Implications,” Nevada State Assembly, Committee on Education, April 2015.

“Endogenous Stratification in Randomized Experiments,” with Alberto Abadie and Martin R. West, *Review of Economics and Statistics* 100(4): 567–580 (2018).

“Can Low-Cost Online Summer Math Programs Improve Student Preparation for College-Level Math? Evidence from Randomized Experiments at Three Universities,” with Rebecca Griffiths and Christine Mulhern, *Journal of Research on Educational Effectiveness* 10(4): 794–816 (2017).

“The Effect of Private School Vouchers on Political Participation: Experimental Evidence from New York City,” with Deven Carlson and David Campbell, *Journal of Research on Educational Effectiveness* 10(3): 545–569 (2017).

“Interactive Online Learning on Campus: Comparing Students’ Outcomes in Hybrid and Traditional Courses in the University System of Maryland,” with Rebecca Griffiths, Christine Mulhern, and Richard Spies, *The Journal of Higher Education* 88(2): 210–233 (2017).

“Instructional Quality and Student Learning in Higher Education: Evidence from Developmental Algebra Courses,” *The Journal of Higher Education* 87(1): 84–114 (2016).

“Experimentally Estimated Impacts of School Vouchers on College Enrollment and Degree Attainment,” with Paul E. Peterson, *Journal of Public Economics* 122(2): 1–12 (2015).

“The Uneven Performance of Arizona’s Charter Schools,” with Martin R. West, *Educational Evaluation and Policy Analysis* 37(1): 120S–134S (2015).

“School Districts and Student Achievement,” with Grover J. Whitehurst and Michael R. Gallaher, *Education Finance and Policy* 10(3): 378–398 (2015).

“Which Teachers Choose a Defined Contribution Pension Plan? Evidence from the Florida Retirement System,” with Martin R. West, *Education Finance and Policy* 10(2): 193–222 (2015).

“Interactive Learning Online at Public Universities: Evidence from a Six-Campus Randomized Trial,” with William G. Bowen, Kelly A. Lack, and Thomas I. Nygren, *Journal of Policy Analysis and Management* 33(1): 94–111 (2014).

“Class Size and Student Outcomes: Research and Policy Implications,” *Journal of Policy Analysis and Management* 32(2): 411–438 (2013).

“Citizen Perceptions of Government Service Quality: Evidence from Public Schools,” with Michael Henderson and Martin R. West, *Quarterly Journal of Political Science* 7(4): 411–445 (2012).

“The Impact of a Universal Class-Size Reduction Policy: Evidence from Florida’s Statewide Mandate,” *Economics of Education Review* 31(5): 543–562 (2012).

“Do More Effective Teachers Earn More Outside the Classroom?” with Martin R. West, *Education Finance and Policy* 7(1): 8–43 (2012).

“Promotion and Reassignment in Public School Districts: How Do Schools Respond to Differences in Teacher Effectiveness?” with Martin R. West, *Economics of Education Review* 30(3): 419–433 (2011).

“It’s Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness,” with Paul E. Peterson, *Economics of Education Review* 30(3): 449–465 (2011).

“Ranking Doctoral Programs by Placement: A New Method,” with Benjamin M. Schmidt, *PS: Political Science & Politics* 40(3): 523–529 (2007).

BOOK
CHAPTERS

“Understanding Changes in the Distribution of Student Loan Debt Over Time,” with Beth Akers and Alice M. Henriques, in Brad Hershbein and Kevin M. Hollenbeck, eds., *Student Loans and the Dynamics of Debt*, Upjohn Institute Press, 2015, pp. 117–135.

“Graduation Rates at America’s Universities: What We Know and What We Need to Know,” in Andrew P. Kelly and Mark Schneider, eds., *Getting to Graduation: The Completion Agenda in Higher Education*, Johns Hopkins University Press, 2012, pp. 48–71.

“Teacher Effectiveness, Mobility, and Attrition in Florida,” with Martin R. West, in Matthew G. Springer, ed., *Performance Incentives: Their Growing Impact on American K–12 Education*, Brookings Institution Press, 2009, pp. 251–271.

POLICY
REPORTS

“When Is a School Segregated? Making Sense of Segregation 65 Years after Brown v. Board of Education,” with Tomas Monarrez and Brian Kisida, Urban Institute, 2019.

“Charter School Effects on School Segregation,” with Tomas Monarrez and Brian Kisida, Urban Institute, 2019.

“The Effects of the Florida Tax Credit Scholarship Program on College Enrollment and Graduation,” with Tomas Monarrez and Daniel Kuehn, Urban Institute, 2019.

“The Extra Mile: Time to School and Student Outcomes in Washington, DC,” with Kristin Blagg and Victoria Rosenboom, Urban Institute, 2018.

“The Road to School: How Far Students Travel to School in the Choice-Rich Cities of Denver, Detroit, New Orleans, New York City, and Washington, DC,” with Urban Institute Student Transportation Working Group, Urban Institute, 2018.

“The Effect of the DC School Voucher Program on College Enrollment,” Urban Institute, 2018.

“Rethinking Consumer Information in Higher Education,” with Kristin Blagg, Claire Graves, Anna Nicotera, and Lauren Shaw, Urban Institute, 2017.

“Do Poor Kids Get Their Fair Share of School Funding?” with Kristin Blagg, Urban Institute, 2017.

“Choice Deserts: How Geography Limits the Potential Impact of Earnings Data on Higher Education,” with Kristin Blagg, Urban Institute, 2016.

“Getting Risk Sharing Right: Creating Better Incentives for Colleges and Universities,” with Kristin Blagg, Urban Institute, 2016.

“Varsity Blues: Are High School Students Being Left Behind?” with Kristin Blagg, Urban Institute, 2016.

“Breaking the Curve: Promises and Pitfalls of Using NAEP Data to Assess the State Role in Student Achievement,” Urban Institute, 2015.

“The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck?” with Ulrich Boser and Chelsea Straus, Center for American Progress, 2015.

“Are College Students Borrowing Blindly?” with Beth Akers, Brookings Institution, 2014.

“School Superintendents: Vital or Irrelevant?” with Grover J. Whitehurst and Katharine M. Lindquist, Brookings Institution, 2014.

“Is a Student Loan Crisis on the Horizon?” with Beth Akers, Brookings Institution, 2014.

“Evaluating Teachers with Classroom Observations: Lessons Learned in Four Districts,” with Grover J. Whitehurst and Katharine M. Lindquist, Brookings Institution, 2014.

“Student Loan Safety Nets: Estimating the Costs and Benefits of Income-Based Repayment,” with Beth Akers, Brookings Institution, 2014.

“Common Sense: Using Common Finals to Measure Postsecondary Student Learning,” Brookings Institution, 2013.

“Do School Districts Matter?” with Grover J. Whitehurst and Michael R. Gallaher, Brookings Institution, 2013.

“Strength in Numbers: State Spending on K–12 Assessment Systems,” Brookings Institution, 2012.

“Beyond Need and Merit: Strengthening State Grant Programs,” with Sandy Baum and others, Brookings Institution, 2012.

“Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core,” with Grover J. Whitehurst, Brookings Institution, 2012.

“Class Size: What Research Says and What it Means for State Policy,” with Grover J. Whitehurst, Brookings Institution, 2011.

FELLOWSHIPS,
HONORS, AND
AWARDS

President’s Award for Entrepreneurship, Urban Institute, 2018.

Association for Education Finance and Policy-Walton Family Foundation Prize for Best Academic Paper on School Choice and Reform, 2016.

Emerging Education Policy Scholar, Thomas B. Fordham Institute and American Enterprise Institute, 2010–2011.

Pierre Bourdieu Award for the Best Book in Sociology of Education for *Crossing the Finish Line*, Sociology of Education Section of the American Sociological Association, 2010.

Graduate Research Fellowship, National Science Foundation, 2007–2010.

Harvard University Certificate of Distinction in Teaching, 2009.

Thomas T. Hoopes Prize for undergraduate thesis, Harvard College, 2005.

PROFESSIONAL
ACTIVITIES

Member, Board of Directors, Association for Education Finance and Policy, 2017–2020.

Executive Editor, *Education Next*, 2016–2019 (Member of Editorial Advisory Board, 2014–2016; Research Manuscript Editor, 2007–2014).

Regular Contributor, Evidence Speaks, Brookings Institution, 2015–2018.

Referee Service (selected): *American Economic Journal: Applied Economics*, *American Economic Journal: Economic Policy*, *American Journal of Political Science*, *American Political Science Review*, *Economics of Education Review*, *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Journal of Human Resources*, *Journal of Labor Economics*, *Journal of Policy Analysis and Management*, *Journal of Public Economics*, *Journal of Research on Educational Effectiveness*, *Journal of Urban Economics*, Smith Richardson Foundation, Spencer Foundation, *Quarterly Journal of Economics*, William T. Grant Foundation.

Media Interviews (selected): *New York Times*, *Wall Street Journal*, *Washington Post*, *Boston Globe*, *Los Angeles Times*, *Businessweek*, *TIME*, *Politico*, *Education Week*, *Chronicle of Higher Education*, *Inside Higher Ed*, ABC, CBS, CNBC, CNN, National Public Radio and various NPR affiliates.



PETER A. TATIAN

Senior Fellow

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PROFESSIONAL SYNOPSIS

Peter A. Tatian is a senior fellow in the Urban Institute's Metropolitan Housing and Communities Policy Center who researches housing policy and community development. Tatian is research director for Urban-Greater DC, an Urban Institute initiative supporting the District of Columbia and the Washington, DC region that is also part of Urban's National Neighborhood Indicators Partnership. He also advises nonprofits on performance management and evaluation and heads Urban's work providing technical assistance on data collection and use to grantees of the US Department of Education's Promise Neighborhoods initiative.

Tatian directed the evaluation of the National Foreclosure Mitigation Counseling program, which has provided counseling services to over one million troubled homeowners. He has also studied the impacts of public and supportive housing on neighborhoods and has worked on housing policy reform in eastern Europe and the former Soviet Union.

EDUCATION

BS, Mathematics, Massachusetts Institute of Technology, 1986

PROFESSIONAL BACKGROUND

Long-Term Positions

9/1990–present

Senior Fellow

Urban Institute, Metropolitan Housing and Communities Policy Center
Washington, DC

Mary Cunningham, Center Director

Research, policy analysis, technical assistance, and project management

Funded research and project summaries

- **Project Details:** Urban-Greater DC, 2018 – present, approximately \$100,000 annually
Sponsor: Various
Description: Provide local data and policy analysis for the District of Columbia and the Washington, DC region; conduct outreach to key stakeholders in the community and facilitate the use of data to inform issue discussions and responses.
Role: Research Director
- **Project Details:** Promise Neighborhoods Data Program Performance TA Contract, 2018-2021, between \$2.17 and 7.55 million
Sponsor: US Department of Education, Elson Nash, elson.nash@ed.gov
Description: Provide technical assistance on programming and data collection to Promise Neighborhoods implementation grantee organizations; review and summarize annual performance reports submitted by grantees; develop technical assistance products to advance the effective use of data to improve performance of Promise Neighborhoods, as well as other place-based initiatives.

Role: Co-principal investigator

- Project Details: Measure4Change, 2013 - present, \$350,000
Sponsor: World Bank, Lindsey Buss, lbuss@worldbankgroup.org
Description: Provide technical assistance and support to nonprofit service-providing organizations in the Washington, DC, region on developing capacity for performance measurement and evaluation.
Role: Technical assistance provider
- Project Details: THEARC Equitable Development Plan (11th Street Bridge Park), 2018 – 2021, \$225,000
Sponsor: Building Bridges Across the River
Description: Provide technical assistance, data, and evaluation support for the 11th Street Bridge Park in implementing their equitable development plan for areas expected to be at risk of experiencing displacement.
Role: Co-principal investigator
- Project Details: Regional Housing Framework for the Washington Region, 2018 – 2019, \$63,000
Sponsor: Greater Washington Partnership, JP Morgan Chase
Description: Conduct analysis and produce a report to support regional target setting on housing production by cost bands and provide information on policy tools that would be most effective in meeting those targets.
Role: Senior researcher
- Project Details: The Commons at Stanton Square, 2018 - 2019, \$40,000
Sponsor: Community of Hope, Dara Johnson, djohnson@horningbrothers.com
Description: Provide technical assistance and data support to a coalition of nonprofit service-providers working at the new Commons co-located facility in southeast DC to create a performance measurement framework and baseline data collection to inform their work.
Role: Co-principal investigator
- Project Details: DC Public Schools Enrollment Study, 2018, \$150,000
Sponsor: Office of the District of Columbia Auditor, Stacie Pittell, stacie.pittell@dc.gov
Description: Conduct a study of DC government's processes and procedures for projecting future public school enrollment and using that information for future planning.
Role: Senior researcher
- Project Details: Inclusive Economies US Cities, 2018, \$50,000
Sponsor: Mastercard, Melinda Rolfs, melinda.rolfs@mastercard.com
Description: Explore the use of aggregated, anonymous electronic transaction data for assessing neighborhood change related to equitable community development activities.
Role: Senior researcher
- Project Details: State of Immigrants and African Americans in DC, 2018, \$64,000
Sponsor: Executive Office of the Mayor of the District of Columbia, Hanna Baker, hanna2.baker@dc.gov
Description: Create summary briefs and infographics providing a perspective on the historical and current conditions facing African Americans and three immigrant communities (Latinos, Asians and Pacific Islanders, and Africans) in DC.
Role: Principal investigator
- Project Details: Study of Family-Sized Housing Units in DC, 2018 - 2019, \$128,000
Sponsor: Deputy Mayor for Planning and Economic Development, Yari Greaney, yari.greaney@dc.gov

Description: Provide data and policy analysis to the government of the District of Columbia on the needs and supply for large housing units of three or more bedrooms, particularly for renter households with lower incomes.

Role: Co-Principal investigator

- Project Details: Ward 7 and 8 Equity Feature, 2018, \$50,000
Sponsor: JPMorgan Chase, Dekonti Mends-Cole, dekonti.mendscole@jpmchase.com
Description: Produce a digital feature to allow community members to explore equity gaps on key quality of life indicators across DC's wards and neighborhoods.
Role: Principal investigator
- Project Details: NeighborhoodInfo DC, 2005 - 2018, approximately \$300,000 annually
Sponsor: Various
Description: Provide local data and policy analysis for the District of Columbia and the Washington, DC, region; conduct outreach to key stakeholders in the community and facilitate the use of data to inform issue discussions and responses.
Role: Director
- Project Details: Voices of the Community: DC, Maryland, Virginia, 2017, \$215,000
Sponsor: Greater Washington Community Foundation, Tonia Wellons, twellons@thecommunityfoundation.org
Description: Conduct a survey and focus groups in the greater Washington, DC, area to learn about people's perceptions of the quality of life in the region, as well as experiences with displacement, discrimination, and economic hardship.
Role: Co-principal investigator
- Project Details: DC Civic Technology and Data Collaborative, 2016 - 2017, \$77,000
Sponsor: Living Cities, Elizabeth Reynoso, ereynoso@livingcities.org
Description: Develop a civic technology and data tool for the District of Columbia to support decision making around investments in affordable housing preservation.
Role: Principal investigator
- Project Details: Bridge Park Equitable Development Strategy, 2015 - 2017, \$75,000
Sponsor: Building Bridges Across the River, Scott Kratz, skratz@thearcdc.org
Description: Support the implementation and tracking of the 11th Street Bridge Park equitable development plan and metrics.
Role: Co-principal investigator
- Project Details: East of the River Equitable Development Summit, 2015 - 2016, \$16,000
Sponsor: City First Foundation, Tabitha Atkins, tatkins@cityfirstbank.com
Description: Present data on equitable development at community discussion hosted by the Foundation, moderate panel on affordable housing, and prepare a summary brief on the event.
Role: Co-principal investigator
- Project Details: Promise Neighborhoods Data Files, 2011 - 2016, \$3,283,000
Sponsor: US Department of Education, Elson Nash, elson.nash@ed.gov
Description: Provide technical assistance on data collection, use, and reporting to the twelve Promise Neighborhoods implementation grantee organizations; collect data from grantees to be used for future research on Promise Neighborhoods; review and summarize annual performance reports submitted by grantees; develop technical assistance products to advance the effective use of data to improve performance of Promise Neighborhoods, as well as other place-based initiatives.
Role: Principal investigator
- Project Details: DC Affordable Housing Needs Assessment, 2013 - 2015, \$220,000
Sponsor: DC Deputy Mayor for Planning and Economic Development, Andrew Trueblood, andrew.trueblood@dc.gov

Description: An affordable housing needs assessment to measure, quantify, and qualify the need for affordable housing within each ward and neighborhood cluster in the District of Columbia; to quantify the need to preserve and construct housing units appropriate to meet the needs of DC residents now and in the future; and to help guide investment decisions in affordable housing by the city. The first phase of the study examined the city's new inclusionary zoning program and made recommendations to improve administration and outcomes.

Role: Principal investigator

- Project Details: National Foreclosure Mitigation Counseling (NFMC) Program Evaluation, 2008 – 2011, \$1.65 million (rounds 1 and 2); 2012 – 2014, \$750,000 (rounds 3, 4, and 5)
Sponsor: NeighborWorks, Tina Trent, ttrent@nw.org
Description: A comprehensive evaluation of the first five rounds of the NFMC program, which funded housing counseling agencies across the U.S. to assist homeowners facing possible loss of their homes from foreclosure. The evaluation included a process study to assess funding award selection procedures, qualitative interviews and a survey of grantee organizations to learn about challenges and best practices, and a quantitative impact evaluation to assess mortgage-related outcomes for counseled homeowners.
Role: Project Director

PUBLICATIONS

Peer-Reviewed

Tatian, Peter A., John Accordino, George Galster. 2006. "Targeting Investments for Neighborhood Revitalization." *Journal of the American Planning Association* 72(4) Autumn. Awarded best article, 2006.

Tatian, Peter A. and Christopher Snow. 2005. "The Effects of Housing Assistance on Income, Earnings, and Employment." *Cityscape* 8(2): pp. 135-161.

Galster, George, Kathryn Pettit, Anna Santiago, and Peter Tatian. 2002. "The Impact of Supportive Housing on Neighborhood Crime Rates." *Journal of Urban Affairs* 20(3): pp. 289-315.

Project Reports, Policy Briefs, and Other Publications

Tatian, Peter A., Leah Hendy, Scott Bruton. 2019. *An Assessment of the Need for Large Units in the District of Columbia*. Washington, DC: The Urban Institute.

Hendey, Leah, Peter Tatian, and Yipeng Su. 2018. *Closing Equity Gaps in DC's Wards and Neighborhoods*. Digital feature. Washington, DC: The Urban Institute.

Hendey, Leah, Peter A. Tatian, Margery Austin Turner, Bhargavi Ganesh, Sarah Storchak, and Yipeng Su. 2018. *What HQ2 could mean for the Washington region's housing market, in 7 charts*. Digital feature. Washington, DC: The Urban Institute.

Tatian, Peter A., Sara McTarnaghan, Olivia Arena, Yipeng Su. 2018. *State of Immigrants in the District of Columbia*. Washington, DC: The Urban Institute.

Martin, Steven, Megan Gallagher, Yipeng Su, Constance A. Lindsay, Peter A. Tatian, Graham MacDonald. 2018. *A Study of Enrollment Projections for DC's Public Schools: Assuring Accuracy and Transparency*. Washington, DC: Office of the District of Columbia Auditor.

McKeever, Brice, Solomon Greene, Graham MacDonald, Peter A. Tatian, Deondre' Jones. 2018. *Data Philanthropy: Unlocking the Power of Private Data for Public Good*. Washington, DC: The Urban Institute.

Tatian, Peter A., Leah Hendey, and Mary Bogle. 2017. *Voices of the Community: DC, Maryland, Virginia*. Washington, DC: The Greater Washington Community Foundation.

Hendey, Leah, and Peter A. Tatian. 2016. *Toward a Community Vision for Equitable Development*. Washington, DC: The Urban Institute.

Tatian, Peter A. 2016. *Performance Measurement to Evaluation*. Washington, DC: The Urban Institute.

- Franks, Kaitlin, Elizabeth Oo, and Peter A. Tatian. 2015. *Preparing and Fielding High-Quality Surveys: Practical Strategies for Successfully Implementing Neighborhood and School Climate Surveys in Promise Neighborhoods*. Washington, DC: The Urban Institute.
- Gillespie, Sarah, Peter A. Tatian. 2015. *Resources for Place-Based Initiatives*. Washington, DC: The Urban Institute.
- Gillespie, Sarah, Peter A. Tatian. 2015. *Six Steps to Success: Collecting and Using Performance Data in Place-Based Initiatives*. Washington, DC: The Urban Institute.
- Tatian, Peter A., Josh Leopold, Elizabeth Oo, Gerry Joseph, Graham MacDonald, Austin Nichols, Maia Woluchem, Simone Zhang, and Katya Abazajian. 2015. *Affordable Housing Needs Assessment for the District of Columbia: Phase II*. Washington, DC: The Urban Institute.
- Tatian, Peter A. 2014. *Challenges and Choices for the New Mayor: Preserving and Expanding Inclusive Housing*. Washington, DC: The Urban Institute.
- Tatian, Peter A., and Elizabeth Oo. 2014. *Affordable Housing Needs Assessment for the District of Columbia: Phase I*. Washington, DC: The Urban Institute.
- Hendey, Leah, Peter A. Tatian, and Graham MacDonald. 2014. *Housing Security in the Washington Region*. Washington, DC: The Urban Institute.
- Gillespie, Sarah, Peter A. Tatian. 2014. *Promise Neighborhood Target Setting Guidance*. Washington, DC: The Urban Institute.
- Temkin, Kenneth M., Neil S. Mayer, Charles A. Calhoun, and Peter A. Tatian. 2014. *National Foreclosure Mitigation Counseling Program Evaluation: Final Report, Rounds 3 Through 5*. Washington, DC: The Urban Institute. September.
- Mayer, Neil, Peter A. Tatian, Kenneth Temkin, and Charles A. Calhoun. 2012. *Has Foreclosure Counseling Helped Troubled Homeowners: Evidence from the Evaluation of the National Foreclosure Mitigation Counseling Program*. Washington, DC: The Urban Institute. January.
- Mayer, Neil, Peter A. Tatian, Kenneth Temkin, and Charles A. Calhoun. 2011. *National Foreclosure Mitigation Counseling Program Evaluation: Final Report, Rounds 1 and 2*. Washington, DC: The Urban Institute. December.
- Mayer, Neil, Peter A. Tatian, Kenneth Temkin, and Charles A. Calhoun. 2010. *National Foreclosure Mitigation Counseling Program Evaluation: Preliminary Analysis of Program Effects, September 2010 Update*. Washington, DC: The Urban Institute. September.
- Mayer, Neil, Peter A. Tatian, Kenneth Temkin, and Charles A. Calhoun. 2009. *National Foreclosure Mitigation Counseling Program Evaluation: Preliminary Analysis of Program Effects*. Washington, DC: The Urban Institute. November 2.

Commentaries and Media Mentions

- Yasna Khademian, "D.C. Residents Worry About Moving as Housing Prices Rise," WAMU, July 15, 2019.
<https://wamu.org/story/19/07/15/d-c-residents-worry-about-moving-as-housing-prices-rise/>.
- Nena Perry-Brown, "DC Releases Findings on Need for Family-Sized Residential Units," Urban Turf, June 25, 2019.
<https://dc.urbanturf.com/articles/blog/dc-releases-findings-on-the-need-for-family-sized-units/15585>.
- Ally Schweitzer, "There's Already A Housing Crisis in The D.C. Area. Will Amazon Make It Worse?" WAMU, November 14, 2018.
<https://wamu.org/story/18/11/14/theres-already-a-housing-crisis-in-the-d-c-area-will-amazon-make-it-worse/>.
- Bruce McNamer, "Businesses and individuals together can end homelessness," Washington Business Journal, November 9, 2018.
<https://www.bizjournals.com/washington/news/2018/11/09/businesses-and-individuals-together-can-end.html>.

Tatian, Peter A., and Mychal Cohen, "A tax on luxury homes would help preserve equity in D.C.," essay for DC Policy Center virtual symposium, *Achieving Racial Equity in Housing Outcomes in D.C.*, October 18, 2018.

<https://www.dcpolicycenter.org/publications/racial-equity-housing-symposium/#essay5>.

Andréane Williams, "The steady decline of African-American culture in Washington DC," *Equal Times*, August 22, 2018.

<https://www.equaltimes.org/the-steady-decline-of-african>.

Cohen, Mychal and Peter A. Tatian, "Can a community land trust give long-term residents a foothold in a changing neighborhood?" *Urban Wire* blog, January 29, 2018.

<https://www.urban.org/urban-wire/can-community-land-trust-give-long-term-residents-foothold-changing-neighborhood>.

Jacob Passy, "How rent control can exacerbate inequality," *MarketWatch*, January 8, 2018.

<https://www.marketwatch.com/story/does-rent-control-on-property-increase-or-reduce-crime-rates-these-economists-have-the-answer-2017-10-09>.

Andrew Giambrone, "D.C. Sues Landlord of Rent-Controlled Building in Northwest for Offering Problematic Discounts," *Washington City Paper*, December 15, 2017.

<https://www.washingtoncitypaper.com/news/housing-complex/blog/20985895/dc-sues-landlord-of-rentcontrolled-building-in-northwest-for-offering-problematic-discounts>.

Karrie Jacobs, "The High Line Network Tackles Gentrification," *Architect Magazine*, October 16, 2017.

https://www.architectmagazine.com/design/the-high-line-network-tackles-gentrification_o.

Grace Ballenger, "This map visualizes DC affordable housing data," *Technical.ly DC*, October 12, 2017.

<https://technical.ly/dc/2017/10/12/affordable-housing-insights/>.

Michelle Goldchain, "D.C. affordable housing mapped in new interactive tool," *Curbed Washington DC*, October 6, 2017. <https://dc.curbed.com/2017/10/6/16435860/affordable-housing-insights-map>.

Sean Watterson, "Northern Virginia Advocates Seek Answers to Affordable Housing Puzzle," *Nonprofit Quarterly*, May 19, 2017. <https://nonprofitquarterly.org/2017/05/19/northern-virginia-advocates-look-for-answers-to-affordable-housing-puzzle/>.

Joel Aschbrenner, "Flooding decimated this Des Moines neighborhood. Now Habitat wants to rebuild it," *The Des Moines Register*, April 21, 2017.

<http://www.desmoinesregister.com/story/money/business/2017/04/21/des-moines-habitat-for-humanity-rebuilding-birdland/99840750/>.

Shaun Courtney, "D.C. mayor sets goal to grow private sector to \$100 billion, cap unemployment at 10 percent in every ward," *Washington Post*, March 7, 2017,

<https://www.washingtonpost.com/news/digger/wp/2017/03/07/d-c-mayor-sets-goal-to-grow-private-sector-to-100-billion-cap-unemployment-at-10-percent-in-every-ward/>.

Amanda Coulson Hurley, "Bridging DC's Starkest Divide: Can a park over the Anacostia River spur a revolution in urban development?" *NextCity*, November 21, 2016,

<https://nextcity.org/features/view/washington-dc-anacostia-11th-street-bridge-park-plans>.

Olivo, Antonio, and Bill Turque. "For immigrant residents displaced by Silver Spring fire, finding new home may not be easy," *Washington Post*, August 20, 2016, https://www.washingtonpost.com/local/md-politics/for-immigrant-residents-displaced-by-silver-spring-fire-finding-new-home-may-not-be-easy/2016/08/19/73811e6c-63df-11e6-96c0-37533479f3f5_story.html.

Tatian, Peter A. "Is evaluation valuable for every nonprofit?" *Urban Wire*, March 18, 2016,

<http://www.urban.org/urban-wire/evaluation-valuable-every-nonprofit>.

Tatian, Peter A. "A preservation strategy will help DC meet affordable housing needs," *Urban Wire*, March 2, 2015, <http://www.urban.org/urban-wire/preservation-strategy-will-help-dc-meet-affordable-housing-needs>.

O'Connell, Jonathan. "Can D.C. build a \$45 million park for Anacostia without pushing people out?" *Washington Post*, January 21, 2016, https://www.washingtonpost.com/lifestyle/magazine/can-dc-build-a-45-million-park-for-anacostia-without-pushing-people-out/2016/01/20/d96e9cde-a03c-11e5-8728-1af6af208198_story.html.

PRESENTATIONS

Academic Conferences

- Tatian, Peter A. 2017. "Using Data to Assess Fair Housing." Presentation at the National Council of State Housing Agencies conference, Denver, October 16.
- Tatian, Peter A. 2017. "The Power of Public Space: Exploring the Role of New Urban Park Spaces in Gentrification and/or Inclusion." Respondent at Urban Affairs Association panel, Minneapolis, April 21.
- Tatian, Peter A. 2016. "Change & Gentrification in Washington, DC." Presentation at the Transportation Research Board 95th Annual Meeting, Washington, DC, January 13.

Government Testimonies and Related Presentations

- Tatian, Peter A. 2012. "Public Roundtable on National Homeownership Month." Testimony before the Council of the District of Columbia, Washington, DC, June.
- Tatian, Peter A. 2010. "Fair Housing in the District of Columbia." Testimony before the United States Commission on Civil Rights. Washington, DC, September.
- Tatian, Peter A. 2008. "Foreclosures in the District of Columbia." Testimony before the Council of the District of Columbia, Committee on Public Services and Consumer Affairs, Washington, DC, June.

Invited Lectures and Panels

- Tatian, Peter. "Using Data to Drive Success: What Does it Take?" Presentation to Promise Zone Peer Exchange. San Antonio, Texas. August 6.
- Tatian, Peter, Mary Bogle, Mychal Cohen, Somala Diby, Olivia Arena. 2019. "Continuously Improving Implementation in Bridge Park EDP." Presentation to Bridge Park Equitable Development Partnership. June 18.
- Tatian, Peter A., Leah Hendey, Maya Brennan, Margery Turner. 2019. "Regional Housing Framework" Presentation to Metropolitan Washington Council of Governments Board. June 12.
- Tatian, Peter A. 2018. "Housing Affordability in the Washington Area." Presentation to the Faith-Based Community Development Forum, Washington, DC, June 28.
- Tatian, Peter A. 2018. "Housing Insights: Bringing Open Data to Affordable Housing Decision Makers." Presentation at National Neighborhood Indicators Partners Meeting, Atlanta, GA, May 10.
- Tatian, Peter A. 2018. "Change & Gentrification in Washington, DC." Presentation to the District of Columbia City Council, Washington, DC, March 16.
- Tatian, Peter A. 2018. "Voices of the Community: DC, Maryland, Virginia." Presentation of findings at the Region Forward Coalition Meeting, Metropolitan Washington Council of Governments, Washington, DC, January 26.
- Tatian, Peter A. 2018. "Voices of the Community: DC, Maryland, Virginia." Presentation of findings at "The African Diaspora: A District 2 Community Forum," Hyattsville, MD, January 13.
- Tatian, Peter A. 2017. "Voices of the Community: DC, Maryland, Virginia." Presentation of findings, Washington, DC, December 7.
- Tatian, Peter A. 2017. "Housing Insights: Bringing Open Data to Affordable Housing Decision Makers." Presentation at Housing Insights project release event, Urban Institute, Washington, DC, August 24.
- Tatian, Peter A. 2016. "Diversity in the D.C. Area." Discussant at release of findings from the 2016 D.C. Area Survey, Washington, DC, October 3.

- Tatian, Peter A. 2016. "State of Latinos in DC: Update." Presentation at the Mayor's Office on Latino Affairs Convening, Washington, DC, September 28.
- Tatian, Peter A. 2016. "Indicators of Inclusive Economic Growth for the District of Columbia." Presentation at the Deputy Mayor for Planning and Economic Development's Economic Intelligence Roundtable, Inclusive Growth Metrics Workshop, Washington, DC, September 16.
- Tatian, Peter A. 2016. "Equitable Development Planning: 11th Street Bridge Park." Presentation at Monitoring Neighborhood Change Panel, NNIP Meetings, Cleveland, September 15.
- Tatian, Peter A. 2016. "Housing Security in the Washington Region." Presentation at the Mayor's Housing Conference, Takoma Park, MD, February.
- Tatian, Peter A. 2016. "Housing Security in the Washington Region." Presentation to the Prince George's County Council, Annapolis, MD, January.
- Tatian, Peter A. 2015. "Our Changing City." Presentation at DC Bar Foundation Board meeting, Washington, DC, December 8.
- Tatian, Peter A., and Leah Hendey. 2015. "How NeighborhoodInfo DC Benefits Local Nonprofits." Presentation at NeighborhoodInfo DC Funder Convening, Washington, DC, December 7.
- Tatian, Peter A. 2015. "Data Mapping with Free & Open Source Tools." Presentation at Ideas Showcase, NNIP Meetings, Denver, November 19.
- Tatian, Peter A. 2015. "Our Changing City: Demographic Trends Through 2010." Presentation at DC Population Projections convening, Washington, DC, November 17.
- Tatian, Peter A. 2015. "Affordable Housing Preservation." Presentation for the District of Columbia Housing Preservation Strike Force, Washington, DC, October 16.

SERVICE

Policy Service

- Bridge Park Equitable Development Task Force: Member; January 2015 – 2016
- Greater Washington Housing Leaders Group: Member; January 2015 – present
- LISC DC Advisory Committee: Member; August 2015 – present
- Park Morton New Communities Steering Committee: Member; January 2016 – present
- United Planning Organization Community Reinvestment Advisory Council: Member; April 2019 - present

Urban Institute Service

- Career Ladder Committee: Member; July 2016 – December 2017
- Urban Institute SAS Users Group: Director; January 1995 - December 2015
- Washington, DC, Research Initiative: Member; January 2015 – present

AWARDS, HONORS, AND FELLOWSHIPS

- Best Article for 2006: Journal of the American Planning Association

SKILL TAGS

SAS; mapping/GIS; community engagement; data storytelling; performance measurement; evaluation; technical assistance

SUBJECT MATTER TAGS

Housing and housing finance; poverty, vulnerability, and the safety net; neighborhoods, cities, and metros

LANGUAGES

French (conversational)

Japanese (intermediate; JLPT level N3)

MARY BOGLE

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Mary Bogle is a principal research associate in the Metropolitan Housing and Communities Policy Center at the Urban Institute. She conducts formative and summative research on policies and place-conscious interventions that help low-income parents surmount the economic, equity, and mental health challenges that often interfere with their efforts to create healthy, productive, and protective environments for their children. She leads Urban's team for the Aspen Family Prosperity Innovation Community and is a nationally recognized thought leader on two-generation (2Gen) policy and practice. Over the course of her career, Mary has worked extensively with and for community-based organizations, government agencies, and foundations – including numerous entities across the DC region – to plan, implement, and evaluate programs and policies that benefit low-income children and families. Mary has played a significant leadership role in the design and continuous improvement of several local comprehensive community change collaborations which focus on improving educational outcomes in the metropolitan DC region, including the United Way of the National Capital Area's Community Commitment initiative and [Opportunity Neighborhoods](#) (ON) in Fairfax County, Virginia.

EDUCATION

MA, School of Social Service Administration, University of Chicago, 1991
BA, English and Religion, Wellesley College, 1986

PROFESSIONAL BACKGROUND

2014-present	Principal Research Associate, The Urban Institute
2001-2014	Principal, Bogle Consulting
2006-2009	Chief of Program Development and Evaluation, LifeSTARTS Youth and Family Services
1995-1999	Executive Director, Grantmakers for Children, Youth & Families
1995-1997	Field Instructor, Howard University, School of Social Work
1993-1995	Project Office/Head Start Program Specialist, Comprehensive Child Development Program, Head Start Bureau, Administration on Children, Youth and Families U.S. Department of Health and Human Services
1991-1993	Program/Budget Analyst, Office of the Budget, Office of the Secretary U.S. Department of Health and Human Services
1990-1991	Legislative Assistant, Office of Legislative and Community Affairs, Department of Human Services, City of Chicago
1989-1990	Counselor, Evanston Shelter for Battered Women
1987-1988	Youth Specialist, Covenant House
1986-1987	Assistant Editor, Metropolitan Detroit Magazine

SAMPLES OF RESEARCH AND TECHNICAL ASSISTANCE PROJECTS

Implementation Study of the Equitable Development Plan of the 11th Street Bridge Park Project.

2015 – 2020: Role: Co-Principal Investigator

Sponsor: Building Bridges Across the River

Description: Study to document implementation of an equitable development plan to support the economic advancement of low-income residents residing in the impact area surrounding a large, public common space development project; includes setting and tracking performance metrics; documenting and measuring the

early successes and challenges of the plan using quantitative and qualitative methods, and disseminating findings to stakeholders and key audiences through research reports, case studies, and presentations.

Evaluation of the Impact of the Cities of Service Love Your Block Program.

2018 -2020; Role: Principal Investigator

Sponsor: Cities of Service

Description: Cities of Service has launched a new, two-year LYB grant program, building off the original three-year LYB grant program. The new LYB grant program helps neighborhoods that are struggling to prevent and/or eliminate blighted properties: that is, properties in need of significant repair or remediation. Such properties could include but are not limited to single family homes, apartment buildings, commercial buildings, vacant lots, parks and other public spaces. They are particularly interested in initiatives that focus on maintaining affordable housing stock and helping people who are at risk of losing their homes, keep their homes. This study builds and expands the findings of last year's Qualitative Study of the Social Connectedness Outcomes Produced by the Love Your Block Program (also PI'd by Bogle) by measuring the impact of LYB across three tiers: the impact that COS support (funds, technical assistance, etc.) has on the project and the city; the impact the project has on relevant outcomes such as foreclosures mitigated, vacant lots repurposed, etc.; the combined quantitative and qualitative impact of the project and increased social cohesion.

Evaluation of the United Way of the National Capital Area's 5-Year Community Commitment: Education and Financial Stability Programs.

October 2017 – September 2020 (2 one-year intervals over 3 years), Role: Co-Principal Investigator

Sponsor: United Way of the National Capital Area

Description: This partnership/evaluation assesses the outcomes of the United Way NCA's 5-year Community Commitment initiative, with a focus on the education and financial stability impact areas. The objectives of this partnership are to: (1) discern and communicate clearly about the outcomes of the Community Commitment to a range of United Way NCA internal and external stakeholders, inclusive of impact story-telling, (2) strategically improve the implementation process for the Community Commitment, including recommendations for scale-up, and 3) establish a refined evaluation framework capable of delivering on the first two objectives.

Best Practices for Creating Healthy Communities.

March 2018– March 2019; Role: Principal Investigator

Sponsor: Building Bridges Across the River (funded by the Centene Foundation)

Description: This is a study has two components. The first component is a study of the cross-utilization of services patterns among participants in the programs of nonprofit partners at the Town Hall Education Arts and Recreation Campus (THEARC) so that BBAR partners can understand their combined impact on the community and enhance the effectiveness of their co-location for improving health and wellbeing outcomes for whole families. The second component is to develop metrics to assess the progress of the 11th Street Bridge Park's cultural equity strategies, which have recently been added to the Bridge Park's overall Equitable Development Plan to combat the effects of gentrification and ensure that residents can stay and thrive in place.

Research and Consultation to Support Strategic Expansion of Tulsa Educare.

June 2018 – December 2019; Role: Principal Investigator

Sponsor: George Kaiser Family Foundation

Description: Assist Tulsa Educare to conduct the short-term strategic planning necessary to expand its services to children and families with low income in tandem with bringing on line a fourth Educare School and additional community engagement space, which will offer shared services for the surrounding community, as well as technical assistance and professional development to enhance the quality of other community-based child care in the Tulsa community.

Risk Assessment Index and Evaluation of the Roca Young Mothers' Program.

July 2018 – June 2019; Role: Co-Principal Investigator with Theresa Anderson

Description: The goal of this project is to explore and develop the evidence base for the YMP model, including its potential “two-generation” impact – how positive outcomes and progress for mothers relate to positive outcomes and progress for their children. This contract fund the first year of a three-year project and is the first step in establishing and building a long-term research-practice partnership between the Urban Institute and Roca. Roca is a nationally-recognized nonprofit based in Massachusetts (the greater Boston area and Springfield) that serves young men and women, ages 16 – 24, who are disconnected from school and employment, often alienated from traditional family and community support structures, frequently ineligible for other youth-serving programs, and rarely connected to any public systems except for the criminal justice or child welfare systems.

Study for the Aspen Family Prosperity Fund Innovation Community.

November 2017 – April 2019 (18 months); Role: Principal Investigator

Sponsor: The Aspen Institute (with funds from RWJF), Marjorie Sims (marjorie.sims@aspeninstitute.org)

Description: Work with the Innovation Community to explore how public policies can mediate tensions between employer goals and family needs to support low-income parents in their efforts to be both productive workers and good caregivers for their children. Using a whole-family (2Gen) approach, this project is designed to motivate and inform strategic policy changes in three key areas of employment-related policies: leave and disability benefits, work schedule control, and child care support. The project is divided into two phases – research and policy product development – structured around principles of human-centered design (HCD) and centered on stakeholder engagement, integration of parent voices, and collaboration with Ascend and the Innovation Community. Research for the project involves multiple methods including literature and policy review, qualitative data collection, and stakeholder and expert interviews and engagement at multiple levels.

Voices of the Community: DC, Maryland, Northern Virginia (DMV Voices) initiative.

March 2017 – February 2018 (12 months); Role: Senior team member responsible for leading the focus group and data walk components of the project.

Sponsor: The Community Foundation for the National Capital

Description: Under this project, the research team is fielding a regional survey on quality of life for residents of the region, as well as conducting focus groups with vulnerable sub-populations and assisting the Community Foundation to facilitate stakeholder feedback opportunities, including a data walk. The research team will also play an active role in the release and presentation of findings from Voices.

Develop the Tulsa Mental Health Plan.

July 2016 – April 2018 (2 years); Role: Co-Principal Investigator

Sponsor: University of Tulsa Oxley College of Health Sciences/Zarrow Family Foundation, Jeff Alderman (jeffrey-alderman@utulsa.edu)

Description: Contract to craft a 10-year Tulsa Mental Health Plan (TMHP) focused primarily on addressing the needs of patients up to age 65 with mental illness, with and without co-occurring substance abuse in the Tulsa County region. Involves mapping the current landscape of mental health resources and identifying current and future needs; aligning key initiatives required to address current and future needs; and drafting final recommendations.

Qualitative Study of the Social Connectedness Outcomes Produced by the Love Your Block Program.

April 2017 – November 2017 (8 months); Role: Principal Investigator

Sponsor: Cities of Service, Mauricio Garcia (mauricio@citiesofservice.org)

Description: This study is designed to help the Cities of Service Board and staff leaders to better understand how Love Your Block projects affect the social connectedness of the residents and communities involved, as well as how “social connectedness” outcomes might relate to impact outcomes such as public safety. In addition, Cities of Service leaders want to know more about how residents’ relationships with city officials change because of LYB, and how these relationships might factor into the production of social connectedness and tangible impact outcomes.

Technical Support for the Citi Community Progress Makers.

January 2017 – December 2017 (1 year); Role: Senior TA provider responsible for designing and providing an intensive data capacity building program for Tier 1 grantees, includes designing a webinar series and program of one-on-one consultations.

Sponsor: United Way of National Capital Area

Description: Technical support to help CPM grantees' build capacity to use data for learning, continuous improvement, evaluation, and innovation.

Develop Guidance to Practitioners and Policymakers on How to Set, Track, and Measure Two-Generation Outcomes.

2014 – Ongoing; Role: Principal Investigator

Sponsor: Annie E. Casey Foundation & The Aspen Institute, Marjorie Sims

(marjorie.sims@aspeninstitute.org)

Description: Two successive projects to produce reports documenting how community-based practitioners, as well as state and other policymakers can approach targeting, tracking, and measuring outcomes when designing and implementing two-generation programs. Contents of the reports include history, evaluation principles, logic models, and a glossary of terms. In addition, Urban-Ascend "consulting gigs" to state officials have begun to emerge from this work, including a recent contract for \$15,000 from the State of Hawaii Department of Human Services to advise administrators on outcomes and metrics that DHS can use to design, evaluate, and track 'Ohana Nui, their new multi-generational approach to providing social and health services.

Feasibility Study for a Two-Generation School Wraparound Model.

2014 – 2016; Role: Principal Investigator

Sponsor: Bainum Family Foundation, Noel Bravo (nbravo@bainumfdn.org)

Description: Multi-methods study to assist a regional foundation to assess the feasibility of and determine next steps for launching a new foundation strategy focused on children ages 0 – 5 and their families; collected and analyzed data from key informant interviews, document review, and administrative sources in order to provide 1) in-depth profiles of distressed neighborhoods in DC's southeast and northeast quadrants, including information on child and family poverty, health, neighborhood need, and enrollment levels and quality of Pre-K and Child-Care settings in each neighborhood 2) an options paper designed to help the Foundation make decisions on the core components of early learning and wraparound models, and 3) Geomaps of potential focal neighborhoods inclusive of potential partner scans.

National Promise Neighborhood Technical Assistance Provider.

2014 – 2022; Role: Senior Task Lead responsible for all aspects of technical assistance involving how to create and utilize a culture of continuous quality improvement within grantee agencies and across their school and service-provider partners.

Sponsor: US Department of Education, Elson Nash (elson.nash@ed.gov)

Description: Federal contract to provide ongoing TA to the national Promise Neighborhoods implementation grantees on strategy, evaluation and sustainability. Bogle is responsible for overseeing TA on data collection strategies and data system structures; data security and confidentiality; vertical and horizontal data linkages across partners; and using data for continuous quality improvement. Involves providing guidance on data systems, methods, and strategies for measuring 15 Government Performance and Results Act (GPRA) results such as access to medical homes, early learning program attendance, age-appropriate functioning, academic achievement, school attendance, safety, school mobility, graduation rates, and attainment of post-secondary education.

The Housing Opportunities and Services Together (HOST) Cross-Center Research Initiative of the Urban Institute

2011 – Ongoing

Sponsor: The Kresge Foundation & Others; Role: Senior team member responsible for conducting the process evaluation, developing the HOST Network and for deepening HOST Network capacity for supporting 2Gen service and policy frameworks.

Description: The Housing Opportunity and Services Together (HOST) approach began as a research demonstration that tested strategies using housing as a platform for services to support residents (youth and adults) of public housing to improve their life outcomes. The Urban HOST team is building on the findings from HOST contribute new research products, tools, and formative-evaluation support to the field. The team is doing this by developing the “HOST Network,” a shared learning community, facilitated by Urban, and contributed to by public housing authorities, housing associations, social service providers and public housing residents.

SAMPLE PUBLICATIONS

Mary Bogle, Leiha Edmonds, Ruth Gourevitch, “Coming Together for Change: A Qualitative Study of Social Connectedness Outcomes Produced by the Love Your Block Program,” Urban Institute, Washington, DC, 2018.

Laudan Y. Aron, Mary Bogle, Mychal Cohen, Micaela Lipman, “Prevention, Treatment, and Recovery: Toward a 10-Year Plan for Improving Mental Health and Wellness in Tulsa,” Urban Institute, Washington, DC, 2018

Peter A. Tatian, Leah Hendey, Mary Bogle, “Voices of the Community: DC, Maryland, Virginia,” Urban Institute, Washington, DC, 2017

Mary Bogle, Marjorie Sims, “Making Tomorrow Better Together: A Guide for 2Gen Policymakers,” Aspen Institute, Washington, DC, 2017.

Gina Adams, Mary Bogle, Julia B. Isaacs, Heather Sandstrom, Lisa Dubay, Julia Gelatt, Michael Katz, “Stabilizing Children’s Lives,” Urban Institute, Washington, DC, 2016.

Mary Bogle, Gregory Acs, Pamela J. Loprest, Kelly S. Mikelson, and Susan J. Popkin, “Building Blocks and Strategies for Helping Americans Move Out of Poverty, U.S. Partnership on Mobility from Poverty Urban Institute, Washington. DC, 2016.

David Ellwood, Mary Bogle, Gregory Acs, Kelly S. Mikelson, and Susan J. Popkin, “Creating Mobility from Poverty: An Overview of Strategies,” U.S. Partnership on Mobility from Poverty Urban Institute, Washington, DC, 2016.

Mary Bogle, Somala Diby, and Eric Burnstein, Equitable Development Planning and Urban Park Space: Early Insights from DC’s 11th Street Bridge Park Project, Urban Institute, Washington. DC, 2016.

Mary Bogle, Marjorie Sims, “Making Tomorrow Better Together: Report of the Two-Generation Outcomes Working Group, Aspen Institute, Washington, DC, 2016.

Mary Bogle, Sarah Gillespie, And Chris Hayes, “Continually Improving Promise Neighborhoods: The Role of Case Management Data,” Urban Institute, Washington. DC, 2015. Also published companion video for a broader audience: “How to Use Case Management Data to Improve Your Comprehensive Community Change Initiative.”

Susan J. Popkin, Mary Bogle, Janine M. Zweig, Priya Saxena, Lina Breslav, and Molly Michie “Let Girls Be Girls: How Coercive Sexual Environments Affect Girls Who Live in Disadvantaged Communities and What We Can Do about It,” Urban Institute, Washington, D.C., 2015

Megan Gallagher, Mary Bogle, “Challenges and Choices for the New Mayor: Sustaining and Strengthening DC Schools,” Urban Institute, Washington, DC, 2014

"The DC Promise Neighborhood Initiative," in the Directory of Promising Practices for the Best Cooperative Practices for Charter and Traditional Public Schools Conference, Ohio Alliance of Charter Schools, 2010

Joan Lombardi And Mary Bogle (Eds.), *Beacon of Hope: The Promise of Early Head Start for America's Youngest Children*, Zero to Three Press, Washington, DC, 2004.

Mary Bogle, "A Survey of Congregation-Based Child Care in the United States" Chapter in *Sacred Places, Civic Purposes*, eds. Dionne, E. J. and Chen, Ming Hsu, The Brookings Institution, Washington, DC, 2001.

Statement of the Advisory Committee on Services for Families with Infants and Toddlers, U.S. Department of Health and Human Services, 1994. Design statement for Early Head Start program.

SAMPLE PRESENTATIONS

"It's All About Impact: Outcomes for 2Gen Policies and Systems Change," Presenter at the Ascend 2Gen Policymakers Institute, Aspen, CO (October 2017)

"Making Data Sharing Agreements Work," Panelist at the Council of Large Public Housing Authorities Affordable Housing & Education Summit, Washington, DC (July 2017)

"Using a 2Gen Outcomes Framework," Presenter at the Ascend 2Gen Practice Institute, Tulsa, OK (April 2017)

"The Power of Public Space: Exploring the Role of New Urban Park Spaces in Gentrification and/or Inclusion," Colloquy presenter at the 2017 Urban Affairs Association annual conference, Minneapolis, MN (April 2017)

"Measuring for Success: Two-Generation Indicators and Performance Measures," Presenter for Ascend Webinar (March 2017)

"Establishing Indicators & Collecting Data," Workshop presenter at the Citibank Community Progress Makers Spring Convening, Chicago, IL (March 2017), followed by three-part webinar series for Tier 1 grantees: "Building Data Capacity" (April 2017), "Data Analysis: Finding, Telling, & Furthering Your Progress-Making Story" (May 2017), and "Making Data Systems Work for Your Organization" (July 2017)

"Learning by Design: Using Data and Evaluation to Scale Innovation," Workshop leader at the National Governor's Association's Parents and Children Thriving Together: Two-Generation State Policy Network kick-off meeting, Denver, CO (March 2017)

"Role-play with Policymakers," Presenter at the Urban Institute Policy Boot Camp for Social Workers, Washington, DC (March 2017)

"Two-Generation Program Approaches: Strengthening the Research Base for Emerging Programs," Panelist at the Administration for Children and Families (ACF) Office of Planning, Research, and Evaluation (OPRE) Child Care and Early Education Policy Research Consortium 2017 Annual Meeting, Washington, DC (March 2017)

"Two-Generation Programs in Head Start: Three Experimental Studies of Aligned Parent and Child Interventions," Discussant and panel chair at the Administration for Children and Families National Research Conference on Early Childhood, Washington, DC (July 2016)

"Pathways out of Poverty: Two-Generation Approaches for State and Local Partnerships," Presentation to the Virginia Nonprofit Leadership Council (May 2016)

"Building out an Effective Case Management System," Presenter for the Promise Neighborhood Institute's technical-assistance webinar series (May 2016)

"Defining Two-Generation" Panelist at the Annie E. Casey Foundation 2Gen Strategic Evidence-Building Stakeholder Meeting, Washington, DC (April, 2016)

"The Promise of Two-Generation Strategies: Lessons from the Field," Colloquy presenter at the 2016 Urban Affairs Association annual conference, San Diego, CA (March 2016)

"Creating and Capturing 2Gen Outcomes: Lessons across the Field," Panelist at the United Way Two-Generation Institute: Building Economic Security for Families, Alexandria, VA (October, 2015)

"2Gen Outcomes: Principles and Strategies," Panelist at the 2015 Aspen ThinkXChange, Aspen, CO (October 2015)

"Delivering Mental Health Services to Families in Public Housing: Policy and Practice Lessons from the Housing Opportunities and Services Together Demonstration," Presenter at the 2015 Health Center and Public Housing National Symposium: Healthy Together: Community Collaborations in Healthcare Delivery, Alexandria, VA (September, 2015)

"Building Collaborative Partnerships," Presenter at the Jobs Plus Grantee Training Conference, U.S. Department of Housing and Urban Development, Washington, DC (June 2015)

"The Pivotal Role of Data in Shaping the DC Promise Neighborhood Initiative," Presenter on the National Neighborhood Indicators Partnership panel for the annual e-conference of the Community Indicators Consortium, Washington, DC (April, 2011)

"Cultivating Cooperative Practices among Charter and Traditional Public Schools in Promise Neighborhoods," Workshop Leader at the Best Cooperative Practices for Charter and Traditional Public Schools Conference sponsored by the Gates Foundation through the Ohio Alliance of Charter Schools (September 2010)

"Promise/Choice Neighborhood Briefing and Tour," Panel Presenter at a special event of the Washington Regional Association of Grantmakers (June 2010)

"Local Partner Presentation: The DC Promise Neighborhood Initiative," Panel Presenter at the National Neighborhood Indicators Partnership Meeting (May 2010)

"Lift as You Climb: What Today's Women Leaders Owe to Themselves, to Each Other, and to the Causes that Matter to Them," Keynote Speaker at Auburn University's 3rd Annual Women's Leadership Conference (March, 2009)

"Prove You're Successful: Using Outcomes Data to Raise Money," Workshop Leader at annual NTEN Conferences (October, 2004 & 2005)

"A Survey of Congregation-Based Child Care in the United States," Speaker at the Brookings Institution "Sacred Places, Civic Purposes" forum on the role of government in helping faith-based charities. (March, 2001)

"Current Trends in Grantmaking for Children, Youth and Families" Plenary speaker at the annual neighborhood grantees conference of the W. K. Kellogg Foundation. (June, 1997)

"Funding Resources for Child Abuse and Neglect and Family Violence Research," Panel Presenter at the National Center on Child Abuse and Neglect Research Grantees Meeting (March, 1996)

"Federal and Private Funding Opportunities Related to Young Children with Special Needs and Their Families," Panel Presenter to the annual Early Education for Children with Disabilities (EEPCD) Projects Meeting Panel (December, 1995)

"Connecting, Restoring and Supporting: The Importance of Positive Relationships," Welcome address to the Comprehensive Child Development Program Grantees Spring Conference (May, 1995)

“Changing Times, Changing Families,” Welcome address to the Comprehensive Child Development Program Grantees Fall Conference (December, 1994)

SERVICE

2015 – 2016: Ascend Two-Generation Outcomes Working Group, Aspen Institute

2013 – 2015 Board Member and Program Committee Chair, East River Family Strengthening Collaborative

2006 – 2010 Program Committee Member, Washington Area Women’s Foundation

2002 – 2006 Board Chair & Member, Reston Interfaith (since renamed Cornerstones)

AWARDS, HONORS, AND FELLOWSHIPS

Annual Faith Partner Award, Reston Interfaith, 2006. For leadership provided as Board Chair and Board Member

Best Friend Award, The East River Family Strengthening Collaborative, 2004. For organizational development work East of the River in DC

Secretary’s Award for Distinguished Service, U.S. Department of Health and Human Services, 1995. For contribution as a member of the Internal Working Group to design Early Head Start

Assistant Secretary’s Award for Distinguished Service, U.S. Department of Health and Human Services, 1995. For leadership role on ACYF Staff Development and Training Team

Presidential Management Fellowship Program, 1991 – 1993. Federal training program to attract outstanding advanced degree recipients to government service

ELSA FALKENBURGER

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EDUCATION

MA, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, 2010

BA, Economics, Boston College, 2002

PROFESSIONAL BACKGROUND

Long-Term Positions

January 2017 – present

Senior Research Associate

January 2013 – December 2016

Research Associate I

Urban Institute, Metropolitan Housing and Communities Policy Center

Washington, DC

Susan J. Popkin, Senior Fellow

Summary of responsibilities: Research (research design, implementation, analysis); Project management (contracts/budgets/reporting, fundraising, relationship management, communications and dissemination); Substantive expertise (public housing, low income neighborhoods, women and girls, public health, housing and services), and Skills (qualitative expertise, mixed methods, community based participatory research, applied action research, formative evaluation, program evaluation, outcomes evaluation, performance measurement, logic models, process studies).

Trauma Informed Community Supports for Woodland Terrace – October 2019 – September 2020

Sponsor: Office of Victims Services

Providing technical assistance around created data systems and data collection protocol. Assisting with reporting and using data to inform services.

Engaging Community in Research on Sexual Health and Safety – June 2019 – December 2020

Sponsor: PCORI

Collaborating with community based organizations, residents and resident leadership from several DC public housing sites to build capacity for them to engage in research around sexual health and safety. Special focus on how to engage youth.

East Baltimore Research Project – December 2018 – June 2020

Sponsor: Annie E. Casey Foundation

Community-Based Participatory Research (CBPR) project in partnership with the East Baltimore neighborhood and the Annie E. Casey Foundation. Providing technical assistance in selecting and training community researchers, co-developing a research agenda, and implementing research activities to meet goals designated by the community.

Harlem Children's Zone – St. Nicholas Housing Partnership – February 2019 – June 2019

Sponsor: Harlem Children's Zone

Conducting a needs assessment and community engagement to determine resident priorities and

necessary steps to garner community buy-in for the school built adjacent to NYCHA's St. Nicholas Housing site.

Promoting Adolescent Sexual Health and Safety – July 2017 – June 2019, \$480K

Sponsor: DC Department of Health

Implementation and program evaluation of the PASS program in Benning Terrace public housing development. Refining a replicable program and collaborating closely with the community to create an official collaboration between a community health center and public housing through the PASS program.

Promoting Adolescent Sexual Health and Safety – September 2016 – September 2021, \$3.8 million

Sponsor: Administration of Children, Youth and Families (ACYF)

Cluster randomized control trial of the Promoting Adolescent Sexual Health and Safety (PASS) program, process study, manualization and preparation for sustainability and replication.

Falkenburger is co-PI with Nan Astone (LHP) and Janine Zweig (JPC).

ROSS Evaluation – October 2016 – September 2019

Sponsor: U.S. Department of Housing and Urban Development (HUD)

Assessment of HUD's ROSS program, including survey of field staff, review of logic models and program data, and site visits.

Falkenburger is leading the site visits which will inform all other data collection tasks.

UCAN – May – October 2016, \$75,000

Process study of the UCAN 360 Communities violence prevention program. Conducted two site visits, interviewing program staff and organization leadership, program partners and board members, observations of programming sites, and focus group with program participants.

Presented findings to UCAN and program leadership with options for follow-on work.

Falkenburger served as project manager.

HOST- 2013-2016, \$480,000/500,000, \$615,000; \$100,000/200,000; \$70,000, \$50,000, \$200,000, \$15,000

Sponsors: Kresge (2), Kellogg, HUD (2), Annie E. Casey (2), Paul Allen Family Foundation, Langeloth

The various HOS Tgrants and cooperative agreements funded a 3-site formative evaluation that included collection of program data, and site visits to conduct interviews with HOST staff and participants, focus groups with youth and adult participants, and program observations. This research demonstration was a close partnership with Public Housing Authorities in Chicago, Portland, OR and Washington, DC to design housing-based assistance models for families.

New Communities Initiative Service Assessment – 2016, \$30,000

Sponsor: New Communities Initiative, DC Deputy Mayor for Planning and Economic Development

Conducted service assessment of the New Communities Initiative and logic modelling process using interviews with service providers, strategic planning documents, and program data. Final product used by NCI leadership to redefine service approach and content as well as data collection.

Falkenburger lead the logic modelling process and presentations to the client.

DCPNI – 2013-2015, \$196,000; \$237,000

Sponsor: DC Promise Neighborhood Initiative

Data collection partner for the DC Promise Neighborhood Initiative. Tasks included a process study, school climate survey, neighborhood survey, focus groups with residents, program observations, interviews with organization leadership, partners and board members.

Falkenburger lead the process study and qualitative data collection tasks.

Pittsburgh HOST Planning – 2014, \$26,000

Sponsor: The American City Coalition

Conducted a six month planning process in partnership with The American City Coalition to design a HOST program model for a mixed-income community in Pittsburgh's Hill District. Tasks included program design, fundraising, and outreach to government agencies and local service providers.

Launched pilot of HOST services in summer of 2014.
Falkenburger served as PI and project manager.

Let Girls Be Girls – 2015, \$15,000

Sponsor: Urban Institute *Research into Action* – 2016, \$80,000

Sponsor: Urban Institute, Fleishman Funds

Internal effort to build a strategy and business plan to highlight Urban's capacity to design and engage in action research with policy and practitioner partners from the field. This includes research demonstrations, evidence based technical assistance, and data-informed consulting or program/policy development.

Lessons in Community Based Research – 2015/2016, \$21,000

Documentation of the lessons learned by researchers and the experience of community partners participating in the Promoting Adolescent Sexual Health and Safety (PASS) project in the Benning Terrace development of the DC Housing Authority.

Falkenburger serves as PI for this project.

July 2010 – December 2012

Research Associate II

Urban Institute, Metropolitan Housing and Communities Policy Center

Washington, DC

Susan J. Popkin, Senior Fellow

Promoting Adolescent Sexual Health and Safety (PASS)- 2012-2015, \$1.3 million

Sponsor: National Institutes of Health (NIH)

Community Based Participatory Research project in partnership with the DC Housing Authority, Benning Terrace Housing Development, and University of California at San Diego to conduct the planning and design of the Promoting Adolescent Sexual Health and Safety (PASS) program for teens living in high-poverty, disconnected neighborhoods.

HOST – 2010 – 2012, \$3million; \$250,000; \$900,000

Sponsors: Open Society Foundations, Paul Allen Family Foundation, Kresge

See above for project description

Moving to Opportunity – Coercive Sexual Environment interviews – 2011

Sponsor:

Follow up interviews with mothers and teen daughters around the changes they experienced when moving between neighborhoods with a specific focus on coercive sexual environment.

DCPNI – 2010 – 2012

Sponsor: DC Promise Neighborhood Initiative

Needs assessment and process study. Provided data summaries to results driven working groups. Co-drafted recommendation memos with working group co-chairs. Conducted focus groups with residents. Assisted in the design and implementation of the school climate survey for middle and high school students. Provided input for needs assessment section of DCPNI Federal proposal to the U.S. Department of Education.

Falkenburger was the lead on the process study task and participated in the school climate survey, focus groups, and as data lead on three of the working groups.

Chicago Family Case Management Demonstration / Hard to House – 2010,

Sponsor: MacArthur Foundation, Annie E Casey

Evaluation of the Hard to House demonstration in partnership with the Chicago Housing Authority.

Falkenburger assisted with the final publications and IRB materials.

June 2009 – June 2010

Evaluation Graduate Intern

KDK Harman Foundation

Austin, TX

Jennifer Esterline, Executive Director

Guided foundation grantees through logic modelling processes, including identifying performance metrics and long term outcomes. Developed a common application for Central Texas Education funders. Created an animated power point using interview notes, audio and video clips to highlight KDK grantees at the annual grantee award ceremony and for the KDK website. Produced the KDK 2010 annual report.

June 2002 – May 2008

Program Associate

Washington Office on Latin America (WOLA)

Washington, DC

Joy Olson, Executive Director

Advocated for best practices in youth gang policies and programs in Central America and US; Advocated for reforming U.S. –Cuba policy. Produced public reports and policy memos; conducted educational and advocacy meetings with Congressional offices; Drafted press releases and Op-Eds; Participated in radio, TV and written press interviews; Drafted and updated web content; Organized and lead Congressional delegations (Members of Congress, staff and policy experts) to Latin America; Presented at national and local conferences (eg. Latin American Studies Association); Drafted grant proposals and reports for foundation funding; Planned policy debate events; Participated in y early strategic planning processes; Assisted with WOLA board meetings.

PUBLICATIONS

Project Reports, Policy Briefs, and Other Publications

Community Engaged Research Webpage (February 2019) : <https://www.urban.org/research/data-methods/community-engagement-methods-urban>

Place Matters: A Two-Generation Approach to Housing (with Susan J. Popkin and Sarah Haight) (December 2018) <https://ascend.aspeninstitute.org/resources/place-matters-a-two-generation-approach-to-housing/>

Trauma Informed Community Building and Engagement (with J. Wolin and O. Arena) (May 2018). The Urban Institute: Washington, D.C.

HOST Network website (February 2018): <https://www.urban.org/policy-centers/metropolitan-housing-and-communities-policy-center/projects/host-initiative-action>
(Includes HOST animated power point)

Making Their Voices Heard: Improving Research through Community Collaboration (with S. Diby, s. Adeeyo) (January 2017). The Urban Institute: Washington, D.C.

Data Walks: An Innovative Way to Share Data with Communities (with B. Murray) (November 2015). The Urban Institute: Washington, D.C.
(Includes animated power point on how to conduct a Data Walk)

HOST Year 2: Implementation and Expansion (with M. Scott, M. McDaniel, A. Khare, P. Saxena, S. Popkin) (May 2013). The Urban Institute: Washington, D.C.

Planning the Housing Opportunity and Services Together Demonstration (with S. Popkin, M. Scott, J. Parilla, M McDaniel, and S. Kyung). (February 2012). The Urban Institute: Washington, D.C.

Bringing Promise to Washington, D.C.: The DC Promise Neighborhood Initiative (with S. Popkin, J. Comey, and M. Scott) (January 2012). The Urban Institute: Washington, D.C.

DC Promise Neighborhood Initiative: Needs Assessment and Segmentation Analysis (with S. Popkin, J. Comey, M. Scott, A. Mireles). (January 2012). The Urban Institute: Washington, D.C.

Youth Gangs in Central America: Issues in Human Rights, Effective Policing and Prevention. Elsa Falkenburger, Geoff Thale. Washington Office on Latin America, 2006.

Daring to Care: Community-Based Responses to Youth Gang Violence in Central America and Central American Immigrant Communities in the United States. Elsa Falkenburger, Geoff Thale, Lilia Lopez, Ashley Morse, 2009.

Commentaries and Media Mentions

Articles

- These Six Organizations are Improving their Neighborhoods with Community Connectors
<https://generocity.org/philly/2020/01/02/these-six-organizations-are-improving-their-neighborhoods-with-help-from-community-connectors/>

Urban Wire Blogs

- Acknowledging Trauma, Improving Communities
<https://www.urban.org/urban-wire/acknowledging-trauma-improving-communities>
- Preventing Teen Pregnancy Can Help Prevent Poverty
<https://www.urban.org/urban-wire/preventing-teen-pregnancy-can-help-prevent-poverty>
- Moving to Work, Staying in your Lane
<http://www.urban.org/urban-wire/moving-work-staying-your-lane>
- What Happens When Communities Build Their Own Programs and Policies
<http://www.urban.org/urban-wire/what-happens-when-communities-develop-their-own-programs-and-policies>
- Data Walks: Getting Data into the Community's Hands
<http://www.urban.org/urban-wire/data-walks-getting-data-communitys-hands>
- Helping Whole Families with a Multi-generational Approach
<http://www.urban.org/urban-wire/helping-whole-families-multi-generational-approach>
- Addressing the Costs of Chronic Violence in DC
<http://www.urban.org/urban-wire/addressing-costs-chronic-violence-dc>
- Summer Programs for Low-Income Youth <http://www.urban.org/urban-wire/summer-programs-low-income-youth>

Television Interviews

CSPAN – Washington Journal, 2008. U.S. Embargo on Cuba. <https://www.c-span.org/person/?elsafalkenburger>

PRESENTATIONS

Practitioner Conferences, Meetings, and Events

National Academy of Medicine (NAM) Leadership Consortium's Care Culture & Decision-making Innovation Collaborative. December 2019.

Falkenburger, Elsa, Susan J. Popkin, Megan Gallagher, Jorge Gonzales. "Harlem Childrens' Zone Data Walk." HCZ Needs Assessment Community Engagement Event. July 2019.

Falkenburger, Elsa. "Family Engagement Strategies for Promise Neighborhood Grantees." Berea College Family Engagement Training and Workshop. May 2019.

Falkenburger, Elsa. "Community Based Participatory Research in Practice at the Urban Institute." American University Community Engaged Research Certificate course. February 2019.

Falkenburger, Elsa, Janine Zweig, and Cameron Okeke. "Promoting Adolescent Sexual Health and Safety Data Walk." PASS Partners Data Presentation. February 2019.

Falkenburger, Elsa. "Developing Comprehensive Adolescent Sexual Health Programming." DC Campaign for Teen Pregnancy Prevention conference panel. February 2019.

Falkenburger, Elsa and Petit, Kathryn. "Civic Data and Resident Engagement." HUD Connect Home conference. September 17, 2018.

Falkenburger, Elsa. 2018. "Trauma Informed Community Building and Engagement". Campaign for Grade Level Reading conference. July 30, 2018.

Falkenburger, Elsa, Tia Newman, and Susan J. Popkin. 2018. "Promoting Adolescent Sexual Health and Safety (PASS)." Center for Victims Research webinar. May 2018.

Falkenburger, Elsa and Newman, Tia. 2017. "Promoting Adolescent Sexual Health and Safety (PASS) – community engagement theory of change. Futures without Violence. September 25-27.

Falkenburger, Elsa. "Data Walks: Guidance for Feeding America Partners." Feeding America webinar. Web. March 2016.

Falkenburger, Elsa. 2015. "Housing Opportunity and Services Together (HOST) – Lessons for Charlottesville." Charlottesville Public Housing Association of Residents (PHAR). Dec 14-15.

Falkenburger, Elsa. 2015. "Mental Health strategies and lessons from the Housing Opportunity and Services Together (HOST) Demonstration." Housing and Public Health conference. Washington, DC. September.

Falkenburger, Elsa. 2015. "Housing Opportunity and Services Together (HOST)." Council of Large Public Housing Authorities (CLPHA). Washington, DC. October.

Falkenburger, Elsa. 2014. "Data Walks: Sharing and Discussing Data with Community Stakeholders." Neighborhood Revitalization Conference. Washington, D C. July.

Falkenburger, Elsa. 2014. "I Heart Data." DC Promise Neighborhoods Initiative. Washington, DC. March.

Falkenburger, Elsa. 2014. "Housing Opportunity and Services Together (HOST)." Boston Association of Funders. Web. February.

HOST webinars

Academic Conferences

Falkenburger, Elsa, Tia Newman, Gifty Barjolo, Dawn Bankins. June, 2018. "Promoting Adolescent Sexual Health and Safety (PASS)." U.S. Department of Health and Human Services, Adolescent Pregnancy Prevention Conference.

Falkenburger, Elsa, Diby, Somala, Edmonds, Leiha, Lipman, Micaela. August, 2017. "HOST/Teens and Food/PASS Community Engagement Strategies". NAWRS. Pittsburgh.

Falkenburger, Elsa. March, 2016. "Promoting Adolescent Sexual Health and Safety (PASS): Qualitative Research Findings of a Community Based Participatory Research Project." Urban Affairs Association (UAA). San Diego, CA.

Falkenburger, Elsa. November, 2012. "Housing Opportunity and Services Together (HOST) – DC Housing Authority, Benning Terrace Planning Process." Society of Government Economists Conference. Washington, DC.

Falkenburger, Elsa. November, 2012. "Housing Opportunity and Services Together (HOST) Demonstration." APPAM. Baltimore, MD.

Government Testimonies and Related Presentations

Presentations to government officials

Pittsburgh presentation on HOST to Health, Human Service and Housing Agency representatives

Charlottesville presentation on HOST to Health, Human Service and Housing Agency representatives

Baltimore presentation on HOST to Health, Human Service and Housing Agency representatives

SERVICE

Urban Institute Service

DISC: co-chair of workplace culture subcommittee; September 2016 – present

Community Engaged Methods Research User Group; June 2017 - present

Urban Mentoring Program; February 2017 - present

Communications Review Committee: Member; September 2015 – September 2016

Research Into Action; co-chair; January 2016 - 2017

Salesforce Poweruser for METRO: April 2016 - present

SKILL TAGS

Community engagement and Community engaged research

Partnership development

Research Design: Mixed Methods, Community Based Participatory Research (CBPR)

Program Evaluation: Process evaluation, Outcome evaluation, Logic models, RCT, Cost-Benefit, Formative evaluation

Instrument Design/Data Collection: Structured questionnaires, focus groups, performance measures, interviews, site visits, observations

Quantitative Data Software: SAS

Qualitative analytic software: nVivo

LANGUAGES

French, native

Spanish, fluent

Portuguese, conversational



LEAH HENDEY

Principal Research Associate
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Urban Institute
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lhendey@urban.org
www.urban.org/author/leah-hendey

PROFESSIONAL SYNOPSIS

Leah Hendey is a principal research associate in the Metropolitan Housing and Communities Policy Center at the Urban Institute, where her research focuses on policy to improve urban neighborhoods.

Hendey is experienced in transforming national and local administrative data sets to create neighborhood indicators and study neighborhood conditions. Since 2007, Ms. Hendey has been involved in the Urban Institute's work with the National Neighborhood Indicators Partnership (NNIP) and currently serves as its co-Director. She provides strategic direction to the network, led an effort to provide technical assistance to build local data intermediary capacity in two sites, and managed NNIP's work on using Integrated Data Systems to address neighborhood policy problems.

Hendey uses her data expertise to research affordable housing needs and racial inequities in the District of Columbia and the Washington, D.C. region. In addition to research locally, she has also studied neighborhoods nationally, serving as the deputy director for Urban's evaluation of HUD's Choice Neighborhoods Initiative and helping lead the econometric analysis for a study on public housing transformation and crime in Chicago. Hendey holds a Master of Public Policy from the McCourt School of Public Policy at Georgetown University.

EDUCATION

MPP, Georgetown University, McCourt School of Public Policy, 2006
Thesis: The Indirect Effects of the Earned Income Tax Credit on Teen Pregnancy

BA, Psychology, University of Notre Dame, 2003
Thesis: Creating Opportunity: An Assessment of the Role of Microfinance in Poverty Alleviation

PROFESSIONAL BACKGROUND

Long-Term Positions

June 2006–Present

Principal Research Associate (2020 – present)
Senior Research Associate (2015 – 2019)
Research Associate I (2010 – 2014)
Research Associate II (2006 – 2009)
Urban Institute, Metropolitan Housing and Communities Policy Center
Washington, DC
Supervisor: Peter Tatian, Senior Fellow (ptatian@urban.org)
Co-Director of the National Neighborhood Indicators Partnership, helps lead on research analysis and task management for work on the Washington, DC, region.

Funded research and project summaries

- Project Details: Data for Healthier Communities 2020-2022, \$700,000
Sponsor: Robert Wood Johnson Foundation, George Hobor (ghobor@rwjf.org) and Oktawia Wojcik (owojcik@rwjf.org)

Description: Urban will serve as a thought partner to guide RWJF on its next generation of data investments for healthier communities.

Role: Co-Principal Investigator

- Project Details: Building Local Capacity to Use Data to Improve Health and Equity 2018-2020, \$700,000
Sponsor: Robert Wood Johnson Foundation, George Hobor (ghobor@rwjf.org) and Oktawia Wojcik (owojcik@rwjf.org)
Description: This project consists of a series of research and engagement activities to expand the knowledge and examples of how communities can use data to advance community health and equity. Activities include producing materials to guide RWJF on its next generation of data investments; exploring the data capacity of small and medium cities; and supporting the operations of the National Neighborhood Indicators Partnership.
Role: Co-Principal Investigator
- Project Details: National Neighborhood Indicators Partnership, 2007-present, \$400,000 annually
Sponsor: Annie E. Casey Foundation, Chris Kingsley (ckingsley@aecf.org); John D. and Catherine T. MacArthur Foundation (2008-2018), Craig Howard (choward@macfound.org)
Description: NNIP combines local expertise with the power of a national peer-learning network to strengthen communities. It is made up of independent data intermediaries in 30 cities that have a shared mission to help community stakeholders use data for better decisionmaking, with a focus on assisting organizations and residents in underserved communities. Urban provides support and coordination for the network. Urban also elevates the collective experience from NNIP to inform local and national policy.
Role: Co-Director
- Project Details: DMV in Color Equity Tool (Planning Phase), 2019, \$16,000
Sponsor: Eugene and Agnes E. Meyer Foundation, Karen FitzGerald (kfitzgerald@meyerfnd.org)
Description: This planning project investigates the audiences and use cases for a regional equity indicators online tool. It will develop a full scope for the tool including identifying the data and text components of the tool.
Role: Co-Principal Investigator
- Project Details: Regional Housing Framework, 2018-19, \$375,000
Sponsor: Greater Washington Partnership, Stephen Harrington (sharrington@greaterwashingtonpartnership.com)
Description: The project provided a foundation of facts and evidence on the current and future housing needs necessary for the Washington region's jurisdictions, businesses, philanthropy, and advocates to come together around a shared vision and actionable strategies.
Role: Task lead on data analysis.
- Project Details: Capstone Evaluation of the National Foreclosure Mitigation Counseling Program, 2018, \$215,929
Sponsor: NeighborWorks America, Christy Metzler (CMetzler@nw.org)
Description: This project serves as the capstone evaluation for the ten-year National Foreclosure Mitigation Counseling program administered by NeighborWorks. It will study the program implementation, outcomes for grantees, and implications for the field. Data collection includes interviews with NeighborWorks staff and grantees, a survey of grantees, document review, and a quantitative analysis of housing market conditions for clients.
Role: Project Manager, Survey task lead
- Project Details: Assessment of Family-Sized Housing Units in DC, 2018, \$145,000
Sponsor: Coalition for Nonprofit Housing and Economic Development (via DC Deputy Mayor for Planning and Economic Development), Scott Bruton (sbruton@cnhed.org)

Description: The project assessed the supply and demand for housing units with three-or-more bedrooms in the District of Columbia and made recommendations to increase supply and meet the needs for more affordable large units in more areas of the District.

Role: Project Director (for Urban)

- Project Details: Voices of the Community: DC, Maryland and Virginia, 2017-18, \$228,000
Sponsor: Greater Washington Community Foundation, Tonia Wellons (twellons@thecommunityfoundation.org)
Description: The project gathered information on residents' attitudes and perceptions in the Greater Washington area to inform investments and strategies by the Community Foundation and other local stakeholders. The project includes data collection in the form of an online survey of 3,000 adults and focus groups with specific population and a written brief summarizing key results.
Role: Co-Principal Investigator
- Project Details: Racial Equity in DC, 2016-17, ~\$120,000
Sponsor: Consumer Health Foundation, Yanique Redwood (yredwood@consumerhealthfdn.org)
Description: Beginning in 2016, the project team tabulated city and ward level data on education, health, income, employment and housing for the District of Columbia by race to document the racial disparities in the city. A digital feature on Urban.org was written and developed to showcase the data; it launched in November 2016 and could be used by the foundations and their grantees to advocate for an equitable DC. In 2017, the scope of the analysis was expanded to include a look at council districts in Montgomery, Prince George's, and Fairfax counties.
Role: Principal Investigator
- Project Details: NeighborhoodInfo DC, 2005 - present, approximately \$300,000 annually
Sponsor: Various
Description: Provide local data and policy analysis for the District of Columbia and the Washington, DC, region; conduct outreach to key stakeholders in the community and facilitate the use of data to inform issue discussions and responses.
Role: Aid director on strategy and project development
- Project Details: Community Health Data Project, 2016-17, \$69,828
Sponsor: Data Driven Detroit (Prime Awardee), Erica Raleigh (erica@datadrivendetroit.org)
Description: On a subcontract to Data Driven Detroit for the Office of Minority Health at the US Department of Health and Human Services, the project team provided technical assistance and guidance to two sites to establish a local data intermediary in the model of the National Neighborhood Indicators Partnership.
Role: Principal Investigator for Urban team.
- Project Details: NNIP & Integrated Data Systems, 2013-2016, \$215,000
Sponsor: Annie E. Casey Foundation, Cindy Guy (cguy@aecf.org)
Description: This NNIP cross-site project explored the ability to use data from integrated data systems and match it with data from NNIP partners to address local policy issues. We continue to provide technical assistance to NNIP partners to expand their use of and access to integrated data systems across the country.
Role: Principal Investigator
- Project Details: Federal, State and Local Data for Program Management, Performance Measurement and Evaluation of the Administration's Place-Based Initiatives, 2014-15, \$159,922
Sponsor: Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Don Oellerich (don.oellerich@hhs.gov)
Description: The project considered the challenges and opportunities for measuring performance in and evaluating the administration's various place-based initiatives, paying

specific attention to the assessment of the availability of detailed administrative data to examine outcomes of interest across diverse programs and contexts.

Role: Project lead on the assessment of federal data

- **Project Details:** Choice Neighborhoods Demonstration Study, 2011-15, \$3,792,843
Sponsor: Office of Policy Development and Research, U.S. Department of Housing and Urban Development, Paul Joice (paul.a.joice@hud.gov)
Description: Teaming with MDRC and six subcontractors, the study documented baseline conditions and early implementation outcomes for the first five Choice Neighborhoods Implementation grantees. Key components of the study included: 1) development of a research design and analysis plan; 2) development of a survey instrument and administration of that survey to approximately 2,100 households; 3) collection of other primary data including energy audits, walkability audits, meeting observations, focus groups, and interviews; 4) collection of extensive secondary data such as ACS, crime, and LED data; and 5) analysis and reporting on the implementation and early results of the program.
Role: Deputy Director
- **Project Details:** Housing Security in the Washington Region, 2013-14, \$165,000
Sponsor: Community Foundation for the National Capital Region, Silvana Straw (ssstraw@cfncr.org)
Description: This project assessed the demand for, supply of, and gap in housing needs at a county level in the Washington, DC region across the housing continuum from homelessness to affordable homeownership. In addition to using the American Community Survey to quantify housing needs, the project also documented housing policies across the region, public expenditures on housing and related services in each jurisdiction, and philanthropic investments in housing and related services.
Role: Co-Principal Investigator

September 2004–June 2006

Research Fellow

Center for Research on Children in the US, Georgetown University
Washington, DC

Supervisor: William T. Gormley, Co-Director (gormleyw@georgetown.edu)

Provided research assistance including data management of individual student records and quantitative analysis for a long-term study on universal prekindergarten in Tulsa, Oklahoma.

PUBLICATIONS

Peer-Reviewed

Hendey, Leah, George Galster, Susan J. Popkin and Chris Hayes. 2016. "Housing Choice Voucher Holders and Neighborhood Crime: A Dynamic Panel Analysis from Chicago." *Urban Affairs Review*. Vol. 52(4) 471-500.

Hayes, Christopher, Graham MacDonald, Susan Popkin, Leah Hendey, and Allison Stolte. 2013. "Public Housing Transformation and Crime: Are Relocates More Likely To Be Offenders or Victims?" *Cityscape*. Vol. 15 (No. 3) 9-35.

Popkin, Susan J, Michael J. Rich, Leah Hendey, Chris Hayes, Joe Parilla and George Galster. 2012. "Public Housing Transformation and Crime: Making the Case for Responsible Relocation." *Cityscape*. Vol. 14 (No. 3). pp. 137-160.

Project Reports, Policy Briefs, and Other Publications

Gold, Amanda and Leah Hendey. 2017. "Seven Steps to Creating Better Data Stories." Washington, DC: Urban Institute.

- Hendey, Leah, Amanda Gold, and Kathryn L.S. Pettit. 2018. "NNIP's Resource Guide to Data Governance and Security." Washington, DC: Urban Institute.
- Hendey, Leah. 2018. "Racial Inequities in the Washington, DC, Region: 2011–15." Washington, DC: Urban Institute.
- Hendey, Leah. 2016. "Using Integrated Data to Improve Communities: Lessons from a Cross-Site Project." Washington, DC: Urban Institute.
- Hendey, Leah and Mychal Cohen. 2017. "Using Data to Assess Fair Housing and Improve Access to Opportunity: A Guidebook for Community Organizations." Washington, DC: Urban Institute.
- Hendey, Leah, Claudia Coulton, G. Thomas Kingsley. 2013. "Connecting People and Place: Improving Communities through Integrated Data Systems." Washington, DC: National Neighborhood Indicators Partnership.
- Hendey, Leah, Jake Cowan, G. Thomas Kingsley and Kathryn L.S. Pettit. 2016. "NNIP's Guide to Starting a Local Data Intermediary." Washington, DC: Urban Institute.
- Hendey, Leah, G. Thomas Kingsley. 2015. "Supporting Place-Based Initiatives: Data-Driven Promise in the District of Columbia." Washington, DC: Urban Institute.
- Hendey, Leah, Signe-Mary McKernan, Beadsie Woo. 2012. "Weathering the Recession: The Financial Crisis and Family Wealth Changes in Low-Income Neighborhoods." Washington, DC: Urban Institute.
- Hendey, Leah and Lily Posey. 2018. "Racial Inequities in Fairfax County: 2011–15." Washington, DC: Urban Institute.
- Hendey, Leah and Lily Posey. 2018. "Racial Inequities in Montgomery County: 2011–15." Washington, DC: Urban Institute.
- Hendey, Leah and Lily Posey. 2018. "Racial Inequities in Prince George's County: 2011–15." Washington, DC: Urban Institute.
- Hendey, Leah, Peter A. Tatian. 2016. *Toward a Community Vision for Equitable Development*. Washington, DC: Urban Institute.
- Hendey, Leah, Peter A. Tatian, Graham MacDonald. 2014. "Housing Security in the Washington Region." Washington, DC: Urban Institute.
- Kingsley, G. Thomas, Kathryn L.S. Pettit, Leah Hendey. 2013. "Strengthening Local Capacity for Data-Driven Decisionmaking." Washington, DC: Urban Institute.
- McTarnaghan, Sara and Leah Hendey. 2018. "The Business of a Local Data Intermediary." Washington, DC: Urban Institute.
- McTarnaghan, Sara and Leah Hendey. 2018. "A Tool for Organizational Planning: The Business Model Canvas." Washington, DC: Urban Institute.
- Pendall, Rolf, Leah Hendey with Margery Austin Turner and Erika Poethig. 2016. "Revitalizing Neighborhoods: The Federal Role." Washington, DC: Urban Institute.
- Pendall, Rolf, Leah Hendey, David Greenberg, Kathryn L.S. Pettit, Diane K. Levy, Amy Khare, Megan Gallagher, Mark Joseph, Alex Curley, Aesha Rasheed, Nancy Latham, Audra Brecher, and Chantal Hailey. 2015. "Choice Neighborhoods: Baseline Conditions and Early Progress." Washington, DC: US Department of Housing and Urban Development.
- Pendall, Rolf, Leah Hendey. 2013. "A Brief Look at the Early Implementation of Choice Neighborhoods." Washington, DC: Urban Institute.
- Pendall, Rolf, Leah Hendey, et al. 2013. "Developing Choice Neighborhoods: An Early Look at Implementation in Five Sites - Interim Report." Washington, DC: US Department of Housing and Urban Development.
- Pettit, Kathryn L.S., G. Thomas Kingsley, Leah Hendey. 2015. "Making a Difference with Data: NNIP and Federal Place-Based Initiatives." Washington, DC: Urban Institute.
- Pettit, Kathryn L.S., Leah Hendey, Brianna Losoya, G. Thomas Kingsley. 2014. "Putting Open Data to Work for Communities." Washington, DC: Urban Institute.

- Popkin, Susan, Michael Rich, Leah Hendey, Christopher Hayes and Joseph Parilla. 2012. "Public Housing Transformation and Crime: Making the Case for Responsible Relocation." Washington, DC: Urban Institute.
- Scally, Corianne Payton, Camille H. Anoll, Jung Hyun Choi, Patrick Spauster, Leah Hendey, Diane K. Levy, and Bing Bai. 2019. "Responding to a Crisis: The National Foreclosure Mitigation Counseling Program, 2008-2018." Washington, DC: NeighborWorks America.
- Tatian, Peter A., Leah Hendey, and Mary Bogle. "Voices of the Community: DC, Maryland, Virginia." Washington, DC: Greater Washington Community Foundation.
- Tatian, Peter A., Leah Hendey, and Scott Bruton. 2019. "An Assessment of the Need for Large Units in the District of Columbia." Washington, DC: District of Columbia, Office of the Deputy Mayor for Planning and Economic Development.
- Turner, Margery Austin, Leah Hendey, Maya Brennan, Peter Tatian, Kathryn Reynolds. 2019. "Meeting the Washington Region's Future Housing Needs: A Framework for Regional Deliberations." Washington, DC: Urban Institute.

Testimony

- Hendey, Leah. 2019. "Disaggregating Data by Race and Place in the District of Columbia." Testimony before the Committee on Government Operations, Council of the District of Columbia. Washington, DC. April 25.

Commentaries and Media Mentions

Blog posts and other online commentaries or digital features

- Hendey, Leah. "New Data Reveals Digital Divide Across DC Neighborhoods." *Urban-Greater DC*, July 25, 2019. <https://greaterdc.urban.org/blog/new-data-reveal-digital-divides-across-dc-neighborhoods>
- Hendey, Leah, Peter A. Tatian, and Yipeng Su. "Closing Equity Gaps in DC's Wards and Neighborhoods." *Urban Institute*. November, 15, 2018. <https://apps.urban.org/features/dc-equity-indicators/>
- Hendey, Leah, Peter A. Tatian, Margery Austin Turner, Bhargavi Ganesh, Sarah Stochak, and Yipeng Su. "What HQ2 could mean for the Washington Region's Housing Market, in 7 Charts." *Urban Institute*. October 23, 2018. <https://apps.urban.org/features/amazon-hq2-washington-housing-charts/>
- Hendey, Leah. "Five ways Charlotte, North Carolina, deepened its understanding of its eviction crisis." *Urban Wire*, September 4, 2018. <https://www.urban.org/urban-wire/five-ways-charlotte-north-carolina-deepened-its-understanding-its-eviction-crisis>
- Hendey, Leah, Daniel Fowler. "The Importance of Breaking Down Data: What Gets Measured Gets Addressed." *Next City*, December 1, 2016. <https://nextcity.org/daily/entry/breaking-down-data-disaggregating-measured-inequities>
- Hendey, Leah and Serena Lei. "A Vision for an Equitable DC." *Urban Institute*. November 29, 2016, <https://www.urban.org/features/vision-equitable-dc>
- Hendey, Leah. "Can we get ahead of neighborhood change in DC?" *Urban Wire*, June 15, 2016, <http://www.urban.org/urban-wire/can-we-get-ahead-neighborhood-change-dc>
- Pendall, Rolf, Leah Hendey. "Neighborhood success needs citywide commitment," *Urban Wire*, November 23, 2015, <http://www.urban.org/urban-wire/neighborhood-success-needs-citywide-commitment>
- Hendey, Leah. "If we had a more equitable DC..." *Urban Wire*, November 19, 2015, <http://www.urban.org/urban-wire/if-we-had-more-equitable-dc>
- Hendey, Leah. "Identify your trusted data hubs," *Striving for Change*, September 2, 2015, <http://www.strivetogogether.org/blog/2015/09/identify-your-trusted-data-hubs/>
- Hendey, Leah. "The Washington DC area needs more affordable rental housing," *Urban Wire*, July 24, 2014, <http://blog.metrotrends.org/2014/07/washington-dc-area-affordable-rental-housing/>

Hendey, Leah. "Integrating Data Sources to Help Children and Communities Succeed," *Living Cities Blog*. January 2, 2014, <https://www.livingcities.org/blog/414-integrating-data-sources-to-help-children-and-communities-succeed>

Media interviews, quotes, and mentions

Abello, Oscar Perry. "D.C. Neighborhoods' Reply to Gentrification: Jobs, Jobs, Jobs," *Next City*, May 18, 2016, <https://nextcity.org/daily/entry/dc-starts-the-equity-conversation-east-of-the-river>.

Eckart, Peter. "How Can Neighborhood Data Improve Health and Equity?" Leah Hendey. Chicago, Illinois: Illinois Public Health Institute and All In Data for Community Health. <https://www.allindata.org/resources/podcast-how-can-neighborhood-level-data-improve-health-and-equity/>

Giambrone, Andrew. "Under half of households east of the Anacostia River have high-speed internet at home: study." *Curbed DC*. August 5, 2019. <https://dc.curbed.com/2019/8/5/20752251/dc-internet-access-anacostia-river-urban-institute>

King, Kristi. "Report: Lack of affordable housing could drive families out of DC area." *WTOP*. September 4, 2019. <https://wtop.com/local/2019/09/lack-affordable-housing-drive-families-out-of-dc-area/>

Reese, Eric and Sharon Paley. "Data Points Podcast Episode 40: Neighborhood Indicators and City Outcomes." Kathryn L.S. Pettit and Leah Hendey. Baltimore, MD: Center for Government Excellence, October 10, 2017. <https://govex.jhu.edu/wiki/data-points-podcast-episode-40-neighborhood-indicators-city-outcomes/>

The Kojo Nnamdi Show. "Making the Census Count (Everybody)." April 2, 2018. <https://thekojoonnamdishow.org/shows/2018-04-02/by-the-numbers-making-the-census-count-everybody>

PRESENTATIONS

Academic Conferences

Roundtables and other scholarly presentations

Hendey, Leah. 2015. "Early Successes and Challenges in Choice Neighborhoods." Presentation at the Urban Affairs Association Annual Conference, Miami, FL. April 10.

Hendey, Leah. 2014. "Early Successes in and Challenges for Comprehensive Neighborhood Transformation in Choice Neighborhoods." Presentation at the APPAM Annual Conference, Albuquerque, NM, November 8.

Hendey, Leah. 2014. "Connecting People to Place: Improving Communities through Integrated Data Systems." Presentation at the Urban Affairs Association Annual Conference, San Antonio, Texas, March 20.

Lectures, Panels, and Webinars

Hendey, Leah and Kate Reynolds. 2019. "Using Data and Research to Inform Public Policy." Presentation at the National Association of Counties and National Council of County Associations and Executives' Knowledge Management Forum. Washington, DC. August 27.

Hendey, Leah. 2019. "Social Determinants on the local level: Housing and Health." A Joint webinar by NACCHO and the Urban Institute, May 14.

Hendey, Leah. 2017. Presentation at the "Cross-Sector Regional Impact Kickoff" hosted by the Housing Leaders Group of Greater Washington, Washington DC, May 15.

Hendey, Leah. 2017. "Housing Data for Health." All In Data for Community Health National Meeting, Denver, CO, April 19.

Hendey, Leah. 2016. "A Vision for an Equitable DC." Presentation at the DC in Color event hosted by the Consumer Health Foundation and the Meyer Foundation, Washington DC, November 30.

- Hendey, Leah. 2016. "Addressing Population Health: Informatics and Community Partnership." Webinar for the National Association of County and City Health Officials, Project SHINE. November.
- Hendey, Leah. 2016. "Introduction to NNIP." Presentation at National Committee on Vital and Health Statistics's Workshop on Using Sub-county Data to Promote Multi-sector Approaches for Community Health and Well-being, Washington, DC. September 27.
- Hendey, Leah. 2016. "Income Inequality in the District of Columbia." Presentation at the Real Estate Executive Council, Washington, DC. April 22.
- Hendey, Leah. 2016. "Staying Ahead of the Curve: How to Engage and Use Integrated Data Systems for Neighborhood Issues." Presentation at the National Neighborhood Indicators Partnership Partners' Meeting. April 6.
- Hendey, Leah. 2016. "NNIP and Local Data in the Place-based Initiative Context." Presentation to the Promise Zones Quarterly National Evaluation, Research and Data Sharing (NERDS) Peer Exchange, Washington DC, February 25.
- Hendey, Leah. 2016. "Housing Security in the Washington Region." Presentation at the Prince George's County, MD Housing Leaders Retreat, Prince George's County, MD, February 18.
- Hendey, Leah. 2015. "Our Changing City and Trends East of the River." Presentation at City First Community Development Finance Conference: Equitable Economic Development East of the River. Washington DC, November 5.
- Hendey, Leah. 2015. "Reducing Homelessness and Housing Instability." Presentation to a joint convening of city and county executives in the District of Columbia, and Montgomery and Prince George's County. Silver Spring, MD, March 17.
- Hendey, Leah. 2014. "Multi-Agency Data Sharing and Its Application to Neighborhoods." Presentation via webinar for the Data Quality Campaign. March 13.

SERVICE

Urban Institute Service

- Performance Management Re-design Committee, 2019
- Urban Institute Mentor, 2019
- Managing Project Costs, Trainer, 2018-19
- JAMIS Prime Super User, 2017-19
- Enterprise Resource Planning Committee, 2016

AWARDS, HONORS, AND FELLOWSHIPS

- President's Award for Outstanding Research Publication, "Public Housing Transformation and Crime: Making the Case for Responsible Relocation." Urban Institute, May 2013.
- President's Award for Outstanding Research Publication, "Foreclosures in the Nation's Capital", Public Communication: Urban Institute; May 2009.

SKILL TAGS

- Research Design: Quantitative Data Analysis
- Quantitative Data Software: SAS, Stata, ArcGIS

Megan A. Gallagher

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Email: meg.alicia.gallagher@gmail.com

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CAREER BRIEF

Megan Gallagher is a senior research associate in the Metropolitan Housing and Communities Policy Center and the Center on Education Data and Policy at the Urban Institute. Her research focuses on how school, housing, and community programs and policies influence the lives of low-income children and families. Gallagher also provides research and technical support for initiatives that seek to improve educational outcomes among children in low-income neighborhoods. She is currently supporting Promise Neighborhoods grantees as a member of the Urban's Training and Technical Assistance team and examining housing and education collaborations designed to boost educational outcomes.

Before joining Urban in 2005, Gallagher studied the impacts of welfare programs on family well-being at Child Trends. She holds a bachelor's degree in sociology and social welfare from the University of Wisconsin–Madison and a master's degree in public policy from Georgetown University.

EMPLOYMENT HISTORY

Urban Institute, Metropolitan Housing and Communities Policy Center

Senior Research Associate	2013 – Present
Research Associate I	2007 – 2013
Research Associate II	2005 – 2007

Child Trends

Senior Research Analyst	2004 – 2005
Research Analyst	2001 – 2004

ISA Associates

Research Analyst	2000 – 2001
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Japan Exchange and Teaching (JET) Programme

English Teacher	1999 – 2000
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Urban Institute, Income and Benefits Policy Center

Research Associate II	1998 – 1999
Research Assistant	1996 – 1998

University of Wisconsin – Madison, Sociology Department

Research Assistant, Professor Gary Green, PhD.	1994 – 1996
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GRANTS AND CONTRACTS

How housing and education partnerships influence economic mobility. Enterprise Community Partners: \$125,000 (April 2019).

National Land Use Survey Design and Data Collection. Fannie Mae Corporation: \$90,000 (July 2018).

Resident services and economic mobility. Enterprise Community Partners: \$150,000 (February 2018).

Bringing School Home Planning Grant. Boulder Housing Partners: \$10,000 (October 2017).

Kindred Pilot Study. Education Reform Now: \$5,000 (June 2017).

DC Promise Neighborhood Initiative Evaluation Support. DC Promise Neighborhood Initiative: \$305,000 (September 2015); \$107,000 (July 2016); \$280,000 (May 2017).

Evaluation of Seattle's Housing and Education Partnership (with Martha Galvez). Seattle Housing Authority: \$80,000 (October 2016).

Philadelphia Promise Support (with Saunji Fyffe). Drexel University: \$48,712 (June 2016).

Technology and Transportation as School Choice Ecosystem Enablers (with Matthew Chingos). Walton Family Foundation: \$630,000 (December 2015).

Results Framework and Early Assessment for the Prince George's County Transforming Neighborhoods TNI@Schools Initiative. Prince George's County Department of Social Services: \$125,000 (April 2015).

Developing a Research Agenda on School Choice and Neighborhood Change. Thomas B. Fordham Institute: \$20,000 (February 2014).

Developing Housing and Education Partnerships. Council of Large Public Housing Authorities: \$84,000 (July 2014).

DC Choice Neighborhood Technical Assistance. District of Columbia Housing Authority: \$40,000 (May 2013).

Choice Neighborhoods Resident Tracking. U.S. Department of Housing and Urban Development: \$550,000 (October 2012).

PRESENTATIONS & TESTIMONIES

Lessons from Education Initiatives that Partner with Housing Providers. Panel presenter at the 41st Annual Association for Public Policy Analysis and Management Fall Research Conference, Denver, CO (November 2019).

Promise Neighborhoods Five Years Later: Lessons Looking Forward. Panel presenter at the Promise Neighborhoods National Network Conference, Crystal City, VA (October 2018).

How Affordable Housing Providers Can Boost Residents' Economic Mobility. Plenary presenter at the Reinventing Our Communities: Investing in Opportunity Conference, Washington, DC (October 2018).

Adding and Subtracting Schools: Examining School Change for Students and Communities. Panel presenter at the 10th Biennial Federal Reserve System Community Development Research Conference, Washington, DC (March 2017).

The Future of DC Education Data and Research. Testimony before the DC Committee on Education, FY17 Budget Oversight Hearing on the Office of the State Superintendent for Education, Washington, DC (April 2016).

Tested (a film about educational inequality). Moderator for the documentary film screening and panel discussion at the 46th Annual Urban Affairs Association Meeting, San Diego, CA (March 2016).

Supporting Students at School and Home: Can Place-Based Strategies Move the Needle on Student Achievement? Panel chair and moderator at the 41st Annual Association for Education Finance and Policy Conference, Denver, CO (March 2016).

DC Opportunity Scholarship Program. Testimony before the United States House of Representatives Committee on Oversight and Government Reform, Washington, DC (May 2015).

Which School and Why? Examining the process of school choice for public housing residents in Washington DC. Panel presenter at the 45th Annual Urban Affairs Association Meeting, Miami, FL (April 2015).

Developing Housing and Education Partnerships: Lessons from the Field. Plenary presenter at the 2015 Summit on Affordable Housing and Education, Washington, DC (February 2015).

A Neighborhood Survey in the Nation's Capital: Balancing Rigor, Resources, and Respect. Panel presenter at the 37th Annual Eastern Evaluation Research Society Conference, Galloway, NJ (April 2014).

Place-based Initiatives of the Obama Administration: Emerging Findings about Choice and Promise Neighborhoods. Colloquy presenter at the 44th Annual Urban Affairs Association Meeting, San Antonio, TX (March 2014).

Intensive Family Services and Housing – Evaluations of Place Based Interventions. Colloquy discussant at the 34th Annual Association for Public Policy Analysis and Management Fall Research Conference, Baltimore, MD (November 2012).

Balancing Redevelopment and Historic Preservation in the Wake of Disaster: Lessons from Louisiana's Alternative Housing Pilot Program. Colloquy discussant at the 41st Annual Urban Affairs Association Conference, New Orleans, LA (March 2011).

Female Borrowers in the Washington Mortgage Market. Analysis presented at the Washington Area Women's Foundation Stepping Stones Research Briefing, Washington, DC (May 2007).

The Benefits and Challenges of HOPE VI for Children: Linking Changes in Housing and Neighborhoods to Changes in Child Well-Being. Paper with Bajaj, B. presented at the meeting of the Association for Public Policy Analysis and Management, Madison, WI (November 2006).

Is the Economic and Racial Integration of Neighborhoods Associated with Young Children's Achievement? Paper presented at the Spring Practicum Presentation Forum, Georgetown Public Policy Institute, Washington, DC (April 2005).

The Link Between High Housing Costs and the Well-Being of Children in Working Families. Poster with Vandivere, S., Hair, E.C., Wertheimer, R., and Cleveland, K. presented at the meeting of the Society for Research in Child Development, Atlanta, GA (April 2005).

Prediction from Parenting to Child Outcomes: The Added Value of Increasingly Intense Measurement Strategies. Poster with Hair, E., and Zaslow, M. presented at the meeting of the Society for Research in Child Development, Tampa, FL (April 2003).

Employment by Mothers Receiving Welfare: The Predictive Role of Children's Development and Well-being. Paper with McGarvey, A., and McGroder, S.M. presented at the meeting of the Association for Public Policy Analysis and Management, Dallas, TX (November 2002).

PUBLICATIONS

Oneto, A., and Gallagher, M. (2019). *Taking Promise Neighborhoods to the State Level: Lessons from California and Minnesota.* Washington, DC: Urban Institute.

Gallagher, M., Lo, L., and Pendall, R. (2019). *An Introduction to the National Longitudinal Land Use Survey and Data.* Washington, DC: Urban Institute.

Burnstein, E., Gallagher, M., Oliver, W. (2019). *Economic Mobility Services for Affordable Housing Residents.* Washington, DC: Urban Institute.

Gallagher, M., and Greenberg, E. (2019). *Kindred Pilot Study: Summary of Findings from Parent Surveys and Focus Groups.* Washington, DC: Urban Institute.

Gallagher, M., Burnstein, E., Oliver, W. (2019). *How Affordable Housing Providers Can Boost Residents' Economic Mobility.* Washington, DC: Urban Institute.

Gillespie, S., Simington, J., and Gallagher, M. (2018). *Supporting Students to Be Resilient, Successful, and Ready to Learn.* Washington, DC: Urban Institute.

Galvez, M., Gallagher, M., and Brennan, M. (2017). *Next Steps for the Seattle Housing Authority-Seattle Public Schools Partnership.* Washington, DC: Urban Institute.

Gallagher, M., and Chingos, M. (2017). *Support Early Reading Proficiency to Close Achievement Gaps in the Great Lakes States.* Washington, DC: Urban Institute.

Pendall, R., Hendey, L., Greenberg, D., Pettit, K., Levy, D., Khare, A., Gallagher, M., et al. (2015). *Choice Neighborhoods: Baseline Conditions and Early Progress*. Washington DC: U.S. Department of Housing and Urban Development.

Gallagher, M., Murray, B., Woluchem, M., and Popkin, S. (2015). *Making Good on a Promise: Working to End Intergenerational Poverty in Kenilworth-Parkside*. Washington, DC: The Urban Institute.

Jordan, R., and Gallagher, M. (2015). *Does School Choice Affect Gentrification? Posing the Question and Assessing the Evidence*. Washington, DC: The Urban Institute.

Gallagher, M. (2015). *Developing Housing and Education Partnerships: Lessons from the Field*. Washington, DC: The Urban Institute.

Gallagher, M., and Bogle, M. (2014). *Challenges and Choices for the New Mayor: Sustaining and Strengthening DC Schools*. Washington, DC: The Urban Institute.

Smith, R., Gallagher, M., Popkin, S.J., Mireles, A., and George, A. (2014). Coercive Sexual Environments: What MTO Tells Us About Neighborhoods and Sexual Safety. *Cityscape*, 16(1), 85-112.

Gallagher, M., Zhang, S., and Comey, J. (2013). *Moving to Educational Opportunity: A Housing Demonstration to Improve School Outcomes*. Washington, DC: The Urban Institute.

Pendall, R., Hendey, L., Abravanel, M., Brecher, A., Curley, A., Davies, E., Gallagher, M., et al. (2013). *Developing Choice Neighborhoods: An Early Look at Implementation in Five Sites*. Washington DC: U.S. Department of Housing and Urban Development.

Popkin, S.J., Gallagher, M., Hailey, C., Davies, E., Buron, L., and Hayes, C. (2013). *CHA Residents and the Plan for Transformation*. Washington, DC: The Urban Institute.

Hailey, C., and Gallagher, M. (2013). *Chronic Violence: Beyond the Developments?* Washington, DC: The Urban Institute.

Rademacher, I., Wiedrich, K., McKernan, S., Ratcliffe, C., and Gallagher, M. (2011). Weathering the Storm: Have IDAs Helped Low-Income Homebuyers Avoid Foreclosure? *Housing Policy Debate*, 21(4) 605-625.

Gallagher, Megan. (2010). *Chicago Housing Authority Transformation: Children and Youth*. CHA Families and the Plan for Transformation Brief 5. Washington, DC: The Urban Institute.

Popkin, S.J., Levy, D. K., Buron, L., Gallagher, M., and Price, D. (2010). *The CHA's Plan for Transformation: How Have Residents Fared?* CHA Families and the Plan for Transformation Brief 1. Washington, DC: The Urban Institute.

Rademacher, I., Wiedrich, K., McKernan, S., Ratcliffe, C., and Gallagher, M. (2010). *Weathering the Storm: Have IDAs Helped Low-Income Homebuyers Avoid Foreclosure?* Research Report. Washington, DC: The Urban Institute.

Brash, R., and Gallagher, M. (2008). *A Performance Analysis of SBA's Loan and Investment Programs*. Urban Institute, prepared for the U.S. Small Business Administration.

Rossman, S., Theodos, B., Brash, R., Gallagher, M., Hayes, C., Temkin, K. (2008). *Key Findings from the Evaluation of the Small Business Administration's Loan and Investment Programs*. Urban Institute, prepared for the U.S. Small Business Administration.

Gallagher, M. (2007). *Is the Economic and Racial Integration of Neighborhoods Associated with Young Children's Achievement?* Unpublished manuscript.

Buron, L., Levy, D., and Gallagher, M. (2007). *Housing Choice Vouchers: How HOPE VI Families Fared in the Private Market*. HOPE VI: Where Do We Go from Here? Brief 3. Washington, DC: The Urban Institute.

Gallagher, M., and Bajaj, B. (2007). *Moving On: Benefits and Challenges of HOPE VI for Children*. HOPE VI: Where Do We Go from Here? Brief 4. Washington, DC: The Urban Institute.

Levy, D., and Gallagher, M. (2007). *HOPE VI and Neighborhood Revitalization*. Washington, DC: Urban Institute. Paper prepared for the Chicago Housing Authority by the Urban Institute.

Zaslow, M., Weinfield, N., Gallagher, M., Hair, E., Ogawa, J., Egeland, B., Tabors, P., and DeTemple, J. (2006). Longitudinal prediction of child outcomes from differing measures of parenting in a low-income sample, *Journal of Developmental Psychology*, 42(1), 27-37.

Zaslow, M., Jekielek, S. M. and Gallagher, M. (2005). Match and mismatch through a developmental lens: The implications of maternal employment for children of different ages. In S. Bianchi, L. Casper, and R. King (Eds.), *Work, Family, Health and Well-being*. Mahwah, NJ: Lawrence Erlbaum Associates.

Gallagher, M., McGarvey, A., and McGroder, S. (2004). *Employment by Mothers Receiving Welfare: The Predictive Role of Children's Functioning*. Unpublished Manuscript.

Vandivere, S., Gallagher, M., Hair, E., and Wertheimer, R. (2004). *Severe housing cost burden among working families: Child, parent, and family hardship and well-being*. Washington, DC: Child Trends. Paper prepared for the Center for Housing Policy by Child Trends.

Vandivere, S., Gallagher, M., and Moore, K.A. (2004). *Snapshots of America's Families: Changes in Children's Well-Being and Family Environments. Assessing the New Federalism Data Brief*. Washington, DC: The Urban Institute.

Acs, G., and Gallagher, M. (2000). *Income Inequality among America's Children. Assessing the New Federalism* Issue Brief B-6. Washington, DC: The Urban Institute.

Acs, G., and Gallagher, M. (1999). *Sources of Support and Income Inequality among America's Children. Assessing the New Federalism* Discussion Paper 99-15. Washington, DC: The Urban Institute.

Gallagher, M., and Acs, G. (1999). *Snapshots of America's Families: Poverty among Nonelderly Americans. Assessing the New Federalism* Data Brief. Washington, DC: The Urban Institute.

Gallagher, M., and Zedlewski, S. (1999). *Snapshots of America's Families: Poverty among Children. Assessing the New Federalism* Data Brief. Washington, DC: The Urban Institute.

Gallagher, L.J., Gallagher, M., Perese, K., Schreiber, S., and Watson, K. (1998). *One Year After Federal Welfare Reform: A Description of State Temporary Assistance for Needy Families (TANF) Decisions as of October 1997. Assessing the New Federalism* Occasional Paper 6. Washington, DC: The Urban Institute.

URBAN INSTITUTE BLOG POSTS AND WEB FEATURE

Zoning Insights: Explore Data from the National Longitudinal Land Use Survey. (October 2019). Research for interactive feature conducted with Lydia Lo and Rolf Pendall. Washington, DC: The Urban Institute. <https://www.urban.org/policy-centers/metropolitan-housing-and-communities-policy-center/projects/zoning-insights-explore-data-national-longitudinal-land-use-survey>

Subtracting Schools from Communities. (March 2017). Research for web feature conducted with Amanda Gold. Washington, DC: The Urban Institute. <http://www.urban.org/features/subtracting-schools-communities>

Gallagher, M. (January 2017). *DeVos, a charter proponent, must consider how charter school openings and closings affect kids and communities.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/devos-charter-proponent-must-consider-how-charter-school-openings-and-closings-affect-kids-and-communities>

Galvez, M. and Gallagher, M. (September 2016). *How HUD and public housing authorities can support students.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/how-hud-and-public-housing-authorities-can-support-students>.

Chingos, M. and Gallagher, M. (October 2015). *Evaluating the DC school voucher program.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/evaluating-dc-school-voucher-program>

Gallagher, M. and Burnstein, E. (October 2014). *The intersecting worlds of education and community development policy.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/intersecting-worlds-education-and-community-development-policy>

Gallagher, M. and Jordan, R. (May 2014). *When neighbors are no longer classmates, what happens to the community?* Washington, DC: The Urban Institute.

<http://www.urban.org/urban-wire/when-neighbors-are-no-longer-classmates-what-happens-community>

Burnstein, E. and Gallagher, M. (April 2014). *The revitalization of American central cities: fact or fiction?* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/revitalization-american-central-cities-fact-or-fiction>

Zhang, S. and Gallagher, M. (April 2014). *What charter school growth means for cities and neighborhoods.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/what-charter-school-growth-means-cities-and-neighborhoods>.

Gallagher, M. (October 2013). *Why Housing Policy Really is Education Policy.* Washington, DC: The Urban Institute. <http://www.urban.org/urban-wire/why-housing-policy-really-education-policy>

EDUCATION

M.P.P., Public Policy Analysis 2005
Georgetown University

B.A., Sociology and Social Welfare 1996
University of Wisconsin – Madison

OTHER PROFESSIONAL AND COMMUNITY INVOLVEMENT

Journal Referee

American Educational Research Journal
Journal of Policy Analysis and Management
Journal of the American Planning Association
Social Problems
Urban Affairs Review

Volunteer

Carpe Diem Arts Board Member, Takoma Park, MD
Takoma Junction Task Force, Takoma Park, MD

ERICA GREENBERG

October 2019

Senior Research Associate
Center on Education Data and Policy
Urban Institute
202-261-5353; egreenberg@urban.org
<https://www.urban.org/author/erica-greenberg>

Education

- 2014 PhD, Education Policy, Stanford University
Graduate School of Education
Institute of Education Sciences Fellow, Stanford Interdisciplinary Doctoral
Training Program in Quantitative Education Policy Analysis
Dissertation titled: *Targeted and Universal Preschool*
- 2013 MA, Political Science
Stanford University, Stanford, CA
- 2006 BA, History and Linguistics, Magna Cum Laude
Yale University, New Haven, CT

Career Brief

Erica Greenberg is a senior research associate at the Urban Institute specializing in early childhood and K-12 education. Her work examines issues of quality, effectiveness, access, and finance across a variety of local, state, and federal programs. A former District of Columbia prekindergarten teacher, her ongoing and recently completed projects focus on public preschool, diverse child populations, mixed methods research design, and measurement. Dr. Greenberg values dissemination and has shared findings through agency briefings, early childhood professional organizations, and media including Education Week, The New York Times, The Washington Post, and NPR.

Professional Experience

- 2014–Present Urban Institute, Senior Research Associate (2018–present)
Research Associate (2014–2018)

Senior scholar in the Center on Education Data and Policy. Successfully contributes to the growth of Urban Institute's early childhood research portfolio, leading fundraising efforts and federal and grant-funded projects. Serves as a subject matter expert on early care and education and aspects of K-12 education. Manages the work of staff at senior and junior levels. Supervises and mentors junior staff.

- 2010–2014 Center on Education Policy Analysis, Research Assistant

Collaborated with faculty, research staff, and students at the Stanford University Graduate School of Education on projects including The Availability of Early Childhood Education and Care in the United States (with Susanna Loeb, Daphna Bassok, and Maria Fitzpatrick). Served as teaching assistant for a graduate and undergraduate course on Geographic Information Systems (GIS) and mapping. Conducted research at the Laboratory for the Study of American Values.

2008–2009 KIPP DC: LEAP Academy, Prekindergarten teacher

Co-taught 4-and 5-year-old students; developed science and social studies curricula; conducted student assessments; set standards for a new 3-year-olds program.

2006–2008 National Center for Children and Families, Research Assistant

Reviewed literature and contributed to publications on the early childhood education teaching workforce. Collaborated with Sharon Lynn Kagan, Kristie Kauerz, and Kate Tarrant research projects and consultations with local, state, national, and international policymakers.

Selected Project Experience

Co-Principal Investigator, Access to a Supply of Quality Care in the District of Columbia: Project ASQC (“Ask”) (\$1,599,985), 2019–present. Guiding the design and implementation of a study of Capital Quality, the District’s enhanced quality rating and improvement system, and its effects on child care providers, educators, families, and child development.

Co-Principal Investigator, Oklahoma Partnership for School Readiness, OKFutures: Oklahoma’s Preschool Development Grant Birth to Five (\$149,973), 2019–present. Leading a statewide needs assessment and supporting strategic planning and related activities. Directing analyses of administrative, census, focus group, interview, and survey data.

Principal Investigator, Heising-Simons Foundation, Starting School at Three: A Study of DC Public Pre-K (\$199,791), 2019–present. Leading the first independent study of DC’s universal prekindergarten program using lottery-based random assignment methods.

Principal Investigator, Peter G. Peterson and Ford Foundation US 2050 Initiative, Preparing the Future Workforce: Early Care and Education Participation among Children of Immigrants (\$50,000), 2018–2019. Designed and led a national study of early care and education enrollment among immigrant families using the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11. Assessed associations between enrollment and child outcomes.

Director of Analysis, District of Columbia Office of the State Superintendent of Education, Study of Nontraditional-Hour Child Care in the District of Columbia (\$149,996), 2018. Contributed to design and execution of a study to examine the supply of licensed care with nontraditional hours, potential demand from local families, and strategies to expand supply. Presented findings at the 2018 Child Care and Early Education Policy Research Consortium Annual Meeting.

Task Lead, US Department of Health and Human Services, Illinois-New York Child Care Research Partnership: Phases 1 and 2 (totaling \$1,750,000), 2010–2018. Conducted data collection and analysis for a mixed-methods study examining determinants of subsidy instability and child care continuity. Co-authored multiple publications.

Subcontract Co-Project Manager, Maine Department of Education through Early Childhood Associates (prime), Maine Preschool Expansion Grant Evaluation (\$180,000), 2016–2018. Collaborated to evaluate the implementation of high-quality preschool in high-needs communities in Maine. Conducted mixed methods analyses focusing on program quality and outcomes for participating children.

Co-Principal Investigator, US Department of Health and Human Services, Secondary Analyses of Data on Early Care and Education Grant, Are Higher Subsidy Payment Rates and Provider-Friendly Payment Policies Associated with Child Care Quality? (\$149,939), 2015–2017. Co-designed and led analyses for a study examining associations between state subsidy policies and child care quality. Conducted data analysis of the National Survey of Early Care and Education and Child Care and Development Fund (CCDF) Policies Database. Presented study results at national conferences and wrote multiple publications on findings.

Relevant Selected Publications

- Greenberg, Erica**, and Tomas Monarrez. 2019. *Segregated from the Start: Comparing Segregation in Early Childhood and K-12 Education*. Washington, DC: Urban Institute.
- Greenberg, Erica**, Victoria Rosenboom, and Gina Adams. 2019. *Preparing the Future Workforce: Early Care and Education Participation among Children of Immigrants*. New York, NY: Peter G. Peterson and Ford Foundation US 2050 Initiative.
- Sandstrom, Heather**, Erica Greenberg, Teresa Derrick-Mills, Cary Lou, Shirley Adelstein, Charmaine Runes et al. 2019. *Nontraditional-hour Child Care in the District of Columbia*. Washington, DC: Urban Institute.
- Sandstrom, Heather**, Amelia Coffey, Julia R. Henly, Juliet Bromer, Allegra Spalding, Whitney Thomas, Erica Greenberg, and Teresa Derrick-Mills. 2018. *Learning from Child Care Providers Across Settings: A Critical Step to Improving Quality and Stability of Subsidized Care*. Washington, DC: Urban Institute.
- Sandstrom, Heather**, Amy Claessens, Maria Stoll, Erica Greenberg, David Alexander, Charmaine Runes et al. 2018. *Mapping Child Care Demand and the Supply of Care for Subsidized Families*. Washington, DC: Urban Institute.
- Greenberg, Erica**, Julia B. Isaacs, Teresa Derrick-Mills, Molly Michie, and Kathryn Stevens. 2018. *Are Higher Subsidy Payment Rates and Provider-Friendly Payment Policies Associated with Child care Quality?* Washington, DC: Urban Institute.
- Greenberg, Erica H.** 2018. *Public Preferences for Targeted and Universal Preschool*. *AERA Open* 4(1), 1–20.
- Greenberg, Erica**. 2018. *Will Stricter Education Requirements for Early Childhood Educators Hurt Teacher Diversity?* Washington, DC: Urban Institute.
- Greenberg, Erica**. 2017. *In DC, New Child Care Regulations are a Promising Start*. Washington, DC: Urban Institute.
- Rohacek, Monica, **Erica Greenberg**, and Meg Massey. (2016). *Pay for Success and Early Childhood Education: The State of the Science on Early Childhood Interventions*. Washington, DC: Urban Institute.
- Sandstrom, Heather**, and Erica Greenberg. 2016. *Pay for Success and Early Childhood Education: Using Data to Inform Decisionmaking*. Washington, DC: Urban Institute.
- Bassok, Daphna, Maria Fitzpatrick, **Erica H. Greenberg**, and Susanna Loeb. 2016. *Within- and Between-Sector Quality Differences in Early Childhood Education and Care*. *Child Development* 87(5), 1627–1645.
- Tarrant, Kate, **Erica H. Greenberg**, Sharon Lynn Kagan, and Kristie Kauerz. 2008. The Early Childhood Education Workforce. In Feeney, Stephanie, Alice Galper, and Carol Seefeldt. (Eds.), *Continuing issues in early childhood education (3rd ed.)*. Columbus, OH: Pearson Merrill Prentice Hall, 134–157.

Gustavo F. Velasquez

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Takoma Park, MD 20912

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@GFVelasquez72

PROFESSIONAL ACCOMPLISHMENTS

The Urban Institute, Washington, DC.
Senior Director, Urban - Greater DC

March 2017 – Present

- Developed framework and business strategy for [Urban-Greater DC](#), a program of the Urban Institute that serves as a hub of scholars and policy experts working to produce data-driven insights and policy recommendations to improve economic mobility and access to opportunity in the Washington DC region.
- Serves in the leading role of deepening engagement with philanthropic, community, business, and government leaders of the region to expand Urban-Greater DC's footprint and contributions. In nearly three years the program has grown the number and scale of projects, including:
 - A partnership with the consortium of the largest private employers in the region to create a set of estimates and solutions to produce, preserve, and protect housing across the income spectrum in the DC area, particularly housing affordable for low and moderate income households;
 - A set of projects funded by foundations and the two largest financial institutions to create and monitor equitable development strategies in communities experiencing rapid demographic and economic shifts.

United States Department of Housing and Urban Development (HUD), Washington, DC.
Assistant Secretary, Office of Fair Housing and Equal Opportunity

June 2014 – Jan 2017

Nominated by President Obama and confirmed by U.S. Senate. Led national civil rights enforcement and regulatory office with 600+ staff, \$100 million budget, and \$50 million in annual grants to over 200 legal aid and fair housing groups.

- Led adoption of new rules and regulations under the Fair Housing Act, including the landmark Affirmatively Furthering Fair Housing (AFFH) rule, which has been called “an essential tool to reduce inequality and disparities in access to opportunity” by urban studies scholars, community development experts, and civil rights leaders.
- Guided the development of the AFFH rule to ensure a balanced approach between investments in distressed neighborhoods and mobility strategies thereby enabling access to areas of greater social and economic opportunity.
- Established new guidelines to expand opportunity in the private housing market and HUD programs, including new protections in housing for persons with arrest and criminal records, immigrants, victims of domestic violence, and the LGBT community. Adopted new mandates for jobs to low-income residents in HUD-funded contracts.
- Led groundbreaking enforcement actions under the Fair Housing Act, resulting in multimillion-dollar settlements for victims and swift prosecution in areas such as redlining and unscrupulous mortgage lending, and against local public entities that perpetuate racial and economic segregation.
- Strengthened organizational capacity and effectiveness by raising morale, investing in unprecedented levels of training, facilitating better communication, and establishing a restructuring and cost-savings plan for federal office.

Latino Economic Development Center (LEDC), Washington, DC.
Executive Director

October 2013 – June 2014

Led prominent Latino economic development non-profit organization focused on creating and expanding small businesses throughout the National capital region. Services included business planning, technical assistance, and start-up capital. Oversaw \$7 million Community Development Financial Institution (CDFI).

- Under my leadership LEDC helped create more than 200 small businesses in the DC region, and the opening of a new office in Baltimore to foster entrepreneurship in the growing immigrant community of this city.
- Led robust housing counseling (foreclosure mitigation and first time home purchasing) program in the DC region.
- Served as critical partner in the formulation of local DC policy to protect rental affordability and increase homeownership, including legislative wins in rent control and “first right to purchase”, expansion of inclusionary zoning, and more funding for tenant organizing programs and other affordable housing preservation tools.

Government of the District of Columbia, Washington, DC.

January 2007 – October 2013

Director, Office of Human Rights – *Appointed and confirmed by City Council under two Mayors.*

Oversaw administrative enforcement of one of the most progressive human rights laws in the country – The DC Human Rights Act. Managed staff of 40+ attorneys, investigators, compliance officers, and administrative law judges.

- Transformed agency from reactive, case processing bureaucracy to being on the front line of policy creation.
- Eliminated notorious backlog of 500+ cases despite increase of new cases and significant budget cuts.
- Implemented widely publicized civil rights awareness and educational campaigns on issues such as inclusionary zoning, fair lending, GLBT rights, and equal government access to limited English populations.
- Created enforcement and compliance provisions of the DC Language Access Act, which was the third ordinance of its kind nationwide and a national model. This Language Access model has now been replicated in several other cities.

Government of the District of Columbia, Washington, DC.

September 2003 – December, 2006

Director, Office of Latino Affairs – *Mayoral appointment and city council confirmed.*

Represented Mayor with local and national Latino constituency groups, as well as diplomatic representations. Awarded over \$5 million in grants to city programs focused on workforce development, job training and career pathways.

- Provided data-driven policy consultation to the Mayor, senior officials, and lawmakers to create and expand programs for Latinos, including the DMV/regional Interstate Gang Prevention and Intervention Partnership and DC-BHAP – District's Bilingual Health Access Program.
- Conceived and implemented agency's first Strategic Business Plan and performance-based budget. Within three years, agency experienced 25% funding increase, including funds from the Annie E. Casey foundation for a multilingual strategy towards government access.

Congreso de Latinos Unidos Inc., Philadelphia, PA.

September 2001 – September, 2003

Director of Operations

Led agency-wide budget and central functions of a \$13 million Latino-centered health and human services agency. Managed human resources, data and evaluation, and fundraising programs.

- Designed Congreso's five-year strategic plan to assist more than 70,000 Philadelphia-based underserved residents.
- Developed organizational multi-year performance metrics and created Congreso's first Data and Evaluation Program.

EDUCATION

Wharton School of Business, University of Pennsylvania

2003

Executive Program on Strategic Management and Organizational Transformation

University of Pennsylvania, Philadelphia, PA

1999

M.A., Public Administration

PROFESSIONAL AFFILIATIONS AND COMMUNITY INVOLVEMENT

Member: United States Mortgage Review Board, Housing Leaders Group of the Washington Region, DC Metropolitan Police Department's Inclusive Task Force, Community Foundation of the National Capital Region's Immigration Partnership, Gala Hispanic Theater, Philadelphia's Empowerment Zone Trust Board, Philadelphia Affordable Housing Coalition, Philadelphia Latino Taskforce for Workforce Development.

Chairperson: DC Mayor's Equal and Inclusive Housing Taskforce, Carlos Rosario Educational Foundation.

Founder: Community Asset Fund for Entrepreneurs (CAFÉ), Greater Washington's Hispanics in Philanthropy Initiative.

LANGUAGES

Fluent Spanish

Kristin E. Blagg

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EDUCATION

George Washington University: Trachtenberg School / Washington, D.C. PhD in Public Policy and Administration, Education Policy	Expected 2021
Georgetown University: McCourt School of Public Policy / Washington, D.C. Master of Public Policy, Focus in Economic and Social Policy	June 2014
Hunter College: Teacher U / New York, NY Master of Middle Childhood Education with Distinction	June 2012
Harvard University / Cambridge, MA Bachelor of Arts in Government	June 2008

POLICY ANALYSIS AND RESEARCH EXPERIENCE

Urban Institute / Washington, D.C. <i>Research Associate (Spring 2017 - present)</i> <i>Research Associate II (Fall 2015- Spring 2017)</i> <ul style="list-style-type: none">• Design and conduct data analysis on K-12 and higher education datasets, including both federal- and state-level data. Developed mastery of the Main and Long Term Trend NAEP data, Virginia Longitudinal Data, credit bureau data, College Scorecard, DC Equity Reports data, ED Office of Civil Rights data, and others. Research and author research reports on national K-12 test scores, public education finances in higher education and K-12, student transportation, and food insecurity among college students.	Fall 2015-Present
George Washington University: Trachtenberg School / Washington, D.C. <i>Graduate Research Assistant</i> <ul style="list-style-type: none">• Conduct research on post-secondary applications, enrollments and outcomes as it relates to student geography using data from the Educational Longitudinal Study of 2002 for Dr. Daniel Klasik.	Summer 2018, Summer 2019
Deloitte Consulting LLP / Arlington, VA <i>Human Capital Consultant</i> <ul style="list-style-type: none">• Built interactive reporting and data analytics dashboards in Tableau for federal, state and local government clients to assess workforce life cycle, provide insight on the satisfaction of service level agreements, and analyze the results of surveys. Through best practices research, as well as close partnership with client, contributed to the development of a workforce innovation strategy for a large federal agency to improve employee engagement and better serve the agency's mission.	Summer 2014-Fall 2015
New America Foundation, Education Policy Program / Washington, D.C. <i>Graduate Intern</i> <ul style="list-style-type: none">• Designed and implemented data cleaning methods and analysis in Excel and Stata for projects on federal Income Based Repayment (IBR) student loans and on No Child Left Behind (NCLB) waivers. IBR research was presented as part of a brief to the Congressional Budget Office (CBO) and was used as the foundation for a pending grant proposal for further research. Researched and wrote posts on current education policy issues and events for "Ed Money Watch" and "Early Ed Watch" blogs.	Spring 2013
Georgetown University: McCourt School / Washington, D.C. <i>Research Assistant, University Professor William Gormley</i> <ul style="list-style-type: none">• Conducted literature review to assist on proposal examining liberal and conservative attitudes towards scientific evidence in education policy; edited and expanded presentations on Tulsa pre-K studies in the wake of the announcement of the Obama Administration's universal prekindergarten initiative. Contributed to analysis of D.C. Public Schools (DCPS) stakeholder surveys and "Prove What's Possible" grants; co-presented findings as part of a partnership between Georgetown University and DCPS.	Fall 2012-Spring 2014

TEACHING EXPERIENCE

George Washington University: Trachtenberg School / Washington, D.C. <i>Teaching Assistant, Economics for Public Decision-making (Fall 2018, Fall 2019)</i>	Fall 2018, Fall 2019
Georgetown University: McCourt School / Washington, D.C. <i>Teaching Assistant, Statistical Methods for Policy Analysis and Regression Methods for Policy Analysis</i>	2103-2014
Kings Collegiate Charter School (Uncommon Schools) / Brooklyn, NY <i>7th Grade Pre-Algebra Teacher</i>	2010-2012
Sarah T. Reed Senior High School (Recovery School District) / New Orleans, LA <i>Geometry, Algebra II and Drama Teacher</i>	2008-2010

PUBLICATIONS

- Baum, Sandy, **Kristin Blagg** and Rachel Fishman. 2019. "Reshaping Parent PLUS Loans: Recommendations for Reforming the Parent PLUS Program." Washington, DC: Urban Institute.
- Mudrazija, Stipica, **Kristin Blagg**, Victoria Lee, Cary Lou, and Victoria Rosenboom. 2019. "School District Funding in Texas: Computing the Effects of Changes to the Foundation School Program Funding Formula." Washington, DC: Urban Institute.
- Lou, Cary, **Kristin Blagg**, Victoria Rosenboom, Victoria Lee, and Stipica Mudrazija. 2018. "School District Funding in Virginia: Computing the Effects of Changes to the Standards of Quality Funding Formula." Washington, DC: Urban Institute.
- Lee, Victoria, **Kristin Blagg**, Stipica Mudrazija, Cary Lou, and Victoria Rosenboom. "School District Funding in Massachusetts: Computing the Effects of Changes to the Chapter 70 Funding Formula." Washington, DC: Urban Institute.
- Klasik, Daniel, **Kristin Blagg**, and Zachary Pekar. "Out of the education desert: How limited local college options are associated with inequity in postsecondary opportunities." *Social Sciences*. 7 (9), p. 165.
- Blagg, Kristin**. 2018. "The Rise of Master's Degrees." Washington, DC: Urban Institute.
- Rosenboom, Victoria, **Kristin Blagg**, Cary Lou, Victoria Lee, and Stipica Mudrazija. 2018. "School District Funding in Nebraska: Computing the Effects of Changes to the TEEOSA Formula." Washington, DC: Urban Institute.
- Blagg, Kristin** and Erica Blom. 2018. "Evaluating the Return on Investment in Higher Education." Washington, DC: Urban Institute.
- Blagg, Kristin**, Victoria Rosenboom and Matthew Chingos. 2018. "The Extra Mile: Time to School and Student Outcomes in Washington, DC." Washington, DC: Urban Institute.
- Blagg, Kristin**. 2018. "Underwater on Student Debt: Understanding Consumer Credit and Student Loan Default." Washington, DC: Urban Institute.
- Blagg, Kristin**, Matthew Chingos, Sean P. Corcoran, Sarah A. Cordes, Joshua Cowen, Patrick Denice, Betheny Gross, Jane Arnold Lincove, Carolyn Sattin-Bajaj, Amy Ellen Schwartz, and Jon Valant. "The Road to School: How Far Students Travel to School in the Choice-Rich Cities of Denver, Detroit, New Orleans, New York City, and Washington, DC." Washington, DC: Urban Institute.
- Rosenboom, Victoria and **Kristin Blagg**. 2018. "Disconnected from Higher Education." Washington, DC: Urban Institute.
- Chingos, Matthew and **Kristin Blagg**. 2017. "Making Sense of State School Funding Policy." Washington, DC: Urban Institute.
- Blagg, Kristin**, and Victoria Rosenboom. 2017. "Who Lives Off Campus?" Washington, DC: Urban Institute.
- Blagg, Kristin**, Matthew Chingos, and Victoria Lee. 2017. "The Price of Room and Board." Washington, DC: Urban Institute.
- Blagg, Kristin**, Diane Whitmore-Schanzenbach, Craig Gundersen, James Ziliak. 2017. "Assessing Food Insecurity on Campus." Washington, DC: Urban Institute.
- Blagg, Kristin**, Matthew Chingos, Claire Graves, Anna Nicotera, and Lauren Shaw. 2017. "Rethinking Consumer Information in Higher Education." Washington, DC: Urban Institute.
- Chingos, Matthew and **Kristin Blagg**. 2017. "Do Poor Kids Get Their Fair Share of School Funding?" Washington, DC: Urban Institute.
- Blagg, Kristin**, Matthew Chingos, Sean P. Corcoran, Joshua Cowen, Patrick Denice, Betheny Gross, Jane Arnold Lincove, Carolyn Sattin-Bajaj, Amy Ellen Schwartz, and Jon Valant. 2017. "Student Transportation and Educational Access" Washington, DC: Urban Institute.
- Chingos, Matthew, Victoria Lee and **Kristin Blagg**. 2017. "Five Facts about the Sharp Rise in College Living Costs" Washington, DC: Urban Institute.
- Blagg, Kristin** and Matthew Chingos. 2016. "Getting Risk Sharing Right" Washington, DC: Urban Institute.
- Blagg, Kristin** and Matthew Chingos. 2016. "Choice Deserts: How Geography Limits the Potential Impact of Earnings Data on Higher Education" Washington, DC: Urban Institute.
- Blagg, Kristin**. 2016. "Beyond the Standard Repayment Plan: Smaller Student Loan Payments and Short-Term Outcomes." Washington, DC: Urban Institute.
- Blagg, Kristin**. 2016. "Making the Grade in America's Cities: Assessing Student Achievement in Urban Districts." Washington, DC: Urban Institute.
- Blagg, Kristin** and Matthew Chingos. 2016. "Varsity Blues: Are High School Students Being Left Behind?" Washington, DC: Urban Institute.
- Katz, Michael and **Kristin Blagg**. 2016. "Evaluating School Climate and Discipline: Tools for Parents, Schools, and Policymakers." Washington, DC: Urban Institute.

Chingos, Matthew and **Kristin Blagg**. 2015. "Toward an economic mobility ranking of U.S. colleges." Washington, DC: Brookings.

Delisle, Jason, Alex Holt, and **Kristin Blagg**. 2015. "Measuring the Benefits of Income-Based Repayment for Graduate and Professional Students." In *Student Loans and the Dynamics of Debt*, Brad Hershbein and Kevin M. Hollenbeck, eds. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, pp. 415-445.

EXTERNAL PRESENTATIONS

"The Extra Mile: Time to School and Student Outcomes in Washington, D.C." Panel presentation at Association for Public Policy and Management (APPAM) International Conference. Barcelona, Spain. August 2019.

Presentation and panel at Stanford Institute for Economic Policy Research (SIEPR) on student loans. Stanford, CA. June 2019.

"Student Achievement Trends in Urban Districts." Presentation to Harvard University's Education Cities Conference. Cambridge, MA. May 2019.

"Measuring Program-Level Completion Rates: A Demonstration of Metrics Using Virginia Higher Education Data." Panel presentation at Association for Education Finance and Policy (AEFP). Kansas City. MO. March 2019.

"Predictors and Consequences of Student Loan Default." Briefing on Capitol Hill, December 2018.

"The Extra Mile: Time to School and Student Outcomes in Washington, D.C." Panel presentation at Association for Public Policy and Management (APPAM) Fall Conference. Washington, DC. November 2018.

Webinar presentation to Association for Public Policy Analysis and Management (APPAM) on student loans. Internet presentation. October 2018.

"Predictors and Consequences of Student Loan Default." Panel presentation at American Enterprise Institute. September 2018.

"The Road Out of Poverty: A Transportation and Economic Mobility Symposium." Panelist at University of Michigan event. Ann Arbor, MI. March 2018.

Presentation to Public Charter School Board school leaders on student transportation. Washington, DC. March 2018.

Presentation to Association of Community College Trustees (ACCT) on food insecurity levels among community college students. Washington, DC. November 2017.

Presentation to National Association of Student Financial Aid Administrators (NASFAA) on college living cost allocations. Washington, DC. November 2017.

"Funding PreK-12 Education." Presentation on funding equity for Arizona Town Hall event. Phoenix, AZ. November 2017.

"Miles to Go: Bringing School Transportation into the 21st Century." Panelist at Bellwether Education Partners event. Washington, DC. May 2017.

"Student Transportation and Educational Equity." Panel presentation at Urban Affairs Association Conference. Minneapolis, MN. April 2017.

"Course-Taking and High School Student Outcomes." Panel presentation at Association for Public Policy and Management (APPAM) Fall Conference. Washington, DC. November 2016.

"The Interaction Between Public Policy, Labor Market Conditions, and Educational Attainment Decisions." Panel presentation at Association for Public Policy and Management (APPAM) Fall Conference. Albuquerque, NM. November 2014.

PROFESSIONAL SERVICE

Peer Journal Reviews: *Education Finance and Policy*, *Economics of Education*, *Journal of Public Policy Analysis and Management*, *AERA Open*, *Education Researcher*, *American Educational Research Journal*.

Paper Reviews for Policy Organizations: Center for American Progress, DC Policy Center, EdChoice, Bellwether Education Partners, Pew Research Center, American Enterprise Institute

Erica Blom

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Washington, DC 20003
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Education*Yale University*

PhD, Economics, 2013

- Fields of specialization: Economics of Education, Labor Economics

MPhil, Economics, 2011

MA, Economics, 2009

Western University

MA, Economics, 2007

Queen's University

BScH, Mathematics, 2006

BA, Political Studies, 2005

Experience*Urban Institute*

Research Associate, June 2017–present

- Manage the research team responsible for cleaning, standardizing, and streamlining publicly available education data sources for inclusion in Urban's Education Data Portal;
- Create timely evidence-based commentaries on pressing education policy issues, including gainful employment legislation, teacher diversity, PSLF, student loans, and early childcare;
- Co-PI on a study to identify high performing high schools serving students from historically marginalized groups;
- Use econometric techniques to develop college performance metrics that better address needs and concerns of state policymakers.

Edgeworth Economics

Principal Consultant, August 2013–May 2017

- Conducted economic analyses related to antitrust and labor and employment issues in a wide range of industries using econometric and statistical methods;
- Led pro bono projects related to educational topics (public service loan forgiveness, teacher cheating, charter school diversity initiatives);
- Directed teams of analysts in building, cleaning, validating, and analyzing large transactional datasets;
- Assisted economic testifying experts in preparing expert reports and testimony;
- Presented complex economic analyses to lay audiences.

NERA Economic Consulting
Consultant Intern, Summer 2010

Yale University
Teaching Assistant, Fall 2009–Fall 2011, Spring 2013

Western University
Teaching Assistant, Fall 2006–Spring 2007

European Commission, DG Budget
Intern, March–July 2006

Queen's University
Teaching Assistant, 2003–2005

Publications and Working Papers

Anderson, Theresa, Erica Blom, and Constance Lindsay. 2020. "Identifying High-Performing Schools for Historically Underserved Students: Exploring a Multistate Model." Washington, DC: Urban Institute.

Blom, Erica, Macy Rainer, and Matthew Chingos. 2020. "Comparing Colleges' Graduation Rates: The Importance of Adjusting for Student Characteristics." Washington, DC: Urban Institute.

Blom, Erica and Tomas Monarrez. 2020. "Understanding Equity Gaps in College Graduation." Washington, DC: Urban Institute.

Blom, Erica, Kristin Blagg, Matthew Chingos, Tomas Monarrez, Macy Rainer, and Kelia Washington. 2020. "Measuring College Performance: Lessons for Policymakers." Washington, DC: Urban Institute.

Anderson, Theresa, David Blount, Constance Lindsay, Erica Blom, Semhar Gebrekristos, and Francisca Alba. 2019. "Robust and Equitable Measures to Identify Quality Schools: Concept Brief." Washington, DC: Urban Institute.

Blagg, Kristin and Erica Blom. 2018. "Evaluating the Return on Investment in Higher Education: An Assessment of Individual- and State-Level Returns." Washington, DC: Urban Institute.

Blagg, Kristin and Erica Blom. "Student debt repayment fell during the Great Recession. Borrowers from low-income backgrounds saw the steepest decline." *Urban Wire* (blog), May 2018.

Blom, Erica. "How many scholarships could we fund if we eliminated college sports? Hint: a lot." *Urban Wire* (blog), April 2018.

Blom, Erica, Erica Greenberg, and Constance Lindsay. "Will stricter education requirements for early childhood educators hurt teacher diversity?" *Urban Wire* (blog), January 2018.

Blom, Erica. "Who does the Public Service Loan Forgiveness program really benefit?" *Urban Wire* (blog), October 2017.

Blom, Erica, Constance Lindsay, and Alex Tilsley. "Diversifying the classroom: Examining the teacher pipeline." Urban Institute website, October 2017.

Blagg, Kristin, Erica Blom, and Matthew Chingos. "Should Congress take a page from the gainful employment playbook?" *Urban Wire* (blog), July 2017.

Blom, Erica, Brian Cadena, and Benjamin Keys. "Investment over the Business Cycle: Insights from College Major Choice." *IZA DP No. 9167*, July 2015.

Altonji, Joseph, Erica Blom, and Costas Meghir. 2012. "Heterogeneity in Human Capital Investments: High School Curriculum, College Major, and Careers." *Annual Review of Economics, Volume 4*: 185–223.

Fellowships, Honors and Awards

DC FemTech Award for Data, 2019

Emerging Education Policy Scholar, 2018

Dissertation Fellowship, Yale University, 2012

Social Sciences and Humanities Research Council of Canada Graduate Fellowship, 2007–2011

Ontario Graduate Scholarship, 2006–2007

TOMAS E. MONARREZ

Research Associate

Center on Education Data and Policy

Urban Institute

500 L'Enfant Plaza SW, Washington, DC, 20024

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Personal: (915)691-3043

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<https://sites.google.com/site/tmonarrez/>

www.urban.org/author/tomas-monarrez



PROFESSIONAL SYNOPSIS

I am a labor economist and research associate in the Center on Education Data and Policy at the Urban Institute. My current research focuses on education policy topics as they relate to economic and racial inequality. Current research projects examine the relationship between school attendance boundary policy and the racial segregation of schools; the causal effect of early childhood education on long term student outcomes; the impact of charter schools on school segregation; and the effect of state tuition equity policies on the postsecondary attainment of immigrant high school students.

EDUCATION

Doctor of Philosophy, Economics, University of California Berkeley, 2018

Dissertation Title: Essays in Labor Economics and Education

Advisor Committee: Professors David Card, Jesse Rothstein, and Christopher Walters

Bachelor of Arts, Mathematics, University of Texas at Austin, 2012

Bachelor of Arts, Economics, University of Texas at Austin, 2012

PROFESSIONAL BACKGROUND

Long-Term Positions

July/2018–Present

Research Associate

Urban Institute, Center on Education Data and Policy

Washington, DC

Supervisor: Matthew Chingos, Vice President

Main Responsibilities: Research

PUBLICATIONS

Academic Papers

Monarrez, Tomas; Brian Kisida, and Matthew Chingos 2019. "The Effect of Charter Schools on School Segregation." Urban Institute Report.

https://www.dropbox.com/s/l9t1cduecfj6q46/charters_seggregation.pdf?dl=0

Chingos, Matthew; Tomas Monarrez, and Daniel Kuehn 2019. "The Effects of the Florida Tax Credit Scholarship Program on College Enrollment and Graduation." Urban Institute Research Brief.

Monarrez, Tomas, 2018. "School Attendance Boundary Gerrymandering and the Segregation of Public Schools in the United States." Working Paper.

<https://www.dropbox.com/s/ptegnx1ldh9cf00/schoolboundaries.pdf?dl=0>

Monarrez, Tomas, 2018. "The Impact of For-Profit Chain Entry on Postsecondary Education Markets." Working Paper.

Monarrez, Tomas, 2018. "Closing the Immigrant-Native Higher Education Gap: The Effect of Tuition Equity Reform in Texas." Working Paper

Project Reports, Policy Briefs, and Other Publications

Greenberg, Erica and Tomas Monarrez 2019. "Segregated From the Start". Urban Institute Feature. <https://www.urban.org/features/segregated-start>

Monarrez, Tomas; Brian Kisida, and Matthew Chingos 2019. "When is a School Segregated?" Urban Institute Report. <https://www.urban.org/research/publication/when-school-segregated-making-sense-segregation-65-years-after-brown-v-board-education>

Commentaries and Media Mentions

Martin West. "An Authoritative Look at Charter Schools and Segregation". Education Next Magazine. September, 2019. <https://www.educationnext.org/authoritative-look-charter-schools-segregation/>

Blagg, Kristin and Matthew Chingos and Tomas Monarrez and Alexandra Tilsley. "Four Things to Know about Tax Credit Scholarships for School Choice". Urban Institute. February 28th, 2019. <https://www.urban.org/urban-wire/four-things-know-about-tax-credit-scholarships-school-choice>

Monarrez, Tomas. "Segregated Neighborhoods, Segregated Schools? More than 60 years after Brown v. Board of Education, why does school segregation persist?" Urban Institute. November 28th, 2018. <https://www.urban.org/features/segregated-neighborhoods-segregated-schools>

Monarrez, Tomas. "Can we measure student economic disadvantage using geographic data on income and poverty?" Urban Wire. November 14th, 2018. <https://www.urban.org/urban-wire/can-we-measure-student-economic-disadvantage-using-geographic-data-income-and-poverty>

Blagg, Kristin and Tomas Monarrez. "Which borrowers should be exempt from making payments on student loans?" Urban Wire. October 9th, 2018. <https://www.urban.org/urban-wire/which-borrowers-should-be-exempt-making-payments-student-loans>

Monarrez, Tomas. "Do New York City's school attendance boundaries encourage racial and ethnic segregation?" Urban Wire. September 27th, 2018. <https://www.urban.org/urban-wire/do-new-york-citys-school-attendance-boundaries-encourage-racial-and-ethnic-segregation>

Chang, Alvin. "We can draw school zones to make classrooms less segregated. This is how well your district does." Vox. August 27, 2018. <https://www.vox.com/2018/1/8/16822374/school-segregation-gerrymander-map>

PRESENTATIONS

Invited Lectures and Panels

Monarrez, Tomas, 2018. "Attendance Boundary Policy and the Segregation of Public Schools in the United States." Workshop on Race and the Social Sciences. Yale University. October 2018.

Monarrez, Tomas, 2019. "Attendance Boundary Policy and the Segregation of Public Schools in the United States." Truman School of Public Affairs Seminar. University of Missouri. February 2019.

Monarrez, Tomas, 2019. "Attendance Boundary Policy and the Segregation of Public Schools in the United States." School of Education Speaker Series. Saint Louis University. February 2019.

TEACHING

Graduate Student Instructor, UC Berkeley, (Summer 2012). Econ 100A, *Intermediate Microeconomic Theory*.

Graduate Student Instructor, UC Berkeley, (Fall 2015). Econ 270A, *Global Poverty and Impact Evaluation*.

AWARDS, HONORS, AND FELLOWSHIPS

Outstanding Graduate Student Instructor Award, UC Berkeley Graduate Division, 2016.

Emerging Education Policy Scholar (EEPS), Thomas B. Fordham Institute. 2019.

SKILL TAGS

Stata

Matlab

Python

R

SUBJECT MATTER TAGS

Economics of Education

Labor Economics

Applied Econometrics

Public Finance

Development Economics

Impact Evaluation

LANGUAGES

English (native), Spanish (native).

GRAHAM I. MACDONALD

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Summary

Graham's work focuses on the intersection of cutting-edge technology and public policy. Trained in economics and public policy, Graham applies non-traditional programming languages, system architectures, and techniques to help contribute to policy solutions – including but not limited to microsimulation modeling, data visualization, machine learning, natural language processing, satellite imagery, cloud computing, unstructured data, social media analysis, and big data. He also manages high-value confidential and non-confidential data, and leads the development of scalable, automated technology services for Urban staff.

Education

UC Berkeley, Goldman School of Public Policy, Berkeley, CA

M.P.P. Received May 2016

Awarded Smolensky Prize for Outstanding Advanced Policy Analysis (Top Master's Thesis)

Thesis: *The Effect of Local Government Policies on Housing Supply*

Vanderbilt University, Nashville, TN

B.A. Received May 2009

High Honors in Economics, Honors in the College of Arts and Sciences

Thesis: *Exploring Irrational Expectations: Macroeconomic Factors in the Housing Boom*

AWS Cloud Certified Solutions Architect – Associate Certification

Current Professional Work

Urban Institute, Office of Technology and Data Science, Washington, DC

Chief Data Scientist, June 2018 - Present

Associate Director, Data Science & Technology, October 2016 – June 2018

Overview

- Oversee Institute capacity to use data science and technology to improve research and communications quality and effectiveness
- Manage and coordinate projects and fundraising for Institute data science-related work in coordination with Institute researchers and Technology and Data Science staff
- Implement big data, advanced text analysis, large scale linking, social media, machine learning, etc. improvements using the latest in open source, cloud computing technology
- Manage Urban Institute public and private assets, including internal automated geocoding, transcription, on-demand cloud computing, data catalog, and private dataset sharing, relationships, and management.

Project Examples

- Leading the technical team producing synthetic, non-identifiable data from protected private data

- Leading the technical team creating a first of its kind cloud-based product that allows people of any technical ability to analyze billions of rows of education data in seconds, for a cost of only a few dollars per month
- Applied machine learning to property records to develop a method to accurately predict zoning density limits using generalized data
- Applied machine learning and natural language processing to news articles to produce a first of its kind dataset of local zoning reforms
- Analyzed Twitter data to measure the connection between digital and residential segregation in cities
- Team created automated fact sheet process to enable the creation of programmatic, styled, geography specific factsheets
- Created a self-service cloud big data portal for researchers to spin up Hadoop clusters and run Spark with Python and R on Urban's Big Data Catalog – a set of large, commonly used social science datasets
- Created a self-service cloud single-compute system for researchers to spin up extremely large servers for quick, efficient analysis, and allow them to shut these down to save costs
- Created a self-service advanced natural language processing system based on Stanford's CoreNLP technology
- Created a self-service, highly accurate geocoding system
- Developed a system to collect available data from the Twitter API, and published a working paper applying the data to study segregation and inclusion in cities
- Engineered a system to use a state of the art natural language processing engine in the Spark big data processing environment, allowing researchers to analyze large text documents with cutting-edge technology
- Manage the Urban Institute's public facing Data Catalog and Education Data Portal
- Manage Urban Institute's internal data assets and internal data catalog
- Manage Urban's popular behind the scenes technical blog, Data@Urban

Recent Professional Experience

Turner Center for Housing Innovation, UC Berkeley

Consultant, Data Science

January 2017 – December 2017

- Advising on technological architecture of expanded interactive microsimulation model showing the effect of local policies on housing development at the parcel level, including planning and helping hire key personnel necessary to complete the project

Graduate Consultant

January 2016 – May 2016

- Created an interactive pro-forma analysis tool for the public and policymakers to understand the impact of local policies on housing development – both a general model and specific models for 4 cities
- Combined administrative, census, manually coded zoning, and unstructured online parcel and neighborhood-level data sources to create a detailed micro-simulation model

Planning Department, City and County of San Francisco, San Francisco, CA

Summer Intern

Summer 2015

- Analyzed household change in San Francisco and created an easily accessible geographic unit-level database of housing in the city to allow staff to better analyze policy issues
- Combined city administrative records, unstructured data on rents and geographic parcel level data from various online sources, and census data to create the most accurate picture of the current housing stock

Urban Institute, Metropolitan Housing and Communities Policy Center, Washington, DC

Research Associate II (Oct 2012 – May 2014)

Research Assistant (May 2011 – Oct 2012)

May 2011 – May 2014

Key Accomplishments

- Analyzed student-level data on enrollment and choice to inform DCPS and DME school choice and school closing updates
- Analyzed DC demographic data to project population changes in the District
- Developed and automated a longitudinal data system to collect, clean, and analyze unstructured geographic rent data in order to measure change in neighborhood rental prices in near real time.
- Created automated GIS tools to geocode and convert data between custom geographies
- Completed a study of low-income housing supply and demand, the first done at the county-level nationwide, using innovative GIS linking techniques. Published a technical paper, blog post, and interactive map for different audiences.

Key Responsibilities

- Managed research projects & supervised junior staff. Analyzed data, wrote sections of reports, created timelines and outlines, and coordinated with outside parties.
- Collected, cleaned, and analyzed data for policy reports and provided technical assistance to clients on data issues and data systems. Managed data tasks among multiple competing projects.
- Lead interactive developer on high-level projects. Coordinated with researchers, communications, IT, and executive office staff to create high-quality products.

Recent Academic Experience, UC Berkeley

Winning Team, Data Mining and Analytics Machine Learning Competition

January 2015 – May 2015

- Competing against computer science and information school students, devised a variant of a boosted random forest model with k-means weighting to achieve the top predictive accuracy out of sample

Independent Research – Satellite Imagery Change Detection September 2014 – December 2014

- Created a system to analyze change detection in cities from LANDSAT 7 and 8 satellite imagery, using state-of-the-art image processing algorithms in a combination of custom Python code and a University partnership with Google Earth Engine

Natural Language Processing Final Project

August 2015 – December 2015

- Developed a project to analyze transcripts of planning department meetings to determine, among other measures, the frequency, type, topic, length and nature of typical housing development proceedings

Winning Team, James R. Boyce Affordable Housing Studio, UC Berkeley
August 2015 – December 2015

- Advised the city of Richmond on the development of an affordable housing project, including detailed pro forma analysis, architectural plans and renderings, & community partner involvement

Publications

Technology and Equity in Cities. Solomon Greene, Graham MacDonald, Olivia Arena, Tanaya Srin, Ruth Gourevitch, Richard Ezike, and Alena Stern. Urban Institute. November 2019.

Toward an Open Data Bias Assessment Tool. Ajit Narayanan and Graham MacDonald. Urban Institute. March 2019.

Predicting Zoned Density Using Property Records. Emma Nechamkin and Graham MacDonald. Urban Institute. January 2019.

A Study of Enrollment Projections for DC's Public Schools: Assuring Accuracy and Transparency. Steven Martin, Megan Gallagher, Yipeng Su, Constance A. Lindsay, Peter A. Tatian, Graham MacDonald. Urban Institute. October 2018.

Safely Expanding Research Access to Administrative Tax Data: Creating a Synthetic Public Use File and a Validation Server. Leonard E. Burman, Alex Engler, Surachai Khittrakun, James R. Nunns, Sarah Armstrong, John Iselin, Graham MacDonald, Philip Stallworth. Urban Institute. October 2018.

Data Philanthropy: Unlocking the Power of Private Data for Public Good. Brice McKeever, Solomon Greene, Graham MacDonald, Peter Tatian, Deondre' Jones. Urban Institute. June 2018.

Connecting Digital and Physical Segregation: Do Online Activity and Social Networks Mirror Residential Patterns? Joan Wang, Graham MacDonald, Solomon Greene. Urban Institute. February 2018.

The Effect of Local Government Policies on Housing Supply. Graham MacDonald. Turner Center for Housing Innovation, UC Berkeley. May 2016.

Affordable Housing Needs Assessment for the District of Columbia. Peter A. Tatian, Josh Leopold, Elizabeth Oo, Gerry Joseph, Graham MacDonald, Austin Nichols, Maia Woluchem, Simone Zhang, Katya Abazajian. Urban Institute. May 2015.

Housing Security in the Washington Region. Leah Hendey, Peter A. Tatian, Graham MacDonald. Urban Institute. July 2014.

From Cradle to Career: The Multiple Challenges Facing Immigrant Families in Langley Park Promise Neighborhood. Molly M. Scott, Graham MacDonald, Juan Collazos, Ben Levinger, Eliza Leighton, Jamila Ball. Urban Institute. June 2014.

Public Housing Transformation and Crime: Are Relocates More Likely To Be Offenders or Victims? Christopher Hayes, Graham MacDonald, Susan Popkin, Leah Hendey, Allison Stolte. Cityscape: 15 (3). 2013.

Foreclosure Indicators by Servicer in Prince George's County. Rebecca Grace, Graham MacDonald, Tim Meko, Peter A. Tatian. Urban Institute. November 2012.

Foreclosures in Prince George's County: 2011. Zachary J. McDade, Rebecca Grace, Graham MacDonald, Peter A. Tatian, Jennifer Comey. Urban Institute. August 2012.

Housing as a Platform for Improving Education Outcomes among Low-Income Children. Mary K. Cunningham, Graham MacDonald. Urban Institute. May 2012.

Housing as a Platform for Improving Outcomes for Older Renters. Brenda C. Spillman, Jennifer Biess, Graham MacDonald. Urban Institute. May 2012.

Changes in Prince George's County: 2000 through 2010. Jennifer Comey, Graham MacDonald, Zachary J. McDade. Urban Institute. December 2011.

Exploring Irrational Expectations: Macroeconomic Factors in the Housing Boom. Graham MacDonald. Vanderbilt University. May 2009.

Professional Skills

Advanced: Python, R, Javascript, ArcGIS, Excel/VBA, AWS Certified Solutions Architect

Intermediate: SAS, Stata, HTML/CSS, jQuery/d3, Leaflet/Mapbox/Tilemill, QGIS, Unix Command Line, Docker, Github, Spark

Basic: GDAL, GrassGIS, PHP, MySQL, PostgreSQL/PostGIS

Civic Work – Code for DC & Open Oakland – The local Code for America chapters
July 2013 – May 2016

Alexandra Tilsley

603-661-3354 – alexandra.tilsley@gmail.com – linkedin.com/in/atilsley

EXPERIENCE

**Urban
Institute**
*September 2015-
present*

SENIOR COMMUNICATIONS AND OUTREACH MANAGER, EDUCATION POLICY

April 2017-present

- Lead communications for the Center on Education Data and Policy, overseeing events, media outreach, and government affairs.
- Act as an adviser to the Vice President for Education Policy, advising on hiring, fundraising, relationship management, communications strategy, and other critical functions.
- Develop and execute strategic communications plans, managing to deadlines, budgets, and promised metrics. Track and report on metrics to inform future strategy.
- Primary point of contact for Hill staff working on education policy. Work closely with committee staff to determine how Urban researchers can be helpful in policy development. Staff researchers at Hill briefings, Congressional hearings, and informational meetings.
- Field interview requests, manage media strategy and outreach, and regularly work with reporters to develop stories based on new research.
- Write speeches, talking points, newsletters, blog posts, op-eds, memos, and fact sheets.

RESEARCH WRITER

September 2015-April 2017

- Wrote and reported original features rooted in research. One such feature was the most-viewed product on Urban's website in 2016.
- Substantively edited blog posts, reports, op-eds, and other collateral.

**New York City
Leadership
Academy**
*December 2013-
January 2015*

PROGRAM ASSISTANT

- Managed logistics for NYCLA's principal coaching program and provided administrative support for coaching workshops.
- Increased efficiency by developing a new method of tracking coaching enrollments.
- Contributed to a grant proposal that earned NYCLA \$2 million.

**The
Associated
Press**
*January 2013-June
2013*

LEGISLATIVE REPORTER

- Reported and wrote at least six news stories per week, focusing on the Colorado state legislature and the oil industry. Also covered breaking news, producing error-free copy on tight deadlines.

EDUCATION

**University of
Southern
California**
2008-2012

BACHELOR OF ARTS

- Major: Comparative literature (honors); minor: psychology
- Magna cum laude, Presidential Scholar, Annenberg Scholar

VOLUNTEER

**City Kids
Wilderness
Project**
January 2017-present

- As an Associate Board member, help plan and run fundraising events. Also represent City Kids at outdoor industry events, aiming to increase awareness of this program that transforms lives through the outdoors.

Katrina Ballard

☎ 347-380-0490 ✉ kballard8@gmail.com  <https://www.linkedin.com/in/katrinaballard>

Relevant Experience

Urban Institute, Washington, DC

Communications Manager, June 2018 – Present

- Managing relationships with funders and supervising cross-center teams under abridged timelines to execute high-visibility projects with combined annual budgets of over \$1 million.
- Task Lead for U.S. Department of Education Promise Neighborhoods technical assistance programs, leading strategy and implementation for annual conference and monthly communities of practice for grantees with a team of 12 staff and five subcontractors.
- Coached team of 7 staff to execute Urban Institute's largest, off-site event for 350 people in collaboration with the John D. and Catherine T. MacArthur Foundation. Created and facilitated first-ever design challenge and revised budget mid-project.
- Facilitated a discussion on the reauthorization of the federal Maternal, Infant, Early Childhood Home Visiting grant program and coauthored a summary of key considerations for the U.S. Health Resources and Services Administration.

Office of the Deputy Mayor for Education, Washington, DC

Leadership for Educational Equity Public Policy Fellow, September 2017 – June 2018

- Managed relationships with 50 focus schools to improve student attendance under Mayor Bowser's *Every Day Counts!* initiative.
- Created written materials about chronic absenteeism for target audiences and presented information about chronic absenteeism to school leaders at OSSE Start of School Summit.
- Directed two contracted organizations to orchestrate community events and awareness campaign to improve student attendance in the District.
- Coordinated external Cross-Sector Collaboration Task Force, facilitated public community meetings and contributed to final public report of Task Force findings. Doubled the number of focus group participants from the prior year's engagements.

State Public Charter School Authority, State of Nevada

Contract Application Reviewer, December 2016

- Evaluated charter school applications to determine approval for two new schools in Nevada.
- Conducted school leadership interviews and critiqued application against state agency rubric.

Democracy Prep Public Schools, New York, NY

August 2013 – August 2015

Regional Expansion Manager, 1 year

Professional Development Coordinator, 1 year

- Enhanced implementation of national growth strategy under a \$7 million Federal Charter School Program grant to open 25 new schools in five years.
- Served as internal consultant for Freedom Prep Charter School in Camden, NJ to problem-solve during a school turnaround and 189% increase in enrollment. Managed process to certify over 40 new and returning teachers at Freedom Prep. Managed the Board of Directors and recruited two new board members.
- Created and oversaw project plans for successful proposals to renew three school charters, contributed to grant submissions and wrote annual report for Freedom Prep Charter School.
- Initiated and authored the first internal expansion guide to empower regional school leaders with best practices, instructional resources and policy guidance around state teacher certification.

Mapleton Public Schools, Denver, CO**Teach for America corps member**, August 2011 – May 2013

- Taught reading, writing, and science to 7th and 8th grade students whose reading levels ranged from 2nd to 10th grade. Students achieved an average of 1.6 years reading growth in four months.
- Wrote daily lesson plans for literacy-based curriculum and differentiated small-group instruction for three secondary subjects.
- Worked within a high-stakes school improvement plan to raise state test scores.

Additional Professional Experience

U.S. Government Accountability Office, Washington, DC**Analyst Graduate Intern**, January 2017 – May 2017

- Evaluated a federal Department of Transportation agency and its regulatory program as requested by the Senate Committee on Commerce, Science and Transportation.
- Designed and conducted stakeholder interviews, analyzed data from 17 stakeholder interviews and federal regulations and co-authored a 30-page report on findings published in July 2017.

ContextMedia:Health, New York, NY**Client Programs Manager**, August 2015 – May 2016

- Advised agency clients to execute over 60 advertising campaigns for 20 pharmaceutical manufacturers in a time-sensitive, start-up environment.
- Advanced sales team to reach 120% of revenue goal and executed a portfolio triple the size of other managers, supporting 8 salespeople.

The Boston Globe, Boston, MA**Editorial Assistant**, July 2010 - January 2011

- Covered Needham town beat for *The Globe West* and reported over 80 articles. Clips available at katrinacballard.blogspot.com.

Education

American University, 2018

Master of Public Administration, Certificate in Analytics and Management, GPA: 3.98

Boston University, 2011

Bachelor of Science in Journalism and Bachelor of Arts in Political Science, GPA: 3.8

Publications

- [How Understanding Trauma Can Help Students Achieve](#), Blog post, Urban Institute 2019
- [Funding Home Visiting with a Pay for Outcomes Approach](#), Brief, Urban Institute, 2019
- [Braiding and blending: managing multiple funds to improve health](#), Blog post, Urban Institute, 2018
- [Perkins update promotes evidence and innovation in career and technical education](#), Blog Post, Urban Institute, 2018
- [Pipeline Safety: Additional actions could improve federal use of data on pipeline materials and corrosion](#), Report, U.S. Government Accountability Office, 2017

Genesis Nunez

Urban Institute, 500 L'Enfant Plaza SW, Washington, DC 20024 • gnunez@urban.org • 202-261-5956

Education

University of Pennsylvania, Philadelphia, PA

May 2016

Bachelor of Arts in Sociology

Concentration: Sociology of families and populations

Minor: Interschool minor in legal studies and history, the Wharton School and College of Arts and Sciences

Professional Experience

Urban Institute, Center on Education Data and Policy, Washington, DC

Project Administrator

March 2019 - Present

- Contribute to the development, coordination, and execution of grant proposals by preparing budgets and budget narratives, gathering appropriate approvals, and submitting to funders, including the Bill & Melinda Gates Foundation, Walton Family Foundation, Lumina Foundation, Arnold Ventures, and the District of Columbia Office of the Deputy Mayor for Education
- Assist vice president in developing and establishing center's internal processes and procedures around proposal development, project management, reporting to funders, and stakeholder events
- Manage proposal pipeline and funder reporting pipeline to track workflow and ensure internal and external deadlines are met
- Created and manage Excel tracker to monitor monthly spending of center's internal allocations, totaling in \$266,000
- Prepare financial report templates for Accounting Department and communicate relevant financial information, including budget amendments and no-cost extensions; review and submit interim and final financial reports to funders
- Review biweekly internal financial reports to track project balances and note potential overruns; advise Finance Department on ways to avoid or mitigate overruns given work remaining on project
- Use data dashboards to monitor center's upcoming awards, financial health, and staff utilization
- Correspond with external partners to prepare consultant agreements and purchase orders
- Serve as operations representative on the Center Operations Leadership group and at quarterly meetings with the Executive Office, and as main operations contact with research centers and departments across the Urban Institute
- Write project webpages to showcase collections of work on school funding formulas and the Higher Education Act; work with web team to design and finalize webpages

Project Coordinator

March 2018 - March 2019

- Supported the development and coordination of grant proposals by drafting budgets and budget narratives, gathering appropriate approvals, and submitting to foundations, including the Bill & Melinda Gates Foundation, Lumina Foundation, and Arnold Ventures
- Developed and implemented trackers to manage the progress of proposals and funder reports using Smartsheet
- Requested project financial reports from Accounting Department and submitted reports to funders
- Drafted project webpages to present center's bodies of work on school choice programs and student transportation

- Organized and managed logistics for public events and private meetings for stakeholders, including researchers, practitioners, and foundation officers
- Prepared consultant agreements and purchase orders, regularly corresponding with external business partners
- Served as liaison between center and departments across the Urban Institute
- Executed team's move to the Urban Institute's new location by designing and communicating procedures, setting deadlines, and supporting team members as needed

Futures and Options, New York, NY

September 2016 - March 2018

Program Assistant

- Developed and implemented new online application and interview scheduling systems for flagship programs to track over 900 students' progress throughout application process
- Assisted program manager with analysis of qualitative and quantitative internship program survey data, the findings of which were used to inform program redesign and identify new grant opportunities and business partnerships
- Managed and maintained master student database, including school, internship, and demographic information
- Oversaw intern timesheet input and paycheck distribution processes for over 350 high school interns; created instructional material for interns and supervisors regarding timesheet completion; trained and supervised two summer program assistants on timesheet review and input best practices
- Hired and supervised two high school office interns, providing guidance on tasks and regular check-ins to give feedback on performance and ensure a positive work experience
- Implemented new student check-in process to manage office traffic flow and guide students to appropriate workshop locations
- Assisted with hiring search for program assistant position, including resume review and initial phone screening

Penn in Washington, Philadelphia, PA

August 2015 - December 2015

Program Assistant

- Built and maintained student and alumni database using FileMaker Pro
- Planned and executed four speaker events designed to help students learn about different careers in public policy
- Served as program's representative in the Penn Political Coalition

U.S. Equal Employment Opportunity Commission (EEOC), Washington, DC

June 2015 - July 2015

Washington Field Office Intern

- Compiled nationwide list of investigations directed by the EEOC in 2014
- Conducted extensive review of states' worksharing agreements to ensure adherence to model agreement
- Researched and analyzed EEOC-initiated charges picked up by the Department of Justice to observe trends in types of cases that were selected
- Edited material to be used at the 2015 National EEOC Investigator Training

Drug Policy Alliance, New York, NY

June 2014 - August 2014

Public Policy and Advocacy Intern

- Conducted outreach to increase support for the passage of the Compassionate Care Act
- Scheduled and attended meetings with NY Senators and Assembly members regarding Senate Bill S7927 of the 2013-2014 legislative session

- Researched for-profit and nonprofit organizations to partner with in support of the passage of Bill S7927

Skills

Languages: Native-level proficiency in Spanish

Software:

- Project Management: JAMIS Prime, Smartsheet, Box, Airtable, Microsoft Office Suite, Google Apps, Adobe Acrobat
- Customer Relationship Management: Salesforce, DonorPro
- Publishing: Hootsuite, Drupal

December 2019

SARAH IRVINE BELSON, PH.D.

address (mailing): 4400 Massachusetts Avenue, Washington, DC 20016-8030

phone: (202) 885.3714 (office) (202) 230-2054 (cell) email: sarah@american.edu,

ORCID: [0000-0003-0384-2142](https://orcid.org/0000-0003-0384-2142)

Google Scholar: <https://scholar.google.com/citations?user=uht9hQ8AAAAJ&hl=en>

EDUCATION

Arizona State University, Tempe, Arizona, Ph.D. (1995) Philosophy

Cognate in Curriculum & Instruction

Dissertation: A Component Analysis of Computer-Aided Instructional Design

Arizona State University, Tempe, Arizona M.A. (1992) Special Education

Arizona State University, Tempe, Arizona, B.A.E. (1990) Magna Cum Laude,
Special Education Major, Psychology Minor

ADMINISTRATIVE POSITIONS

Interim Vice Provost for Research, American University, June 2019 – Present

Executive Director, The Institute for Innovation in Education, American University, June 2009 – Present

Director, Special Education programs (MA in Special Education: Learning Disabilities and the Minor in Special Education) January 2008 – July 2019

Dean, School of Education, Teaching and Health, American University. August 2002 – August 2015

Director, Office of Teacher Education, School of Education, Teaching & Health, American University, September 2011 – May 2012

Technology Coordinator, The Lab School of Washington, Washington, DC September 1995 – January 2004

ACADEMIC AND TEACHING POSITIONS

Professor, School of Education American University, April 2018 – Present

Associate Professor, School of Education American University, May 2002 – April 2018

Affiliate Faculty, Behavior, Cognition and Neuroscience PhD program, Department of Psychology, American University, May 2017 – present

Affiliate Faculty, Department of Health Studies, American University, June 2017 – Present

Affiliate Faculty, Department of Mathematics and Statistics, American University, June 2008 – Present

Faculty Associate, Center for Research on Collaboratories and Technology Enhanced Learning Communities (COTELCO)

Assistant Professor, American University, School of Education. August 1995 – May 2002

Graduate Research Assistant, Arizona State University, Tempe, Arizona. August 1992 -May 1995

Community College Adjunct Instructor, Mesa and Chandler Gilbert Community Colleges. August 1993 - August 1995

Behavior Support Specialist and Teacher, Devereux Residential Treatment Center, May 1992 - August 1995

Special Education Teacher, preK-3 Cross-Categorical Resource Programs Kyrene del Norte Elementary School, Kyrene School District, Tempe, Arizona. August 1990 - June 1993

HONORS, AWARDS, & APPOINTMENTS

- Fellow, Center for Teaching, Research & Learning 2018-2020 (*American University*)
- Board Member, International Dyslexia Association, DC (2018- 2021)
- Member of the National Science Foundation's College of Reviewers for Undergraduate Education, 2018 – 2021
- Council for the Accreditation of Educator Preparation (CAEP), Site Visitor, (2016 – present)
- Emerald Literati Network Award for Excellence Highly Commended Paper for “Associations between grades and physical activity and food choices: Results from YRBS from a large urban school district” published in *Health Education 2015 Vol 115*.
- National Science Foundation (NSF), Reviewer (2011- present)
- Advisory Board, Math for America- DC, Carnegie Institute of Washington (2009-2018)
- Betty T. Bennett Faculty-Scholar Administrator Award (The award recognizes a member of the AU College of Arts and Sciences faculty who is an exemplary scholar and administrative leader) 2015
- Joint Advisory Board, Center for Research on Collaboratories and Technology Enhanced Learning Communities (COTELCO) – Univ. of Michigan, Syracuse University
- National Association for Alternative Certification, Research Award, 2014
- AERA Vice presidential invited panel keynote for Division H, 2013
- AU2030 Award (American University): Global Disability Policy, Technology & Education. With Derrick Cogburn and Lauren DeNardis 2013 (*American University*)
- The Siena School, Silver Spring, Maryland Key Supporter, October 2011
- Washington DC Office of the Mayor, One-City Performance Review, Higher Education Representative, (July – December 2011)
- Faculty Research Award, Spring 2011 (*American University*)
- Plenary Speaker, Deans' Perspectives on Learning in the Digital World, 24th Bled eConference, with Deans Bill Mayer and Michael Ginzberg, May 2011
- Keynote Speaker, NSF Noyce Annual Conference, July 2010
- Board of Directors, Center for Inspired Teaching 1996-2007
- Advisory Board, Calvary Bilingual Multicultural Learning Center, Columbia Heights, Washington DC. 1998-2008
- Teaching with Technology Faculty Award, Spring 2004, (*American University*)
- White House Committee on Technology in Education, Member, 1996

FUNDED EXTRAMURAL RESEARCH

District of Columbia, Office of the State Superintendent for Education: **Leadership Institute for Secondary Special Education (LISSE)**. Role: PI, \$152,314 October 2019 – September 2020.

U.S. Department of Education: OSEP Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA # 84.325D): **Early Literacy Intervention Leadership (ELI-Leads)** Role: PI \$1,097,300 October 2019 to September 2024.

District of Columbia, Office of the State Superintendent for Education: Supplementary funding – Martha’s Table location, for the **Healthy Tots: Integrating Health Education into Early Childhood Centers**. Role: co-PI with Anastasia Snelling, Department of Health \$10,000, January to September 2019.

District of Columbia, Office of the State Superintendent for Education: **Leadership Institute for Secondary Special Education (LISSE)**. Role: PI with co-PI Alida Anderson, \$156,300 October 2018 – September 2019.

District of Columbia, Office of the State Superintendent for Education: **Healthy Tots: Integrating Health Education into Early Childhood Centers**. Role: co-PI with Anastasia Snelling, Department of Health \$200,000 March 2018 to September 2019.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Secondary Special Education Cadre**. Role: PI \$142,861, October 2017 to June 2018.

U.S. Department of Agriculture, National Institute of Food & Agriculture: **Healthy Schoolhouse 2.0: Teachers and Parents Working Together to Improve Student Health** Role: co-PI with Anastasia Snelling, Department of Health Studies \$900,000 March 2017 to February 2021.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Secondary Special Education Cadre**. Role: coPI with Alida Anderson, \$142,861, January to June 2017.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Summer Institute**. Role: PI \$409,195, May 2015 - May 2016.

District of Columbia, Office of the State Superintendent for Education: **Math Science Partnership**. Role: Co-PI with Angela VanDoorn, Biology and Christine Pondell, Environmental Science \$189,972, July 2015 to September 2016.

National Science Foundation: Noyce Teaching Fellows: **From the Laboratory to the Classroom** (Role: PI with Co-PIs John Nolan, Math/Stat and Kiho Kim, Environmental Science) \$1,884,606, October 2012 to September 2019.

Toyota Foundation: **Lab2Class**: Science Education Program for Career Switchers (Role: PI) \$499,799 June 2012 to December 2019.

Kaiser Permanente Mid-Atlantic States. **DC Healthy Schools Act: Measuring its Impact (Phase 1)**. (Co-PI with Anastasia Snelling) \$20,000. Awarded November 2011.

Kaiser Permanente Mid-Atlantic States. **DC Healthy Schools Act: Measuring its Impact (Phase 2)**. Co-PI with Anastasia Snelling (\$68,000). Awarded April – September 2012.

National Science Foundation: Noyce Teaching Fellows: **Math for America – DC**, PI with Co-PI John Nolan, Math/Stat (\$1,495,000.) June 1, 2009 to May 31, 2015

U.S. Department of Education: Transition to Teaching Program: **Capital Excellence – Recruiting, Preparing and Retaining Talented Urban Teachers** PI (1,800,000), October 2007 to September 2014.

District of Columbia State Education Office: Professional Development Grants in Math and Science: **Mental Models: The DC Institute for Math and Science.** PI (\$103,877) May to September 2006.

U. S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program (AEMDD): **Theory into Practice: Enhancing the Teaching of the Visual Arts in District of Columbia Public Schools** PI (\$270,000) January 2004 – May 2007

U.S. Department of Education: Teacher Quality Enhancement Partnership programs: **Alliance for Quality Urban Education (AQUE).** PI (\$6,800,000). October 2004 to September 2009.

U.S. Department of Education: Teaching American History: **American Encounters: Teaching History from Indian Country,** Partnership with Gallup McKinley School District, NM, PI (\$1,288,894). October 2004 to September 2007

District of Columbia State Education Agency: Professional Development School Partnerships: **Shared Goals: A Research Project to Identify the Critical Success Factors Common to the Most Effective Professional Development Schools,** PI (\$163,058), May 2004 – April 2006.

U.S. Department of Education: Transition to Teaching: **Transitioning our Provisional Stars (TOPS),** \$2,200,000 PI: January 2004 – May 2007

U.S. Agency for International Development: **Revitalization of Iraqi Schools and Stabilization of Education (RISE).** (Project Team Member) \$1,234,000. August 2002 to December 2003.

U.S. Department of Education: Preparing Tomorrow's Teachers to Use Technology: **SCALE 2000: Synthesizing Computers, Arts, and Academics for Learning- Disabilities Education.** (coPI with PI Sally L. Smith) \$172,773, October 1999 to September 2000.

Eisenhower Professional Development Institute: **Constructing Knowledge Networks: Integrating Science, Math, Language and Technology in the Middle School Classroom** (PI) \$ 63,900 May to September 2000.

National Science Foundation: Instrumentation and Laboratory Improvement Program **Learning for All Through Laboratory Enhancement:** (Co-PI with Teresa Larkin, Physics) \$52,901 October 1998 to September 1999.

PUBLICATIONS & PRESENTATIONS (*indicates student co-author)

Books

Irvine Belson, S. (2003). *Integrating Technology into Special Education.* Houghton-Mifflin, Boston, MA.

Book Chapters

- Irvine Belson, S., Snelling, A., & Young, J. (2019). A Community-Based Approach to Providing Health and Education Supports for Students with Disabilities in Affordable Housing. In Lo, L & Xu, Y (Eds.) *Family, School, and Community Partnerships for Individuals with Disabilities*. Springer Education & Language.
- Irvine Belson, S. (2019) Hope Courage and Strength in Urban Special Education Classrooms”, In N. P. Gallavan & L. G. Putney (Eds.), *ATE teacher education yearbook XXVI, building upon inspirations and aspirations with hope, courage, and strength* (v.2): 'Tomorrow's leaders in classroom and schools (pp. 203-222), Lanham, MD, Rowman & Littlefield.
- Irvine Belson, S. (2011) Technology, Media, and Disability: Accessibility and Access for All” in “*Education in a technological world: communicating current and emerging research and technological efforts*” Formatex. Badajoz, Spain
- Irvine, S.E. (1999). Teaching Future Teachers with Technology in Brown, D. (Ed). *Computer Enhanced Learning in 50 Colleges*. Anker Publishing, Winston-Salem, NC.
- Irvine, S.E. (1999). Technology in Education in Sadker, D. *Teachers, Schools, and Society 4th Edition*, McGraw-Hill, Boston, MA

Peer Reviewed Articles

- Hawkins, M., Watts, E., **Belson, S. I.**, & Snelling, A. M, (2020) Design and Implementation of a 5-year School Based Nutrition Education Intervention. *Journal of Nutrition Education and Behavior*. <https://doi.org/10.1016/j.jneb.2019.12.005>
- Kalicki, M. **Belson, S. I.**, McClave, Robin., & Snelling, A. M. (2019) Healthy Educators, Healthy Children: A Pathway to Lifelong Health Starts in Early Childhood. *Journal of Education and Human Development*. 8(4), <https://doi.org/10.15640/jehd.v8n4a1>
- Irvine Belson, S.**, Snelling, A., & Heap, E.* (2018) Reconsidering Maslow: The role of the school health policy in a holistic approach to child health and wellness. *Journal of Education & Social Policy*, 5(4) http://jespnet.com/journals/Vol_5_No_4_December_2018/2.pdf.
- Snelling, A.M., **Belson, S.I.**, Van Dyke, H., Malloy, E. (2017) Measuring the implementation of a school wellness policy. *Journal of School Health*, 12(0), <http://doi.org/0.1111/josh.12548>
- Irvine Belson, S.** & Husted, T.A. (2015). State of the States: Maryland. *Journal of Education Finance*, 41(2).
- Irvine Belson, S.** & Husted, T. A. (2015). Impact of National Board for the Professional Teaching Standards (NBPTS) certification on student achievement. *Education Policy Analysis Archives*, 23(0), 91. <http://doi.org/10.14507/epaa.v23.2074>
- Snelling, A. M., **Belson, S. I.**, Watts, E., George, S.*, Van Dyke, H., Malloy, E., & Kalicki, M.* (2015). Translating school health research to policy. School outcomes related to the health environment and changes in mathematics achievement. *Appetite*, 93, 91–95.

- Snelling, A., **Belson, S. I.**, Beard, J.,* & Young, K.* (2015). Associations between grades and physical activity and food choices: Results from YRBS from a large urban school district. *Health Education*, 115(2), 141–151. <http://doi.org/10.1108/HE-03-2014-0028>
- Irvine Belson, S.** and Husted, T. (2014). State of the States: Washington DC. *Journal of Education Finance*, 39(3).
- Belson, S. I.**, Hartmann, D.*, & Sherman, J.* (2013). Digital Note Taking: The Use of Electronic Pens with Students with Specific Learning Disabilities. *Journal of Special Education Technology*, 28(2).
- Snelling, A., Ernst, J., and **Irvine Belson, S.** (2013) Teachers as Role Models in Solving Childhood Obesity, *Journal of Pediatric Biochemistry*.
- Snelling, A. **Irvine Belson, S.**, and Young, J. *(2012). School Health Reform: Investigating the Role of Teachers. *Journal of Child Nutrition and Management*.
- Irvine Belson, S.** (2011). “Knowledge Consumption and Construction in Special Education: Wiki Learning. *The International Journal of Technology, Knowledge and Society*.
- Irvine Belson, S.** and Humphries Mardarosian, G. (2009). An Arts-based Pedagogy as a Conduit to a Social Justice, *Current Issues in Education* 12 (10).
- Larkin, T. L. and **Irvine Belson, S.** (2005). Blackboard Technologies: A Vehicle to Promote Student Motivation and Learning in Physics, *Journal of SMET Education: Innovations and Research*.
- Irvine Belson, S.** (2002) Serendipity and the Teachable Moment. *Technos Quarterly: For Education and Technology*. Volume 11:1
- Irvine Belson, S.** (2002) “Alice Alone” in Vasquez V., Comber, B., Nixon, H. (Eds.), “Books for Adolescents Column”. *Journal of Adolescent and Adult Literacy* (45) 6.
- Irvine Belson, S.**, Hein, T. L. & Prejean, A. I. (2001). Constructing Knowledge Networks: Integrating Science, Math, Language, and Technology in the Middle School Classroom. Ames, IA. *Journal of Technology in Teacher Education*, 18 (1).
- Laughlin, D.* & **Irvine-Belson, S.** (2001). Freeing the Monkeys: Making the Ed Tech Course More than Learning to Push Buttons. *Technology and Teacher Education Annual*, 1, 440–444. *Technology and Teacher Education Annual*.
- Fox, L. H., **Irvine Belson, S.**, Thompson, D.L. (2001). Teaching Gifted Children: Multiple Intelligences as a Framework in Pre-Service Teacher Education. Manassas, VA: *Gifted Education Quarterly*
- Irvine Belson, S.**, Hein, T.L., Laughlin, D.* (2000). Different Degrees of Distance: The Impact of the Technology-based Instructional Environment on Student Learning. *Frontiers in Education*, 13(3) pages 6-11.

- Irvine Belson, S.** and Prejean, A.I. (2000). Technology for the Tiny: Educational Software and the Young Child. *Technology in Teacher Education Annual: Association for the Advancement of Computing in Education*.
- Irvine Belson, S.** (2000). What are we talking about? The Impact of Computer-mediated Communication on Student Learning, *Technology in Teacher Education Annual: Association for the Advancement of Computing in Education*.
- Irvine Belson, S.** (2000) Technology meets Learning Theory: Practicing what we preach. *Technology in Education e-journal*. Reston, VA.
- Smith, S.L. and **Irvine Belson, S.** (1999). Technology, The Lab School Way: A Multisensory Empowering Experience for Students with Severe Learning Disabilities and ADHD. *Learning Disabilities: A Multidisciplinary Journal*, 9 (3).
- Irvine Belson, S.** and Prejean, A.J. (1999). Evaluating Mathematics Software for Young Children. *Curriculum Technology Quarterly* 8 (3)
- Irvine Belson, S.** and Barlow, J. (1999) The digital portfolio in education: An innovative learning and assessment tool. *Information Technology and Teacher Education*. 14 (2).
- Hein, T. L., & **Irvine, S. E.** (1998). Assessment of student understanding using on-line discussion groups. In *Frontiers in Education Conference, 1998. FIE'98. 28th Annual*.
- Hein, T.L. and **Irvine Belson, S.** (1998) On-line Learning for Non-Science Majors 1998 American Association of Physics Teachers Conference, Lincoln, Nebraska. *AAPT Announcer*, Vol. 28, No. 2, p. 82.
- Prejean, A.I. and **Irvine Belson, S.** (1998). Techy Toddlers: Computers, Mathematics, and the Young Child. *Tel Ed 1998 Proceedings*.
- Irvine, S. E.** and Barlow, J. 1998. The digital portfolio in education: an innovative learning and assessment tool. *Journal of Information Technology for Teacher Education*, 7(3): 321–330.
- Irvine Belson, S.** and Hein, T.L. (1998). Technology for students with Diverse Learning Needs. 1998 American Association of Physics Teachers Conference, Lincoln, Nebraska. *AAPT Announcer*, Vol. 28, No. 2, p. 86.
- Barlow, J. and **Irvine, S.E.** (1997). Managing Digital Student Portfolios. *Journal of the Institute of Operations Research and Management Science (Informs)*, 13, (1).
- Irvine, S E.** (1996) Internet Technology in Education: A Seminar for Teacher Educators, *Journal of Postsecondary Pedagogy*, 28,4.

GOVERNMENT REPORTS & MONOGRAPHS

Watts, E., Snelling, A., **Irvine-Belson, S.**, Van Dyke, H., Malloy, E., & Ghamarian, Y. (2016). The Healthy Schools Act of 2010: Building Healthy School Environments. American University. <https://doi.org/10.17606/C1XM-4Y41>

American University: *Master Teacher Cadre – Institute for Special Education Teachers* (2015, 2017, 2018)

American University: *Panamá Bilingüe Training Program for in-service teacher and administrators* (2015, 2016, 2017, 2018). A program for the Ministry of Education, Panamá.

American University. Annual Project Report for *From the Laboratory to the Classroom: Building Capacity for Math and Science Teaching in DC (Lab2Class)* to the NSF Noyce Scholarship Program. 2014, 2015, 2016, 2017, 2018

American University. Annual Project Report for *Math for America- DC* to the NSF Noyce Teaching Scholarship Program. 2009, 2010, 2011, 2012, 2013, 2014

American University: *The Art of Architecture: A Visual Arts Curriculum Guide for Elementary and Secondary Grade Classrooms*. Office of the State Superintendent of Education, Washington, DC. 2010

Irvine Belson, S. *Financial Literacy Programming for Youth with Disabilities*. (2008). A report to the U.S. Department of Labor. Washington, DC.

Irvine Belson, S. Jones, M.* and Schellinger, M. (2006). *Facing East: Teaching Traditional American History from a Native Perspective*. Office of Indian Education, Washington, DC. http://www.ed.gov/rschstat/research/pubs/oierresearch/research_conf.html

American University and the District of Columbia Public Schools *Transition to Teaching Mentor Manual* (2005). A ten-chapter document used in the AU/DCPS Training Program for Classroom Mentors for New Teachers. Funded through U.S. Department of Education: Transition to Teaching Program, Award Number S350B020026

Irvine Belson, S. and Ramos, F (2003). *Training Manual for Master Trainers: Materials for Student Centered Instruction* (114 pages in English) USAID: Baghdad

Vasquez, V, Prejean, A., Irvine Belson, S., Fox, L., Wineburg, M. (2003) Teachers and Students Learning Together: A New Look at Professional Development. *Hawaii International Conference on Education Conference Proceedings*. Honolulu, HI: University of Hawaii.

Larkin-Hein, T., Prejean, A. I., Irvine Belson, S., & Vasquez, V. (2002). Interdisciplinary Teaching & Learning in Middle School Classrooms: A Technology-Rich, Constructivist-Based Approach. *Proceedings from the International Conference on Engineering Education Conference* Manchester, UK

Papers under review

Cotter, E., Snelling, A., Irvine Belson, S. & Heap, E.* (*under review*) The Association of Grades on Physical Activity and Food Choices: Results from YRBS, Child & Youth Services. (*submitted March 2019, Manuscript Number YRBS CYS-2019-0010*)

Irvine Belson, S. and Nolan, J. (*Revise & Resubmit*) " Knowledge Matters: The relationship between content knowledge and retention in mathematics teachers", to *Teachers and Teaching: Theory and Practice*, manuscript ID is CTAT-2018-0074. (*resubmitted on March 2018*)

Irvine Belson, S. (*Revise & Resubmit*) Experimenting with School Choice: Charter School Teachers and the Council for Exceptional Children (CEC) Standards, to the *Journal of Disability Policy Studies*. Manuscript ID is JDPS-06-18-0119. (*resubmitted 28-Jan-2019*)

Irvine Belson, S. (*Revise & Resubmit*) Exploring Identity and Access to Education for Students with Disabilities: The Role of Technology *Social Inclusion*.

Irvine Belson, S. (*Revise & Resubmit*) Preparing General Educators to use Inclusive and Collaborative Teaching Practices in a Web 2.0 Environment, *British Journal of Educational Technology*, Manuscript ID is BJET-0303-2018-OMS

Referred Conference Presentations

Anderson, A., Peterson, E., & Belson, S.I. (2020, February). Investigating teachers' spatial thinking skills in K12 classroom settings. Poster presentation at the 2020 Council for Exceptional Children (CEC) Annual Convention & Expo, Portland, OR.

Irvine Belson, S. (2019) Digital Note-taking and Inclusive Teaching: Interventions to support Universal Design for Learning. Paper to be Presented at EduLearn: The 11th annual International Conference on Education and New Learning Technologies Palma de Mallorca (Spain).

Snelling, A. Irvine Belson, S, and Hawkins, M. (2019). The Healthy Schoolhouse 2.0: Results from year one. Paper to be presented at the Society for Nutrition Education and Behavior's 52nd Annual Conference (July) Orlando FL.

Irvine Belson, S. and Bresnahan, C.* (2018). Digital Note-Taking Strategies for Students with Dyslexia: The Promise and Challenges. Paper presented at the *International Dyslexia Association's 2018 Annual Reading, Literacy & Learning Conference, Mashantucket, CT*.

Snelling, A., Irvine Belson, S., and Watts, E. (2018). Healthy Schoolhouse 2.0: A research project to increase nutrition literacy. Poster to be presented at the *Food & Nutrition Conference & Expo, Washington DC*.

Snelling, A., Irvine Belson, S., and Watts, E. (2018). Preliminary Findings from The Healthy Schoolhouse 2.0. Paper presented at the *Society for Nutrition Education and Behavior's 51st Annual Conference*, Minneapolis, MN.

Irvine Belson, S., Newcomer, K., Mumford, S, Sodani, D, & Meltsner, J.* (2018). Enhancing Fellows' Professional Development Using an Innovative Self-Evaluation Approach. Workshop presented at the *2018 Noyce Summit, Washington DC*.

Irvine Belson, S. (2018). Charter School Special Educators: Expressions of Hope, Courage, and Strength, *2018 Association of Teacher Educators Annual Meeting, Las Vegas, NV*

- Irvine Belson, S. and Snelling, A. (2018). Public Education and Health in the US and Cuba: Citizenship and Social Values, *Eastern Educational Research Association Conference, Clearwater, FL.*
- Irvine Belson, S. and Snelling, A. (2017). *Education and Health in Cuba: Connecting Health, Learning, and Citizenship.* 2017 ASHA Annual School Health Conference, *Connecting Health and Learning, St. Louis, MO.*
- Irvine Belson, S., Hartmann, D., and Sherman, J. (2017) Digital pens and note-taking strategies for students with language-based learning disabilities. *CEC 2017 Convention and Expo, Boston, MA*
- Snelling, A., Irvine Belson, S., and Watts, E., (2016) Measuring the Impact of School Wellness Legislation, Paper presented at the *American Public Health Association, Baltimore, MD.*
- Irvine Belson, S., and Snelling, A. (2015). Washington DC's Healthy Schools Act: The Relationship between School Health and Educational Opportunity. *Paper presented at the 2015 American Educational Research Conference, Chicago. IL*
- Irvine Belson, S. and Husted, T. (2015). The Impact of National Board for the Professional Teaching Standards Certification on Student Achievement. *Paper presented at the 2015 American Educational Research Conference, Chicago. IL*
- Snelling, A., Irvine Belson, S., Watts, E., Katz, N. (2014). A School District/University Partnership to address childhood obesity. *Paper presented at the American Public Health Association Meeting, New Orleans, LA.*
- Irvine Belson, S. (2013). School Context and Teacher Retention in Urban Settings: The Case in Washington DC. Paper presented at the *2013 Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA.*
- Irvine Belson, S. and Solomon, G.* (2012). TPACK in Special Education. Paper presented at the *Council for Exceptional Children 2012 (CEC) Convention and Expo Denver, CO.*
- Keynes, M. Nolan, J. and Irvine Belson, S. (2011). Advanced Topics in High School Mathematics: Enrichment or Advancement: *The 2011 NSF Noyce Conference, Washington, DC.*
- Irvine Belson, S. (2008). The Task Analytic Approach to Behavior Management for Students with Specific Learning Disabilities. 2008 *Council for Exceptional Children (CEC) Convention and Expo, Boston, MA.*
- Irvine Belson, S. (2007). An examination of Professional Development Schools' impact on teacher development. Paper presented at the *American Educational Research Association Conference, Chicago, IL.*
- Jones, M., Irvine Belson, S. and Schellinger, M. (2006). American Encounters: Teaching U.S. History from Indian Country. Paper presented at the *American Educational Research Conference, San Francisco, CA.*

- Irvine Belson, S.E. and Zartman, E. (2005) Interactive Story Telling: Unlocking Language. Paper Presented at the *Learning Disabilities Conference*. Reno, NV.
- Irvine Belson, S and Gervais Sodani, D. (2004) Advancing Technology into the field, Implications for schools. Presented at the *International Society for Technology in Education (ISTE) conference*, Atlanta, GA.
- Sarah Irvine Belson & Teresa L. Larkin (2004, March). *Field-based Technology Education: Just in Time Technology Training*. *World Congress on Engineering and Technology Education (WCETE 2004)*, Santos/Guarjuá, Brazil, Session ET2A.
- Teresa L. Larkin, Sarah Irvine Belson, & Dan D. Budny (2003). Using Interactive Blackboard Chats to Promote Student Learning in Physics. *IEEE/ASEE Frontiers in Education conference*, Boulder, CO.
- Irvine-Belson, S.E., Larkin-Hein, T., Prejean, A. I. (2001) Constructing Knowledge Networks: Integrating Science, Math, Language Arts and Technology in the Middle School Classroom, *Society for Information Technology in Teacher Education*, Orlando, FL.
- Irvine-Belson, S.E., (2001) Beyond Assistants and Adaptations: Using Advanced Technology to meet the needs of students with learning disabilities. *Technology and Media (TAM) Conference* (A division of the Council for Exceptional Children), Albuquerque, NM.
- Irvine, S.E., Hein, T.L., Laughlin, D. (2000). Different Degrees of Distance: The Impact of the Technology-based Instructional Environment on Student Learning. *Frontiers in Education Conference*. San Juan, Puerto Rico.
- Irvine, S.E. (2000) Beyond Remediation: Using Technology for students with Learning disabilities, *National Educational Computing Conference (NECC)*. Atlanta, GA.
- Fox, L.H, Thompson, D. L and Irvine, S. E. (1999, February). Toward a Constructivist-Based Classroom: Integrating Technology and the Standards for Math, Science, and Language Arts. *Association for Teacher Education 1999 Conference*, Chicago, IL
- Irvine, S.E. (1999, March). Teaching Teachers on the 'Net: A study of web use in teacher education. *Society for Information Technology and Teacher Education International Conference (SITE99)*. San Antonio, TX.
- Irvine, S.E. and Prejean, A.J. (1999, March). Uses of Educational Software with Young Children (ages 1-4), *Association for Supervision and Curriculum Development Conference*, San Francisco, CA.
- Irvine, S.E. (1999, April). Teaching (Potential) Teachers on the Web: A Survey of Web-Enhancements in Teacher Education. *1999 American Educational Research Association Annual Meeting*, Toronto, Canada.
- Irvine, S.E. and Hein, T.L. (1999, April). Evaluating the Effectiveness of On-line Discussions in Education, *1999 American Educational Research Association Annual Meeting*, Toronto, Canada.

Irvine, S.E., Jannasch, A. J., and DiGangi, S. A. (1999, April). The viability of the digital portfolio as an evaluation tool in K-6 Education, *1999 American Educational Research Association Annual Meeting, Toronto, Canada.*

Prejean, A.I. and Irvine, S.E. (1999, April). Mathematics and the Young Children: Software that Works! *National Council of Teachers of Mathematics (NCTM). San Francisco, CA.*

Irvine, S.E. (1998, February). Technology Meets Learning Theory: Practicing What We Preach, *Stop Surfing-Start Teaching 1998 National Conference, Myrtle Beach, SC.*

Jannasch, A., Irvine, S.E. and DiGangi, S.A. (1998, March). Infusing the Internet into Teacher Education: Developing Teacher Education Resources on the Web. *1998 Council for Exceptional Children (CEC) Convention and Expo Minneapolis, MN.*

Irvine, S.E. and Margolis, A. (1998, August). Research in the Workshop of the Art of Teaching. *American Association of Theater in Education (AATE) 1998 Conference, Chicago, IL.*

Prejean, A.I. and Irvine, S.E. (1998, October). Techy Toddlers: Technology, Mathematics, and the Young Child. *Tel Ed 1998, New Orleans, LA.*

Hein, T.L. and Irvine, S.E. (1998, November). Technology as Assessment in Undergraduate Physics Education. *1998 Frontiers in Education Conference Phoenix, AZ.*

Barlow, J. and Irvine, S.E. (1998, November). Integrating Technology in the Classroom: Good Enough is NOT Good Enough. *Syllabus 1998 Conference, Washington, DC.*

OTHER MEDIA

Irvine Belson, S. (2013) Guns, Schools and an important unplanned lesson for teachers. In Valerie Strauss' Answer Sheet blog at washingtonpost.com
<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/12/12/the-most-important-unplanned-lesson-for-teachers/>

Irvine Belson, S. (2013) Is competition in education killing our sense of community? In Valerie Strauss' Answer Sheet blog at washingtonpost.com
<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/06/17/will-competition-in-education-kill-our-sense-of-community/>

Irvine Belson, S. (2008 – present). The Special Education Wiki at <http://sped.wikidot.com/>.
(Google Analytics report for April 2018 indicates that the site is viewed nearly 5,000 times per month. The site is linked from <http://www.wikipedia.com>)

Zartman, E. and Irvine Belson, S. (2003). LookItUp: An electronic thesaurus for students with Learning Disabilities. A web-based visual thesaurus created by and for students with learning disabilities.

Zartman, E. and Irvine Belson, S. (2003). TechWorkShop2Go! A multimedia professional development program for integrating technology in education.

Irvine Belson, S. (2001) *"Majoring in Special Education"* In Pearson Education Web site.

TEACHING RESPONSIBILITIES

American University

EDU 200/205: Schools and Society

EDU 420/620: Theories of Educational Psychology

EDU 490/491: Case Studies in Special Education/Internship in Special Education

EDU 499: Student Teaching Seminar

EDU 502/654: Principles of Behavior Management

EDU 519: Uses of Technology in Education

EDU 521: Foundations of Education

EDU 541/643: Foundations of Special Education

EDU 545/665: Overview of Exceptionality: The Arts in Special Education

EDU 560: Advanced Technology in Education

EDU 606: Diagnostic and Remedial Mathematics

EDU 607: Learning & The Brain: Research Seminar in Special Education

EDU 645: Learning Disabilities I

EDU 646: Learning Disabilities II

EDU 799: Doctoral Dissertation Seminar

HNRS 302: Dirty Harry Meets Superman: An Introduction to Disabilities Studies

This course examined media portrayals and cultural stereotypes of people with disabilities, the social construction of disability, the history of disability, international perspectives on disability, public policy and developmental disabilities, school inclusion, and the experiences of people with disabilities and their families in the community. The interdisciplinary honors course, grounded in work in education, social work, and in the law, will be based on readings from the popular press, and on quantitative, qualitative and ethnographic research.

HPRM-196: Cuba: Health and Education

This course offered students the opportunity to study the education and health systems in Cuba, and included a spring break trip to Havana and nearby areas.

Arizona State University

SPE 222: Orientation to Education of Exceptional Children

SPE 322: Behavior Management and Consultation

Teaching Assistant

TEL 501: Introduction to Research and Evaluation in Education

SPE 598/ SPE 575: Survey and Foundations for Exceptional Students

DISSERTATIONS, INTERNSHIPS & INDEPENDENT STUDY SUPERVISION

Spring 2019

Bresnahan, Christine: PhD Chair, Behavior, Cognition, and Neuroscience (BCAN)

Eggers, Andrea: University Supervisor, Summit School, Edgewater Maryland

Fall 2018

Bresnahan, Christine: PhD Chair, Behavior, Cognition, and Neuroscience (BCAN)

Chiari Sanchez, Estéphanne: Undergraduate Internship in Special Education

Coleman, Heidi: Assessment of Students with Learning Disabilities in Montessori Classrooms

Eggers, Andrea: University Supervisor, Summit School, Edgewater Maryland
Heap, Emily: Learning Disabilities and Reading Disorders, Independent Study course
McCloy, Emma: Undergraduate Internship in Special Education
McCue, Mia: Undergraduate Internship in Special Education
McFetridge, Natalie: Undergraduate Internship in Special Education
McNeill, Alicia: Physical Activity: Principles for student with Learning Differences,
Independent Study Course
Robinson, Samantha: Undergraduate Internship in Special Education

Summer 2018

Arauz, Isabel, El Colegio de Panamá Undergraduate Internship
Bresnahan, Christine, PhD Chair, Behavior, Cognition, and Neuroscience (BCAN)
McCloy, Emma, The Lab School of Washington Undergraduate Internship
Thompson, Sarah, MA SELD, Neuropsychological Case Study: Learning and the Brain

Spring 2018

Bresnahan, Christine, PhD Chair, Behavior, Cognition, and Neuroscience (BCAN)
Meek, Megan, MA SELD, Learning and the Brain Independent Study
Arauz, Isabel, The Lab School of Washington Undergraduate Internship
Baum, Samuel, The Lab School of Washington Undergraduate Internship
Bucher, Madelyn, Bethesda Elementary, Undergraduate Internship
Tesler, Emily, Bethesda Elementary, Undergraduate Internship
Exley, Shannon, Bethesda Elementary, Undergraduate Internship
Werner, Jaia, The Lab School of Washington Undergraduate Internship

Fall 2017

Bresnahan, Christine, PhD Chair, Behavior, Cognition, and Neuroscience (BCAN)
Lewis, Anna Cardoze, The Lab School of Washington Undergraduate Internship
Chaudhury, Trishla, Kingsbury Day School, Graduate Internship

Summer 2017

Lewis, Grethel, Independent Study, Neuroscience of Language Learning in Students with Learning Disabilities.

Spring 2017

Gillespy, Erica, MA Thesis Advisor, Teaching research methods to postsecondary students with Learning, Attention, and Anxiety Disorders
Banner, Sydney, Bethesda Elementary, Undergraduate Internship
Flaggman, April, Bethesda Elementary, Undergraduate Internship
Green, Tian (Olivia), Bethesda Elementary, Undergraduate Internship
Kuan, Amanda, Bethesda Elementary, Undergraduate Internship
Rafter, Olivia, Bethesda Elementary, Undergraduate Internship
Shetter, Emma, Janney Elementary, Undergraduate Internship

Fall 2016 – Spring 2017

Chaudhury, Trishla, Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program

Cornwell, Elizabeth, Special Education Clinical Supervisor, The Lab School of Washington, Intermediate Program
DiBari, Danielle, Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program
Harris, Claire, Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program
Lewis, Grethel, Special Education Clinical Supervisor, The Lab School of Washington, Intermediate Program
Miller, Catherine Grace, Special Education Clinical Supervisor, The Lab School of Washington, Intermediate Program
Mills, Christina, Special Education Clinical Supervisor, The Lab School of Washington, Intermediate Program
Pereira, Veronica, Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program
Reardon, Rebecca (Kate), Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program
Schwimmer, Lucy, Special Education Clinical Supervisor, The Lab School of Washington, Elementary Program
Stewart, Darren, Assessment and Evaluation of Social and Behavioral Skills, Independent Study Project
Thompson, Sarah, Special Education Clinical Supervisor, The Lab School of Washington, Intermediate Program

Spring 2016

Billie Case, Honors Capstone for Environmental Education

Fall 2015

Ciarcia, Gabrielle, Special Education Clinical Supervisor, KIPP DC College Prep
Dillon, Brian, Special Education Clinical Supervisor, KIPP DC Key Academy
Harrison, Peter Special Education Clinical Supervisor, DC Bilingual PCS
Van Dam, Abigail Special Education Clinical Supervisor, Stanton ES

Summer 2015

Buckner, Emma, The Lab School of Washington Undergraduate Internship
Dolins, Jessica, The Lab School of Washington Undergraduate Internship
Lipman, MacKenzie, The Lab School of Washington Undergraduate Internship
Rosser, Brittany, The Lab School of Washington Undergraduate Internship
Ulanow, Ethan, Autism Internship and Independent Study Project

Spring 2015

Himmelrich, Abby, Reading and Dyslexia Internship, Aligned to Reading Specialist Standards.
Larigakis, Panayiota, Sienna School Undergraduate Internship
Reardon, Rebecca, The Lab School of Washington Undergraduate Internship

Fall 2014

Fratalli, Matthew: Thesis Supervisor: The Relationship between Expressive Language and Computer programming in children with Language-based learning disabilities.

Grant, Michelle: Thesis Supervisor: Teaching Reading to children with language-based learning disabilities in the mainstream classroom.

Connolly, Annie: Achievement Preparatory School Undergraduate Internship

Spring 2014

Niemann, Samantha: Examining Learning Differences

Rosenstein, Samantha: The Lab School of Washington Undergraduate Internship

Fall 2013

Grigorovich-Barsky, Maya: Thesis Supervisor: Do Fonts Designed Specifically for Those with Dyslexia Really Work? A Quasi-Experimental Study

Vollherbst, Kerry: ABA Therapy Undergraduate Internship

Grob, Elisheva: The Lab School of Washington Undergraduate Internship

Lipinsky, Rebecca: The Lab School of Washington Undergraduate Internship

Patience, Lindsey: Holton Arms Undergraduate Internship

Faett, Julia: Smithsonian National Portrait Gallery Undergraduate Internship

Summer 2013

Halpert, Jaime. The Lab School of Washington Undergraduate Internship

Bloom, Marlo: Community Service for Autistic Adults and Children Undergraduate Internship

Spring 2013

Marin, Hannah, The Lab School of Washington Undergraduate Internship (part 2)

Bernacki, Haylie: Special Olympic Undergraduate Internship

Fall 2012

Marin, Hannah, The Lab School of Washington Undergraduate Internship

Topps, Dominique, Classroom Management

Spring 2012

Santos, Carolyn, Language Remediation

Cheung, Elizabeth, Jumpstart Internship

Masutani, Jennifer, Jumpstart Internship

Schwartz, Sara, Childinc, Internship

Shabman, Alexandra, Early Stages Internship

Thompson, Barton, Jumpstart Team Leader Internship

Meshover, Michele, Legal Issues in U.S. Education

Franz, Nathan, Urban School & Classroom Climate

Netherton, Mary, A Literature Review of Learning Disabilities Characteristics

Fall 2011

Johnston, Emily, Case Study in Special Education

Kochy, Jennifer, Case Study in Special Education

Stocks, Jonathan, Research in Special Education

Spring 2011

Clark, Marjorie, PhD Committee Member: Dissertation: Charter School Teachers' Perceptions of Autonomy, George Washington University
Courtney, Emily, Foundations of Education
Woodbury, Meaghan, Education in Emergencies

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
 - Reviewer for Division K, L conference proposals
- ASCD (formerly the Association for Supervision and Curriculum Development)
- Council for Exceptional Children (CEC) (Divisions: CCB, CEC-MR, DLD, TAM)
 - Member: Maryland State Board of Directors (2011- 2015)
- EDUCAUSE, Advisory Member
- International Society for Technology in Education (ISTE)
- Reviewer for the following journals
 - Current Issues in Education
 - educational policy analysis archives
 - Educational Researcher
 - Interventions in School and Clinic
 - Review of Educational Research (RER)

PROFESSIONAL EXTERNAL SERVICE

- Moderator, Summer Summit on Learning Differences, Warrenton VA, June 2018
- International Dyslexia Association, DC Board of Directors, 2018-2021
- Council for the Accreditation of Educator Preparation (CAEP), Site Visitor, November 2015 – present
- National Science Foundation: Panel Reviewer, multiple programs (April 2000 – present)
- Accreditation Review Board Member, DC State Combined Team for the Accreditation of Teacher Education and, 2005-present
- Tenure and Promotion external reviews for professors of special education, October 2002-present
- Lowell School, Panel on Inclusion and Special Education, February 2, 2016
- Association of Governing Boards – Panel Advisor: The State of Teacher Education and the role of Colleges and Universities, January to May, 2016
- Office of the Mayor – DC, One City Performance Review, Full time position focused on early childhood special education regulations and policies (including Medicare Reimbursements and Transportation), July to December, 2011
- DC Jumpstart Campus Champion, June 2011 - 2015
- Office of the State Superintendent - DC, Score Setting Team for Special Education and Initial Licensure Praxis Examinations January 2006 - 2007
- Office of the State Superintendent - DC, Dual Enrollment Task Force June 2007 – June 2009
- Science Fair Judge for schools in the Washington, DC area, including DCPS, DC Public Charter Schools, Arlington, and Montgomery Counties. Spring 1996 – 2002

UNIVERSITY SERVICE

- Chair, Tenure and Promotion Committee, Department of Health Studies, 2018-2019
- Chair, Rank and Tenure Committee, School of Education, 2018-2020
- Member, Search Committee for the University Provost, 2018
- Center for Teaching, Research & Learning (CTRL), Faculty Fellow 2018-2020
- Member, Student and Faculty Research Committee, CAS, 2018-2020
- Co-chair, Search Committee for CTRL/SOE Associate Director/Associate Professor (2018-2019)
- Member, Search Committee for the College of Arts & Sciences' Associate Dean for Research (2017-2018)
- Executive Director, institute for innovation in education (iie), 2009-present
- Director, MA in Special Education: Learning Disabilities Program (2008 – 2019)
- Director, Minor in Special Education (2008-2019)
- Member, Search Committee, Tenure-track Education Policy and Leadership in SOE (2017)
- Presenter, Teaching, Research, and Technology Workshops, Syllabus So White: Creating Inclusive Classrooms. Center for Teaching, Research & Learning (2017)
- Chair, SOE Assessment Committee (2017-2019)
- Truman Scholarship Preparation Committee, Office of Merit Awards (2015, 2017, 2018)
- Presenter, Ann Ferren Teaching Conference (2005, 2007, 2009, 2012, 2015, 2017)
- Member, SOE Rank and Tenure Committee (2015 – present)
- Larissa Gertsel Critical Literacy Annual Event, co-coordinator, (2007 – 2017)
- Member, CAS Academic Integrity Code Panel, (1999-2019)
- Member, National Wellness Institute Accreditation for the BS and MS inHealth Promotion programs (2013-2014)
- Member, Search Committee, SOE Term Faculty Searches, (2016, 2017, 2018, 2019)
- Member, Search Committee, TESOL Assistant/Associate Professor (2014- 2015)
- Research Systems Innovation Task Force: Foundations Working Group, Chair (2014)
- Member, Search Committee, Director of Athletics and Recreation, (2012-2013)
- Member, Search Committee, Clinical Psychology Assistant Professor, (2011)
- Member, Research and Grants Task Force (2009-2011)
- Member, President's Circle (2009 – 2013)
- Vice-Chair, University Strategic Planning Committee (2008-2009)
- Co-Chair, Faculty Staff Campaign (2006 – 2011)
- Chair, Faculty Senate Committee on Curriculum and Academic Programs (2004 – 2008)
- Member, Faculty Senate (1996-2001, 2004 – 2008)
- Member, University Budget Committee (2006 – 2007)
- Member, Athletics Advisory Committee, (2006 – 2014)
- Chair, Learning Outcomes and Assessment Team (2005 – 2008)
- Member, Committee of Chairs, Deans and Directors, College of Arts and Sciences (2003 – 2015).
- Member, Search Committee for the Director of Athletics and Recreation (2006 – 2007)
- Instructor, Greenberg Seminars (College Teaching Preparation program for PhD Students) (1998 – 2005)

- Presenter, Freshman Service Experience, (2008 – 2010)
- Institutional Research Board, Unit Representative (2002 –2008)
- Chair, Faculty Senate Committee on Information and Technology Services (1996-2001)
- Member, Library Faculty Search Committee (2001-2002)

CONSULTANT ACTIVITIES

- Maag, J. (2017). *Behavior Management: From Theoretical Implications to Practical Applications, 3rd Edition*. Cengage, San Francisco, CA. (contributor- technology integration and editorial support)
- U.S. Department of Labor, Office of Disability Employment Policy (July to December 2008). Researcher and policy analyst.
- U.S. Mint 50 State Quarters Program (November 2001 – January 2004) Lesson Plan Reviewer
- Anne Arundel Public Schools (September 1997 to January 2004). “Technical Consultant”. Provided technical support to schools and libraries, and designed teacher training materials to be used in integrating technology into the curriculum.
- District of Columbia, Committee on Government Operations, (June 1997 to January 2004). “Technical Consultant” Universal Access to Schools and Libraries. Provided technical support to schools, and issues therein.
- Sadker, D. (1999). *Teachers, Schools, and Society 4th Edition*, McGraw-Hill, Boston, MA. (contributor- technology integration and editorial support)
- The Marine Corps University, (December 1996 to December 1999). “Teaching Consultant”. Provided information on making military teaching more interactive in order to increase troops retention of academic material.
- Center for Artistry in Teaching (December 1995 to January 2003). “Research Consultant”. Provided training and support in research and data collection to the Workshop in the Art of Teaching program. Trained research assistants in qualitative data collection, supervise data collection and analyze data.
- Arizona Department of Youth Treatment and Rehabilitation (September 1994 to May 1995). “Technology Consultant”. Provided training to teachers in juvenile correctional institution on using laptop computers for productivity, behavioral modification, and internet research.

MEDIA APPEARANCES

- Success with meatless Mondays depends on Staff Development, [Education Dive](#), March 2019
- Why Parents should think twice before offering holiday sweets [LA Times](#) December 2017. Also appeared in the [Medical Express](#), [Billings Gazette](#) [The Lincoln Journal Star](#) and [the San Francisco Chronicle](#)
- New Health Care Bill Could Worsen Stigma of Special Education, [the Hill Newspaper](#) July 2017
- Gym Class for all students. [Washington Post](#), August 2016
- Obesity and links to academic performance. [CBS news \(and local affiliates\)](#). April 2015
- Educational Technology in the Classroom for SA2 - [Saudi Arabian, English-language TV](#). May 2014
- National Charter School Resource Center October 2012 E-Newsletter: Recruiting Science and Math Teachers (with Julie Sara Boyd). October 2012.

- The drop in SAT scores: [Channel 9 News Washington DC CBS Affiliate](#): September 2012.
- Voice of America: The Chicago Teachers' Strike and national policy on teacher evaluation systems: September 2012
- Math for America: Investing in the Nation's Human Infrastructure: [The Knowledge Network](#) and the Science [360 News Service](#) with Maxine Singer, president of Math for America DC and president emerita of Carnegie Institution: March 2011
- Planting a SEED: New visions for public charter schools (on SEED Public Charter School, a residential school for minority students in Washington, DC). CBS: 60 Minutes
- AU ponders new Blackboard plug-in tool, The Eagle, American University, November 2009
- Schools of Education Respond to Arne Duncan, CNN: The Situation Room with Wolf Blitzer, October 2009
- Founder of the Lab School, Sally Smith, Washington Times, December 2007
- New Developments in Technology in Education, The Washington Diplomat, February 2006
- Special Education Connections (LRP Publications) Professional Development for Special Education Teachers, July 2002
- Education.com Teachers Using Technology to Enhance Learning, February 2002
- Using Technology to Support Literacy Goals: Maryland Public Television: December 2001
- Integration of Learning Theory into Distance Education: Intraware.com, January 2001
- Distance Education: The Case for Teachers Intraware.com September (2000)
- Viewpoint Discussion: Technology in Education washingtonpost.com, (April 2000).
- National Public Radio, Marketplace (August 1999), The Impact of the "Baby-boom Echo Generation" on Schools
- Chicago Sun Times (August 1998). The Case for Bilingual Education
- National Public Radio, Morning Edition (April 1997). Electronic Portfolios in Alexandria Public Schools
- WTOP Radio, TalkBack (January 1997). The Impact of Technology in Schools
- National Public Radio, Soundprint (October 1996). HyperMedia in Special Education
- The News Hour with Jim Lehrer (November 1995). The Future of Technology in Education

CURRICULUM VITAE

CORBIN M. CAMPBELL

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1. PERSONAL INFORMATION

A. Education

University of Maryland, College of Education, College Park, MD

- Doctor of Philosophy in Education Policy and Leadership—Higher Education, May 2012
- Doctoral Dissertation: *Faculty Agency: Departmental contexts that matter in faculty careers*

The Ohio State University, College of Education, Columbus, OH

- Master of Arts in Higher Education and Student Affairs, June 2006
- Masters Thesis: *The Distinguishing Characteristics of College Time Limited and Adult Persistent High Risk Drinkers*

University of Virginia, College of Liberal Arts and Sciences, Charlottesville, VA

- Bachelor of Arts in Psychology, May 2003

B. Professional Experiences

Associate Professor with Tenure, September 2018-Present

Teachers College, Columbia University

Higher and Postsecondary Education Program

Board of Education, Elected position, January 2019-Present

Mountain Lakes School District

Mountain Lakes, New Jersey

Assistant Professor, 2012-2018

Teachers College, Columbia University

Higher and Postsecondary Education Program

Research Assistant, 2010- 2012

University of Maryland

NSF ADVANCE Grant, Research and Evaluation Team

Graduate Assistant, 2007-2010

University of Maryland

Office of Institutional Research, Planning, and Assessment

Statistics Consultant, 2007-2008
University of Maryland
Multi-Institutional Study of Leadership

Assistant Director, 2006-2007
The George Washington University
Housing Programs

Alcohol Education Coordinator, 2005-2006
The Ohio State University
Student Wellness Center

Assistant Hall Director, 2004-2005
The Ohio State University
Office of Residence Life

Community Education Specialist, 2003-2004
Crisis Line of Central Virginia
Sexual Assault Response Program

2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

A. Publications

i. Books

Campbell, C. M. (Ed.) (2018). Reframing Rigor: New Understandings for Equity and Student Success. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

ii. Articles in Refereed Journals

Campbell, C.M., Jimenez, M.*, & Arrozol, C. A.* (in press). Education or Prestige: The teaching and rigor of courses in prestigious and non-prestigious institutions in the U.S. *Higher Education*.

Campbell, C.M., Michel, J.O.*, Patel, S.*, & Gelashvili, M.* (in press). Teaching and Learning from Multiple Angles: A Multi-Trait Multi-Method Analysis of College Coursework. *Research in Higher Education*.

Michel, J.O.*, Campbell, C.M., & Dilsizian, K.* (in press). Is STEM too hard? Using Biglan to Understand Academic Rigor and Teaching Practices across Disciplines. *Journal of the Professorsiate*.

Campbell, C.M. & Dortch, D.* (2018). Reconsidering Academic Rigor: The Practice of Posing and Supporting Rigorous Coursework at Two Research Institutions. *Teachers College Record*, 120(5), 1-42.

- Michel, J.O.*, Jimenez, M.*, Chadi, D.*, & Campbell, C. M. (2018). Ignis Fatuus Effect of Faculty Category: Is the Tenure Versus Non-Tenure Debate Meaningful to Students' Course Experiences? *Innovative Higher Education*, 43(3), 201-216.
- Campbell, C. M. (2017). An Inside View: The Utility of Quantitative Observation in Understanding College Educational Experiences. *Journal of College Student Development*, 58(2), 290-299.
- Campbell, C. M., Cabrera, A. F., Michel, J.O.* & Patel, S.* (2017). From Comprehensive to Singular: A Latent Class Analysis of College Teaching Practices. *Research in Higher Education*, 58(6), 581-604.
- Campbell, C. M. (2015). Serving A Different Master: Assessing College Educational Quality for the Public. *Higher Education: Handbook of Theory and Research*, 30, 525-579.
- O'Meara, KA, Lounder, A. & Campbell, C. M. (2014). To Heaven or Hell: Sensemaking about why faculty leave. *Journal of Higher Education*, 85(5), 603-632.
- Campbell, C. M. & Cabrera, A. (2014). Making the Mark: Are Deep Learning and GPA Related? *Research in Higher Education*. 55, 494-507.
- Campbell, C. M. & O'Meara, KA. (2014). Faculty Agency: Departmental contexts that matter in faculty careers. *Research in Higher Education*, 55, 49-74.
- Niehaus, B., Campbell, C. M., & Inkelas, K. (2014). HLM behind the Curtain: Unveiling decisions behind the use and interpretation of HLM in higher education research. *Research in Higher Education*, 55, 101-122.
- Terosky, A., O'Meara, KA, & Campbell, C. M. (2014). Advancing Together: Associate Professors' Sense of Agency in Career. *Journal of Diversity in Higher Education*, 7(1), 58-76.
- Campbell, C. M. & Mislevy, J. (2012-2013). Student perceptions matter: Early signs of undergraduate student retention/attrition. *Journal of College Student Retention*, 14(4), 467-493.
- Campbell, C. M., Smith, M., Dugan, J., & Komives, S. (2012). Mentors and college student leadership outcomes: The importance of position and process. *Review of Higher Education*, 35, 595-625.
- Campbell, C.M. & Cabrera, A.F. (2011). How Sound is NSSE: Investigating the psychometric properties of NSSE at a public research-extensive institution. *Review of Higher Education*, 35(1), 77-103.
- O'Meara, K. A. & Campbell, C. M. (2011). Faculty sense of agency in decisions about work and family. *Review of Higher Education*, 34, 447-476.
- Demb, A. & Campbell, C. M. (2009). A new lens for identifying potential adult persistent problem drinkers during college. *Journal of College Student Development*, 50, 1-30.

Campbell, C. M. & Demb, A. (2008). College high risk drinkers: Who matures out? And who persists as adults? *Journal of Alcohol and Drug Education*, 52(1), 19-46.

iii. Manuscripts in Progress

Michel, J.O.*, Jimenez, M.*, Haley, J.*, & Campbell, C.M. (under review). *The Connection Between In-Class Faculty Practices and Out-of-Class Student Time-Use*. Manuscript under review for publication consideration.

Campbell, C.M. (in progress). *Spotlighting Teaching-Supportive Institutions: Where Faculty Identity, Division, and Research-Focus Matter*. Manuscript under review for publication consideration.

Campbell, C.M., Jimenez, M.*, & Michel, J.O.* (in progress). *College Teaching Quality: A Bird's Eye View of Two Research Institutions*. Manuscript in preparation for publication consideration.

iv. Chapters in Books

Campbell, C.M. & Cabrera, A*. (forthcoming). Defining Teaching Strategies. In *The Encyclopedia of Higher Education*. Thousand Oaks, CA: Sage.

Campbell, C.M., Chadi, D.*, & Avila, P.* (forthcoming). Who, Where, and in What Contexts? Applications of Teaching Practices Espoused by the Learning Sciences to Higher Education. In K.C. Culver & T. Trolien (Eds.), *New Direction for Teaching and Learning*. Hoboken, NJ: Wiley.

Campbell, C.M. (2018). Future Directions for Rigor in the Changing Higher Education Landscape. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

Campbell, C.M. (2018). Editor's Note. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

Campbell, C.M., Dortch, D.*, & Burt, B. (2018). Reframing Rigor: Challenge and Support in the Modern Higher Education Classroom. In C. M. Campbell (Ed.). *Reframing Rigor: New Understandings for Equity and Student Success*. *New Directions for Higher Education*. Jossey-Bass, San Francisco, CA.

Campbell, C. M. & Meehan, M. (2017). Leading the Call for Improving Student Learning Goals and Outcomes. In J. S. Antony, A. M. Cauce, & D. E. Shalala (Eds.). *Challenges in Higher Education Leadership*. New York, NY: Routledge Press.

Neumann, A. & Campbell, C. M. (2016). Homing in on Learning and Teaching: Current Approaches and Future Directions for Higher Education Policy. In M. Bastedo, P. G. Altbach, & P. J. Gumpert (Eds.). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Baltimore, MD: Johns Hopkins University Press.

Simone, S., Campbell, C. M., & Newhart, D. (2012). Measuring opinion and behavior. In B. Knight, G. McLaughlin, R. Howard (Eds.). *Handbook on institutional research*. San Francisco, CA: Jossey-Bass.

v. Commissioned Papers and Reports

Campbell, C.M., Mata, C., Galloway, F. (2017). *Meeting Today's Higher Education Goals via the National Postsecondary Sample Surveys*. A paper commissioned by the National Postsecondary Education Cooperative, National Center for Education Statistics, Washington, DC.

Pallas, A. M., Neumann, A., & Campbell, C. M. (2017). *Policies and Practices to Support Undergraduate Teaching Improvement*. An occasional paper for the American Academy of Arts and Sciences Commission on the Future of Undergraduate Education, Washington, DC.

National Academies Committee (2017). *Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies*. A consensus report by the National Academies Committee, National Academies, Washington DC.

vi. Book Reviews

O'Meara, K. A., Campbell, C. M., & Martin, A. (2011). *Women in Academic Leadership* [Review of the book]. *Journal of College Student Development*, 54, 507-509.

Campbell, C. M. (2010-2011). *Improving College Student Retention: The Role of Teaching and Learning* [Review of the book]. *Journal of College Student Retention*, 12, 243-247.

vi. Technical Reports

Campbell, C.M., & Cabrera, A.* (2018). *College Educational Quality (CEQ) Study Institutional Reports*. College Educational Quality (CEQ) Project, Teachers College, Columbia University.

Campbell, C.M., Van Pelt, S.*, Jimenez, M.*, & Michel, J.O.* (2015). *College Educational Quality (CEQ) Study Institutional Reports*. College Educational Quality (CEQ) Project, Teachers College, Columbia University.

Campbell, C.M. (2014). *College Educational Quality Project: 2013 Pilot Study Technical Report*. New York, NY: College Educational Quality (CEQ) Project, Teachers College, Columbia University.

Campbell, C.M. (2014). *College Educational Quality at two selective research institutions: Are they pushing the boundaries of student's capabilities?* New York, NY: College Educational Quality (CEQ) Snapshot Report, Teachers College, Columbia University.

O'Meara, K. A., & Campbell, C. M. (2011). *The work environment for tenure track faculty at the University of Maryland: Advance research and evaluation report I*. College Park, MD: University of Maryland NSF ADVANCE Grant.

- O'Meara, K.A., Lounder, A., & Campbell, C. M. (2011). *Project evaluation report: UM ADVANCE = Towards an institution for inclusive excellence (UM = TI2E)*. College Park, MD: University of Maryland NSF ADVANCE Grant.
- La Voy, S. & Campbell, C. M. (2010). *National Survey of Student Engagement 2009 College Benchmarks Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Mentorship. *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Sustainability. *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). Is UM challenging enough? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Beginnings Subgroup. (2010). I am culturally aware, UM supports diversity, but what about our society? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campus Assessment Working Group, Assessing Campus Experiences Subgroup. (2010). I am here to learn, but others? *CAWG Snapshot of Student Experiences*. College Park, MD: University of Maryland.
- Campbell, C. M., Shisheneh, L., & Squire, D. (2009). *Beginning Student Survey 2007 Report*. College Park, MD: Campus Assessment Working Group, Beginnings Subgroup, University of Maryland.
- Campus Assessment Working Group, Retention Subgroup. (2008). *Will They Stay or Will They Go? Early Signs of UM Undergraduate Student Retention/Attrition*. College Park, MD: University of Maryland.
- Campbell, C. M., Huang, B., & Stamps, L. (2008). *Report on Women Faculty at the University of Maryland*. College Park, MD: President's Commission on Women's Issues, University of Maryland.
- Slack, C., Jabaji, R., Campbell, C. M., & Jacoby, B. (2008). *Report on Student Involvement*. College Park, MD: University of Maryland Multi-Institutional Study of Leadership.
- La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 General Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.
- La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 College Benchmarks Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.

La Voy, S. & Campbell, C. M. (2007). *National Survey of Student Engagement 2007 Entry Status Report*. College Park, MD: Office of Institutional Research, Planning, and Assessment, University of Maryland.

B. Talks, Abstracts, and Other Professional Papers Presented

i. Invited Talks and Presentations

Campbell, C. M. (May, 2019). *College Assessment and Missed Opportunities*. Disquantified: The Humanities in the Age of Metrics Conference. Santa Barbara, CA.

Campbell, C. M. (April, 2018). *Should Universities Have to Care about Good College Teaching?* Academic Festival. Teachers College, Columbia University, New York City, New York.

Campbell, C.M. (April, 2017). *Using Competency Assessments for Student Success*. Summit on Supporting College Student Success: The role of assessing intrapersonal and interpersonal competencies. National Academies, Washington DC.

Campbell, C.M. (April, 2017). *The CEQ Research Project: An Inside View of College Educational Quality*. University of Maryland.

Campbell, C.M. (March, 2017). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. Old Dominion University.

Campbell, C.M. (February, 2017). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. University of Maryland.

Campbell, C.M. (November, 2016). *A Different View: The Nexus of College Assessment Practice & Rich Teaching and Learning Theory*. National Academy of Education, Washington DC.

Campbell, C.M. (October, 2016). *The CEQ Research Project: An Inside View of College Educational Quality*. The University of Alabama.

Campbell, C.M., Mata, C., Galloway, F. (October, 2016). *Meeting Today's Higher Education Goals via the Postsecondary Sample Surveys*. National Postsecondary Education Cooperative, National Center for Education Statistics, Washington, DC.

Campbell, C.M. (April, 2016). *An Inside View: Understanding College Teaching Quality and Academic Rigor through Classroom Observation*. American Educational Research Association, Washington DC.

Campbell, C.M. (February, 2016). *The need for nationally representative data on college educational processes*. National Postsecondary Educational Cooperative—Sample Surveys, National Center for Education Statistics, Washington, DC.

Campbell, C.M. (November, 2015). *College Educational Quality (CEQ) Project 2014 Multi-Institutional Study Site 5 Institutional Results*. Presented at a campus-wide faculty meeting (undisclosed institution for IRB confidentiality).

- Campbell, C.M. (June, 2014). *The College Educational Quality (CEQ) Project: A Comprehensive Approach to Assessing Academic Rigor, Teaching Quality, and Learning Objectives*. Higher Education Data Sharing Consortium Annual Conference, Portland, ME.
- Morse, R., Campbell C. M., Keller, C. M., & Cubarrubia, A. P. (January, 2014). *Measuring Quality in Higher Education: Rankings, Rating Systems, and Alternatives*. University of Maryland, College Park, MD.
- Campbell, C.M (2013, December). *A Discussion of The Obama Administration's Proposed Rating System for Higher Education*. American Council on Education, Washington, D.C.
- Campbell, C.M. & Cruz Paul, T.* (2013, July). *A Bird's Eye View—New Ways of Measuring Educational Quality at the Institutional Level*. Presented at the Academic Affairs conference of the American Association of State Colleges and Universities, Baltimore, MD.
- O'Meara, KA, Terosky, A.L., & Campbell, C. M. (2012, October). *Advancing Agency*. Presented at the American Association of Colleges and Universities (AAC&U) Modeling Equity, Engaging Difference conference, Baltimore, MD.
- Campbell, C. M. & Mislevy, J. (2010, May). *Student Perceptions Matter: Early Signs of Undergraduate Student Retention/Attrition*. Paper presented at the annual meeting of the Association for Institutional Research, Denver, CO.
- Cabrera, A. F. & Campbell, C. M. (2012, February). *Assessing Higher Education: Is NSSE a viable alternative?* Paper presented at the University of Maryland College of Education Colloquium, College Park, MD.

ii. Refereed Conference Papers and Presentations

a) National

- Abbasov, A.* & Campbell, C. M. (2019, April). *Understanding Inter-Rater Reliability in a Diverse Group of Raters: Considerations for the Frame of Reference Training*. To be presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- Campbell, C.M., Michel, J.O*, Cervantes, D.*, and Wang, D.* (2018, Nov.). *Whose View? Comparing Student Survey, Faculty Survey and Observers in Research on College Teaching*. Presented at the annual meeting of the Association for the Study of Higher Education, Orlando, FL.
- Campbell, C.M. (2018, Nov.). *Spotlighting Teaching-Supportive Institutions: Where Faculty Identity, Division, and Research-Focus Matter*. Presented at the annual meeting of the Association for the Study of Higher Education, Orlando, FL.
- Ostrow Michel, J.*, Jimenez, M.*, Haley, J.*, & Campbell, C.M. (2018, April). *The Effect of Faculty Support for Students' Changing Views on Students' Time Use*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

- Campbell, C. M., Cole, E. & Posselt, J. (2017, Nov.). *The National Academy of Education/Spencer Foundation Fellowship: Implications for the Field of Higher Education*. Presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Hilton, M., Herman, J., Campbell, C. M., Hurtado, S., Chavous, T., & Liddell, D. (2017, Nov.). *A Report from the National Academies of Sciences, Engineering, and Medicine: The Role of Assessment of Intrapersonal and Interpersonal Competencies in Supporting Students' College Success*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.
- Campbell, C.M., Braxton, J. M., Castillo-Montoya, M., Francis, C., & Posselt, J. R. (2016). *Reframing Notions of Rigor: Building scaffolding for equity and student success*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Columbus, OH.
- Campbell, C. M., Cabrera, A. F., Michel, J.O.* & Patel, S.* (2016, April). *From Comprehensive to Singular: A Latent Class Analysis of College Teaching Practices*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Campbell, C.M., Blach, C., & Smith, R. (2016, Jan). *An Inside View: The Use of Quantitative Classroom Observation for Understanding College Educational Quality*. Presented at the annual meeting of the American Association for Colleges and Universities, Washington, DC.
- Campbell, C.M., Jimenez, M.*, & Arrozol, C. A.* (2015, Nov.). *The Mirage of Prestige: The educational quality of courses in prestigious and non-prestigious institutions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Michel, J.O.*, Jimenez, M.*, Chadi, D.*, & Campbell, C. M. (2015, Nov.). *Ignis fatuus effect of the shrinking tenure-track faculty in American higher education on academic rigor and teaching quality*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Denver, CO.
- Campbell, C. M. (2015). *College Educational Quality: Assessing in-class academic rigor and teaching quality*. Presented at the centennial annual meeting of the Association of American Colleges and Universities, Washington, DC.
- Campbell, C.M., Dortch, D.*, Chamberlin, C.*, & Cochran, T.* (2014). *The Power of Measures of Quality in Higher Education: Power for Whom and How?* Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M. & Fink, J. (2014). *A New Pair of Glasses: Class observation and syllabus analysis as alternatives for measuring educational quality*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M., Michel, J.O.*, & Dilsizian, K.* (2014). *Toward a Course-based Understanding of Educational Quality across Undergraduate Disciplines*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.

- Inkelas, K., Berrett, D., Campbell, C.M., Henderson, C., Hora, M., & Neumann, A. (2014). *Untapped Potential: Why the Subject of Teaching and Learning Cries Out for More Research*. Symposium presented at the annual meeting of the Association for the Study of Higher Education, Washington, DC.
- Campbell, C.M., Dortch, D.*, & Cruz Paul, T.* (2014, April). *Luke-warm: Testing the Water of In-Class Academic Rigor across Two Research Institutions*. Paper presented at the annual meeting of the American Educational Research Association, Division J, Philadelphia, PA.
- Campbell, C.M., Jimenez, M.*, & Michel, J.O.* (2014, April). *College Teaching Quality: A Bird's Eye View of Two Research Institutions*. Paper presented at the annual meeting of the American Educational Research Association, Division J, Philadelphia, PA.
- Campbell, C.M. (2013, November). *Assessing College Quality: Illuminating the Black Box and Contending with Data Gluttony in Higher Education*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Saint Louis, Missouri.
- Campbell, C.M., Jimenez, M.*, Chadi, D.*, & Walker, C.* (2013, November). *A Mosaic of Methods: Measuring College Educational Quality at Two Research Institutions*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Saint Louis, Missouri.
- Campbell, C.M., O'Meara, KA, & Terosky A.L. (2013). *Faculty Agency and Associated Outcomes: A Mixed-Methods Study of a Public Research Institution*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Campbell, C. M. & Cabrera, A. (2012, November). *Making the Mark: Are Deep Learning and GPA Related?* Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Campbell, C. M. (2012, November). *A Place of Academic Solace: Men and women benefit from supportive departmental contexts*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Robbins, C., Campbell, C.M., Garvey, J.C., Drezner, N., Niehaus, E., Johnson, M.R., LePeau, L. (2012, November). *Unpacking the Faculty Job Search: A Cohort of Aspiring Faculty*. Presented at the annual meeting of the Association for the Study of Higher Education, Las Vegas, NV.
- Campbell, C. M. & O'Meara, K. A. (2011, November). *Organizations and agency: The interplay of departmental contexts and faculty agency*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Campbell, C. M., Fincher, J., Fink, J., Zhang, R., Komives, S., & Dugan, J. (2011, November). *Belonging as a campus leader: The contribution of campus climate and sense of belonging to college student leadership outcomes*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.

- O'Meara, K.A., Campbell, C. M., Terosky, A. (2011, November). *Living Agency in the Academy: A Conceptual Framework for Research and Action*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Niehaus, E., Campbell, C. M., & Inkelas, K. (2011, November). *A Tale of Two Interpretations: Using HLM to Explore Racial Differences in Sense of Belonging*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Charlotte, NC.
- Campbell, C. M., Smith, M., Dugan, J. D., & Komives, S. (2011, March). *Mentoring for Leadership Outcomes: The Importance of Position and Process*. Paper presented at the annual meeting of ACPA: College Student Educators International, Baltimore, MD.
- Campbell, C. M. & Cabrera, A. (2010, November). *How sound is NSSE? Investigating the psychometric properties of NSSE at a public, research extensive institution*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.
- Campbell, C. M. & O'Meara, K. A. (2010, November). *Faculty Agency: A theoretical perspective for the changing faculty landscape*. Presented at the annual meeting of the Association for the Study of Higher Education, Indianapolis, IN.
- Campbell, C. M. & O'Meara, K. A. (2009, November). *Institutional Research and Higher Education Programs: Collaborating on Research, Teaching, and Service*. Presented at the annual meeting of the Association for the Study of Higher Education, Vancouver, Canada.
- Campbell, C. M. & Mislevy, J. (2009, November). *Early Signs of Undergraduate Student Retention/Attrition*. Paper presented at the annual meeting of the North East Association for Institutional Research, Baltimore, MD.
- O'Meara, K. A. & Campbell, C. M. (2008, November). *Can I, Should I, Will I? Faculty Sense of Agency in Decisions about Work and Family*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.
- Campbell, C. M., Walther-Thomas, L. & Llewelyn, J. (2008, March). *Conceptualizing and Implementing a Four-Year, Learning-Based Residential Curriculum*. Presented at the annual meeting of ACPA: College Student Educators International, Atlanta, GA.
- Campbell, C. M., Walther-Thomas, L. & Llewelyn, J. (2007, November). *Learning Outcomes Outside the Classroom: Creating an Award Winning Student Affairs Curriculum*. Presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.
- Demb, A. & Campbell, C. M. (2007, November). *A New Lens for Identifying Potential Adult Persistent Problem Drinkers During College*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Louisville, KY.
- Campbell, C. M. & Boehm, C. (2006, November). *Driving in Circles Around the Biennial Review? Directions to Success*. Presented at the National Meeting on Alcohol and Other Drug and Violence Prevention, Indianapolis, IN.

b) Regional

Campbell, C. M. & Mislevy, J. (2008, August). *Will They Stay or Will They Go: Early Signs of UM Undergraduate Student Retention/ Attrition*. Paper presented at the Maryland Advising Conference, College Park, MD.

Snyder, R. B., Campbell, C. M. & Griffin, M. (2008, February). *College Drinking: Integrating Research, Theory, and Practice to Promote Communities of Care*. Presented at the Maryland Student Affairs Conference, College Park, MD.

Campbell, C. M., Walter-Thomas, L, Davis, N, & Leahey-Hayes, P. (2007, June). *A New Approach to Organizational Thinking: Creative Questioning for Departmental Evolution*. Presented at the National Association of Student Personnel Administrators, Region III, Virginia Beach, VA.

C. Grant experience

i. External Funding

Exploring Teaching and Learning as the Core of Higher Education in Diverse Contexts

Lyle Spencer Research Grant

Spencer Foundation

Principal Investigator

\$1,000,000 (Invited to second stage of funding process, ultimately not funded)

The Construct and Discriminant Validity of Assessing College Teaching Quality and Academic Rigor Using Observation, Syllabus Analysis, and Student and Faculty Survey

Spencer Foundation

Principal Investigator

Teachers College, Columbia University, \$50,000 Awarded

Assessing College Educational Quality: An Inside View of Teaching Quality and Rigor in U.S. College and University Classrooms

National Academy of Education/Spencer Foundation Postdoctoral Fellowship

Principal Investigator

Teachers College, Columbia University, \$70,000 Awarded

University of Maryland: Towards an Institution for Inclusive Excellence (UM=TI²E)

National Science Foundation, Advance Institutional Transformation Grant, 2010

Research Assistant

University of Maryland, \$3,192,710 Awarded

ii. Internal Funding

Assessing College Educational Quality: An Inside View of Teaching Quality and Rigor in U.S. College and University Classrooms

Dean's Competitive Grant for Pre-tenure Faculty

Principal Investigator

Teachers College, Columbia University, \$8,500.00

Reinventing Research on Practice for Higher Education: Converting TC's Institute for Higher Education into the Institute for Research on Teaching, Learning, and Assessment in Higher Education

Provosts Investment Fund

Co-Principal Investigator

Teachers College, Columbia University, \$20,000.00

Goldhaber Award, 2009

Graduate School

University of Maryland, \$200.00

EDHI Student Travel Grant, 2007-2009

Department of Education Leadership, Higher Education, and International Education

University of Maryland, \$200.00

iii. Evaluation and Reviewing Experience

Proposal Reviewer. National Science Foundation Panels 2016, 2017.

Proposal Reviewer. Spencer Foundation Conference Grants, 2017.

Evaluation Consultant. The Metropolitan Colleges Institute for Teaching Improvement (MetroCITI), Teachers College, Columbia University, (Teagle Foundation).

Advisory Board Member, Faculty Service Commitments, University of Maryland (National Science Foundation).

Research Assistant/Evaluator. NSF ADVANCE Institutional Transformation Grant, University of Maryland (National Science Foundation).

Program Evaluator/Analyst. NSF Interdisciplinary Graduate Education Research Training (IGERT) Grant, University of Maryland, (National Science Foundation).

D. Fellowships, Awards, and Prizes

Outstanding Reviewer Award, American Educational Research Association, *Review of Educational Research*, 2017

Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2015-2016

Academic Fellow, Institute for Higher Education Policy (IHEP)/Lumina Foundation, Summer 2013.

Finalist, Dissertation of the Year, Association for the Study of Higher Education (ASHE), Fall 2012.

Outstanding Doctoral Student. College of Education, University of Maryland, Spring 2012.

Graduation Speaker. College of Education, University of Maryland, Spring 2012.

Outstanding Graduate Student Award. President's Commission on Women's Issues, University of Maryland, Spring 2011.

Finalist, Cross Future Leaders Award, Association of American Colleges and Universities, Fall 2011.

ASHE Graduate Student Public Policy Seminar Participant. Association for the Study of Higher Education, Fall 2011.

Best Paper Award. North East Association for Institutional Research, Fall 2009. Campbell, C.M. & Mislevy, J. *Student Perceptions Matter: Early Signs of Undergraduate Student Retention/Attrition.*

Christine Aggour Student Scholarship. University System of Maryland Women's Forum, Spring 2009.

Innovation Award. ACPA: College Student Educators International, Spring 2007.

Outstanding Graduate Student Award. The Ohio State University, Spring 2006.

Hall Director/Assistant Hall Director of the Year. The Ohio State University, Spring 2005.

Lawn Resident. University of Virginia, Fall 2002-Spring 2003.

E. Editorial Boards and Reviewing Activities

Editorial Board Member, *Review of Educational Research*, March 2018-present

Editorial Board Member, *Review of Higher Education*, July 2015-Present

Editorial Board Member, *Research in Higher Education*, August 2012-Present

Editorial Board Member, *Journal of College Student Development*, March 2013-Present

Reviewer, *Educational Researcher*, October 2018-present

Reviewer, *Journal of Higher Education*, July 2013-Present

Reviewer, *AERA Open*, May 2016-Present

Reviewer, *Teachers College Press*, January 2016-Present

Reviewer, *Educational Evaluation and Policy Analysis*, January 2016-Present

Reviewer, *Educational Policy*, March 2015-Present

Reviewer, *Studies in Higher Education*, December 2016-Present

Reviewer, *Higher Education*, April 2018-Present

Reviewer, *Review of Educational Research*, January 2017-present

Reviewer, *Review of Higher Education*, July 2009-Present

Reviewer, *Research in Higher Education*, March 2012-Present

Reviewer, *Journal of College Student Development*, March 2013-Present

Reviewer, *Human Service Organizations: Management, Leadership, & Governance*, January 2016-Present

Reviewer, *Journal of Urban Education*, January 2011-Present

3. TEACHING

Teachers College, Columbia University

ORLH 5547: Higher Education Assessment in an Era of Accountability
Spring 2019

ORL 5521: Introduction to Research Methods
Fall 2014, Spring 2015, Spring 2017, Fall 2017, Fall 2018

ORLH 4020: College/University Organization and Administration
Spring 2013, Fall 2013, Fall 2014, Fall 2016, Fall 2017, Fall 2018

ORLH 6511: Coordinating Seminar in Higher Education
Fall 2012, Fall 2016, Spring 2019

ORLH 5199: Institutional Assessment & Evaluation in Higher Education
Spring 2015, Spring 2018

ORLH 4010: Purposes and Policies of Higher Education
Spring 2013, Fall 2013

University of Maryland

EDCP 742: College Environments and Outcomes
Spring 2011

EDCP 317: Introduction to Student Leadership
Fall 2007

4. SERVICE

A. Select Service to National Associations

Invited Participant, *Examining the State of Undergraduate Teaching in the United States*, American Academy of Arts and Sciences, Cambridge, MA (2018).

Invited Participant, *Quality Assurance and the Role of State Systems and SHEEOs*, Lumina Foundation, Indianapolis, IN (2018).

Appointed Member, *National Postsecondary Education Cooperative – Evaluation of NCES Sample Surveys*, National Center for Education Statistics, Washington, DC (2016).

Appointed Member, *Committee on Assessing Intrapersonal and Interpersonal Competencies*, National Research Council, National Academies, Washington, DC (2015-2016).

Invited Participant, Workshop on *Quality in the Undergraduate Experience: What Is It? How Should It Be Measured? Who Decides?*, National Academies, Washington, DC (2015).

Association for the Study of Higher Education

Program Co-Chair, ASHE Annual Meeting 2020

Program Committee Co-Chair, Faculty Section, 2017

Dissertation of the Year Review Committee, 2017, 2018

Research Associate, for annual meeting, 2012

Proposal reviewer for annual meeting, 2012, 2013, 2014, 2015, 2016, 2017

Discussant for annual meeting, 2012, 2013, 2014, 2015, 2016, 2017, 2018

Member, 2007 – present

American Educational Research Association

Program Co-Chair, Division J, Section 1: College Student Learning and Development, 2016

Proposal reviewer for annual meeting, 2014-2018

Discussant for annual meeting 2015, 2018

Member, 2009 – 2011; 2013-present

ACPA: College Student Educators International

Member, 2006 – 2009; 2011-2012

Proposal reviewer for annual meeting, 2006

NASPA: Student Affairs Administrators in Higher Education

Member, 2006-2008

B. Select Campus Service, Teachers College, Columbia University

Faculty Advisory Committee, pre-tenure representative, 2017-2018,

Affirmative Action Committee, Teachers College, Columbia University, 2016-2017

Minority Post-Doctorate Selection Committee, Teachers College, Columbia University, 2017

Faculty Development Advisory Committee, Teachers College, Columbia University,
2013-2015; 2016-present

Dean's Grant for Students Committee, Teachers College, Columbia University, 2014-2015, 2017-2018

Middle States Self-study: Advanced Masters Group, Teachers College, Columbia University, Fall 2014-2015

Affirmative Action Representative, HPSE Faculty Search Committee 2013-2014

C. Select Departmental and Program Service, Teachers College, Columbia University

Black Lives Matter in Higher Education program task force, co-advisor, Fall 2016-present

Academic Review Committee, Department of Organization and Leadership, Fall 2013-Spring 2015, Fall 2016-present

Enrollment and Admissions Committee, Higher and Postsecondary Education Program, Fall 2013-Spring 2014

Middle States Accreditation Coordination, Higher and Postsecondary Education Program, Spring 2013-Fall 2015

EdM and EDD Admissions Selection, Higher and Postsecondary Education Program, Fall 2012-Present

Revise EdM Advising Tracks, Higher and Postsecondary Education Program, Spring 2014

D. Select Campus Service and Consultancies, Other Institutions

Postsecondary Assessment Consultant, National Center for Education Statistics, Washington D.C. (2018).

Consultant, Performance Metrics, University of North Carolina System (2017).

Consultant, *Faculty Development Workshop: The scholarship of practice*, University of the District of Columbia (2012).

Statistics Consultant, *STAMP Student Union Stakeholders Project*, University of Maryland (2009).

Higher Education Preview Program Committee, University of Maryland (2008).

Trustee, University of Virginia Class of 2003 Trustees (Spring 2002 – Spring 2007).

Advisor, African American Heritage Festival, The Ohio State University (Fall 2005 – Spring 2006).

5. ADVISING

A. Dissertations Sponsored

An Assessment of the Quantity and Quality of Teaching and Learning about Sustainability across the Higher Education Curriculum (Michel, J.O.; graduation: 2/19)

Teaching at Hispanic Serving Institutions: A Study of Faculty Teaching Practices and the Organizational Contexts that Support Them (Jimenez, M.; passed proposal hearing spring 2018)

Teaching Towards the Vocation of Life: Perspectives on Purpose in Undergraduate Engineering Education (Straus, E.; passed proposal hearing fall 2018).

B. Masters Theses Sponsored

Class or Race? The Evolving Nature of Affirmative Action in Higher Education (Disla, D.; graduated EdM 5/17)

Adolescent Women's Pursuit of STEM Subjects Dominated by Men and Pathways to Postsecondary STEM Education Programs (Levy, E.; graduated EdM 5/17)

The Influence of Pre-College Support Programs on the High School to College Transition (Patel, S.; graduated EdM 12/16)

Towards Evidence-Based Practice in Online and Adaptive Learning Environments (Van-Pelt, S.; graduated EdM 5/16)

Queer Theory and Queer Pedagogy: Implications for Higher Education (Chamberlin, C.; graduated EdM 12/15)

Choosing a College Major (Chadi, D.; graduated EdM 12/15)

5. SELECT PRESS COVERAGE ON RESEARCH

A. Press covering Campbell, C.M., Jimenez, M., Cruz Paul, T., & Arrozol, C. A. (2015, Nov.).

Lederman, D. (2015, November 9). *Are Elite College Courses Better?* Retrieved from: <https://www.insidehighered.com/news/2015/11/09/study-questions-whether-elite-college-courses-are-higher-quality-others>

B. Press covering Campbell, C.M. (2014).

Berrett, D. (2014, February 7). A New Kind of Study Seeks to Quantify Educational Quality. *Chronicle of Higher Education*. Retrieved from: <http://chronicle.com/article/A-New-Kind-of-Study-Seeks-to/144621/>

Grassgreen, A. (2014, February 7). Academic rigor lacking but not dead, study says. *Inside Higher Education*. Retrieved from: <http://www.insidehighered.com/news/2014/02/07/academic-rigor-lacking-not-dead-study-says?width=775&height=500&iFrame=true>

C. Press covering Campbell, C.M. (2013, November).

Golden, S. (2013, November 18). How Best to Assess. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/news/2013/11/18/debating-role-student-learning-federal-ratings-plan>

D. Press covering Campbell, C. M. & Cabrera, A. (2012, November).

Berrett, D. (2012, November 15). Grades and Tests May Miss Measuring What Matters Most in Learning. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/GradesTests-May-Miss-What/135786/>

E. Press covering Campbell, C. M. & Cabrera, A. (2011).

Lipka, S. (2010, November 18). Researchers criticize reliability of National Survey of Student Engagement. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Researchers-Criticize/125438/>

F. Press covering Campbell, C.M. & Mislevy, J. (2012-2013).

Steinberg, J. (2010, June 4). Do you like it here? *New York Times Education Blog*. Retrieved from <http://thechoice.blogs.nytimes.com/2010/06/04/do-you-like-it-here/>

Glenn, D. (2010, June 2). In student retention, attitude seems to matter most. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/In-Student-Retention-Attitude/65756/>

G. Press covering O'Meara, KA & Campbell, C.M. (2011).

Williams, A. (2010, February 14). Family-friendly policies fall short when professors worry about backlash. *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Family-Friendly-Policies-Fall/64134/>

H. Press covering Demb, A. & Campbell, C.M. (2009).

Caldwell, E. (2009, March 24). Study helps identify college drinkers who might continue excessive drinking as adults. *Allied Press*.

Students Who Drink To Cope Drink As Adults. (2009, May). *Wall Street Journal Online*. Retrieved from <http://www.marketwatch.com/news/story/students-drink-cope-drink-adults/story.aspx?guid=%7BCFC4F65E>

Cheryl Holcomb-McCoy, Ph.D., NCC

I. PERSONAL INFORMATION

Present Appointment **Dean, School of Education**
 Professor (Tenured)
 American University
 Washington DC

A. Educational Background

2010	Certificate of Participation, Leadership Development Program The Johns Hopkins University
1996	Ph.D., <i>Counseling and Counselor Education</i> University of North Carolina at Greensboro. Cognate: Anthropology
1989	M.Ed., <i>School Counseling</i> University of Virginia
1986	B.S., <i>Early Childhood Education</i> University of Virginia

B. Professional Experience

2014- 2016	Vice Provost, Faculty Affairs Johns Hopkins University
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Responsibilities: Collaborated with Provost Office staff, vice deans of faculty and faculty across the university to advance and promote faculty policies and development such as faculty mentoring, faculty diversity, faculty data management, and cross-divisional faculty collaboration. Accomplishments: conceptualized, wrote and launched new, university-wide \$25M *Faculty Diversity Initiative* (FDI); expanded university-wide faculty mentoring supports; initiated *Task Force on Faculty Mentoring*; expanded *Master Mentor Program*; collaborated with President's staff to launch new President's Frontier Award.

2011- 2014	Vice Dean, Academic Affairs Johns Hopkins University School of Education (SOE)
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Responsibilities: Chief academic officer of the School of Education (SOE); Oversaw school policy and practice related to all aspects of academic programming (including on-line programs); Facilitated faculty promotion process through cooperation with the SOE promotion committee; Maintained system and procedures for the creation and modification of academic programs (certificates and degree programs) through cooperation with the Curriculum and Policy Committee and Academic Council;

Collaborated with Assistant Dean of Assessment on issues related to school-wide assessment and Middle States, NCATE and CACREP accreditation processes; Made recommendations to the Dean on issues related to the budget and impact of administrative structures and decisions on the quality of academic programs; Represented the School of Education at university activities calling for input and participation from the chief academic officer in the school; Collaborated with the Dean and Associate Dean of Finance on budget development; Represented the Dean in school, community, and university-wide functions when appropriate; Participated in SOE fund-raising, strategic initiatives, and development activities. Accomplishments: Developed and received approval of new Clinical Faculty policy; Initiated and led the revision of promotion policy for SOE research and clinical faculty; Co-developed new procedures for school-wide assessment and program improvement; Chaired four successful search committees for open rank faculty positions in the SOE; Co-Chair of Bloomberg Distinguished Professorship (joint appointment in School of Education and Bloomberg School of Public Health); Developed and initiated new staff organizational structure for the SOE; Developed and initiated new program/academic organizational structure for the SOE; Assisted with the development of on-line Ed.D. and teacher preparation (TFA) programs; Initiated the development and implementation of a faculty mentoring policy.

2009 – 2011

Department Chair

Department of Counseling and Human Services
Johns Hopkins University

Responsibilities: Directed two state accredited counseling programs (school and mental health counseling); Supervised six full-time faculty and >50 faculty associates (i.e., adjunct faculty); Managed >\$1,000,000 departmental budget; Coordinated teaching load distribution, assessment data, course scheduling, teaching evaluations, mentoring, admissions and recruitment, student data management, advising assignments, and planning and program review. Accomplishments: Facilitated the development of student and program handbooks; Facilitated the development of and conducted student review process; Developed comprehensive assessment policy for department; Co-wrote CACREP self-study and guided faculty through successful accreditation process; Conceptualized and initiated School Counseling Fellows Graduate Program (full-time, 15 month, school counseling masters program with an urban education focus).

2009-present

Professor

Counseling and Human Development
Johns Hopkins University

2014 - present

Affiliate Faculty Member

Center for Africana Studies
Johns Hopkins University

2005-2008

Associate Professor (Tenured) and Clinical/Field Experiences Coordinator

Department of Counseling and Personnel Services

University of Maryland at College Park

- 1998-2005 **Assistant Professor**
Department of Counseling and Personnel Services
University of Maryland at College Park
- 1996-1998 **Program Director and Assistant Professor**
School of Education/Guidance and Counseling Graduate
Program
Brooklyn College of the City University of New York
- 1989-1993 **Elementary School Counselor**
Montgomery County (MD) Public Schools
Rockville, MD
- 1986-1987 **Elementary School Teacher**
Montgomery County (MD) Public Schools
Rockville, MD.

II. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Books and Journal Special Issues

- Owen, Laura and Holcomb-McCoy, Cheryl (2017) "Complete Issue," *Journal of College Access*: Vol. 3 : Iss. 2 , Article 1. Available at: <http://scholarworks.wmich.edu/jca/vol3/iss2/1>
- Bryan, J., & Holcomb-McCoy, C. (Eds.) (2010). School-family-community partnerships: The school counselor's role. [Special Issue], *Professional School Counseling*, 14.
- Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.
- Holcomb-McCoy, C., & Lee, C. C. (Eds.), (2005). School counseling in urban settings. [Special issue]. *Professional School Counseling*, 8, (3).

Chapters in Edited Books

- Holcomb-McCoy, C. (in press). Journey to advance equity: A never-ending road. In F. Bemak & R. Conyne (Eds.). *Professional journeys of noted psychology and counseling professionals: Stories of courage, innovation, and risk-taking*. Sage Publications.
- Holcomb-McCoy, Brown, S. & Aimless, A. (in press). Human growth and development in a multicultural context. In S. Nassar-McMillan & S. Niles (Eds), *Professional counseling: Orientation to past, present, and future trends*. Alexandria, VA: American Counseling Association.
- Holcomb-McCoy, C., & Gonzalez, I. (2016). Counseling in schools: Issues and practice. In P. Pederson, J. G. Draguns, W. J., Lonner, J. E. Trimble, & M.S. Rio (Eds.), *Counseling across cultures* (7th ed.) (pp. 247-274). Thousand Oaks: Sage Publications.

- Holcomb-McCoy, C., Gonzalez, I., Harris, P., & Hines, E. (2015). Urban school counseling: Implications for black male students. In M. Henfield & A. Washington (Eds.), *School Counseling for Black Male Student Success in 21st-Century Urban Schools* (pp. 1-18). Charlotte: Information Age Publishing.
- Holcomb-McCoy, C. (2014) The counseling landscape. In J.D. Mathis, R.M. Rall Laudino (Eds.), *Fundamentals of college admission counseling: A textbook for graduate students and practicing counselors* (pp. 4-14). Arlington, VA: NACAC.
- Holcomb-McCoy, C. (2013). The counseling landscape. In *Fundamentals of college admission counseling* (pp. 1-12). Alexandria, VA: NACAC
- Holcomb-McCoy, C. & Booker, B. (2012). Meeting the academic and social needs of urban African American students: Implications for school counselors and other helping professionals. In J. Moore & C. Lewis (Eds.). *African American Students in Urban Schools: Issues and Solutions for Achievement* (pp. 33-52). New York: Peter Lang.
- Holcomb-McCoy, C., & Young, A. (2012). High school career counseling: Preparing youth for college and other alternatives. In D. Capuzzi & M. Shauffer (Eds.), *Career Counseling: Foundations, Perspectives, and Applications* (pp. 341-370). New York: Routledge.
- Holcomb-McCoy, C. & Coker, A. (2008). Multicultural consultation. In C. Lee et al., (Eds.) *Elements of culture in counseling*. Upper Saddle River, NJ: Pearson.
- Holcomb-McCoy, C. & Mitchell, N. (2007). Promoting ethnic/racial equality through empowerment. In C. Lee (Ed.). *Counseling for Social Justice* (pp. 137-160). Alexandria, VA: American Counseling Association.
- Holcomb-McCoy, C., & Moore-Thomas, C. (in press). Multicultural issues in group counseling. In B. Erford (Ed.), *Group Counseling in the School and Clinic*. New York: Merrill/Prentice Hall.
- Holcomb-McCoy, C., & Chen-Hayes, S. (2006). Multiculturally competent school counselors: Affirming diversity by challenging oppression. In B. Erford (Ed.), *Transforming the school counseling profession*. New York: Merrill/Prentice Hall.
- Holcomb-McCoy, C. (2005). Wellness and children: Implications for future research. In J. Myers & T. Sweeney (Eds.), *Counseling for Wellness: Theory, Research, and Practice* (pp. 59-66). Alexandria, VA: American Counseling Association.
- Holcomb-McCoy, C. (2004). *Community outreach initiatives*. In B. Erford (Ed.), Professional school counseling: A handbook of theories, programs, & practices (pp. 859-864). Austin, TX: Pro-Ed.
- Holcomb-McCoy, C. (2003). Multicultural competence in school settings. In D. Pope

Davis, H. L. K. Coleman, W. M. Liu, & R. Toporek (Eds.), *The handbook of multicultural competencies in counseling and psychology* (pp. 406-417). Thousand Oaks, CA: Sage.

Holcomb-McCoy, C. (2003, 2006, 2010, 2013). Multicultural competence. In B. Erford (Ed.), *Transforming the school counseling profession* (pp. 317-330). New York: Merrill/Prentice Hall.

Holcomb-McCoy, C. (2002). Multicultural group counseling in the school setting. In K. Greenberg (Ed.), *Group counseling in the schools: Handbook for grades K-12* (pp. 150-164). New York: Allyn and Bacon.

Holcomb-McCoy, C. (2002). Issues of class and race in education: A personal narrative. In C. Korn & A. Bursztyrn (Eds.), *Case studies in cultural transitions: Rethinking multicultural education* (pp. 48-63). Westport, CT: Greenwood Publishers.

Articles in Refereed Journals (+ Invited Work)

Bryan, J., Young, A., Griffin, D., & Holcomb-McCoy, C. (in press). Which leadership practices are linked to involvement in school-family-community partnerships: A national study. *Professional School Counseling*.

Hines, E., & Holcomb-McCoy, C. (2013). Parental characteristics, ecological factors, and the academic achievement of African American males. *Journal of Counseling and Development*, 91, 68-77.

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling & Development*, 89(2), 190-199.
<http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=60145279&site=ehost-live>

Holcomb-McCoy, C. (2010). Involving low-income parents and parents of color in college readiness activities: An exploratory study. *Professional School Counseling*, 14, 115-124.

Holcomb-McCoy, C., & Bryan, J. (2010). Advocacy and empowerment in parent consultation: Implications for theory and practice. *Journal of Counseling and Development*, 88, 259-268.

Bryan, J., Day-Vines, N., Holcomb-McCoy, C., & Moore-Thomas, C. (2010). Using national education longitudinal datasets in school counseling research. *Counselor Education and Supervision*, 49, 266-279.

Holcomb-McCoy, C., Gonzalez, I., & Johnston, G. (2009). School counselor dispositions as predictors of data usage. *Professional School Counseling*, 12, 343-352.

Bryan, J., Moore-Thomas, C., Day-Vines, N. L., Holcomb-McCoy, C., & Mitchell, N. (2009,

- April 21). Characteristics of students who receive school counseling services: Implications for practice and research. *Journal of School Counseling*, 7(21). Retrieved insert date, from <http://www.jsc.montana.edu/articles/v7n21.pdf>
- Bryan, J., Holcomb-McCoy, C., Moore-Thomas, C., & Day-Vines, N. (2009). Who sees the school counselor for college counseling? A national study. *Professional School Counseling*, 12, 280-291.
- Holcomb-McCoy, C. (2008). Social privilege and group counseling: A response. *Journal for Specialists in Group Work*, 33, 367-369.
- Holcomb-McCoy, C., & Johnston, G. (2008, May 7). A content analysis of pre-service school counselors' evaluations of an urban practicum experience. *Journal of School Counseling*, 6 (16). <http://www.jsc.montana.edu/articles/v6n16.pdf>
- Holcomb-McCoy, C., Harris, P., Hines, E., & Johnston, G. (2008). School counselors' multicultural self-efficacy: A preliminary investigation. *Professional School Counseling*, 11, 166-178.
- Day-Vines, N. & Holcomb-McCoy, C. (2007). Wellness among African American counselors. *Journal of Humanistic Counseling, Education, and Development*, 46, 82-91.
- Bryan, J. & Holcomb-McCoy, C. (2007). An examination of school counselor involvement in school-family-community partnerships. *Professional School Counseling*, 10, 441-454.
- Bryan, J. & Holcomb-McCoy, C. (2007). School counselor training and involvement in school-family-community partnership roles: An exploratory study. *Journal of School Counseling*.
- Holcomb-McCoy, C. (2007). Transitioning to high school: Issues and challenges for African American students. *Professional School Counseling*, 10, 253-260.
- Holcomb-McCoy, C. (2005). An examination of urban and suburban school counselors' familiarity with and usage of computer technology. *Journal of Technology in Counseling*, 4.
- Holcomb-McCoy, C. (2005). Ethnic identity in early adolescence: Implications and recommendations for middle school counselors. *Professional School Counseling*, 9, 120-127.
- Holcomb-McCoy, C. (2005). Social skills instruction with African American students: Implications for school counselors. *Counseling Interviewer*, 37, 10-17.
- Holcomb-McCoy, C. & Lucas, A. (2006). The underachievement of African American students: Why can't we close the gap? *The Counseling Interviewer*.

- Holcomb-McCoy, C., & Adkinson-Bradley, C. (2005). African American counselors educators' job satisfaction and perceptions of departmental racial climate. *Counselor Education & Supervision, 45*, 2-15.
- Holcomb-McCoy, C. (2005). Investigating school counselors' perceived multicultural counseling competence. *Professional School Counseling, 8*, 414-423.
- Holcomb-McCoy, C. (2005). Empowerment of African American girls: A response. *Professional School Counseling, 8*, 390-391.
- Holcomb-McCoy, C., & Mitchell, N. (2005). A descriptive study of urban school counseling programs. *Professional School Counseling, 8*, 203-208.
- Adkinson-Bradley, C., Johnson, D., Lipford-Sanders, J., Duncan, L., & Holcomb-McCoy, C. (2005). Forging a collaborative relationship between the Black church and the counseling profession. *Counseling and Values, 49*, 147-154.
- Holcomb-McCoy, C. (2005). Group mentoring with urban African American female adolescents. *E-Journal of Teaching and Learning in Diverse Settings. Special Issue: Promoting Academic Achievement for African American students in K-12 urban settings: Implications for Teachers, Counselors, Social Workers, Psychologists, and Administrators.* www.subr.edu/coeducation/ejournal/v2il.htm
- Holcomb-McCoy, C. (2004). Alienation: A concept for understanding low-income urban clients. *Journal of Humanistic Education and Counseling Development, 43*, 188-196.
- Holcomb-McCoy, C & Day-Vines, N. (2004). Exploring school counselor multicultural competence: A multidimensional concept. *Measurement and Evaluation in Counseling and Development, 37*, 154-162.
- Bradley, C., & Holcomb-McCoy, C. (2004). African American counselor educators: Their experiences, challenges and recommendations. *Counselor Education and Supervision, 43*, 258-273.
- Holcomb-McCoy, C. (2004). Using the family autobiography in school counselor preparation: An introduction to a systemic perspective. *The Family Journal, 12*, 21-25.
- Holcomb-McCoy, C. (2004). Assessing the multicultural competence of school counselors: A checklist. *Professional School Counseling, 7*, 178-186.
- Bryan, J., & Holcomb-McCoy, C. (2004). School counselors' perceptions of their involvement in school family community partnerships. *Professional School Counseling, 7*, 162-171.
- Holcomb-McCoy, C. & Bradley, C. (2003). Recruitment and retention of ethnic minority counselor educators: An exploratory study of CACREP-accredited counseling programs. *Counselor Education and Supervision, 42*, 231-243.

- Holcomb-McCoy, C. (2003). Using multicultural literature to enhance peer helping training. *Peer Facilitator Quarterly*, 18, 45-48 .
- Holcomb-McCoy, C., Bryan, J., & Rahill, S. (2002). Importance of the school counseling CACREP standards: School counselors' perceptions. *Professional School Counseling*, 6, 112-119.
- Bradley, C. & Holcomb-McCoy, C. (2002). Current status of ethnic minority counselor educators in the U.S. *International Journal for the Advancement of Counselling*, 24, 183-192.
- Holcomb-McCoy, C., & Moore-Thomas, C. (2001). Empowering African American female adolescents. *Professional School Counseling*, 5, 19-26.
- Holcomb-McCoy, C. (2001). Exploring the self-perceived multicultural counseling competence of elementary school counselors. *Professional School Counseling*, 4, 195-201.
- Holcomb-McCoy, C. (2000). Multicultural counseling competencies: An exploratory factor analysis. *Journal of Multicultural Counseling and Development*, 28, 83-97.
- Holcomb-McCoy, C., & Myers, J. (1999). Multicultural competence and counselor training: A national survey. *Journal of Counseling and Development*, 77, 294-302.
- Holcomb-McCoy, C. (1998). Supervision: An essential multicultural training tool. *The Journal for the Professional Counselor*, 13, 43-53.
- Baber, W., Garrett, M. T., & Holcomb-McCoy, C. (1997). VISION: A model of culture for counselors. *Counseling and Values*, 41, 184-193.

Book Proposals in Progress

Holcomb-McCoy, C. African American students in transition: From high school to college.

Book Reviews and Other Intellectual Contributions

1. Book Reviews

Holcomb-McCoy, C. (1998). School refusal: Interventions for school counselors. *Professional School Counseling*, 1, 64-65.

2. ERIC Documents

Holcomb-McCoy, C. (2004). Integrating multicultural perspectives in comprehensive guidance and counseling. Greensboro, NC: ERIC/CASS (ERIC Document No. 476909)

Holcomb-McCoy, C. (2001) *Examining urban school counselors' perceptions of school restructuring activities*. Greensboro, NC: ERIC/CASS (ERIC Document No. 452451)

Holcomb-McCoy, C. C. (2000). *Multicultural counseling training: A preliminary study*. Greensboro, NC: ERIC/CASS. (ERIC Document No. 428301).

Holcomb-McCoy, C. C. (1998). *School counselor preparation in urban school settings*. Greensboro, NC: ERIC/CASS. (ERIC Document No. 418343).

Holcomb, C.C., & Schenk, L. (1997). Searching ERIC for counseling resources. In L. Loesch & N. Vacc (Eds.), *Research in counseling and therapy* (pp. 115-118). Greensboro, NC: ERIC/CASS.

3. The Counselor's Classroom (Webpage)

Holcomb-McCoy, C. (2004). African American students transitioning to high school. *The Counselor's Classroom*, 4.

4. Chi Sigma Iota Exemplar

Holcomb-McCoy, C. (2004, Summer). Multiculturalism and CSI Chapters: Are we committed? *Chi Sigma Iota Exemplar*, 19, 1.

Holcomb-McCoy, C. (2001, Fall). Significant contribution to the literature: Handbook of Counseling. *Chi Sigma Iota Exemplar*, 16, 13.

Holcomb-McCoy, C. (1999, Spring). Multicultural counseling competence and training: A national study. *Chi Sigma Iota Exemplar*, 14, 6-12.

5. Encyclopedia Entries

Holcomb-McCoy, C. (2008). Barriers to cross-cultural counseling. In R. Worthington, Constantine M. (Ed.) *Encyclopedia of Counseling*. Volume 4: Cross-Cultural Counseling. Sage Publications.

6. Non-Refereed Articles

Holcomb-McCoy, C. (2012). A social justice framework for counseling young men of color. In NOSCA's "*Transforming the educational experience of young men of color*" (pp. 2-7). New York: The College Board.
http://media.collegeboard.com/digitalServices/pdf/nosca/12b_5136_NOSCAJournal_120330.pdf

Holcomb-McCoy, C. (2011). Making a smooth transition. *Educational Leadership*, 68, 59-63.

Holcomb-McCoy, Young, A., & Gonzalez, I. (Winter, 2011). Transforming urban school counselor preparation for the century. *New Horizons for Learning*.
<http://education.jhu.edu/newhorizons/Journals/Winter2011/Holcomb-McCoy>

7. VISTAS

Holcomb-McCoy, C. (2009). *Cultural considerations in parent consultation* (ACAPCD-25). Alexandria, VA: American Counseling Association.

Talks, Abstracts, and Professional Papers Presented

1. Refereed Professional Presentations (International, National, and Regional)

Ieva, K. P., Holcomb-McCoy, C., Dimmitt, C., Limber, D., Owen, L., & Webb, L. (2017, July). *Process of obtaining and securing grants for school counseling*. Denver, CO: American School Counselor Association.

Mitcham, M. A., O'Bryant, B., West-Olatunji, C., Bryant, R. M., Holcomb-McCoy, C., Portman, T. A., Greenidge, W., & Day-Vines, N. (2015, March). *Courageous conversations with women of color in counselor education: Surviving and thriving*. Orlando, FL: American Counseling Association Conference.

Holcomb-McCoy, C. (2014, March). *Transformative leadership in counselor education*. Honolulu, HI: American Counseling Association Conference.

Holcomb-McCoy, C. (2012, September). *Using logic models to evaluate school counseling programs and interventions*. Savannah, GA: Southern Association for Counselor Education and Supervision.

Holcomb-McCoy, C., Bryan, J., Day-Vines, N., & Moore-Thomas, C. (2010, October). *Peer mentoring as a framework for success*. Williamsburg, VA: Southern Association for Counselor Education and Supervision.

Lee, V. & Holcomb-McCoy, C. (2010, March). *Counseling to get students ready for college: A multidimensional approach*. Pittsburgh, PA: Pre-Conference Learning Institute, American Counseling Association.

Walz, G. R., Bleuer, J., Holcomb-McCoy, C., Scofield, T., Chope, R., & Douglas, K. (2010, March). *Getting ahead of the knowledge curve*. Pittsburgh, PA: American Counseling Association.

Holcomb-McCoy, C. & Gonzalez, I. (2008, June). *College access in high minority and high poverty schools: A preliminary report*. St. Louis, MO: Transforming School Counseling Summer Academy, Education Trust.

Lee, V., & Holcomb-McCoy, C. (2008, June). *Integrating college readiness counseling knowledge and skill in school counselor education*. St. Louis, MO: Transforming School Counseling Summer Academy, Education Trust.

- Holcomb-McCoy, C. (2008, June). *School counseling to close the achievement gap: A social justice approach*. Atlanta, GA: American School Counselor Association Annual Conference.
- Holcomb-McCoy, C. (2006, June). *Transforming schools through community organizing*. Chicago: Half-day session, American School Counselor Association Annual Conference.
- Lee, V., Holcomb-McCoy, C., Kaffenberger, C. & Bodenhorn, N. (2006, June). *Building skills & accountability*. Chicago: American School Counselor Association Annual Conference.
- Holcomb-McCoy, C., Hines, E., Johnston, G., & Harris, P. (2006, April). *Investigating the multicultural self-efficacy of school counselors*. Montreal: American Counseling Association Annual Conference.
- Holcomb-McCoy, C., Lee, C. C., & Mitchell, N. (2005, October). *Transforming urban school counselors: A multidimensional approach*. Pittsburgh, PA: Association for Counselor Education and Supervision Conference.
- Holcomb-McCoy, C., Lee, C. C., & Lee, V. (2005, October). *The College Board and Counselor Education: A Partnership to Connect Students to College Success*. Pittsburgh, PA: Association for Counselor Education and Supervision Conference.
- Shin, H., & Holcomb-McCoy, C. (2005, June). *Issues in school consultation with Asian parents*. Orlando, FL: 2005 American School Counselor Association Conference.
- Shin, H., & Holcomb-McCoy, C. (October, 2004). *Issues in school consultation with Asian parents*. Columbia, MD: Maryland School Counselor Association Annual Conference.
- Holcomb-McCoy, C. (September, 2004). *Telling tales: Using stories in counselor training to teach about racism*. Athens, GA: Southern Association for Counselor Education and Supervision Fall Conference.
- Holcomb-McCoy, C., Edwards, Y., & Ham, D. (March, 2004). *School counselors' use of computer technology*. Kansas City, MO: American Counseling Association Annual Conference.
- Holcomb-McCoy, C. (2004, June). *Urban school counseling: Integrating schools families, and communities*. Reno, NV: American School Counselor Association Annual Conference.
- Holcomb-McCoy, C. (2001, May). *Empowering African American female adolescents*. Bowie, MD: Maryland Association for Multicultural Counseling and Development Conference.
- Holcomb-McCoy, C., Moore-Thomas, C., Chen, C., & O'Rourke-Trigiani, J. (2000, March).

Multicultural counseling competence and training: School counselors' perceptions. Washington, DC: American Counseling Association Annual Conference.

Bradley, C., & Holcomb-McCoy, C. (2000, March). *The status of faculty of color in CACREP accredited programs.* Washington, DC: American Counseling Association Annual Conference.

Holcomb-McCoy, C. (1999, October). *Can we talk? Exploring the social identities of counselor educators.* New Orleans, LA: Association for Counselor Education and Supervision Conference.

Holcomb-McCoy, C., & Moore-Thomas, C. (1999, June). *Counseling African American girls: A model of empowerment.* Phoenix, AZ: American School Counselor Association Annual Conference.

Holcomb-McCoy, C. (1999, April). *Unpacking in public: Exploring social/racial identities in an urban university.* Montreal, Canada: American Educational Research Association (AERA) Annual Meeting.

Holcomb-McCoy, C. (1999, February). *Counseling African American girls within the school context.* Columbia, MD: Maryland Association for Counseling and Annual Conference.

Holcomb-McCoy, C. (1997, October). *Ethnic identity development of adolescents: Implications for counselors.* Albany, NY: New York State Counselors' Association Conference.

Holcomb-McCoy, C. (1997, June). *Ethnic identity development of adolescents: Implications for school counselors.* Nashville, TN: American School Counselor Association.

Holcomb, C. (1996, April). *The relationship between counselor training and multicultural competence.* Pittsburgh, PA: American Counseling Association.

Holcomb, C. (1995, November). *Teaching counselors how to work with African American women.* Knoxville, TN: Southern Association for Counselor Education and Supervision (SACES).

Holcomb, C. (1995, June). *Affordable ERIC.* New Orleans, LA: American School Counselors Association Conference.

Holcomb, C. & Allen, M. (1994, November). *Mentoring: An effective strategy for empowering African American students.* Greensboro, NC: North Carolina School Counselors Association Conference.

Holcomb, C. & Schenk, L. (1994, November). *All you ever wanted to know about ERIC.* Charlotte, NC: 1995 Southern Association for Counselor Education and Supervision Conference.

Holcomb, C., & Smith, S. (1994, March). *A guide to managing resistance from culturally different clients*. Charlotte, NC: North Carolina Counselors' Association.

Holcomb, C. (1992, May). *Children at risk: How educators can help*. Rosslyn, VA: Association for Childhood Education International.

2. Invited Talks and Keynote Speeches (Local)

Holcomb-McCoy, C. (2017, June). *Teach. Learn. Grow. Developing a learning culture*. Washington DC: American University Staff Council Conference.

Holcomb-McCoy, C. (2016, October). *Social identities and educational achievement success stories*. Baltimore MD: Conference on Coordinate Education Conference.

Holcomb-McCoy, C. (2016, September). *Faculty, clinical staff, and administration lunch and learn: Enhancing and supporting diversity in healthcare settings*. Baltimore, MD: Kennedy Krieger Institute, Continuing Education Seminar Room to Grow: Journey to Cultural and Linguistic Competency Mini-Conference.

Holcomb-McCoy, C. (2016, June). *School counseling for social justice: A framework for success*. [Keynote]. Baltimore, MD: Baltimore Education Scholarship Trust (BEST) Conference.

Holcomb-McCoy, C. (2015, April). *Counselors on the move... paving the way to college/career readiness for all*. Greenbelt, MD: Maryland School Counselor Association Conference.

Holcomb-McCoy, C. (2013, February). *Counseling for equity: A moral imperative*. Keynote. Ocean City, MD: Eastern Shore Regional School Counseling Conference.

Holcomb-McCoy, C. (2012, November), *A social justice framework for school counseling*. Hagerstown, MD: Washington County Professional Development

Holcomb-McCoy, C., Astone, N., & Lindstrom-Johnson, S. (2012, May). *The role of education*. Baltimore MD: Provost's Symposium on the Social Determinants of Health, Johns Hopkins University.

Holcomb-McCoy, C. (2009, November). *School counseling to decrease drop-out rates: A social justice framework*. Manassas, VA: Prince William County Public Schools Counselors' Workshop.

Holcomb-McCoy, C. (2009, August/September). *Transforming counseling as a reflection of children's potential*. Fairfax VA: Fairfax County Public Schools School Counselor Academy.

Holcomb-McCoy, C. (2009, October). *School counseling to close the achievement gap: A social justice approach for success*. Deep Creek Lake, MD: Western Maryland School Counselors' Association.

Holcomb-McCoy, C. (2009, September). *Using data as an advocacy tool*. Baltimore:

Baltimore City Schools School Counselor Professional Development.

- Holcomb-McCoy, C. (2009, March). *Multicultural supervision*. College Park, MD; Rehabilitation Counseling Supervisors' Meeting.
- Holcomb-McCoy, C. (2007, October). *The access imperative: Closing the achievement gap*. Columbia, MD: Maryland School Counselors Association.
- Holcomb-McCoy, C. (2006, July). *Closing the achievement gap: A social justice approach to school counseling*. Gambrills, MD: Anne Arundel County Public Schools.
- Holcomb-McCoy, C. (2006, June). *School counselors using and analyzing data*. Bowie, MD: Prince Georges County Public Schools.
- Holcomb-McCoy, C. (2006, April). *Developing a data-driven school counseling program*. Washington, DC: District of Columbia Public Schools.
- Holcomb-McCoy, C., & Mitchell, N. (2002, October). *Counselors as coaches: Using skills in coaching and supervision to promote excellence in counseling and instruction*. Rockville, MD: Montgomery County Public Schools.
- Holcomb-McCoy, C., Lee, C. C., & Moore-Thomas, C. (2002, August). *Maximizing the potential of culturally different students: The school counselor's perspective*. Alexandria, VA: Alexandria City Public Schools.
- Holcomb-McCoy, C. (2002, July). *Leading to transformation*. Rockville, MD: Montgomery County Schools.
- Lee, C. C., & Holcomb-McCoy, C. (2002, June). *Operationalizing the new role of school counselors*. Rockville, MD: Montgomery County Schools.
- Holcomb-McCoy, C. (2001, April). *Chi Sigma Iota leadership and excellence*. Fairfax, VA: Va. Tech. Northern Virginia Campus.
- Holcomb-McCoy, C. (2001, March). *Supporting high needs families: Implications for school counselors*. Rockville, MD: Montgomery County School Guidance Unit.
- Holcomb-McCoy, C. (1999, February). *The school counselor in the next millennium: Old issues, new roles*. Rockville, MD: Montgomery County School Guidance Unit-Elementary Counselors' Meeting.

3. Invited Talks and Keynotes (Regional and National)

- Holcomb-McCoy, C. (2017, June). Making a difference: College and career readiness for all. [Keynote]. Indianapolis: Indiana Youth Institute Conference.
- Holcomb-McCoy, C. (2017, June). *We're beyond talking*. [Closing Keynote]. Washington, DC: Illuminate Conference, American Counseling Association.
- Holcomb-McCoy, C. (2017, April). *Tips for Junior Faculty*. [Mentoring Talk]. San Antonio, TX: Division E (AERA) Early Career Scholars Pre-Conference Workshop.

Holcomb-McCoy, C. (2017, March). *Teach strong: States and districts leading the way*. [Panelist]. Washington, DC: Center for American Progress.

Holcomb-McCoy, C. (2016, October). *Enough is enough: Let's get kids college and career ready!* [Keynote]. Riverside, CA: California School Counseling Association.

Holcomb-McCoy, C. (2016, May). *Increasing diversity on university campuses*. [Panelist]. Baltimore, MD: Association for Women in Science/ADVANCE Conference.

Holcomb-McCoy, C., Taylor, H., & Gonzalez, R. (2015, March). *College knowledge as cultural capital (ESEA and Parent Engagement)*. [Panel Discussion]. Washington, DC: 2015 Secondary Education Congressional Briefing.

Holcomb-McCoy, C., Linde, L., McLeod, J., Dedmond, R. (2015, February). *The Role of the School Counselor: On the Front Lines With Kids, Parents, and Families*. Panel Discussion. Washington, DC: American Counseling Association Congressional Briefing.

Holcomb-McCoy, C. (2015, February). *Counselors on the move... paving the way to college/career readiness for all*. Gwinnett, GA: University of Georgia at Gwinnett Tenth Annual Diversity Conference.

Holcomb-McCoy, C. (2014, December). *The influence of power, bias, and privilege in education*. Washington, DC: TASH Conference.

Chi Sigma Iota & Holcomb-McCoy, C. (Producers and host). (2014, October 28). *Transformative leadership in counselor education* [Audio podcast]. Retrieved from <http://www.csi-net.org>

Holcomb-McCoy, C. (2014, October). *Counselors on the move... paving the way to college/career readiness for all*. Orlando, FL: Florida School Counselor Association Conference.

Holcomb-McCoy, C. (2012, November). *School counseling to close the achievement gap*. Charlottesville, VA: Curry School of Education, University of Virginia.

Holcomb-McCoy, C. (2011, June). *School counseling to close the achievement gap*. Des Moines, IA: Ross Trust Educational Fund.

Holcomb-McCoy, C. (2011, May). *Rising to the challenge: School counseling to close the college gap*. Arlington, VA: National Association for College Admissions Counselors (NACAC).

Holcomb-McCoy, C. (2010, September). *ACT NOW: College Access for All Students*. New Brunswick, NJ: NARACES Conference.

Holcomb-McCoy, C. (2010, October). *Counseling in a Multicultural World*. State College, PA: Pennsylvania Counseling Association.

Holcomb-McCoy, C. (2009, October). *Advocacy: A tool to ensure equity*. Orangeburg SC: South Carolina State University. A. I. Mose Annual Counseling Conference.

- Holcomb-McCoy, C. (2009, April). *Developing a college-going culture: What the research says and how to apply it!* Las Vegas, NV: NOSCA National Conference.
- Holcomb-McCoy, C. (2009, March). *Transforming school counseling in the images of children's potential.* Newport News, VA: Virginia School Counselors Association.
- Holcomb-McCoy, C. (2009, March). *Social justice and excellence: The future of Chi Sigma Iota.* Long Beach, CA: Cal State University Long Beach.
- Holcomb-McCoy, C. (2009, March). *School counseling to close the achievement gap: A social justice framework for success.* Providence RI: Rhode Island School Counselors' Association.
- Holcomb-McCoy, C. & Lee, C. C. (April 2008). *Making schools work for African American students.* Houston, TX: National Office of School Counselor Advocacy (NOSCA) Conference, Plenary Session.
- Holcomb-McCoy, C. (2008, February). *School counseling to close the achievement gap: A social justice framework for success.* Athens, GA: Diversity School Counseling Conference (University of Georgia).
- Holcomb-McCoy, C. (2008, July). *School counseling to close the achievement gap: Data collection and utilization.* Fulton County GA: Fulton County Public Schools GA
- Holcomb-McCoy, C. (2008, November). *Social justice school counseling: A framework for success.* Albuquerque, NM: Albuquerque Public Schools.
- Holcomb-McCoy, C. (2008, February). *Social justice school counseling: A framework for success.* Athens, GA: University of Georgia.
- Holcomb-McCoy, C. (2007, November). *The access imperative: Closing the achievement gap.* Kalamazoo, MI: Western Michigan University.
- Holcomb-McCoy, C. (2007, March). *Building data skills to link school counselor accountability to student achievement.* Boston, MA: The College Board.
- Holcomb-McCoy, C. & Brown, J. (2006, December). *Building data skills to link school counselor accountability to student achievement.* Hartford, CT: Capitol Region Education Council.
- Holcomb-McCoy, C. & Burztny, A. (1997, November). *Traditional psychotherapy and assessment techniques with the culturally different.* Brooklyn, NY: Faculty Development Colloquia.
- Holcomb, C. (1995, February). *Counseling African American women.* Greensboro, NC: University of North Carolina at Greensboro.
- Holcomb, C. (1995, March). *Counseling African Americans.* Greensboro, NC: University of North Carolina at Greensboro.
- Holcomb, C. (1994, November). *Multicultural consultation.* Greensboro, NC: University of

North Carolina at Greensboro.

Holcomb, C. & Saia, D. (1992, August). *Peer mediation: The beginning stage*. Silver Spring, MD: Montgomery County Schools.

Holcomb, C. (1991, October). *Homework with no hassle*. Silver Spring, MD: Greencastle Elementary School.

Webinars, Films, Tapes, Photographs, Etc.

Holcomb-McCoy, C. (2014). *Transformative leadership in counselor education*. [Webinar]. Greensboro, NC: Chi Sigma Iota National Honor Society.

Holcomb-McCoy, C. (2010). *School Counselors closing the achievement and college access gaps*. [Video]. New Brunswick NJ: Microtraining.

Holcomb-McCoy, C. (2009). *Bringing new ideas to public education*.
<http://www.youtube.com/watch?v=1VEkbiWuQvs>

Holcomb, C. (1994). *Saving the native son: An interview with Courtland Lee*. [Video]. Greensboro, NC: ERIC/CASS. (Developed the format and implemented the interview of Dr. Courtland Lee)

Contracts and Grants

2019	National Science Foundation. <i>ADVANCE AU</i> . Co-Principal Investigator. Funded. \$299,000.
2017	US Department of Education. <i>Gaining Early Awareness and Readiness for Undergraduate Programs Subcontract with OSSE: GEAR-UP Evaluation</i> . Principal Investigator. Pending: \$2,586,283
2015-2016	Kresge Foundation. National Consortium for School Counseling and Postsecondary Success, <i>Planning Grant for Landscape Study of School Counseling for College and Career Readiness</i> . Principal Investigator. Funded: \$150,000
2013	Prince Georges County Public Schools. <i>Pre-planning Study for Aspiring Leadership Program</i> . Amount: \$50,000
2012	Willard and Marriott Foundation. <i>Price Roadmap to Researching Autism</i> . Amount: \$10,000
2012	National Institutes of Health (NIH). <i>An RCT of a Motivational Interviewing Intervention to Promote Healthy Futures</i> . Key Personnel. Grant not funded.
2012	National Institutes of Health (NIH). <i>Healthy Futures: A Randomized Trial of a Motivational Interviewing Intervention to Promote Successful Transition to Adulthood</i> . Grant not funded.

2011-2016

Institute of Education Sciences (IES). *Double Check: A Cultural Proficiency and Student Engagement Model*. Co-Principal Investigator. Funded: \$1,676,576.00

- 2009-2010 The Maryland Higher Education Commission (MHEC). *Pursuing and Acquiring a College Education: The PACE Project*. Principal Investigator. Amount: \$58,325.
- 2006-2009 The College Board. Research Grant. *Investigating the Influence of School Counselor Programs and Activities on Urban, Low-Income, Minority Students' College Preparation: A Longitudinal Study*. Principal Investigator. Funded: \$298,000.
- 2007-2008 Baltimore County Public Schools. *Learning Styles Inventory*. Research Contract. Funded: \$15,000.

Fellowships, Prizes, Honors, and Awards

1. Research Awards

- 2005 Association for Counselor Education and Supervision (ACES) Research Award: "*Counselor educators seeking tenure and motherhood: A content analysis.*"
- 2003 The University System of Maryland Women's Forum Faculty Research Award: "*Coping, Race Related Stress, and Job Satisfaction Among African American Female Counselor Educators.*"

2. Fellowships and Awards

- 2018 *Deans for Impact*. Member Dean.
- 2017 *Deans for Impact*. Academy Fellow.
- 2016 *American Counseling Association (ACA) Fellow*.
- 2016 *Yates Achievement of Excellence Award*, Johns Hopkins University Black Faculty and Staff Association.
- 2012 *Distinguished Scholar*, Chi Sigma Iota, Upsilon Nu Chi Chapter, University of North Carolina at Greensboro (UNCG).
- 2009 *Outstanding Achievement Award*. UNCG Alumni Association. UNCG School of Education.
- 2009 *The National Advocacy Award for Family/Community Empowerment*, National Office of School Counselor Advocacy (NOSCA), The College Board.
- 2009 *The Mary Smith Arnold Anti-Oppression Award*, Counselors for Social Justice.

2007

Visiting Scholar, Department of Counselor Education and
Counseling Psychology, W. Michigan Univ. Kalamazoo MI.

2007	<i>Exemplary Diversity Leadership Award</i> , Association for Multicultural Counseling and Development.
2003	<i>Lilly Center for Teaching Excellence Fellow Award</i> , University of Maryland.
2001	<i>Alumni Excellence Award</i> , Department of Counseling and Human Development University of North Carolina at Greensboro.
2001	<i>Outstanding Counselor Educator Award</i> , Maryland Association for Counseling and Development.
1998	<i>Outstanding Research Award</i> , Chi Sigma Iota International.
1994	<i>Outstanding Student Award</i> , Department of Counseling and Educational Development, University of North Carolina at Greensboro.
1993	<i>Marion Pope Franklin Award</i> , Department of Counseling and Educational Development, University of North Carolina at Greensboro
1989	<i>Graduate Fellowship</i> , State Council of Higher Education for Virginia

3. Honor Societies

2011- present	Phi Delta Kappa International
1995-present	Chi Sigma Iota International

Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications

2011-present	<i>Associate Editor</i> , Journal of Counseling and Development
2010-present	<i>Ad Hoc Reviewer</i> , Journal for Social Action and Psychology
2009-2012	<i>Reviewer</i> , VISTAS, Counseling Outfitters
2009-2012	<i>Editorial Board Member</i> , Journal for Specialists in Group Work
2008-2010	<i>Editor</i> , Counselor Bookshelf-Professional Books, Chi Sigma Iota
2005-2011	<i>Editorial Board Member</i> , Professional School Counseling
2006-2009	<i>Editorial Board Member</i> , Counselor Education and Supervision
2002-2014	<i>Textbook Reviewer</i> , Sage Publications
2001-present	<i>Ad Hoc Reviewer</i> , Journal of Multicultural Counseling and Development
1998-2002	<i>Editorial Board Member</i> , Professional School Counseling
1997-2000	<i>Editorial Board Member</i> , Journal of Counseling and Development

III. TEACHING, MENTORING, AND ADVISING

Courses Taught (past six years) *denotes doctoral level courses

UMD Courses

EDCP 614 Personality Theories in Counseling

EDCP 888G	Apprenticeship in Counseling
EDCP 619	Practicum in Counseling
EDCP 615	Counseling II: Appraisal
EDCP 631	Serving Ethnically, Culturally, and Linguistically Diverse Clients in Schools
EDCP 888G	Apprenticeship in Counseling
EDCP 651	Group Counseling in Schools
EDCP 635	Consultation I
EDCP 665	Family and Social Support Systems*
EDCP 627	Process Consultation*
EDCP 735S	Seminar in School Counseling*
EDCP 745	Supervision of Counseling*
EDCP 789	Research in Counseling
EDCP 740	Issues and Methods in Counselor Education*

JHU Courses

ED 863.820	Internship in School Counseling
ED 863.681	Research and Evaluation for Counselors
ED 861.507	Introduction to Counseling as a Helping Profession
ED 861.614	Foundations in School Counseling
ED 863.629	College Admissions Counseling

Course or Curriculum Development

Developed and founded **Annual Summer Institute for Education Equity and Justice** (SIEEJ) at American University. SIEEJ is an annual professional development event in which educators and education advocates gather to share evidence-based ideas related to strategies for ensuring equitable outcomes for students and antiracist pedagogy for success.

Co-developed and structured an urban school counseling training curricula, including admissions and selection processes, field experience requirements, and evaluation methods. New curriculum began at the University of Maryland in Fall 2002. At JHU, developed a school counseling training program focused on urban contexts and communities along with career/college readiness, the Program is called the ***School Counseling Fellows Program***, and it attracts an international student pool. The first cohort began in Summer 2010.

Wrote the University of Maryland School Counseling Program Self-Study and the JHU Self-Study for accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Granted accreditation status October 1999 and December 2002. Awaiting accreditation status at JHU.

Modified and rewrote content for the following courses: EDCP 789X (Research in Counseling), EDCP 651 (Group Counseling in Schools), EDCP 665 (Families and Social Support Systems), EDCP 631 (Serving Ethnically, Culturally, and Linguistically Diverse Clients in Schools), and EDCP 627 (Process Consultation).

Teaching Awards and Other Special Recognition

2003-2004 Lilly Teaching Fellow Award, University of Maryland (\$500)

Advising: Research Direction

1. Masters Thesis Committees Chaired

2000	Megan James	School Counseling
2003	Jui Hsien Hung-Kao	School Counseling

2. Masters Thesis and Research Equivalency Projects Committee Memberships (Completed)

2000	Sonya McKenna	School Psychology
2002	Claire Salz	School Psychology
2004	Kara Lane	School Psychology
2004	Laura Kuhn	School Counseling
2006	Dwayne Ham	Counselor Education
2007	Roe Rodgers	Counselor Education
2007	Paul Harris	Counselor Education

3. Thesis Equivalency Projects (for doctoral students) Chaired

2001	Gisela Berger	Counselor Education
2002	Julia Bryan	Counselor Education
2004	T'Wana Warrick-Bell	Counselor Education
2005	Georgina Johnston	Counselor Education
2005	Tony Tosado	Counselor Education
2007	Erik Hines	Counselor Education
2007	Ileana Gonzalez	Counselor Education

4. Dissertation Committees Chaired (Completed)

2003	Chen Su Chen	Counselor Education
2003	Julia Bryan	Counselor Education
2004	Nancy Carlson	Counselor Education
2006	Gisela Berger	Counselor Education
2009	Fortune Shaw	Counselor Education
2009	Erik Hines	Counselor Education
2009	Haejin Shin	Counselor Education
2012	Tony Tosado	Counselor Education
2012	Ileana Gonzalez	Counselor Education
2013	Rebecca Lindsey	Special Education

5. Dissertation Committee Chair (Not Completed)

Twana Warrick-Bell	Counselor Education
Georgina Johnston	Counselor Education
Carrey Borkoski	Ed.D. and Leadership

6. Doctoral Committee Memberships (Completed)

2000	Jennifer Watkinson	Counselor Education
2000	Cheryl Moore-Thomas	Counselor Education
2000	Mary Levinson	School Psychology
2001	Lindsay Vail	School Psychology
2001	Diane Lood	School Psychology
2001	Rebecca Toporek	Counseling Psychology
2002	Parvaneh Nikkhesal Farhangpout	University of Pretoria, South Africa
2002	Judith O'Rorke	Counselor Education
2002	Maureen McKenna	School Psychology
2002	Sutha Veerasamy	Counseling Psychology
2002	Danny Cole	Social Work, University of Maryland, Baltimore
2002	Rosalind Sheppard	School Psychology
2003	Lee Rothman	School Psychology
2003	Heather Lyons	Counseling Psychology
2003	Dorothy Whitehead	Counselor Education
2004	Meryl Sirmans	School Psychology
2004	Jocelyn Reid	School Psychology
2005	Carmen DeArmas	Counselor Education
2005	Kenya Mewborn	School Psychology
2005	Sharon Gorenstein	School Psychology
2006	Michelle Cooper	Higher Education
2007	Ricia Weiner	School Psychology
2007	Shawna Acker-Ball	Higher Education
2007	Heidi O'Gilvie	Curriculum and Instruction
2007	Alicia Marshall	Higher Education
2007	Sonya Lanier	School Psychology
2008	John DiPaula	Counselor Education
2009	Paul Harris	Counselor Education
2009	Daniel Newman	School Psychology
2009	Steve Nees	School Psychology
2010	Angela Seaton	Educational Leadership (JHU)
2010	Marja Humphrey	Counselor Education
2011	Kevin London	Counseling Psychology
2012	Angelo Gomez	Counselor Education
2012	Tracey Potter	School Psychology
2015	Michelle Taylor	Public Health (DPh)
2016	Christine King	EdD/Leadership

7. Doctoral Committee Memberships (Not Completed)

None.

8. Undergraduate Honors Committees Chaired

2002 Anna Busbee Human Development

9. Undergraduate Honors Committee Membership

2001 Rachel Klensin Curriculum and Instruction

10. Post-Doctoral Students

2010 Jessica Ruglis Bloomberg Public Health and Kellogg Foundation (JHU)

IV. SERVICE

Professional Service

1. Offices and Memberships in Professional Organizations

2015-present	<i>Founding Member</i> , National Consortium for School Counseling and Post-Secondary Success (NCSCPS)
2012	<i>Member</i> , American School Counselor Association Conference Committee
2012-present	<i>Member</i> , American Educational Research Association (AERA)
2011-2013	<i>Chief Representative</i> for JHU SOE, American Association of Colleges for Teacher Education (AACTE)
2012	<i>Member</i> , Advisory Council of the Evidence-Based School Counseling Conference
2010-2012	<i>Member</i> , American Counseling Association Task Force on School Counseling
2003-2010	<i>Chair</i> , Diversity Public Interest Network, ASCA
2008-2011	<i>Post-Secondary Vice President</i> , Maryland School Counselor Association Executive Board (MSCA)
1995-present	<i>Member</i> , American Counseling Association (ACA)
1997-1998	<i>Member</i> , Professional Development Committee, ACA
1995-present	<i>Member</i> , Association for Multicultural Counseling and Development (AMCD)
1995-present	<i>Member</i> , American School Counselor Association, ASCA
2004-2007	<i>Member</i> , The College Board's National Office for School Counselor Advocacy (NOSCA) Advisory Team
1995-present	<i>Member</i> , Chi Sigma Iota International (CSI)
2000-2002	<i>National Secretary</i> , CSI

2003-present	<i>National Trainer, The Education Trust, Transforming School Counseling Initiative</i>
1995-present	<i>Member, Association for Counselor Education and Supervision (ACES)</i>
1996-1998	<i>Member, Association for Black Psychologists</i>

External Review Letters Written for Colleagues at the Following Select Institutions

1. University of North Carolina, Chapel Hill
2. Vanderbilt University
3. University of Georgia
4. University of Iowa
5. Syracuse University
6. North Carolina State University
7. University of Florida
8. University of South Florida
9. Georgia State University
10. Mississippi State University
11. University of Hawaii at Manoa
12. Old Dominion University
13. University of New Mexico
14. Northern Illinois University
15. George Mason University
16. William and Mary

2. Services to Local, State, and Federal Agencies

2017-present	<i>Board Member, Woodrow Wilson Academy for Teaching and Learning, Advisory Board.</i>
2015-present	<i>Trustee, St. Paul's School for Girls Trustee Board</i>
2014-2016	<i>Lead Facilitator and Member, Dunbar-Hopkins Health Partnership, Executive Committee</i>
2014-2016	<i>Facilitator, Maryland State Coalition for College and Career Readiness</i>
2014-2016	<i>Member, Task Force on College Counseling Access and Opportunity, US Department of Education, White House Reach Higher Initiative</i>
2014-2017	<i>External Reviewer/Consultant, Trinity University (DC) Faculty Affairs</i>
2013-2015	<i>Consultant, Southern Regional Education Board</i>
2013-2017	<i>Member, Baltimore Educational Scholarship Trust (BEST) Board of Directors</i>
2012-2015	<i>Member, Baltimore Youth Initiative High School, Board of Directors</i>
2010-2011	<i>Member, Research Council, College Summit</i>
2008 – 2010	<i>Member, Maryland School Counseling Association (MSCA) Research Committee</i>
2008-2010	<i>Member and Consultant, Achievement Initiative for Maryland's Minority Students (AIMMS) Steering</i>

	Committee
2007- 2011	<i>Vice-President-Post-Secondary</i> , Maryland School Counselor Association (MSCA)
2008-2009	<i>Consultant</i> , Baltimore County Public Schools Research and Evaluation, Diversity and Assurance
2004-2006	<i>Consultant and Trainer</i> , The Education Trust, Transforming School Counseling Initiative
2005-2010	<i>Consultant</i> , National Office of School Counselor Advocacy (NOSCA), The College Board
2005	<i>Consultant</i> , Collecting and Analyzing Data, Prince Georges County Public Schools, Bowie MD, June 21-23, 2006
2004	<i>Consultant</i> , Toward a New Vision: Multicultural School Counseling, Howard County MD Public Schools, Columbia MD March 18, April 23, April 30.
2002	<i>Consultant</i> , Transforming School Counseling, Montgomery County, MD Public Schools, Rockville MD

Campus Service

1. Departmental

2009- 2011	<i>Chair</i> , Department of Counseling and Human Services (JHU)
2007-2008	<i>Chair</i> , Promotion and Tenure Review Committee (UMD)
2007-2008	<i>Member</i> , Faculty Search Committee
2006-2007	<i>Member</i> , Promotion and Tenure Review Committee
2005-2006	<i>Member</i> , Departmental Chair Review Committee
1998-2008	<i>Member</i> , Undergraduate Committee
1998-1999	<i>Member</i> , Social Committee
1999-2007	<i>Faculty Advisor</i> , Chi Sigma Iota, Alpha Delta Chapter
1999-200	<i>Member</i> , Salary Committee
2000-2001	<i>Member</i> , Council of Program Area Delegates
2001-2002	<i>Chair</i> , Faculty Search Committee

2. College/School

2013-2014	<i>Co-Chair</i> , Search Committee, Bloomberg Professorship (Education and Public Health)
2011-2014	<i>Co-Chair</i> , NCATE Task Force (JHU)
2011-2014	<i>Chair</i> , Assessment and Program Improvement Committee (JHU)
2011-2013	<i>Member</i> , Search Committee, Joint Faculty Position SOE and Cognitive Science
2010- 2011	<i>Chair</i> , SOE Open-Rank Faculty Search Committee (JHU)
2009-2014	<i>Member</i> , Promotion Committee (JHU)
2009-2014	<i>Member</i> , Assessment Committee (JHU)

2009-2014	<i>Member, Dean's Leadership Council (JHU)</i>
2007	<i>Member, Advocates and Honors Program Advisory Committee</i>
2007	<i>Member, Faculty Development Committee</i>
2006	<i>Member, Search Committee for MIMAUE Executive Director</i>
2003-2006	<i>Member, NCATE Diversity Committee</i>
2005	<i>Member, Nominations Committee, College Senate</i>
2001-2009	<i>Member, Urban Education and Minority Achievement Institute</i>
2000-2001	<i>Member, NCATE Steering Committee</i>
2001-2002	<i>Member, Ad Hoc Committee on Awards and Recognition</i>
2002	<i>Member, College Senate</i>

3. University

2017	<i>Co-Chair, Leadership Retreat, American University</i>
2017	<i>Member, 2030 Proposal Committee, American University</i>
2016	<i>Lead, University-Wide All Chairs Meeting, Faculty Search Process</i>
2016	<i>Member, Faculty Governance Committee, Peabody Institute (JHU)</i>
2016	<i>Member, Ad Hoc Faculty Promotion and Tenure Committee, Nursing School, JHU</i>
2014-2015	<i>Co-Chair, President's Frontier Award Selection Committee</i>
2014-2015	<i>Member, JHU Academic Freedom Task Force</i>
2013-2014	<i>Member, JHU Leadership Competency Advisory Group</i>
2013-2014	<i>Member, Homewood Community Partners Initiative (HCPI)</i>
2013-2014	<i>Member, Faculty Advisory Committee Digital Education</i>
2012-2013	<i>Co-Chair, Social Determinants of Health Work Group, Johns Hopkins University</i>
2011-2016	<i>Member, Community-University Coordinating Committee (CUCC), Urban Health Institute</i>
2010-2016	<i>Member, Henrietta Lacks Scholarship Committee, Johns Hopkins University, Bloomberg School of Public Health</i>
2010-2013	<i>Member, Planning Committee for the Claiming Our Future Career Exploration Day, Johns Hopkins University School of Medicine</i>
2004-2007	<i>Senator, University of Maryland Senate</i>
2004-2007	<i>Member, Student Conduct Committee, University of Maryland</i>
2007	<i>Member, Senate Nominating Committee, University of Maryland</i>

Laura Owen, Ph.D., NCC, NCSC
Director Center for Postsecondary Readiness and Success
Research Professor
American University
Washington DC

EDUCATION

<u>Institution</u>	<u>Years Attended</u>	<u>Degree</u>	<u>Major Field</u>
Oregon State University	2010-2012	Ph.D.	Counselor Education
Brigham Young University	1989-1991	M.Ed.	Counseling and Guidance
Brigham Young University	1982-1989	B.S.	Psychology

Title of Dissertation

Owen, L. (2012). *Narrowing the college opportunity gap: Helping students and families navigate the financial aid process* (Doctoral Dissertation). Retrieved from EDT <http://hdl.handle.net/1957/31768>.

TEACHING POSITIONS AND RANKS HELD

<u>Institution</u>	<u>Rank</u>	<u>Date</u>	<u>Major Subject</u>
American University	Director, Center for Postsecondary Success	2017-Present	School Counseling
American University	Research Professor	2016-Present	School Counseling
San Diego State University	Assistant Professor Director, School Counseling Program	2014-2016	School Counseling
Johns Hopkins University	Assistant Professor	2012-2014	School Counseling
Johns Hopkins University	Lecturer	2011-2012	School Counseling

RELATED WORK EXPERIENCE

<u>Institution</u>	<u>Position</u>	<u>Date</u>
Albuquerque Public Schools	District Counseling Manager	2005-2011
Cibola High School	Head Counselor	2001-2005
Provo High School	High School Counselor	1991-1995

PROFESSIONAL CREDENTIALS AND LICENSURE

<u>License/Credential</u>	<u>Date</u>
National Certified Counselor (NCC)	2006 - present
National Certified School Counselor (NCSC)	2006 - present
New Mexico PED Pre K-12 Licensed Professional School Counselor	2001 - 2015

TEACHING AWARDS

SDSU College of Education Most Influential Faculty Member Award (2015)

Johns Hopkins University (JHU) School of Education Excellence in Teaching Award (2013)

PROFESSIONAL GROWTH

Refereed Journal Articles

Castleman, B., Owen, L., & Page, L. (2016). Reprint of "Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges." *Economics of Education Review, Special Edition*.
<http://dx.doi.org/10.1016/j.econedurev.2016.03.011>

Owen, L., & Westlund, E. (2016). Increasing college opportunity: school counselors and FAFSA completion. *Journal of College Access*, 2(1), 6-26.

Young, A., Gonzalez, I., Owen, L., & Heltzer, J. (2015). The journey from counselor-in-training to practitioner researcher: Bridging the professional gap. *Professional School Counseling*, 18(1), 216-225.

Castleman, B., Owen, L., & Page, L. (2015). Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges. *Economics of Education Review*, 47, 168-179. <http://dx.doi.org/10.1016/j.econedurev.2015.05.010>

Richards P.S., Owen L., & Stein S. (1993). A religiously oriented group counseling intervention for self-defeating perfectionism. A pilot study. *Counseling and Values*, 37, 96-104.
<http://dx.doi.org/10.1002/j.2161-007X.1993.tb00801.x>

Journal Special Issues

Owen, L. & Holcomb-McCoy, C. (2017). School counseling and postsecondary success. [Special Issue]. *Journal of College Access*.

Refereed Book Chapters

Stauffer, M., White, A., & **Owen, L.** (2013). *Ethical and legal considerations in counseling*. In Capuzzi, D., & Gross, D. (Eds.), *Introduction to the Counseling Profession* (6th Ed). Upper Saddle River, New Jersey: Pearson.

Unpublished, Refereed Papers before Professional Conferences

Castleman, B., Owen, L., & Page, L. (2015, March). Do college-ready students benefit when high schools and colleges collaborate? Experimental evidence from Albuquerque, New Mexico. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Castleman, B., Owen, L., & Page, L. (2015, February). *Personal or personalized? Investigating the impact of counselor outreach vs. automated and personalized messaging on mitigating summer melt among college-intending, low-income high school graduates*. Paper presented at the Association for Education Finance and Policy, Washington, DC.

Castleman, B., Owen, L., & Page, L. (2014, March). *Personal or personalized? Investigating the impact of counselor outreach vs. automated and personalized messaging on mitigating summer melt among college-intending, low-income high school graduates*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Castleman, B., Owen, L., & Page, L. (2013, March). *How late is too late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Society for Research on Educational Effectiveness (SREE), Washington, DC.

Castleman, B., Owen, L., & Page, L. (2012, November). *How late is too late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Association for Public Policy Analysis and Management (APPAM) Conference, Baltimore, MD.

Owen, L. (2012, November). *How Late is Too Late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Southern Economics Association (SEA) Conference, New Orleans, LA.

Owen, L. (2012, March). *The impact of school counselor outreach on FAFSA completion and college enrollment in Albuquerque Public Schools*. Paper presented at the Association for Education Finance and Policy (AEFP) Conference, Boston, MA.

Magazine Articles

Ieva, K. & Owen, L. (2017). Advocacy via research. *ASCA School Counselor* 55(1),

Owen, L. & Winter, L. (2016). Summer: a critical point on the path to college. *LINK for Counselors* 1(2), 16-20.

Oliver, B., & Owen, L. (2016). Collaboration – collaborating to move toward action. *Career Developments*, Edition, Volume (in process).

Owen, L. (2014) Prevent summer melt. *ASCA School Counselor* 52(2), 10-16.

White Papers

Brown, J., Hatch, T., Holcomb-McCoy, C., Martin, P., Mcleod, J., Owen, L., & Savitz-Romer, M. (2017). *The state of school counseling: revisiting the path forward*. Washington, DC.

Castleman, B., Owen, L., & Page, L. (2015). *Report to college bound St. Louis on the implementation and impact of the 2014 summer melt intervention utilizing Bridgit*. Dell Foundation and College Bound St. Louis. St. Louis, MO.

Hatch, T., & Owen, L. (2015). *Strengthening school counseling and college advising: San Diego state university white house post convening report*. San Diego, CA. Retrieved from <http://cescal.org/special-projects/white-house-convening/>

Publications in Process

Owen, L. (In Process). *Evaluation of the California college guidance initiative: Lessons learned*.

Owen, L., & Young, A. (In Process). *Stumbling blocks on the college opportunity path: School counselor leadership and best practices to pave the way*.

Castleman, B., Owen, L., Page, L., & Stephany, B. (In Process). Using text messaging to guide students on the path to college. Submitted to *Professional School Counseling*, can be viewed online at EdPolicyWorks
http://curry.virginia.edu/uploads/resourceLibrary/33_Text_Messaging_Guide_to_College.pdf

Castleman, B., Owen, L., & Page, L. (In Process). *Implementation and impact of bridgit: A tool to help school counselors prioritize student outreach based on student college admission needs*.

Owen, L. (In Process). Utilizing school counselors to close college opportunity gaps: Lessons learned from the FAFSA completion project.

Funded Research Grants

Owen, L. (2016-2017). Development of a School Counseling Evaluation Rubric. *Alliance College Ready Public Schools*. Los Angeles, CA.
Principal Investigator: Owen, L.
Awarded: \$20,000.

Brown, J., Hatch, T., Holcomb-McCoy, C., Martin, P., Mcleod, J., Owen, L., & Savitz-Romer, M. (2015-2016). National Consortium for School Counseling and Postsecondary Success, Planning Grant for Landscape Study of School Counseling for College and Career Readiness. *Kresge Foundation*.

Co-Principal Investigator: Owen, L.
Awarded: \$150,000.

Owen, L. (2015-2016). Formative Evaluation of the Implementation of California Colleges Guidance Initiative (CCGI) in partnership districts. *Foundation for California Community Colleges*.

Principal Investigator: Owen, L.
Awarded: \$86,500

Arnold, K., Avery, C., Castleman, B., Long, B., Owen, L., & Page, L. (2014-2017). Digital Messaging to Improve College Enrollment and Success. *Institute of Education Sciences*, \$3.4 Million.

Co-Principal Investigator: Owen, L.
Awarded: \$142,481.

Castleman, B., Owen, L., & Page, L. (2014-2015). My Summer GPS. *Michael and Susan Dell Foundation*.

Co-Principal Investigator: Owen, L.
Awarded: \$107,000.

Owen, L. (2013-2014). Baltimore Area Summer Melt Program. *Abell Foundation*.

Principal Investigator: Owen, L.
Awarded: \$10,000.

Castleman, B., King, C., Owen, L., Page, L., & Prince, H. (2013-14). Austin Area Summer Melt Transition Support Program. *Texas Higher Education Coordinating Board*.

Co-Principal Investigator: Owen, L.
Awarded: \$94,433.

Bettinger, E., Castleman, B., Long, B., Owen, L., & Page, L. (2012-2013). Summer Counselor Outreach for Improving Postsecondary Enrollment (Project SCOPE). *Bill and Melinda Gates Foundation*.

Co-Principal Investigator: Owen, L.
Awarded: \$80,000.

Bettinger, E., Long, B., & Owen, L. (2011-2012). Albuquerque Summer Outreach. *Bill and Melinda Gates Foundation*.

Co-Principal Investigator: Owen, L.
Awarded: \$40,000.

Owen, L. (2011-2014). Counseling: Capacity, Competence, Coordination, Connectedness. Elementary and Secondary School Counseling Program (ESSCP) Grant for Albuquerque Public Schools. *US Department of Education*.

Principal Investigator: Owen, L.
Awarded: \$1.2 Million

Owen, L. (2010-2013). Elementary School Counselor Expansion Project. Elementary and Secondary School Counseling Program (ESSCP) Grant for Albuquerque Public Schools. *US Department of Education*.

Principal Investigator: Owen, L.

Awarded: \$1.2 Million

Bettinger, E., Long, B., & Owen, L. (2010-2011). Narrowing the College Opportunity Gap: Helping Students and Families Navigate the Financial Aid Process during the Summer After Graduation. *Bill and Melinda Gates Foundation*.

Co-Principal Investigator: Owen, L.

Awarded: \$30,000.

Owen, L. (2010-2011). FAFSA Completion Project City Wide Campaign – Albuquerque, NM, *US Department of Education*.

Principal Investigator: Owen, L.

Awarded: \$90,000.

Owen, L., Evans, B., Morrell, B., & Snyder, G. (1993). Pilot Comprehensive Guidance Program Re-evaluation Grant. *Utah State Office of Education*.

Co-Principal Investigator: Owen, L.

Awarded: \$40,000.

Owen, L., Evans, B., Morrell, B., & Snyder, G. (1992). Pilot Comprehensive Guidance Program Grant. *Utah State Office of Education*.

Co-Principal Investigator: Owen, L.

Awarded: \$40,000.

Funded Training Grants

Owen, L. (2015). Hays CISD school counseling program reorganization. Hays CISD, Buda, TX.

Owen, L. (2008-2011). College Board Urban School Counseling Initiative. National Organization for School Counselor Advocacy (NOSCA). *College Board*.

Invited Presentations and Keynotes

Owen, L. (2017, July). *The Johns Hopkins University School of Education, School Counseling Commencement Address*. The Johns Hopkins University. Baltimore, MD.

Owen, L. (2017, April). *The state of school counseling: revisiting the path forward*. Southern Regional Education Board, Go Alliance Academy. Baltimore, MD.

Owen, L. (2017, March). *The state of school counseling: revisiting the path forward*. Arizona Reach Higher Convening. Phoenix, AZ.

Owen, L. (2017, February). *Game changers: school counselors as advocates*. D.C. School Counselor Association (DCSCA) Winter Conference Keynote Address. Washington, DC.

Owen, L. & Atkins, T. (2017, February). *Preventing summer melt: removing barriers and building bridges*. NCCEP/Gear Up Capacity Building Workshop. New York City, NY.

- Owen, L. (2016, December). *Tapping into resilience to support students on the path to postsecondary opportunity*. Resilience Summit. Provo, UT.
- Owen, L. (2016, October). *Summer melt is almost here!* Region One Education Service Center Leadership Institute. McAllen, TX.
- Owen, L. (2016, June). *Supporting low-income students through the transition to college*. American College Application Campaign Conference, Washington DC.
- Brown, J., & Owen, L. (2015, November). *Strengthening school counseling to improve student postsecondary success*. Association for Career and Technical Education (ACTE) Conference. New Orleans, LA.
- Owen, L. (2015, October). *College and career access, readiness, admission counseling K-16 in school counselor education program coursework and fieldwork Pre-Conference Session*. Association for Counselor Education and Supervision (ACES) Conference. Philadelphia, PA.
- Owen, L. (2015, August). *School counselors: Navigating the college process*. San Diego Unified School District Summer Institute. San Diego, CA.
- Mitchell, T., Owen, L., & Waldo, E. (2015, March). *Innovative tools and strategies to access higher ed*. SXSWedu Conference - Panel moderated by Hechinger Report Journalist. Austin, TX.
- Bailey, A., Brown, J., & Owen, L. (2015, March). *School counselors and college and career counseling: House bill 5*. Texas Education Grantmakers Advocacy Convening at the Capital. Austin, TX.
- Hatch, T., & Owen, L. (2015, February). *Results of the White House convening*. Riverside Secondary School Counselor Network Meeting. Riverside, CA.
- Owen, L., & Gonzalez, I. (2015, January) *Using the ASCA national model to foster systemic change in urban schools*. American School Counselor Association Webinar. Arlington, VA.
- Owen, L. (2014, November). *School Counseling Reaching Higher*. The California Association of School Counselors Conference. San Diego, CA.
- Hatch, T., & Owen, L. (2014, November). *San Diego State University White House convening*. San Diego State University. San Diego, CA.
- Hatch, T., & Owen, L. (2014, October). *School counseling to promote college readiness*. California Education Round Table Intersegmental Coordinating Committee (ICC). Sacramento, CA.
- Owen, L. (2014, October). *School counselors and FAFSA completion: Systemic best practices to increase FAFSA submissions and completions in your school & district*. Riverside Secondary School Counselor Network Meeting. Riverside, CA.
- Castleman, B., & Owen, L. (2014, September). *Summer melt*. Riverside Secondary School

Counselor Network Meeting. Riverside, CA.

Brown, J., Martin, P., Owen, L., & Peterson, J. (2014, July). *Harvard White House college opportunity convening - Innovative programming and research panel*. Boston, MA. <https://www.youtube.com/watch?v=ge7Fxihv5S0>

Castleman, B., & Owen, L. (2014, June). *Summer melt intervention strategies and research findings*. Ed Trust. Washington DC.

Bailey, A., Brown, J., Hatch, T., Holcomb-McCoy, C., Lorimer, J., Martin, P., Owen, L., & Savitz-Romer, M. (2014, May). *White House listening and learning conversation about school counseling*. Washington, DC.

Castleman, B., Owen, L., & Page, L. (2014, February). *Opportunities for college-intending students at risk for summer melt*. US Department of Education College Access Affinity Group Webinar.

Owen, L., & Darnieder, G. (2014, January). *Current national trends in school counseling*. The School Counseling College Access Initiative Network Meeting, US Department of Education. Washington, DC.

Owen, L. (2013, April). *FAFSA completion project webinar*. US Department of Education Financial Student Aid Division. Online.

Darnieder, G., & Owen, L. (2012, December). *School counselors and FAFSA completion: systemic best practices to increase FAFSA submissions and completions in your school*. CollegeBoard. Washington, DC.

Owen, L. (2012, October). *Narrowing the college opportunity gap*. US Department of Education FAFSA Pilot Convening Keynote Address. Indianapolis, IN.

Owen, L. (2012, October). *Developing a FAFSA plan: Calendars and events*. U.S. Department of Education FAFSA Pilot Convening. Indianapolis, IN.

Owen, L., & Castleman, B. (2012, August). *Narrowing the college opportunity gap: Helping students and families navigate the financial aid and college enrollment process*. US Department of Education Secondary School Work Group. Washington, DC.

Brown, J., Holcomb-McCoy, C., Martin, P., & Owen, L. (2011, May). *Perspectives from the field: Counselor engagement and the college completion agenda*. US Department of Education Secondary School Work Group Presentation, Washington, DC.

National Professional Presentations

Owen, L., & Young, A. (2017, October). *Tips and strategies for successful external funding*. Association for Counselor Education and Supervision. Chicago, IL.

Oliver, B., Owen, L., & Dahir, C. (2017, July). *Collaboraction: moving from talk to action*. American School Counselor Association Conference. Denver, CO.

- Leva, K., Holcomb-McCoy, C., Ohrt, J., Owen, L., & Limberg, D. (2017, July). *Grant funding for school counselor research and advocacy*. American School Counselor Association Conference. Denver, CO.
- Owen, L. (2017, April). *Increasing college opportunity: school counselors and FAFSA completion*. American Educational Research Association Conference. San Antonio, TX.
- Owen, L. (2017, March). *Increasing college opportunity: school counselors and FAFSA completion*. Evidenced Based School Counseling Conference. San Diego, CA.
- Owen, L. (2017, March). *Got text messages?* Evidenced Based School Counseling Conference. San Diego, CA.
- Owen, L. (2017, March). *Engaging graduate students in research*. Evidenced Based School Counseling Conference. San Diego, CA.
- Owen, L., & Young, A. (2016, April). *Stumbling blocks on the college path: School counselor leadership practices that pave the way*. American Educational Research Association (AERA) Conference. Washington, DC.
- Dahir, C., Nakagawa, K., & Owen, L. (2016, April). *School counselor educator forum*. American Educational Research Association (AERA) Conference. Washington, DC.
- Dahir, C., Oliver, B., & Owen, L. (2016, March). *Exploring college and career ready competencies in school counselor education programs*. Innovations in School Counselor Preparation Conference. Athens, GA.
- Owen, L. & Warren, J. (2016, March). *Strengthening student outcome focused school counseling research*. National School Counseling Research Meeting. Athens, GA.
- FitzGibbon, P., Merrill, K., Owen, L., & Tankersley-Bankhead, E. (2015, October). *High school to college transition: strategies that work*. National Association for College Admissions Counseling (NACAC) Conference, San Diego, CA.
- Boozer, D., Owen, L., Radunzel, J., & Berumen, Y. (2015, October). *Informing educational planning and advising for students from underserved demographic groups*. National Association for College Admissions Counseling (NACAC) Conference, San Diego, CA.
- Bardwell, R., Hatch, T., & Owen, L. (2015, October). *School counselors improving post-secondary options for all students through data*. National Association for College Admissions Counseling (NACAC) Conference, San Diego, CA.
- Bardwell, R., & Owen, L. (2015, October). *Superman found: School counselors improving post-secondary opportunities for all students through data*. Association for Counselor Education and Supervision (ACES) Conference, Philadelphia, PA.
- Owen, L. (2015, June). *School Counselor Outreach vs. Automated Messaging to Mitigate Summer Melt*. American School Counselor Association (ASCA) Conference, Phoenix, AZ.
- Hatch, T., & Owen, L. (2015, February). *How school counselors can support college and career*

readiness. National Association of Secondary School Principals (NASSP) Conference, San Diego, CA.

Castleman, B., Owen, L., & Page, L. (2014, March). *Personal or personalized? Investigating the impact of counselor outreach vs. automated and personalized messaging on mitigating summer melt among college-intending, low-income high school graduates*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Owen, L., & Warren, J. (2014, January). *Enhancing research quality: A round table discussion*. Evidence-Based School Counseling Conference, Highland Heights, KY.

Owen, L., & Gonzalez, I. (2013, July). *The voices of inner city youth: Using the ASCA national model to foster systemic change within the urban school context*. American School Counselor Association Conference (ASCA), Philadelphia, PA.

Owen, L., Canty, C., Lopez, S., & Trujillo, F. (2013, July). *Narrowing the college opportunity gap: Helping students and families navigate the financial aid process*. American School Counselor Association (ASCA) Conference, Philadelphia, PA.

Castleman, B., Owen, L., & Page, L. (2013, March). *How late is too late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Society for Research on Educational Effectiveness (SREE), Washington, DC.

Castleman, B., Owen, L., & Page, L. (2012, November). *How late is too late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Association for Public Policy Analysis and Management Conference, Baltimore, MD.

Owen, L. (2012, November). *How Late is Too Late? The influence of summer outreach on FAFSA completion and college enrollment for the uncommitted high school graduate*. Paper presented at the Southern Economics Association (SEA) Conference, New Orleans, LA.

Owen, L., Chewing, A., & Schooley, K. (2012, October). *The not-so lazy days of summer: Understanding the impact of summer college counseling interventions on post-secondary outcomes*. National Association of College Admissions Counseling (NACAC) Conference, Denver, CO.

Owen, L. (2012, March). *The impact of school counselor outreach on FAFSA completion and college enrollment*. Paper presented at the Association for Education Finance and Policy (AEFP) Conference, Boston, MA.

Owen, L. (2011, June). *Student-Led Conferences and Advisory: Charting a course of student engagement, academic success and college and career readiness*. American School Counselor Association (ASCA) Conference, Seattle, WA.

Owen, L. (2010, October). *Leadership for systemic change in counseling programs*. College Board National Forum, Washington DC.

Owen, L. & Trujillo, F. (2010, July). *Carving a pathway of access and equity*. American School

Counselor Association Conference, Boston, MA.

Owen, L. (2010, April). *Leadership for systemic change*. Keynote Address Panel Member. National Organization for School Counselor Advocacy (NOSCA) Conference, Nashville, TN.

Owen, L., & Trujillo, F. (2010, April). *Student-led conferences and advisory: Charting a course of student engagement, academic success and college and career readiness*. National Organization for School Counselor Advocacy (NOSCA) Conference, Nashville, TN.

Owen, L. (2009, April). *Creating a climate for change: Carving a pathway of access and equity*. National Organization for School Counselor Advocacy (NOSCA) Conference. Las Vegas, NV.

Owen, L. (2008, July). *Suicide prevention: A promise for tomorrow*. American School Counselor Association (ASCA) Conference, Atlanta Ga.

Owen, L. (2005, June). *Recognized ASCA national model programs panel discussion*. American School Counselor Association (ASCA) Conference, Chicago, IL.

State/Local Professional Presentations

Enchautegui, N., Owen, L., Pascale, C., & Scholes Young, M. (2017, January). *Being a first generation college student*. Ann Ferren Conference, American University. Washington, DC.

Owen, L. (2011, April). *Student-led conferences and advisory: Charting a course of student engagement, academic success and college and career readiness*. Head to Toe Conference, Albuquerque, N.M.

Owen, L. (2009, November). *Transforming school counseling in New Mexico: Keynote Panel Address*. New Mexico Professional School Counselor Academy, Albuquerque, NM.

Owen, L. (2009, November). *Suicide prevention: A promise for tomorrow*. New Mexico Professional School Counselor Academy, Albuquerque, NM.

Owen, L. (2009, November). *Creating a climate for change: Carving a pathway of access and equity*. New Mexico Professional School Counselor Academy, Albuquerque, NM.

Owen, L. (2009, September). *Creating a climate for change: Carving a pathway of access and equity*. New Mexico Counseling Association Conference Poster Session, Rio Rancho, NM.

Owen, L. (2009, April). *School counseling through a social justice framework*. New Mexico Gear Up Conference. Albuquerque, NM.

Owen, L. (2009, April). *Creating a climate for change: Carving a pathway of access and equity*. New Mexico Gear Up Conference, Albuquerque, NM.

- Owen, L. (2008, September). *School counseling through a social justice framework*. New Mexico Counselor Association Conference, Albuquerque, NM.
- Owen, L. (2008, September). *School counselors: Partners in support of academic achievement*. New Mexico Counselor Association Conference, Albuquerque, NM.
- Owen, L. (2008, July). *School Counselors and principals: partners in support of academic achievement-Part 2*. New Mexico Public Education Department and New Mexico Coalition for School Administrators Conference, Albuquerque, NM.
- Owen, L. (2007, September). *School counselors and principals: Partners in support of student wellness and academic achievement*. New Mexico Counselor Association Conference. Albuquerque, NM.
- Owen, L. (2007, September). *Professional school counselors: Effecting systemic change by removing barriers that impede student achievement*. New Mexico Counselor Association Conference, Albuquerque, NM.
- Trujillo, F., & Owen, L. (2007, August). *The teenage brain*. 1st Annual Native American Parent Conference, Albuquerque, NM.
- Owen, L. (2007, August). *Raising emotionally healthy children*. 1st Annual Native American Parent Conference, Albuquerque, NM.
- Owen, L. (2007, July). *School counselors and principals: Partners in support of academic achievement*. New Mexico Coalition for School Administrators Conference, Albuquerque, NM.
- Owen, L. (2007, June). *School counseling issues impacting student college access*. College Outreach Roundtable, Albuquerque, NM.
- Owen, L. (2006, November). *How to develop model counseling programs and New Mexico school counselor competencies*. New Mexico State University Counselor Conference, Las Cruces, NM.
- Owen, L. (2006, October). *Suicide prevention: A promise for tomorrow*. New Mexico Counseling Association Fall Conference, Albuquerque, NM.
- Owen, L. (2006, October). *Working smarter not harder, from good to great counseling programs*. New Mexico Counseling Association Fall Conference, Albuquerque, NM.
- Owen, L. (2006, February). *Comprehensive guidance programs and school counseling program guide*. New Mexico School Counselor Academy, Albuquerque, NM.
- Owen, L. (2006, February). *That four letter word that everyone wants you to use: Data*. New Mexico School Counselor Academy, Albuquerque, NM.
- Owen, L. (2006, February). *Suicide prevention programs: QPR, Teen Screen, Jason foundation*. New Mexico School Counselor Academy, Albuquerque, NM.

- Owen, L. (2005, October). *One voice, one vision, school counselors advocate success for all students*. New Mexico Counseling Association Fall Conference, Albuquerque, NM.
- Owen, L. (2005, May). *ASCA national model*. New Mexico Parent Teacher Organization (PTO) Conference, Albuquerque, NM.
- Owen, L. (2005, April). *ASCA national model*. Albuquerque Public School District In-service for Social Workers, Albuquerque, NM.
- Owen, L. (2004, September). *ASCA national model and comprehensive guidance programs*. Albuquerque Public School High School Counselor Meeting, Albuquerque, NM.

School Counselor and Administrator Professional Training

- Owen, L., & Hartline, J. (2014, July). *The changing role of the school counselor in educational reform and the use of data to effect change for students*. Kershaw County School District Professional Development, Camden, SC.
- Owen, L. (2013, September). *The changing role of the school counselor in educational reform and the use of data to effect change for students*. Del Norte Unified School District, Del Norte, CA.
- Owen, L. (2013, July). *FAFSA completion: Narrowing the gap*. Baltimore City School District Professional Development Day, Baltimore, MD.
- Owen, L. (2013, June). *Baltimore County Schools Ramp Camp*. Baltimore County Schools School Counselor Professional Development, Baltimore, MD.
- Owen, L. (2009, June). *Santa Fe public schools principal and counselor training*. Santa Fe, NM.
- Owen, L. (2008, November). *ASCA national model and the role of the school counselor*. Bloomfield, Farmington, Central Consolidated and Aztec School District School Counselor Training, Farmington, NM.
- Owen, L. (2008, October). *School counselors and principals: Partners in support of student wellness and academic achievement*. Rio Rancho School District, Rio Rancho, NM.
- Owen, L. (2008, July). *Socorro public schools principal and counselor training*. Socorro Public Schools, Socorro, NM.
- Owen, L. (2008, June). *Santa Fe public schools principal and counselor training*. Santa Fe Public Schools, Santa Fe, NM.
- Owen, L. (2007, September). *ASCA national model*. Carlsbad, Loving and Hobbs School District Counselor Training, Carlsbad, NM.
- Owen, L. (2006, October). *ASCA national model and comprehensive school counseling program*. Farmington School District Training, Farmington, NM.

Owen, L. (2006, September). *ASCA national model and comprehensive school counseling program*. Los Alamos Regional School Counselor Meeting. Los Alamos, NM.

Owen, L. (2005, November). *Comprehensive counseling programs*. Las Cruces Public Schools, Las Cruces, NM.

Professional Memberships

American Counseling Association (2001- present)
American Educational Research Association (2011- present)
American School Counselor Association (2001-present)
Association for Counselor Education and Supervision (2010-present)
Association for Education Finance and Policy (2012-present)
Association for Public Policy Analysis and Management (2012-present)
California School Counselor Association (2014-present)
National Association for College Admission Counseling (2012-present)
Society for Research on Educational Effectiveness (2012-present)
Southern Economic Association (2012-2013)

SERVICE FOR THE UNIVERSITY, THE PROFESSION, AND THE COMMUNITY

Service for the University

*San Diego State University -
Department Level*

Director, School Counseling Program, Counseling and School Psychology Department (Dec 2015-Aug 2016)

Director, School Counseling Program, Counseling and School Psychology Department (Summer 2015)

Member, Five Year Plan Task Analysis Committee (2015-present)

College Level

Member, Curriculum Committee (2015-present)

Johns Hopkins University –

Department Level

Member, CACREP Self Study and Accreditation Team

College Level

Member, Assessment and Program Improvement Committee (2011-2014)

Member, NCATE Task Force (2011-2014)

Faculty Representative, Student Counseling Association (2012 – 2014)

Service for the Profession

Co-Chair Early Career Pre-Conference, Division E, American Educational Research Association (AERA) (2017- present)

Planning Team Arizona Reach Higher Convening on School Counseling and College Advising (2017)

Planning Team American University Reach Higher White House Convening on School

Counseling and College Advising (2016)
Co-Editor, Special Edition for the Journal of College Access (Spring 2016-Summer 2017)
Founding Member, National Consortium for School Counseling and Postsecondary Success (2015-present)
Course Development Team Member, Southern Regional Education Board, Strategies in College and Career Counseling Professional Development Series (2015).
Co-Led the San Diego Reach Higher White House Convening on School Counseling and College Advising, San Diego State University (2014)
Thought Leader, Former First Lady, Michelle Obama's Reach Higher Initiative, White House (2014-2017)
Chair, Division E Communications, American Educational Research Association (AERA) (2014-2017)
Research Task Force Chair, The School Counseling College Access Interest Network, American Counselor Education and Supervision (ACES) (2013-present)
Evaluator, American School Counselor Association (ASCA) Recognized ASCA Model Program (2005-present)
President, Maryland School Counselor Association (MSCA) (2013-2014)
President, New Mexico School Counselor Association (NMSCA) (2006-2007)
Conference Committee Proposal Reviewer, American Counselor Education and Supervision (ACES) (2013)
Board Member, District Counseling Director Position, New Mexico School Counselor Association (NMSCA) (2007-2011)
Webmaster, New Mexico School Counselor Association NMSCA (2002-2011)
Board of Directors, New Mexico Alliance for School Based Health (2006-2009)
Member, Legislative Task Force, New Mexico (HM 127) Health Education as a Graduation Requirement
Member, Legislative Task Force, New Mexico (SB 33) School Counselor Related Issues
Board Member, New Mexico Safeteen New Mexico (2006-2011)

Service for the Community

SDSU Representative for *Fieldwork Partnerships*, San Diego Unified School District's Counseling and Guidance Department (2014-Present)
SDSU Representative for *College Access Partnerships*, San Diego Unified School District's Counseling and Guidance Department (2014-Present)
SDSU Faculty Representative, City Heights Educational Collaborative (CHEC) (2014-present)
SDSU Faculty Coordinator, Hoover High School Cardinal Camp (2014-present)
Affiliated Researcher, Baltimore Education Research Consortium (BERC) (2011-2014)
Task Force Member, Baltimore City Consortium for Urban Education (2011-2014)
Member, Research and Evaluation Work Group, Baltimore City Consortium for Urban Education (2011-2014)

Other Awards

Resilience in Excellence Award (December, 2016). Resilience Summit, Why Try Organization
Recognized ASCA National Model Program (RAMP) Awardee. American School Counselor Association (ASCA), May 2005
Rocky Mountain Association for College Admissions Counseling (RMACAC) New Mexico Grant Recipient for working with students on college admission, April 2005

Counselor of the Year, Albuquerque Public Schools 2003-2004

DANIELLE GERVAIS SODANI

15212 REDGATE DRIVE, SILVER SPRING, MD 20905 301/728-3018 DANIELLE@SODANI.COM

EDUCATION

University of Maryland, College Park, MD

Current PhD student in the Teaching and Learning, Policy and Leadership Program

- Concentration: Teacher Education Professional Development.

American University, Washington, DC

MA, International Training and Education

2003

- Concentration: Distance Learning and Educational Technology.

BA, International Studies, *cum laude*

1996

- Concentration: International Development in East Africa.
- Fall 1995, School for International Training, Kenya Coastal Studies Program. Course of study in Kenyan politics, culture, health care, education, environment, and development.
- Fall 1994, American University, Washington Semester, International Environment and Development.

PROFESSIONAL EXPERIENCE

DIRECTOR, Institute for Innovation in Education

School of Education, American University, Washington, DC

September 2016 – present

- Collaborate with the Institute Executive Director to set the agenda for educational and translational research and research-informed professional development initiatives with the goal of improving teaching and learning in Washington, DC, and beyond.
- Manage all operational and project budgets totaling \$1.2M for the Institute, including developing plans for resource and staff allocations.
- Manage the development of new programming and applications for external funding for research and teacher professional development projects for the Institute.
- Oversee the management of programmatic, administrative, and budgetary activities for externally funded projects. Current and recent projects include a seven-year National Science Foundation Robert Noyce Fellowship award to support science and math teachers, a five-year US Department of Education Office of Special Education Programs award, a five-year contract with the DC Office of the State Superintendent of Education (OSSE) to support special education teachers, a five-year contract with the Ministry of Education with Panama to support English teachers' bilingual education development, and a Jack Kent Cooke Good Neighbor Grant to support teacher-coaches in the DC Ethics Bowl.
- Coordinate with community partners on externally funded projects to meet stakeholder and programmatic needs and priorities including DC Public Schools, DC Public Charter Schools, OSSE, DC Department of Health, DC Special Education Cooperative, DC Reading Clinic, United Planning Organization, Math for America-DC, Martha's Table, College Success Foundation, Center for Applied Linguistics, KIPP-DC Capital Teaching Residency. Build relationships with new community partners in order to establish collaborative projects to meet the needs of the partners' constituents.
- Supported (until January 2020) faculty in the School of Education and affiliate departments with budget and program development as they apply for externally funded research. Affiliate departments include Health Studies, Philosophy and Religion, Environmental Science, Communications and the Center for Post-Secondary Readiness and Success. Average of 25 submissions per fiscal year.
- Monitor prospective federal, foundation and corporate funders for new opportunities.

DIRECTOR OF PROGRAM DEVELOPMENT AND COMMUNITY OUTREACH, Institute for Innovation in Education
School of Education, Teaching & Health American University, Washington, DC Nov. 2010 – August 2016

- Manage the development of new programming and applications for external funding for research and teacher professional development projects for the Institute and for the School of Education.
- Managed programmatic and administrative activities for externally funded projects. Projects included two US Department of Education Transition to Teaching grants, a National Science Foundation Robert Noyce Fellowship grant, two US Department of Education Teaching American History grants, and a US Department of Education Teacher Quality Enhancement Partnership grant.
- Supported faculty in the School of Education and affiliate departments with program development as they applied for externally funded research. Affiliate departments included Philosophy and Religion, Mathematics and Statistics, Biology, and Environmental Science.
- Monitored prospective federal, foundation and corporate funders for new opportunities.
- Met regularly with community partners of externally funded projects to discuss program needs and priorities. Built relationships with new community partners in order to establish new collaborative projects to meet the needs of the partners' constituents.
- Served as Assessment Coordinator for successful 2015 National Council for the Accreditation of Teacher Education (NCATE) legacy visit.
- Direct supervisor of five project graduate assistants.

COORDINATOR OF SPECIAL PROJECTS, School of Education, Teaching & Health
American University, Washington, DC

April 2004 – October 2010

- Facilitated outreach to the DC community to create meaningful partnerships with individual schools, organizations and funders. Highlights included partnering with College and Career Connections to bring DC middle school students to campus for a college access workshops and tours; working with DC Public School's Columbia Heights Education Campus on professional development summer institutes; and working with Hyde Academy Public Charter School on educational technology professional development workshops.
- Part of team that secured and managed teacher education grants for the School. Grants included the following federally funded programs: two US Department of Education Transition to Teaching grants, a Teacher Quality Enhancement grant, a National Science Foundation Robert Noyce grant and two Strengthening the Teaching of American History grants.
- Part of the team that developed "Project Nicaragua," a cultural exchange program for teacher education students. Developed partnership with the United Planning Organization to create a college preparatory program for Washington, DC middle school students following them through high school graduation.
- Managed marketing for teacher education programs for the School including the annual report, alternative route program materials, and maintained and developed content for the School's website.
- Managed School's electronic portfolio system including technical development, the training of students, supervisors and faculty, and reporting of student assessment data.
- Assessment Coordinator of successful NCATE accreditation visit in March 2007 in partnership with the Dean and Director of the Office of Teacher Education.
- Direct supervisor of the School's Educational Technology Specialist.

ADJUNCT FACULTY, School of Education
American University, Washington, DC

Spring 2004 and Summer 2008

- Taught *Uses of Technology in Education* (EDU-519)

INDEPENDENT CONSULTANT, Encompass LLC

Achieving Excellence in Community Development Project, Washington, DC

Dec. 2003 – March 2004

- Part of team conducting an appreciative inquiry evaluation of the Achieving Excellence in Community Development program for the Neighborhood Reinvestment Corporation.
- Created three online surveys that measured outcomes and the impact of the program.
- Conducted phone interviews of 14 executive directors and staff members of community development organizations who participated in the Achieving Excellence program.
- Worked with team to synthesize collected survey and interview data and writing a section of the final report about the impact of the program on the field of community development.

INDEPENDENT CONSULTANT, School of Education

American University, Washington, DC

October 2003 – April 2004

Strengthening the Teaching of American History Project

- Participated as the media specialist in this professional development grant program, which provided District of Columbia Public School American history educators with strategies for improving students' understanding and appreciation of traditional American history.
- Researched relevant resources and materials for participants to use in their classrooms.

Accreditation Planning Team

June 2003 – April 2004

- Part of the planning team for the School of Education's accreditation renewal by the National Council for Accreditation of Teacher Education (NCATE) in 2005.
- Developed framework for performance-based assessment of the School of Education's nine programs and online form for faculty to use to align courses to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

INDEPENDENT CONSULTANT, The Lab School of Washington

Website Designer and Trainer, Washington, DC

June 2003 – June 2004

- Determined needs of staff and teachers for a website that facilitates communication among staff, teachers, parents and students about homework, school sports and school events.
- Trained teachers and staff to use the content management system through group and one-to-one training sessions; developed instruction manual; and provide ongoing technical support.

DEVELOPMENT ASSOCIATE, International Women's Media Foundation

Washington, DC

April 2000 – June 2003

- Created an efficient and organized development department for the organization. Part of team that grew total revenue by 20 percent. Oversaw redesign and maintenance of organization's databases.
- Implemented direct mail program, which increased organization's revenue by two percent.
- Facilitated relationships with 15 new donors through effective identification, research and solicitation of corporate, foundation and individual prospects.
- Participated in the writing and editing of all grant proposals and solicitation letters.

ASSISTANT MANGER, MAJOR GIFTS, League of Women Voters of the U.S.

October 1998 – March 2000

Washington, DC.

- Identified and researched major gift prospects from a national portfolio of individuals.
- Developed and provided board member and volunteer solicitors with cultivation strategy recommendations, prospect profiles, proposals and program reports and stewardship materials.
- Redesigned major donor program: drafted case statement, designed renewals, appeals and cultivation communications and evaluated and updated record keeping processes.

DEVELOPMENT ASSISTANT, League of Women Voters of the U.S.
Washington, DC.

June 1997 – October 1998

- Supported development team in raising restricted funds for all League programs including management of the major donor acknowledgment programs and preparation of department gift reports.
- Created and maintained database of major donor pledge information. Maintained corporate, foundation planned giving and administrative files.

PROJECT AND ADMINISTRATIVE SUPPORT OF FUNDED EXTERNAL RESEARCH

District of Columbia, Office of the State Superintendent for Education: **Leadership Institute for Secondary Special Education (LISSE)**. (Role: Administrative Director) \$152,314 October 2019 – September 2020.

U.S. Department of Education: OSEP Personnel Development to Improve Services and Results for Children with Disabilities: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA # 84.325D): **Early Literacy Intervention Leadership (ELI-Leads)** (Role: Administrative Director) \$1,097,300 October 2019 - September 2024.

District of Columbia, Office of the State Superintendent for Education: **Leadership Institute for Secondary Special Education (LISSE)**. (Role: Administrative Director) \$150,300, October 2018 – September 2019.

Jack Kent Cooke Foundation Good Neighbor Program: **Critical Reasoning and High School Ethics Bowl Teacher Institute**. (Role: Project Director) \$35,000, April 2018 – March 2019

District of Columbia, Office of the State Superintendent for Education: **Healthy Tots: Integrating Health Education into Early Childhood Centers**. (Role: Administrative Director) \$200,000, March 2018 to September 2019.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Secondary Special Education Cadre**. (Role: Administrative Director) \$142,861, October 2017 to June 2018.

US Department of Agriculture, National Institute of Food & Agriculture: **Healthy Schoolhouse 2.0: Teachers and Parents Working Together to Improve Student Health** (Role: Administrative Director) \$900,000 March 2017 to February 2021.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Secondary Special Education Cadre**. (Role: Administrative Director) \$142,861, January to June 2017.

District of Columbia, Office of the State Superintendent for Education: **Master Teacher Cadre Summer Institute**. (Role: Project Director) \$409,195, May 2015 - May 2016.

District of Columbia, Office of the State Superintendent for Education: **Learning and Teaching Science with Scientists**. (Role: Project Director) \$189,972, July 2015 to September 2016.

National Science Foundation: Noyce Teaching Fellows: **From the Laboratory to the Classroom (Lab2Class)**. (Role: PI Administrative Director) \$1,884,606, October 2012 to September 2019.

Toyota Foundation: **From the Laboratory to the Classroom (Lab2Class)**. (Role: Administrative Director) \$499,799, June 2012 to December 2019.

National Science Foundation: Noyce Teaching Fellows: **Math for America – DC**. (Role Administrative Director) \$1,495,000, June 1, 2009 to May 31, 2015

U.S. Department of Education: Transition to Teaching Program: **Capital Excellence – Recruiting, Preparing and Retaining Talented Urban Teachers**. (Role: Project Coordinator) \$1,800,000, October 2007 to September 2014.

District of Columbia State Education Office: Professional Development Grants in Math and Science: **Mental Models: The DC Institute for Math and Science**. (Role: Project Coordinator) \$103,877, May to September 2006.

U.S. Department of Education: Teacher Quality Enhancement Partnership programs: **Alliance for Quality Urban Education**. (Role: Project Coordinator) \$6,800,000, October 2004 to September 2009.

U.S. Department of Education: Teaching American History: **American Encounters: Teaching History from Indian Country, Partnership with Gallup McKinley School District, NM**. (Role: Project Coordinator) \$1,288,894, October 2004 to September 2007

U.S. Department of Education: **Transition to Teaching: Transitioning our Provisional Stars (TOPS)**. (Role: Project Coordinator) \$2,200,000, January 2004 – May 2007

CONFERENCE PRESENTATIONS

- Co-presenter with Dr. Kiho Kim, Dr. Kathryn Newcomer, Dr. Steven Mumford and Juliet Meltsner, *Enhancing Fellows' Professional Development Using an Innovative Self-Evaluation Approach*, 2018 Noyce Summit, Washington, DC
- Co-presenter with Dr. Sarah Irvine Belson, *School-based Technology Mentoring: Field-based Technology Education*, 2004 Society for Information, Technology and Teacher Education International Conference, Atlanta, Georgia.
- Co-presenter with Dr. Wendy Bokhorst-Heng, *Trends in International Education*, 2002 Intercultural Management Institute Conference at American University, Washington, DC.

GOVERNMENT REPORTS (contributor)

- American University: Annual Project Report for Master Teacher Cadre – Institute for Special Education Teachers (2015, 2017, 2018) to the DC Office of the State Superintendent of Education.
- American University: Project Report for Panamá Bilingüe Training Program for in-service teacher and administrators (2015, 2016, 2017, 2018). A program for the Ministry of Education, Panamá.
- American University: Annual Project Report for From the Laboratory to the Classroom: Building Capacity for Math and Science Teaching in DC (Lab2Class) (2013, 2014, 2015, 2016, 2017, 2018) to the NSF Noyce Scholarship Program and the Toyota USA Foundation (2013, 2014, 2015, 2016).
- American University: Annual Project Report and Final Report for Math for America- DC (2009, 2010, 2011, 2012, 2013, 2014) to the NSF Noyce Teaching Scholarship Program.
- American University: Annual Project Report and Final Report for Capital Teaching Excellence (2008, 2009, 2010, 2011, 2012, 2013, 2014) to the US Department of Education.

ADDITIONAL PROFESSIONAL EXPERIENCE

- Member, School of Education, American University, Diversity, Equity, and Inclusion Committee, AY2019
- Member, School of Education, American University, Assessment Committee, AY2018 and AY2019.
- Member, American University Provost Search, Center Director Session Group, 2018.
- Reviewer for the DC Office of the State Superintendent of Education Teacher Quality Improvement Grant Competition, 2017.
- Chair, Search Committee for Director of the Office of Teacher Education, School of Education, Teaching & Health, American University, 2012.
- Member, College Awareness Tour Taskforce, American University, 2011.

PROFESSIONAL MEMBERSHIPS and CERTIFICATIONS

- American Educational Research Association (AERA).
- Research Administrator Certification, American University, renewed 2018.

VOLUNTEER EXPERIENCE

- Coordinator for School of Education volunteers, Joyful Food Markets (Martha's Table) at Nalle Elementary School (DCPS), 2018 - present.
- Chair, Multicultural Heritage Night, Stonegate Elementary School, 2013 – 2018.
- Executive Board Member, Stonegate Elementary School PTA, 2012 – 2016.
- Board Member / Treasurer, Forest Glen Community Association, 2005 – 2008.

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EDUCATION

- Harvard University, Cambridge, MA**
2008 Ed.D. in Administration, Planning, and Social Policy (Research Concentration)
2004 Ed.M. in Administration, Planning, and Social Policy
- Stanford University, Palo Alto, CA**
2001 A.M. in Education
- Georgetown University, Washington, DC**
1997 M.A. in English (Concentration in Teaching Writing)
1996 B.A. in Honors English and Psychology, *cum laude*
- University of Sussex, Brighton, UK**
1994-95 Junior Year Abroad

EXPERIENCE

- American University, Washington, DC**
2014-present Associate Professor, School of Education
2015-present Affiliate Faculty, Department of Public Administration and Policy
- RAND Corporation, Arlington, VA**
2014-2018 Adjunct Researcher
2012-2015 Affiliate Faculty of the Pardee RAND Graduate School
2011-2014 Full Policy Researcher
2008-2011 Associate Policy Researcher
- Harvard Graduate School of Education, Cambridge, MA**
2004-2008 Research Assistant and Teaching Fellow
- James Madison High School, San Diego City Schools, San Diego, CA**
2001-2003 English Teacher; Gifted and Talented Education Program Leader
- Kaplan, Inc., Washington, DC**
1998-2000 Academic Manager for Mid-Atlantic Region
- Fairfax Brewster School, Falls Church, VA**
1997-1998 Sixth Grade Teacher
- Prince George's County Community College, Largo, MD**
1997 Literature and Writing Instructor

AWARDS

National

- 2013 Runner-Up for AERA Division L Outstanding Policy Paper Award (for *Service Members in School* monograph)
- 2010 Raymond Vernon Memorial Prize for Best Research Article of the Year in the *Journal of Policy Analysis and Management*

RAND Corporation

- 2011 RAND Bronze Medal Award (for research productivity and leadership)
- 2009 RAND Impact Award (for outstanding proposal contributions)

Teaching

- 2003 James Madison High School Teacher of the Year

FELLOWSHIPS

National and State

- 2007-08 Spencer Foundation Dissertation Fellowship
- 2000-01 California Governor's Teaching Fellowship

Institutional

- 2006-07 Harvard/Spencer Foundation Doctoral Research Training Grant
- 2003-07 Harvard University Presidential Fellowship
- 2005 Harvard Graduate School of Education Summer Writing Fellowship
- 2000-01 Stanford University Merit Fellowship
- 1996-97 Georgetown University Writing Center Associates Fellowship

PEER-REVIEWED RESEARCH ARTICLES

- Bozick, R., **Steele, J.**, Davis, L., Turner, S., (2018). Does providing inmates with education improve post-release outcomes? A meta-analysis of correctional education programs in the United States. *Journal of Experimental Criminology*, 14(3), 389-428. doi:10.1007/s11292-018-9334-6
- Steele, J. L.**, Slater, R. O., Li, J., Zamarro, G., Miller, T., & Bacon, M. (2018). Dual-language immersion education at scale: An analysis of program costs, mechanisms, and moderators. *Educational Evaluation and Policy Analysis*, 40(3), 420-445. doi: 10.3102/0162373718779457
- Steele, J. L.**, Buryk, P. *, & McGovern, G. (2018). Student veterans' outcomes by higher education sector: Evidence from three cohorts of Baccalaureate and Beyond. *Research in Higher Education*, 59(7), 866-896. doi: 10.1007/s11162-017-9491-x
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S. *, & Bacon, M. (2017). The effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal* (Centennial Issue), 54(1S), 282S-306S.
- Burkhauser, S. *, **Steele, J. L.**, Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016). Partner-language learning trajectories in dual-language immersion: Evidence from an urban district. *Foreign Language Annals*, 49(3), 415-433.

- Ikemoto, G. S., **Steele, J. L.**, & Pane, J. F. (2016). Poor implementation of learner-centered practices: A cautionary tale. *Teachers College Record*, 118(13), 1-34. (Yearbook of the National Society for the Study of Education).
- Steele, J. L.**, Bozick, R., Davis, L. M. (2016.) Education for incarcerated juveniles: A meta-analysis. *Journal of Education for Students Placed at Risk*, 21(2), 65-89.
- Li, J., **Steele, J.**, Slater, R., Bacon, M., & Miller, T. (2016). Teaching practices and language use in two-way dual language immersion programs in a large public school district. *International Multilingual Research Journal*, 10(1), 31-43..
- Steele, J. L.**, Pepper, M. J., Springer, M. G., & Lockwood, J. R. (2015). The distribution and mobility of effective teachers: Evidence from a large, urban school district. *Economics of Education Review*, 48, 86-101.
- Zamarro, G., Engberg, J., Saavedra, J., **Steele, J. L.** (2015). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? *Journal of Research on Educational Effectiveness (Special Issue on Measuring Teacher Performance)*, 8, 84-111.
- Hamilton, L., Schwartz, H. L., Stecher, B., & **Steele, J. L.** (2013). Improving accountability through expanded measures of performance. *Journal of Educational Administration*, 51(4), 453-475.
- Pane, J. F., McCaffrey, D. F., Slaughter, M. E., **Steele, J. L.**, & Ikemoto, G. S. (2010). An experiment to evaluate the efficacy of Cognitive Tutor Geometry. *Journal of Research on Educational Effectiveness*, 3(3), 254-281.
- Steele, J. L.**, Murnane, R. J., & Willett, J. B. (2010). Do financial incentives help low-performing schools attract and keep academically talented teachers? Evidence from California. *Journal of Policy Analysis and Management*, 29(3), 451-478.
- Donaldson, M. L., Kirkpatrick, C. L., Johnson, S. M., Marinell, W., **Steele, J. L.**, Szczesiul, S. A. (2008). Angling for access, bartering for change: How second-stage teachers experience differentiated roles in schools. *Teachers College Record*, 110(5), 1088-1114.
- Murnane, R. J. and **Steele, J. L.** (2007). What is the problem? The challenge of providing effective teachers for all children. *The Future of Children*, 17(1), 15-43.

RESEARCH ARTICLES UNDER REVIEW OR REVISION

- Steele, J. L.**, Steiner, E. D., Hamilton, Laura S. Priming the leadership pipeline: School performance and culture under a leadership residency in a small urban district. Resubmitted with revisions.
- Steele, J. L.**, Steiner, E. D., Hamilton, Laura S. Distributed leadership as the fulcrum of principal pipeline development: The case of an urban school leadership residency program. Under revision for *Exploring Principal Development and Teacher Outcomes: How School Leaders Can Strengthen Teacher Efficacy and Commitment*, P. Youngs, J. Kim, and M. Mavrogordato, Eds.
- Anderson, K., Zamarro, G., **Steele, J. L.**, Miller, T. Comparing performance of methods to deal with differential attrition in lottery based evaluations. Under revision.
- Cavalluzzo, L., Geraghty, T. M., & **Steele, J. L.** Using data to improve teaching and learning in mathematics: Results from a randomized efficacy trial. Under revision.

PEER-REVIEWED ESSAY ARTICLES

Steele, J. L. (2009). Essay review of "Whatever it takes: Geoffrey Canada's quest to change Harlem and America." *Harvard Educational Review*, 79(3), 520-529.

Ippolito, J., **Steele, J. L.**, & Samson, J. F. (2008). Introduction: Why adolescent literacy matters now. *Harvard Educational Review*, 78(1), 1-6.

ARTICLES IN PRACTITIONER JOURNALS

Steele, J. L., Stecher, B. M., & Hamilton, L. S. (2013). Fair assessments: Distinctive teacher evaluation programs could provide lessons for others. *RAND Review*, 36(3), 12-15.

Steele, J. L. (2012). Calls of duty: The new GI Bill. *RAND Review*, 36(1), 28-29.

Steele, J. L. and Boudett, K. P. (2008). The collaborative advantage. *Educational Leadership*, 66(4), 54-59.

Steele, J. L. and Boudett, K. P. (2008). Leadership lessons from schools becoming "Data Wise." *Harvard Education Letter*, 24(1), 1-3.

PEER-REVIEWED MONOGRAPHS¹

Steele, J. L., Lewis, M. W., Santibañez, L. Faxon-Mills, S.*, Rudnick, M.*, Stecher, B. M., Hamilton, L. S. (2014). *Competency-based education in three pilot programs: Examining implementation and outcomes*. Santa Monica: RAND Corporation. (128 pages, 7 chapters) ISBN: 978-0-8330-8725-6.

Davis, L. M., **Steele, J. L.**, Bozick, R., Williams, M., Turner, S., Miles, J. N. V., Saunders, J., & Steinberg, P. S. (2014). *How effective is correctional education, and where do we go from here? The results of a comprehensive evaluation*. Santa Monica, CA: RAND Corporation. (152 pages, 5 chapters) ISBN: 978-0-8330-8493-4

Davis, L. M., Bozick, R., **Steele, J. L.**, Saunders, J., Miles, J. (2013). *Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults*. Santa Monica: RAND Corporation. (110 pages, 6 chapters) ISBN: 978-0-8330-8108-7

Steele, J. L., Vernez, G., Gottfried, M., & Schwam-Baird, M. (2011). *The transformation of a school system: Principal, teacher, and parent perceptions of public schools in post-Katrina New Orleans*. Santa Monica: RAND Corporation. (164 pages, 8 chapters)

Schwartz, H. L., Hamilton, L. S., & Stecher, B. M., & **Steele, J. L.** (2011). *Expanded measures of school performance*. Santa Monica, RAND Corporation. (62 pages, 5 chapters)

Steele, J. L., Hamilton, L. S., Stecher, B. M. (2010). *Incorporating student performance measures into teacher evaluation systems*. Washington, DC: Center for American Progress. (52 pages, 5 chapters) ISBN: 978-0-8330-5250-6

* Denotes a co-author who was a doctoral student or research assistant

¹ These are final research publications that undergo binding peer review by leading experts outside of RAND.

Steele, J. L., Salcedo, N.*, & Coley, J.* (2010). *Service members in school: Military veterans' experiences using the Post-9/11 GI Bill and adapting to life on campus*. Washington, DC: American Council on Education and RAND Corporation. (96 pages, 4 chapters)

Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E. B., Supovitz, J. A., Wayman, J. C., Pickens, C., Martin, E. S., & **Steele, J. L.** (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: What Works Clearinghouse, U.S. Department of Education. (74 pages, 9 chapters)

EDITED BOOKS

Ippolito, J., **Steele, J. L.**, and Samson, J. F. (2008, Reprinted in 2012). *Adolescent literacy*. Cambridge, MA: Harvard Education Press. (240 pages, 12 chapters) ISBN-13: 978-0916690526; ISBN-10: 0916690520

Boudett, K. P. and **Steele, J. L.** (2007). *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (192 pages, 10 chapters) ISBN-13: 978-1-891792-81-6

BOOK CHAPTERS

Ippolito, J., **Steele, J. L.**, & Samson, J. F. (2012). Preface: Continuing the national conversation about adolescent literacy. In J. Ippolito, J. L. Steele, and J. F. Samson (Eds.), *Adolescent literacy* (Reprint edition). Cambridge, MA: Harvard Education Press. (240 pages, 14 chapters) ISBN-13: 978-0916690526; ISBN-10: 0916690520

Steele, J. L. (2007). Acting and assessing: Community Academy gets serious about homework. Ch. 8 in K. P. Boudett and J. L. Steele (Eds.), *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Pages 149-166, 192 pages, 10 chapters) ISBN-13: 978-1-891792-81-6

Boudett, K. P. and **Steele, J. L.** (2007). Introduction. Chapter 1 in K. P. Boudett and J. L. Steele (Eds.), *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Pages 1-8, 192 pages, 10 chapters) ISBN-13: 978-1-891792-81-6

Steele, J. L. and King, J. (2005). Planning to assess progress. Ch. 7 in R. J. Murnane, K. Boudett, & E. City (Eds.), *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press. (Pages 151-168, 256 pages, 11 chapters) ISBN-10: 1891792679; ISBN-13: 978-1891792670

Steele, J. L. (2002). Acknowledging diversity in the classroom. Ch. 3 in L. Darling-Hammond, J. French, and S. Garcia-Lopez (Eds.), *Learning to teach for social justice*. New York: Teachers College Press. (224 pages) ISBN: 0807742082; ISBN: 9780807742082

POLICY PAPERS

Saavedra, A. R., & **Steele, J. L.** (2012). *Implementation of the Common Core State Standards: Recommendations for the Department of Defense Education Activity Schools*. Santa Monica: RAND Corporation. (27 pages, 6 chapters) ISBN: 978-0-8330-7785-1

Steele, J. L., Murnane, R. J., & Willett, J. B. (2010). *Do financial incentives draw promising teachers to low-performing schools? Assessing the impact of the California Governor's*

Teaching Fellowship. PACE Policy Brief Series. Sacramento, CA: Policy Analysis for California Education. (10 pages)

PROJECT REPORTS AND WORKING PAPERS

- Steele, J. L.**, Steiner, E. D., Hamilton, Laura S. (2017, June). If you train them, will they lead? Building a high-capacity school leadership pipeline in a shrinking urban district. (WR-1196-TNTP). Santa Monica: RAND Corporation.
- Steele, J. L.**, Baird, M., Engberg, J., & Hunter, G. (2014). *Trends in the distribution of teacher effectiveness in the intensive partnerships for effective teaching: Progress report*. (WR-1036-BMGF.) Santa Monica: RAND Corporation.
- Steele, J. L.** (2013.) School preferences and demographic sorting: Parents' responses to school choice in post-Katrina New Orleans. Working Paper.
- Steele, J. L.**, Engberg, J. E., & Hunter, G. (2013). *Distribution of teacher effectiveness in the Intensive Partnership for Effective Teaching: Pre-intervention trends, 2008-2010*. (PR-421-BMGF). Santa Monica: RAND Corporation.
- Pane, J. F., Hamilton, L. S., Steiner, E. D.*, Rudnick, M.*, **Steele, J.**, & Sales, A. (2013). *Blended and competency-based learning approaches in the Next Generation Learning Challenges (NGLC) Wave IIIa Schools: First year implementation and effects*. Santa Monica: RAND Corporation.
- Lewis, M. W., Adamson, D. M., **Steele, J. L.**, Faxon-Mills, S.*, Rudnick, M.*, & Eden, R. (2013). *Proficiency-based pathways: A vision and critical elements for achieving it*. Santa Monica: RAND Corporation. (38 pages)
- Faxon-Mills, S.*, **Steele, J. L.**, Lewis, M., & Adamson, D. (2012). *Summary of proceedings from Project Mastery 2012: A Proficiency-Based Pathways convening in Philadelphia, PA, October 3-4, 2012*. (PR-223-BMGF). Santa Monica: RAND Corporation.
- Lewis, M., **Steele, J. L.**, Stecher, B. M., Hamilton, L. (2012). *Supporting learning in Project Mastery sites: Evaluation interim project review*. (PM-4159-BMGF). Santa Monica: RAND Corporation.
- Steele, J. L.**, & Pane, J. F. (2010). *Development and use of the Lenovo Educational Research Initiative Annual Indicators Survey* (PM-3544-LEN). Santa Monica: RAND Corporation.
- Steele, J. L.** (2007). *Do student loan forgiveness incentives help low-income schools recruit and retain teachers? Evidence from Baccalaureate and Beyond*. Cambridge, MA: Harvard Graduate School of Education.
- Steele, J. L.**, Pane, J. F., Williams, V. L., and Olmsted, S. S. (2006). *Professional development participation and the role of administrator involvement in the Math Science Partnership of Southwest Pennsylvania* (WR-428-AIU). Santa Monica, CA: RAND Corporation. (42 pages)
- Steele, J. L.**, & Curtis, R. (2005). *Preparing non-principal administrators to foster whole-school improvement in Boston*. Boston: School Leadership Institute.

REFEREED CONFERENCE PRESENTATIONS

- Steele, J. L.,** Watzinger-Tharp, J., Slater, R. O., Roberts, G., Bowman, K. (2019, April 5-8). Dual language immersion access and outcomes under statewide expansion. American Educational Research Association, Toronto, ON, Canada.
- Steele, J. L.,** Covello, G., Slater, R. O., Bacon, M. (2019, April 5-8). Effects of dual-language immersion on English learner reclassification: A discrete-time survival analysis. American Educational Research Association, Toronto, ON, Canada.
- Steele, J. L.,** Watzinger-Tharp, J., Slater, R. O., Roberts, G., Bowman, K. (2019, March 22). Achievement effects of dual language immersion access: Newer evidence from a statewide expansion. Association of Education Finance and Policy, Kansas City, MO.
- Slater, R. O., Watzinger-Tharp, J., **Steele, J. L.,** Roberts, G., Bowman, K. (2019, Feb. 8). Dual language immersion and student achievement in Utah public schools. 7th International Conference on Immersion and Dual Language, Charlotte, NC.
- Steele, J. L.,** Watzinger-Tharp, J., Slater, R. O., Roberts, G., Bowman, K. (2018, Nov. 8). Achievement effects of dual language immersion: Preliminary estimates from a statewide rollout. Association of Public Policy Analysis and Management, Washington, DC.
- Steele, J. L.,** Steiner, E. D., Hamilton, Laura S. (2018, April). If you train them, will they lead? Building a high-capacity school leadership pipeline in a shrinking urban district. American Educational Research Association, New York, NY.
- Steele, J. L.,** Steiner, E. D., Hamilton, Laura S. (2018, March). Effects of a school leadership pipeline partnership in a small urban district. Association of Education Finance and Policy, Portland, OR.
- Steele, J. L.,** Slater, R. O., Li, J., Bacon, M., Zamarro, G., Miller, T. (2017, April). Dual-language immersion education at scale: An analysis of program costs and mechanisms. American Educational Research Association, Washington, DC.
- Steele, J. L.,** Slater, R. O., Li, J., Bacon, M., Zamarro, G., Miller, T. (2017, March). Dual-language immersion education at scale: An analysis of program costs and mechanisms. Association of Education Finance and Policy, Washington, DC.
- Steele, J. L.,** Slater, R. O., Li, J., Bacon, M., Zamarro, G., Miller, T. (2016, Nov. 3). Dual-language immersion education at scale: An analysis of program costs and mechanisms. Association of Public Policy Analysis and Management, Washington, DC.
- Miller, T., **Steele, J. L.,** Zamarro, G., Anderson, K., Slater, R. O., Li, J., & Bacon, M. (2016, Nov. 5). What types of families do dual language immersion programs attract? Causal evidence from lottery data. Association of Public Policy Analysis and Management, Washington, DC.
- Burkhauser, S., **Steele, J. L.,** Li, J., Slater, R. O., Bacon, M., & Miller, T. (2016, April 10). Partner-language learning trajectories in dual-language immersion: Evidence from an urban district. American Educational Research Association, Washington, DC.
- Steele, J. L.,** McGovern, G., Buryk, P. (2016, April 8) How do veterans fare after earning degrees? Evidence from three cohorts of the *Baccalaureate and Beyond*. American Educational Research Association, Washington, DC.

- Zamarro, G., Anderson, K., **Steele, J. L.**, Miller, T. (2016, March) Comparing performance of methods to deal with differential attrition in lottery based evaluations. Association for Education Finance and Policy, Denver, CO.
- Zamarro, G., Anderson, K., **Steele, J. L.**, Miller, T. (2016, Feb.) Comparing performance of methods to deal with differential attrition in lottery based evaluations. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2015, Dec. 9.) The effects of dual-language immersion on student achievement: Evidence from lottery data. Institute of Education Sciences Principal Investigator's Meeting (PI Poster Session), Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2015, May 11.) The effects of dual-language immersion on student achievement: Evidence from lottery data. Second Annual Health, Education, Labor, and Development Policy Day, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Li, J., Miller, T., Burkhauser, S., & Bacon, M. (2015, April 17). Effects and costs of dual-language immersion in the Portland Public Schools. [And organizer of the cross-disciplinary session, "Dual-language immersion education: State of the research and promising directions."] American Educational Research Association, Chicago, IL.
- Engberg, J., Martorell, P., **Steele, J. L.**, Baird, M., Scherer, E., Gutierrez, I., (2015, April 18). The impact of Intensive Partnerships for Effective Teaching on student outcomes and teacher allocation. American Educational Research Association, Chicago, IL.
- Cavalluzzo, L., Geraghty, T. M., & **Steele, J. L.** (2015, April 19). Using data to inform practice and improve student performance in mathematics. American Educational Research Association, Chicago, IL.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Li, J., Miller, T., & Burkhauser, S. (2015, March 5-7). Costs and effects of dual-language immersion in the Portland Public Schools. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Li, J., Miller, T., & Burkhauser, S. (2015, Feb. 26-28). Costs and effects of dual-language immersion in the Portland Public Schools: Evidence from lottery data. Association of Education Finance and Policy, Washington, DC.
- Steele, J. L.**, McGovern, G., & Buryk, P. (2014, June 30). Student veterans' outcomes by higher education sector: Evidence from three survey cohorts of the *Baccalaureate and Beyond*. Western Economic Association, Denver, CO.
- Steele, J. L.**, Lewis, M. W., Santibañez, L. Stecher, Brian M., Hamilton, L. S., Faxon-Mills, S., Rudnick, M. (2014, April 4). Proficiency-based pathways in three pilot programs: Examining implementation and outcomes. American Educational Research Association, Philadelphia, PA.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2014, April 6). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. American Educational Research Association, Philadelphia, PA.

- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2014, April 7). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? American Educational Research Association, Philadelphia, PA.
- Steele, J. L.**, Baird, M., Engberg, J., & Hunter, G. (2014, March 14). Trends in the distribution of teacher effectiveness in the Intensive Partnerships for Effective Teaching: Progress report. WR-1036-BMGF. Association for Education Finance and Policy, San Antonio, TX.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2013, Sept. 29). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, McGovern, G., & Buryk, P. (2013, Nov. 7-9). How do military veterans fare after earning degrees? Evidence from three survey cohorts of the *Baccalaureate and Beyond*. Association of Public Policy Analysis and Management, Washington, DC.
- Steele, J. L.**, Slater, R. O., Zamarro, G., Miller, T., & Li, J. (2013, Sept. 29). The effect of dual-language immersion on student performance in the Portland Public Schools: Evidence from the first study year. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.**, Lewis, M. W., Santibañez, L. Stecher, Brian M., Hamilton, L. S., Faxon-Mills, S., Rudnick, M. (2013, Sept. 27). Proficiency-based pathways in three pilot programs: Examining implementation and outcomes. Society for Research on Educational Effectiveness, Washington, DC.
- Cavalluzzo, L., Geraghty, T., Alexander, J., **Steele, J. L.** (2013, Sept. 28). Using data to inform decisions: How teachers use data to inform practice and improve student performance in mathematics. Society for Research on Educational Effectiveness, Washington, DC.
- Steele, J. L.** (2013, April). Understanding parents' responses to citywide school choice. American Educational Research Association, San Francisco, CA.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2013, April). Disentangling good teaching from classroom composition. National Council on Measurement in Education, San Francisco, CA.
- Steele, J. L.**, McGovern, G., & Buryk, P. (2013, March 15). Student veterans' outcomes by higher education sector: Evidence from three survey cohorts of Baccalaureate and Beyond. Association of Education Finance and Policy, New Orleans, LA.
- Steele, J. L.** (2012, November 12). Understanding parents' responses to citywide school choice. Association of Public Policy Analysis and Management, Baltimore, MD.
- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2012, November 10). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? Association of Public Policy Analysis and Management, Baltimore, MD;
- Solomon, S., Cavalluzzo, L., **Steele, J. L.**, & Thessin, R. A. (2012, October). *Evaluating collaboration: Using mixed methods to measure changes in school practices*. American Evaluation Association, Minneapolis, MN.

- Engberg, J., Saavedra, J., **Steele, J. L.**, Zamarro, G. (2012, March 17). Disentangling disadvantage: Can we distinguish good teaching from classroom composition? Association of Education Finance and Policy, Boston, MA.
- Steele, J. L.**, Pepper, M. J., Springer, M. G., Lockwood, J. R. (2010, Nov. 6). The distribution and mobility of effective teachers: Evidence from a large, urban school district. Association of Public Policy Analysis and Management, Boston, MA.
- Vernez, G., & **Steele, J. L.**, Gottfried, M., Schwam-Baird, M. (2010, Sept. 25) Policies, practices, and stakeholder perceptions of New Orleans charter and traditional schools. Five Years of Post-Katrina Educational Reform Conference, New Orleans, LA.
- Steele, J. L.**, & Guo, Q. (2009, April 14). How expensive is the decision to teach? Initial career choice and earnings growth among college graduates. American Educational Research Association, San Diego, CA.
- Pane, J. F., McCaffrey, D. F., **Steele, J. L.**, Ikemoto, G. S., & Slaughter, M. E. (2009, Mar. 2). Preliminary findings from an experiment to test the efficacy of Cognitive Tutor Geometry. Society for Research on Educational Effectiveness, Crystal City, VA.
- Steele, J. L.**, Murnane, R. J., and Willett, J. B. (2008, Jan. 6). Do financial incentives attract academically talented teachers to low-performing schools? Evidence from California. American Economic Association, New Orleans, LA.
- Steele, J. L.**, Murnane, R. J., and Willett, J. B. (2007, Nov. 8). The effects of targeted financial incentives on new teachers' employment decisions. Association of Public Policy Analysis and Management, Washington, DC.
- Steele, J. L.** (2007, April 10). Do student loan forgiveness incentives help schools recruit and retain teachers? American Educational Research Association, Chicago, IL.
- Steele, J. L.**, Pane, J. F., Williams, V. L., and Olmsted, S. S. (2006, Oct. 4). Professional development participation and the role of administrator involvement in the Math Science Partnership of Southwest Pennsylvania. MSP Evaluation Summit II, Minneapolis, MN.
- Steele, J. L.** (2005, April 13). District administrators' experience of an online professional development workshop. American Educational Research Association, Montréal, Canada.
- Steele, J. L.** (2003, Feb. 15). Speaking in another voice: Teaching interview-based playwriting through the work of Anna Deavere Smith. California Association of Teachers of English, Palm Springs, California.

INVITED LECTURES, PANELS, AND BRIEFINGS

- Steele, J.L.** (2019, Feb. 8). The 21st century school: How and why dual language works for everyone. Invited plenary panelist at 7th International Conference on Immersion and Dual Language, Charlotte, NC.
- Steele, J.L.** (2019, Jan. 10). We are all EL (English learner) researchers. Invited panelist at Institute of Education Sciences Principal Investigators Meeting, Washington, DC.
- Steele, J. L.** (2018, Oct. 13). Dynamic, responsive, successful language programs: Results from research on dual language immersion programs. Community-Based Heritage Language Conference, Washington, DC.

- Steele, J. L.** (2018, April 14). Making sense of education policy in the era of ESSA and DeVos. Invited Division L Fireside Chat Panelist, American Educational Research Association, New York, NY.
- Steele, J. L.** (2017, Sept. 30). Service with an open heart and mind. Keynote induction ceremony speech to the National Society of Collegiate Scholars, American University, Washington, DC.
- Steele, J. L.** (2017, May 4). Roundtable participant in discussion of school choice and housing in DC. Metropolitan Policy Center, American University
- Steele, J. L.** (2017, May 3). The causal effects of dual-language immersion on student achievement. Invited lecture for the Applied Developmental Psychology Colloquium. George Mason University, Fairfax, VA.
- Steele, J. L. & Bacon, M.** (2016, Oct. 6). Dual-language immersion education: Benefits for English learners and English proficient-students. Presentation to the National Clearinghouse for English Language Acquisition. U.S. Department of Education, Washington, DC.
- Steele, J. L.** (2016, Sept. 23). Causal effects of dual-language immersion education. Lecture for Why Multiliteracy: A Symposium on Multiliteracy and Dual Language Learning. Joint National Committee for Languages and U.S. Dept. of Education, Washington, DC.
- Steele, J. L.** (2016, Aug. 31). Correctional education: How effective is it and what can we do to make it better? Presentation to the Prison Education and Reentry Working Group, American Enterprise Institute, Washington, DC.
- Steele, J. L. & Slater, R. O.** (2016, July 12). Dual-language immersion in Portland Public Schools. Lecture at the Office of Early Learning, U.S. Department of Education, Washington, DC.
- Steele, J. L., Bacon, M., & Li, J.** (2016, June 14). Dual-language immersion in Portland Public Schools. Lecture and national web broadcast, Office of English Language Acquisition and National Center for Education Research, U.S. Department of Education, Washington, DC.
- Steele, J. L.** (2016, May 20). Dual-language immersion at scale: Achievement impacts and program implementation in a large, urban district. Lectures to senior administration and teachers in the Boston Public Schools.
- Steele, J. L.** (2014, December 8). Implementing the Data Wise improvement process. Lecture to Tayac Academy, Prince George's County Public Schools, Ft. Washington, MD.
- Steele, J. L., Slater, R., Li, Jennifer, Miller, T., & Zamarro, G.** (2015, November). Study of dual-language immersion in the Portland Public Schools: Year 3 project update. Public briefing to teachers, parents, and board members of the Portland Public Schools, Portland, OR.
- Steele, J. L., & Lewis, M. W.** (2014, May 5). Competency-based education in three pilot programs: Examining implementation and outcomes. National webinar organized by the Regional Education Laboratory Northeast and Islands.

- Steele, J. L. & Davis, L. M.** (2014, March 24). Correctional education in the United States: What do we know about program effectiveness for juveniles? Briefing to the Office of Juvenile Justice and Delinquency Prevention, U. S. Department of Justice, Washington, DC.
- Davis, L. M. & Steele, J. L.** (2014, Feb. 20). Correctional education in the United States: What we know about effectiveness for adults and for juveniles? Briefing to the Office of Career, Technical, and Adult Education, U.S. Department of Education, Washington DC.
- Davis, L. M., Bozick, R., Steele, J. L.** (2014, Feb. 19). Correctional education in the United States: How effective is it, and how can we move the field forward? Briefing to the White House Domestic Policy Council, Washington, DC.
- Davis, L. M., Bozick, R., Steele, J. L.** (2014, Feb. 18). Correctional education in the United States: How effective is it, and how can we move the field forward? U.S. Congressional Briefing, Washington, DC.
- Steele, J. L.** (2013, December 10). From veterans' education to veterans' employment. Invited panelist at Inaugural State of the Workforce Symposium, Association of Private Sector Colleges and Universities, Washington, DC.
- Steele, J. L.,** (2013, July 24). Invited 5-person roundtable discussion with New Zealand Education Minister Hekia Parata on planning the 2014 International Summit on the Teaching Profession. New Zealand Embassy, Washington, DC.
- Lewis, M. W. & Steele, J. L.** (2013, July 16). Implementing proficiency-based pathways: Research lessons from five districts. American Youth Policy Forum webinar lecture.
- Steele, J. L.,** (2013, March 12). Facilitating veterans' workforce transitions: The role of higher education. Lecture for the Association of Private Sector Colleges and Universities Hill Day and Policy Forum, Washington, DC.
- Steele, J. L.,** (2013, Jan. 3.). Military veterans' higher education experiences: Research knowledge and future directions. Invited panelist at the Student Veterans of America Annual Conference, Orlando, FL.
- Steele, J. L.,** (2012, Dec. 5). The future of education reform: How a focus on teacher quality, school choice, and college readiness will shape U.S. competitiveness in the 21st century. RAND Dinner Club Invited Address, Pittsburgh, PA.
- Steele, J. L.,** (2012, Nov. 7). Service members in school: Military veterans' experiences using the Post-9/11 GI Bill. Invited lecture to RAND Board of Trustees, Santa Monica, CA.
- Steele, J. L.,** (2012, May 24). U.S. charter school reform: Lessons for Mississippi. Briefing to Mississippi state policymakers, Jackson, MS.
- Gates, S., Hamilton, L. S., Opfer, V. D., & Steele, J. L.** (2012, May 22). Recommendations for the Reauthorization of the Elementary and Secondary Education Act. U.S. Congressional Briefing, Washington, DC.
- Steele, J. L.** (2012, May 10). Military veterans' experiences in for-profit colleges. House of Representatives Veterans Affairs Committee Briefing.
- Steele, J. L.** (2012, April 17). Military veterans' experiences in for-profit colleges. Senate Veterans Affairs Committee Briefing.

- Steele, J. L.** (2012, April 3). Military veterans' experiences in for-profit colleges. Congressional briefing to the office of Pennsylvania Senator Robert Casey.
- Steele, J. L.** (2011, Oct. 3). Australia roundtable panelist on data use and accountability in schools. U.S. Department of Education, Washington, DC.
- Steele, J. L., Hamilton, L. S., & Stecher, B. M.** (2010, Dec. 1). How can student performance inform teacher workforce decisions? Lessons from research and practice. Center for American Progress, Washington, DC.
- Steele, J. L.** (2010, Sept. 21). Addressing the challenges facing urban schools. Invited policy forum lecture, University of Maryland School of Public Policy, College Park, MD.
- Steele, J. L., & Hamilton, L. S.** (2010, Sept. 13). Building teacher and administrator capacity for effective data use. Invited lecture to the AERA Organization of Institutional Affiliates Fall Policy Meeting, Washington, DC.
- Steele, J. L.** (2009, Nov. 12). Is urban education collapsing? What can we do to address the challenges? Invited lecture to the RAND Board of Trustees, Santa Monica, CA.
- Steele, J. L., Murnane, R. J., & Willett, J. B.** (2008, Oct. 17). Do financial incentives help low-performing schools attract and keep academically talented teachers? New evidence from the California Governor's Teaching Fellowship. Invited Policy Analysis for California Education (PACE) Seminar and Policy Briefing, Sacramento, California.
- Steele, J. L.** (2007, Oct. 1). Becoming a Data Wise school: Lessons from school leaders. Keynote address to the Project Blueprint Annual Meeting of district leaders, Cape Elizabeth, Maine.

RESEARCH GRANT AND CONTRACT AWARDS

(As Principal Investigator or Proposal Co-Author, Reverse Chronological by End Date)

¹⁶⁹⁵

Institute of Education Sciences, Partnership to Study Dual Language Immersion in Utah

Dates and Amount: 7/1/17 – 6/30/19, \$400,000

Role: Co-Principal Investigator

U.S. Department of Education, Evaluation of TNTP's School Leadership Program in Camden

Dates and Amount: 1/1/14 – 9/30/18, \$465,000

Role: Principal Investigator

Institute of Education Sciences, The Effect of Dual-Language Immersion on Student Achievement in the Portland Public Schools

Dates and Amount: 7/1/12 – 6/30/16, \$1,695,000

Role: Principal Investigator

Gates Foundation, Formative Evaluation of Proficiency-Based Pathways in Five Districts

Dates and Amount: 3/1/12 – 4/30/14, \$911,000

Role: Co-Principal Investigator

CNA/Institute of Education Sciences, Using Data: Randomized Field Trial Implementation Study (Subcontractor to CNA on IES Grant)

Dates and Amount: 8/1/12 – 3/31/14, \$95,000

Role: Subcontract Lead

U.S. Bureau of Justice Assistance, Educational Methods for Incarcerated Adults and Juveniles
Dates and Amount: 10/1/10 – 9/30/13, \$2,600,000
Role: Task Lead on Evidence Ratings for Meta-Analytic Study

RAND Independent Research & Development Fund, Student Veterans' Outcomes by Higher Education Sector: Evidence from Three Cohorts of the *Baccalaureate and Beyond*
Dates and Amount: 10/1/12-9/30/13, \$68,000
Role: Principal Investigator

Center for American Progress, Incorporating Student Performance into Teacher Evaluations
Dates and Amount: 8/1/10 – 12/31/10, \$12,000
Role: Principal Investigator

Gates Foundation, Evaluation of the Empowering Effective Teachers Intensive Partnership
Dates and Amount: 6/1/10 – 5/31/17, \$15,000,000
Role: Task Lead on Teacher Distribution Analysis

U.S. Dept. of Education and Tulane Univ., Transformation of New Orleans Public Education
Dates and Amount: 5/15/10 – 9/30/11, \$110,000
Role: Co-Principal Investigator

American Council on Education, Access to Veterans' Higher Education Benefits
Dates and Amount: 2/1/10 – 12/31/10, \$184,000
Role: Principal Investigator

Lenovo Corporation, Developing Indicators for Lenovo's Education Research Initiative
Dates and Amount: 1/15/10 – 4/30/10, \$39,000
Role: Principal Investigator

OP-EDS AND COMMENTARIES

Steele, J. L. (2019, August 20). Opinion: Free college is likely to provide an economic boost - for middle-class families more than poor students. *The Hechinger Report*. Retrieved from <https://hechingerreport.org/opinion-access-to-free-tuition/>

Steele, J. L. (2019, June 17). How countries make higher ed affordable: What the data shows. *EdSurge*. Retrieved from <https://www.edsurge.com/news/2019-06-17-how-countries-make-higher-ed-affordable-what-the-data-shows>

Steele, J. L. (2017, March 9). Why the left should work with Betsy DeVos. *Education Week*. <http://www.edweek.org/ew/articles/2017/03/09/why-the-left-should-work-with-betsy.html>

Steele, J. L. (2016, Sept. 11). Delaying the school year start is pound-foolish. *The Washington Post*, C4.

Steele, J. L., Engberg, J., & Stecher, B. M. (2014, Aug. 22). Flexibility is key in administration's call for teacher equity plans. *The RAND Blog*. <http://www.rand.org/blog/2014/08/flexibility-is-key-in-administrations-call-for-teacher.html>

Davis, L., & Steele, J. L. (2014, April 9). Sending prisoners to college will save you money. *Newsday*. <http://www.newsday.com/opinion/oped/sending-prisoners-to-college-will-save-you-money-lois-davis-and-jennifer-steele-1.7658934>

Steele, J. L. (2013, Nov. 8). Post-9/11 GI Bill: A good investment in our veterans can be better. *The RAND Blog*. <http://www.rand.org/blog/2013/11/post-911-gi-bill-a-good-investment-in-our-veterans.html>

Steele, J. L. (2012, Feb. 6). Colleges can learn from for-profits' emphasis on the consumer. *Military Times*, 16.

Steele, J. L., Murnane, R. J., & Willett, J. B. (2010, July 14). Are public service subsidies good for the public? *Education Week*, 29, 30-32

CONGRESSIONAL TESTIMONY

Steele, J. L. (2012). Military veterans' experiences in for-profit higher education: Testimony submitted before the House Committee on Veterans' Affairs, Subcommittee on Economic Opportunity on May 16, 2012 (CT-376). Santa Monica: RAND Corporation. (10 pgs.)

SELECTED MEDIA QUOTATIONS AND COVERAGE (BY DATE)

2019, March 4 Peller, L. & Deisen, M. Four year graduation rate approaches 80 percent. *The GW Hatchet*. <https://www.gwhatchet.com/2019/03/04/four-year-graduation-rate-approaches-80-percent/>

2019, Feb. 11 O'Donnell, G. Teachers pursue public policy degrees to better advocate for their students. *Insight into Diversity* magazine. <http://www.insightintodiversity.com/teachers-pursue-public-policy-degrees-to-better-advocate-for-their-students/>

2018, Sept. 28 Colón, I. T. New language study examines costs of dual language immersion programs. *New America*. <https://www.newamerica.org/education-policy/edcentral/new-study-examines-costs-dual-language-immersion-programs/>

2018, Jan. 2 Edutopia. Why students should learn a second language (infographic video). <https://www.youtube.com/watch?v=c0MIOuOPjfU>

2017, Dec. 28 Williams, C. The intrusion of white families into bilingual schools. *The Atlantic*. <https://www.theatlantic.com/education/archive/2017/12/the-middle-class-takeover-of-bilingual-schools/549278/>

2017, Aug. 16 Wheeler, L. DeVos charges ahead on school choice. *The Hill*. <http://thehill.com/regulation/administration/346669-devos-charges-ahead-on-school-choice>

2017, April 19 The Capital-Journal Editorial Board.. Editorial: The benefits of bilingual education, Editorial. *The Topeka Capital-Journal*. <http://cjonline.com/opinion/columns/2017-04-19/editorial-benefits-bilingual-education>

2017, April 6 Carlson, C. Graduation rate rise is unrelated to new retention policies, officials say. *The GW Hatchet*. <https://www.gwhatchet.com/2017/04/06/graduation-rate-rise-is-unrelated-to-new-retention-policies-officials-say/>

- 2016, Nov. 29 Kamenetz, A. 6 potential brain benefits of bilingual education. *National Public Radio*. <http://ripr.org/post/6-potential-brain-benefits-bilingual-education>
- 2016, Sept. 1 Moore, J. Hogan's back-to-school order means a time crunch for some Md. districts. *WTOP News*. <http://wtop.com/maryland/2016/09/hogans-order-snarl-md-school-calendars-will-impact-education/>
- 2016, April 4 Vaznis, J. In a global economy, Mass. lags in teaching foreign languages. *Boston Globe*. <https://www.bostonglobe.com/metro/2016/04/03/global-economy-mass-lags-teaching-foreign-languages/HO2IL1ddRvYMZ7BYuiSEIL/story.html>
- 2016, Jan. 3 Llenas, B. Study: Dual education programs improve students' test scores [Television]. New York: Fox News. <http://video.foxnews.com/v/4683819338001/study-dual-education-programs-improve-students-test-scores/?#sp=show-clips>
- 2015, Dec. 10 National Council on Teacher Quality. A silver lining in a cloudy study, *Teacher Quality Bulletin*. www.nctq.org/commentary/article.do?id=220
- 2015, Nov. 13 Sparks, S. D. Dual-language immersion boosts Oregon students. *Education Week*. http://blogs.edweek.org/edweek/inside-school-research/2015/11/dual-language_immersion_boosts.html
- 2015, Nov. 6 Manning, R. Study: Portland immersion students become better readers, English speakers [Radio]. *Oregon Public Broadcasting*. <http://www.opb.org/news/article/study-portland-immersion-students-become-better-readers-english-speakers/>
- 2015, Oct. 8 Harris, E. A. Dual-language programs are on the rise, even for native English speakers. *The New York Times*, p. A25. http://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html?_r=0
- 2015, Various The 2014 meta-analysis I co-authored of correctional education interventions has been widely cited in media outlets, including NPR's *All Things Considered* (2015, Sept. 7), *Washington Post* Online (2015, Aug. 6), *Huffington Post* (2015, Aug. 6), *The Nation* (2015, August 8), *Seattle Times* (2015, Oct. 9), and *Smithsonian Magazine* (2014, Nov.).
- 2014, Sept. 9 Ogburn, S. P. Colorado experiment to move beyond grade levels taps into a larger ed movement [Radio], NPR Affiliate, *KUNC Community Radio for Northern Colorado*. <http://www.kunc.org/post/colorado-experiment-move-beyond-grade-levels-taps-larger-ed-movement>
- 2013, Jul. 31 Study to examine achievement of bilingual students. (2013, July 31). *Language Magazine*.
- 2013, Nov. 11 Jackson, H. One millionth veteran receives GI Bill benefits [Television]. Milwaukee, WI: Channel 2 and Hearst Media. <http://www.wisn.com/news/south-east-wisconsin/One-millionth-veteran-receives-GI-Bill-benefits/22907722>

- 2013, Sept. 26 Garrison, M. Post-9/11 GI Bill means a new Greatest Generation [Radio], *Marketplace*. USA: American Public Media. <http://www.marketplace.org/topics/economy/post-911-gi-bill-means-new-greatest-generation>
- 2013, Sept. 11 Independent Reporter. Education, vocational training in prisons reduces recidivism, improves job outlook, *Las Vegas Tribune*.
- 2013, Jul. 19 Dungca, N. Portland Public Schools considers Vietnamese dual language immersion program, *The Oregonian*.
- 2013, Jan. 4 O'Connor, J. Why higher education is more difficult for veterans [Radio], *State Impact*. USA: National Public Radio.
- 2012, Jul. 10 Maxwell, L. A. Study of dual-language immersion launches in Portland schools (Learning the Language), *Education Week*.
- 2012, Jul. 11 Dungca, N. RAND Corp. to partner with Portland Public Schools for dual-language immersion study, *The Oregonian*.
- 2011, Winter. Tamer, M. The pull of public service. *Ed. Magazine*.
- 2011, Winter Redistributing pedagogical wealth. *Pathways Magazine*, 9.
- 2010, Nov. 19 Clemens, V. Survey analyzes effects of GI Bill, *The Cavalier Daily*.
- 2010, Nov. 12 Maze, R. Study draws out main concerns of student vets, *Army Times*.
- 2010, Nov. 10 Christian Science Monitor Editorial Board. On Veterans Day, GI Bill boosts vets and the military, *The Christian Science Monitor*.
- 2010, Nov. 10 Paulson, A. Veterans Day survey: 300,000 use revamped GI Bill, *The Christian Science Monitor*.
- 2010, Sept. 14 Sparks, S. D. How much will longitudinal data improve instruction? (Inside School Research). *Education Week*.
- 2010, Winter McArdle, E. Right on the money. *Ed. Magazine*, 53.

COURSES TAUGHT AT AMERICAN UNIVERSITY

- 2017-2019 Spring EDU-790: Quantitative Research in Education
- 2016 Summer EDU-633: Economic Inquiry in Education
- 2016 Spring EDU-634: Education and Public Policy
- 2015 Spring EDU-632: Case Studies in Education Management
(Awarded AU Teaching Enhancement Grant)
- 2014-2019 Fall EDU-610: Overview of Qualitative and Quantitative Research Strategies
(Online Version Created in Summer 2017)

DISSERTATION, THESIS, & PROJECT COMMITTEES (BY COMPLETION YEAR)

- (2020) Brian Robinson, New York University (Dissertation Committee Member)
Limited Choices: How Families Navigate School Choice in Washington, D.C.
- (2019) James Ellis, AU School of Public Affairs (Dissertation Committee Member)
College Students & Academic Advising: Evidence of Who Participates and What It Affects

- 2018 Broguen Whetstone, AU School of Education (Independent Study Advisor)
Disparities in Realization of Intent to Study Abroad
- 2017 Berk Ehrmantraut, Seth Andrew Watring, & Casey Wexler (AU Honors Project Advisor),
Can Charter and Traditional Schools Coexist? (Documentary)
- 2017 Raymond Zuniga, AU School of Public Affairs (Dissertation Committee Member)
Policies Affecting Educational Outcomes in Primary, Secondary, and Postsecondary Education
- 2017 Stephen Holt, AU School of Public Affairs (Dissertation Committee Member)
The Dynamics of Motivation and Representation in the Public Sector Workforce
- 2016 Lindsay Joy, AU School of Education (Master's Thesis Chair)
Attendance-Based Incentive Programs: A Hung Game, or Fair Play?
- 2016 Katie Vinopal, AU School of Public Affairs (Dissertation Committee Member)
Parental Involvement: Understanding Patterns, Barriers, and Opportunities
- 2016 Matthew Vanderscheure, AU School of Public Affairs (Dissertation Committee Member)
Continued Service? Understanding Military Veteran Turnover Intention among Federal Employees
- 2016 James Ellis, AU School of Public Affairs (Qualifying Paper Committee Member)
The Effect of Gender Match on Program Take-Up: Evidence from Higher Education
- 2015 Mollie Rudnick, Pardee RAND Graduate School (Dissertation Committee Member)
Helping Districts Hire Better Teachers: A Case Study Evaluating the Effectiveness of a District's Teacher Hiring Practices

PROFESSIONAL SERVICE

External

- 2018-19 Review Panel for U.S. ED IES Research Grants in Foreign Language Education
- 2018-19 AERA Division L Mentoring Committee Member
- 2017-present Associate Editor, *Educational Researcher*
- 2016-present Education Policy Collaborative Member
- 2015-present National Dual-Language Alliance Inaugural Member
- 2012-present Mentor for AERA, AEFP& APPAM sessions for students or junior scholars
- 2011-present Conference Discussant: Association of Public Policy Analysis and Management, Association of Education Finance and Policy, American Educational Research Association, and Western Economic Association
- 2009-present Manuscript Referee: *Journal of Policy Analysis and Management*, *American Educational Research Journal*, *Educational Researcher*, *Education Finance and Policy*, *Educational Evaluation and Policy Analysis*, *Economics of Education Review*, *Educational Policy*, *Foreign Language Annals*, *Educational Administration Quarterly*, Harvard Education Press, U.S. Department of Education Institute of Education Sciences' National Center on Educational Evaluation, Smith Richardson Foundation, the Center for Exceptional Children, California Research Bureau, Society for Research on Educational Effectiveness, and American Educational Research Association

2015 Organizer of interdisciplinary research panel on dual-language immersion at American Educational Research Association
 2012-15 Editorial Board Member, *Educational Evaluation and Policy Analysis*
 2013-14 Carnegie Unit Advisory Committee, Carnegie Foundation for the Advancement of Teaching
 2011-14 DC Education Consortium for Research & Evaluation, RAND representative
 2006-08 Editorial Board Member, *Harvard Educational Review*
 2005-2007 Graduate Student Council Program Chair, American Educ. Research Association

American University

2019-20 School of Education Transition to Independence Committee
 2019 School of Education EPL Director Search Co-Chair
 2018-19 School of Education Ed.D. Planning Committee
 2017-19 EDU-610 Supervisor of Online Adjunct Instructors
 2018-19 School of Education Teaching Evaluation Committee
 2017-19 AU Core Quantitative Literacy II Committee
 2017-19 School of Education Social / Speaker Series Committee (Chair in 2018-19)
 2017-18 School of Education Urban Education Leadership Faculty Search Chair
 2017-18 AU Working Group on Graduate Education in Statistics
 2017-18 AU Honors Project Mentor (School Choice Documentary Project)
 2017 School of Education EPL Term Faculty Search Committee
 2016-17 School of Education STEM Faculty Search Co-Chair
 2016-17 School of Education Vision Committee
 2015-17 General Education Committee
 2015-16 Experience (AUx1) Freshman Transition Course Development Committee
 2015-16 School of Education Dean Search Committee
 2015 Discussant for the “Using Time Diary Data in Education Research” conference at American University, School of Public Affairs
 2014, Fall AU School of Education, Teaching, and Health Faculty Working Group

RAND Corporation

2013-14 Economics, Sociology, & Statistics Department’s Education Recruitment Liaison
 2010-14 Education Search Committee Member

PROFESSIONAL MEMBERSHIPS

Association for Education Finance and Policy (AEFP)
 American Educational Research Association (AERA)
 Association for Public Policy Analysis and Management (APPAM)
 Society for Research on Educational Effectiveness (SREE)

EDUCATION

- 2014 Ph.D., University of Maryland (UMD), Education Policy Studies
- 2011 Advanced Certificate, UMD, Education Measurement, Statistics & Evaluation
- 2004 Advanced Certificate, Pace University, Teaching
- 2001 Ed.M., Harvard Graduate School of Education
- 2000 B.A., Rutgers University, Psychology & Sociology (cum laude)

PROFESSIONAL EXPERIENCE**Bellwether Education Partners**

- 2018-
present *Associate Partner, Policy & Evaluation*
 - Partner with clients to develop high quality evaluation plans in relation to prospective or existing initiatives, programs, or projects
 - Build capacity of clients and grantees for evaluation and continuous improvement
 - Develop team work plans and guide team implementation of plans
 - Oversee and manage internal analysts who perform research and analytical functions while supporting their development
 - Manage and analyze complex data sets, including longitudinal analyses of student achievement and survey data as well as data modeling

4.0 Schools Measurement & Evaluation Collaborative

- 2019-
present *Visiting Scholar*
 - Coach fellows as they develop meaningful metrics and run small-scale experiments to test their assumptions and evaluate pilot programs
 - Recommend resources and literature for fellows/alumni

American University School of Education

- 2018-
present *Adjunct Professorial Lecturer*
 - EDU 610 Qualitative & Quantitative Research Strategies
 - EDU 790 Quantitative Research in Education

Montgomery County Public Schools

- 2016-
2018 *Evaluation Specialist, Office of Shared Accountability*
 - Conducted evaluations of educational programs
 - Collected, cleaned and analyzed quantitative and qualitative data
 - Wrote evaluation plans to obtain grant funding for innovative initiatives
 - Communicated findings and research methods to a broad audience through presentations, evaluation research briefs, and reports
 - Provided technical assistance to support continuous improvement efforts

Urban Teachers

- 2013-2016 *Assistant Director of Research & Evaluation*
- Strategic Data Fellow with Center for Education Policy Research at Harvard University
 - Oversaw the refinement and implementation of a multiple-measure teacher evaluation model
 - Analyzed ratings of classroom practice to assess reliability and validity of teacher observation rubric
 - Conducted internal research on teacher selection metrics
 - Collaborated with and oversaw external research and evaluation partners

University of Maryland

- 2011-2012 *Graduate Assistant*
- Conducted multilevel data analysis for an evaluation of a history writing intervention implemented in urban middle schools
 - Conceptualized and conducted a research project employing growth curve models to examine the relationship between middle school grade configurations and student achievement using a national dataset
 - Enhanced multilevel modeling short course materials, adding examples on use of multilevel modeling in the context of dichotomous dependent variables
- 2010-2011 *Teaching/Research Assistant*
- Research Apprenticeship. Instructors: Betty Malen and Jennifer King Rice.
- Led the quantitative analysis of data for a formative mixed-methods evaluation of a program funded by a federal Teacher Incentive Fund grant
 - Oversaw the qualitative data collection and analysis of one of three case study sites
 - Drafted three chapters of the final report and co-authored two journal articles
- Jun. 2010, 2011 & 2012 *Teaching Assistant*
- Multilevel Modeling of Survey Data. Instructors: Bob Croninger and Valerie Lee.
- Led lab sections
 - Provided feedback on graduate students' research papers
 - Advised graduate students during weekly office hours

U.S. Government Accountability Office

- 2006-2008 *Senior Policy Analyst*
- Conducted research related to the No Child Left Behind (NCLB) Act
 - Led interviews with state and local administrators and school officials
 - Designed, pre-tested and ensured high response rates on surveys to school principals regarding school improvement efforts
 - Prepared testimony for Congress on NCLB and wrote sections of reports
 - Gathered and disseminated recent research on NCLB to colleagues

- 2001-2003 *Policy Analyst*
- Collected, analyzed and summarized data related to foreign schools' handling of loans for American students
 - Designed and conducted a survey of how states are using the Community Development Block Grant to improve the quality of child care

Teach for America/Teacher PS 199X

- 2003-2006 *Pre-K and Kindergarten Classroom Teacher*
- Implemented assessment-driven instruction
 - Organized and led small-group learning centers based on students' needs
 - Facilitated bringing at-risk students up to and beyond grade-level standards

Harvard Graduate School of Education

- 2000-2001 *Research Assistant*
- Transcribed videotapes of mother-child interactions for a study of the educational impact of an Early Head Start program on its participants

CONSULTING

- Fall 2008 *Delegate Anne Kaiser, Maryland House of Representatives*
- Conducted research on the capacity of current data systems to inform education policy

PEER REVIEWED PUBLICATIONS

Wissinger, D.R., De La Paz, S., & **Jackson, C.** (in press) The Effects of the IC3 for Reading/Prove it! For Writing Historical Reasoning Strategy with Academically Diverse Elementary Students. *Journal of Educational Psychology*.

De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & Piantedosi, K.W. (2017). A Historical Writing Apprenticeship for Adolescents: Integrating Disciplinary Learning with Cognitive Strategies. *Reading Research Quarterly*, 52(1), 31-52.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2016). Administrator Reactions to Financial Incentives: Evidence and Insights from a TIF Program. *Leadership and Policy in Schools*.

Rice, J., Malen, B., **Jackson, C.**, & Hoyer, K.M. (2015). Time to Pay Up: Analyzing the Motivational Potential of Financial Awards in a TIF Program. *Educational Evaluation and Policy Analysis*, 37(1), 29-49.

De La Paz, S., Felton, M., Monte-Sano, C., Croninger, R., **Jackson, C.**, Deogracias, J.S., & Hoffman, B.P. (2014). Developing Historical Reading and Writing with Adolescent Readers: Effects on Student Learning. *Theory and Research in Social Education*, 2(42), 228-274.

González, R.L., & **Jackson, C.L.** (2012). Engaging with Parents: The Relationship between School Engagement Efforts, Social Class, and Learning. *School Effectiveness and School Improvement*, 24(3), 316-335.

Rice, J., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2012). The Persistent Problems and Confounding Challenges of Educator Incentives: The Case of TIF in a Large Metropolitan School District. *Educational Policy*, 26(6), 892-933.

IN PREPARATION/UNDER REVIEW

Tarasawa, B., Gotwals, A.W., & **Jackson, C.** *Assessment Education: Bridging Research, Theory, and Practice to Promote Equity and Student Learning*. Rowman & Littlefield.

BOOKS/POLICY BRIEFS/REPORTS

Carinci, J., Meyer, S. & **Jackson, C.**, eds. (2020). *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*. IAP Book Series.

Jackson, C., & Cowan, J. (2018). *Assessing the Evidence on Teacher Evaluation Reforms*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research (CALDER). Retrieved from <http://caldercouncil.org/assessing-the-evidence-on-teacher-evaluation-reforms/#.XYN5WChKhPY>

Jackson, C., & Addison, K. (2018). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Retrieved from <https://montgomeryschoolsmd.org/departments/sharedaccountability/reports/2018/Poverty%20and%20Achievement.pdf>

Jackson, C., & Maina, N.S. (2018). *Evaluation of the Higher Education Partnerships (HEPs) Program in MCPS*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=1488>

Wade, J., **Jackson, C.**, Zhao, H., & Hickson, R. (2017). *Evaluation of the Kennedy Cluster Watkins Mill Cluster Project: Follow-Up of Participants in the Multi-Agency Team Process*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=480>

Maina, N.S., & **Jackson, C.** (2017). *An Observational Study of Implementation of Selected Practices of the Monitoring Instructional Reading Levels Strategy in 2015–2016*. Retrieved from <http://www.montgomeryschoolsmd.org/departments/sharedaccountability/reports/detail.aspx?id=467>

Jackson, C., Gotwals, A.W., & Tarasawa, B. (May 2017). How to Implement Assessment Literacy. *Principal Leadership*. Reston, VA: National Association of Secondary School Principals.

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evidence-Base Approach to Teacher Preparation*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa97686db43553423f8f9/1461692812053/AnEvidence-BasedApproachtoTeacherPrep-April2016.pdf>

Jackson, C. & Mackler, K. (2016). *Urban Teachers Evaluation Model*. Retrieved from <http://static1.squarespace.com/static/54dc2642e4b0469314195dca/t/571fa95001dbaec3234c9dc3/1461692771724/UrbanTeachersEvaluationModel-April2016.pdf>

Jia, Y., Cummings, T., **Jackson, C.**, Clifford, M., & Hoch, S. (2015). *Analyzing and improving multiple measure evaluation systems*. Strategic Data Project Fellowship Capstone Project. Retrieved from http://sdp.cepr.harvard.edu/files/cepr-sdp/files/multiple_measure_teacher_evaluations.pdf?m=1450116340

Jackson, C. (2014). *Urban Teacher Center's Formative Assessments for Developing Teachers*. Paper prepared for University of Michigan TeachingWorks seminar. Retrieved from <http://www.teachingworks.org/research-data/workingpapers>

Malen, B., Rice, J., **Jackson, C.**, Hoyer, K., Hyde, L., Bivona, L. Blaisdell, L., Bowsher, A., Cortes, K., Coverdale, B., de la Torre, A., Goldstein, M., Pimpawathin, A., & Sutter, J. (2011). *Implementation, Payouts, and Perceived Effects: A Formative Analysis of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Department of Education Policy Studies, University of Maryland. College Park, MD.

Malen, B., Rice, J., Baumann, P., Beaner, T., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., McKitchen, C., & Robinson, C. (2009). *Building the Plane in Flight: A Formative Evaluation of Financial Incentive Rewards for Supervisors and Teachers (FIRST)*. Department of Education Policy Studies, University of Maryland. College Park, MD.

U.S. Government Accountability Office. (2008). *No Child Left Behind Act: Education Actions Could Improve the Targeting of School Improvement Funds to Schools Most in Need of Assistance*. GAO-08-380. Washington, DC: February 29, 2009.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Education Should Clarify Guidance and Address Potential Compliance Issues for Schools in Corrective Action and Restructuring Status*. GAO-07-1035. Washington, DC: September 5, 2007.

U.S. Government Accountability Office. (2007). *Teacher Quality: Approaches, Implementation, and Evaluation of Key Federal Efforts*. GAO-07-861T. Washington, DC: May 17, 2007.

U.S. Government Accountability Office. (2003). *Student Loans and Foreign Schools: Assessing Risks Could Help Education Reduce Program Vulnerability*. GAO-03-647. Washington, DC: July 25, 2003.

U.S. Government Accountability Office. (2002). *Child Care: State Have Undertaken a Variety of Quality Improvement Initiatives, but More Evaluations of Effectiveness Are Needed*. GAO-02-897. Washington, DC: September 6, 2002.

SELECTED BLOG POSTS

Jackson, C. (2019, October 31). When It Makes Sense to Experiment on Students — or “The Zone of RCTs”. Retrieved from <https://aheadoftheheard.org/experimental-economists-just-got-the-nobel-prize-should-education-policy-use-more-experiments-too/>

Jackson, C. (2019, June 27). Correlation is Not Causation and Other Boring but Important Cautions for Interpreting Education Research. Retrieved from <https://aheadoftheheard.org/correlation-is-not-causation-and-other-boring-but-important-cautions-for-interpreting-education-research/>

Jackson, C. (2019, February 12). Which Aspects of the Work Environment Matter Most for New Teachers? Retrieved from <https://aheadoftheheard.org/which-aspects-of-the-work-environment-matter-most-for-new-teachers/>

Jackson, C., Gotwals, A., & Tarasawa, B. (2017, December 7). Formative Assessment: Evidence-Based or Oversold? Retrieved from <https://www.assessmenteducation.org/blog/formative-assessment-evidence-based-oversold/>

Jackson, C. (2015, August 6). The Magic of Multiple Measures. Retrieved from <http://www.shankerinstitute.org/blog/magic-multiple-measures>

Jackson, C. (2015, July 21). Research on Teacher Evaluation Metrics: The Weaponization of Correlations. Retrieved from <http://www.shankerinstitute.org/blog/research-teacher-evaluation-metrics-weaponization-correlations>

PRESENTATIONS

Jackson, C., & Addison, Kecia. (2019). *Understanding the Relationships between Poverty, School Factors, and Student Achievement*. Paper presented at the 2019 Annual Conference of the American Educational Research Association in Toronto, Canada.

Jackson, C., Dusek, S., Flores, S.F., & Sequeira, C. (2018). *Have Your Cake and Eat It, Too: Hiring and Retaining a Diverse Teaching Workforce in an Era of Raising the Bar*. Policy talk panelists at the 2018 Annual Conference of the Association for Education Finance and Policy in Portland, OR.

Jackson, C., & Steinberg, M. (2017). *Does Teacher Effectiveness Depend on Who Rates Classroom Practice? Evidence from an Urban Teacher Preparation Program*. Paper presented at the 2017 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C., & Ho, A. (2016). *Refining and Raising the Reliability of Classroom Observations.* Paper presented at the 2016 Annual Conference of the American Educational Research Association in Washington, DC.

Jackson, C. (2016). *Developing reliable classroom observation systems.* Paper presented at the 2016 Annual Conference of the Association for Education Finance and Policy in Denver, CO.

Jackson, C. (2015). *Urban Teacher Center's Evidence-Based Approach to Teacher Preparation.* Presented the Fall 2015 Conference of the Council for the Accreditation of Educator Preparation (CAEP) in Washington, DC.

Jackson, C. (2015). *School Data Use and Student Achievement.* Paper presented at the 2015 Annual Conference of the American Educational Research Association in Chicago, IL.

Jackson, C. (2015). *Implementing Measures of Effective Teaching: Assessing Novice Teachers' Practice.* Paper presented at the 2015 Annual Conference of the Association for Education Finance and Policy in Washington, DC.

Jackson, C. (2014). *Are Working Conditions Related to Teacher Effectiveness?* Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2014). *Pre-Service and In-Service Measures of Teaching Potential.* Poster presented at the 2014 Annual Conference of the Association for Education Finance and Policy in San Antonio, TX.

Jackson, C. (2013). *Student Access to Qualified Teachers: A Multilevel Analysis.* Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

Jackson, C. (2013). *Achievement Trajectories in Middle Grades: An Exploration of Grade Configurations.* Poster presented at the 2013 Annual Conference of the Association for Education Finance and Policy in New Orleans, LA.

De La Paz, D., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.,** & Worland, K. (2013). *Historical Reading and Writing Apprenticeships with Adolescent Readers: Integrating disciplinary learning with cognitive strategies.* Paper presented at the 2013 Annual Conference of the American Educational Research Association in San Francisco, CA.

Rice, J.K., **Jackson, C.,** & Hoyer, K. (2012). *Distribution Patterns and Educator Responses to Financial Awards in a Teacher Incentive Fund (TIF) Program.* Paper presented at the 2012 Annual Conference of the Association for Education Finance and Policy in Boston, MA.

Jackson, C. (2011). *Student Achievement and Growth in Middle Grades: A Comparison of K-8 and Middle Schools.* Paper presented at the 2011 Annual Conference of the American Educational Research Association in New Orleans, LA.

Rice, J.K., **Jackson, C.**, Hoyer, K., Malen, B., & Hyde, L. (2011). *Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program*. Paper presented at the 2011 Annual Conference of the Association for Education Finance and Policy in Seattle, WA and at the Annual National Center for Education Statistics Conference in Bethesda, MD.

Jackson, C., & González, R. (2010). *Reaching Out to Parents: The Influence of School Policies on Student Reading Achievement*. Presented at the 2010 Annual Conference of the American Educational Research Association in Denver, CO.

Rice, J.K., Malen, B., Baumann, P., Chen, E., Dougherty, A., Hyde, L., **Jackson, C.**, Jacobson, R., & McKithen, C. (2010). *Promises and Perils of Educator Incentives: A Formative Evaluation of the Teacher Incentive Fund (TIF) Program in the Prince George's County (MD) Public School System*. Symposium at the 2010 Annual Conference of the Association for Education Finance and Policy in Richmond, VA.

Jackson, C. (2009). *The Cost Effectiveness of Character Education Programs*. Roundtable participant at the University of Maryland's College of Education Student Research Conference in College Park, MD.

U.S. Government Accountability Office. (2007). *No Child Left Behind Act: Schools in Corrective Action and Restructuring*. Paper presented at the 2008 Annual Conference of the American Educational Research Association in New York, NY.

U.S. Government Accountability Office. (2002). *Child Care Quality Improvements*. Poster session at APPAM's 2002 Annual Conference in Dallas, TX.

INVITED PRESENTATIONS & WORKSHOPS

Evidence Generation and Use in Education Agencies. University of Arkansas Department of Education Reform Lecture Series. November 2018.

Should We Trust "What the Research Says"? How to Evaluate Research Claims. Presenter at researchED. Philadelphia, PA. October 2018.

How Can We Best Leverage External Research Partners to Strengthen Educational Systems? Presenter at Strategic Data Project Annual Convening. May 2018.

What Works? Tools for Assessing Effectiveness in Education. Presenter at researchED. Brooklyn, NY. October 2017.

Developing a Research Agenda in Your Education Agency. Presenter at Strategic Data Project Annual Convening. May 2017.

Improving Accuracy in Observer Scoring in Teacher Evaluation. Presenter at Strategic Data Project Annual Convening. May 2016.

Assessment Training for Teachers: An Opportunity to Move from Frustration to Action. Panelist at the Northwest Evaluation Association (NWEA) Fusion Conference, Baltimore, MD. March 2016.

Exploring Multiple Measure Teacher Evaluations in Excel. Presenter at Strategic Data Project Cohort 6 Workshop. September 2015.

RESEARCH SKILLS

- Expertise in Stata, SPSS, HLM, and Excel; familiar with SAS and R
- Experience with and coursework in qualitative and quantitative research methods, including case study research, cost analysis, psychometrics, and structural equation modeling

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association (AERA)
- Association for Education Finance and Policy (AEFP)

PROFESSIONAL DEVELOPMENT

2018 Institute of Education Sciences What Works Clearinghouse (WWC) Group Design Standards online training. Certified reviewer for the WWC under Version 4.0 of the WWC Group Design Standards.

2017 Institute of Education Sciences Workshop on Quasi-Experimental Design and Analysis. Northwestern University's Institute for Policy Research.

2017 Institute of Education Sciences Methods Training in Cost-Effectiveness and Benefit-Cost Analysis. Teachers College, Columbia University.

2014 Measures of Effective Teaching Longitudinal Database Workshop. Inter-university Consortium for Political and Social Research at the University of Michigan.

2012 Value-Added Models for Analyzing Teacher Effectiveness: A Short Course on Value-Added Modeling with Daniel McCaffrey. SREE spring 2012 conference.

2012 David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the AERA, and SAGE Publications. Vancouver, Canada.

2010 AERA Institute on Statistical Analysis for Education Policy. Selection bias, modeling achievement growth over time, and related issues in using the Early Childhood Longitudinal

Study, Kindergarten Class of 1998–99 data set. Sponsored by the National Center for Education Statistics.

PROFESSIONAL AND COMMUNITY SERVICE

Board of Directors, Government Affiliate, Association for Education Finance and Policy (AEFP) (2018-2020)

Policymakers Council, Center for Analysis of Longitudinal Data in Education Research (CALDER) (2018-2019)

Program Committee, Association for Education Finance and Policy (AEFP) (2017-2018)

Northwest Evaluation Association (NWEA) Task Force on Assessment Education (October 2015-present)

Research Committee, Council for the Accreditation of Educator Preparation (CAEP) (August 2015-present)

Teachers College Record, manuscript reviewer (2015-present)

Teach for America Online Alumni Advisory Panel (2015-2016)

American Educational Research Association, conference reviewer (2009-present)

Peer reviewer for the Teacher Incentive Fund grant (Cohort 4), August 2012

DISSERTATION COMMITTEES

Teddy Hartman (in progress). University of Maryland

Laura Hyde (2018). University of Maryland

AWARDS & HONORS

2016 Exemplary Paper Award, Classroom Observation SIG (AERA)

2015 Emerging Education Policy Scholar, *Thomas B. Fordham Institute*

2013 Roe L. Johns Travel Grant (AEFP)

2012 Will Myers Memorial Scholarship (AEFP)

2011-2012 Distinguished Teaching Assistant, Center for Teaching Excellence

2010 Roe L. Johns Travel Grant (formerly American Education Finance Association, now AEFP)

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Professional Experience

Bellwether Education, *Partner*, September 2015—Present, *Principal*, June 2012—August 2015; *Associate Partner*, February 2010—May 2012

- Lead Bellwether’s work in early childhood education
- Co-lead 25-person Bellwether Policy and Evaluation Team, including setting strategic direction of business line; ensuring financial sustainability and achievement of team impact goals; cultivating team member development; and contributing to leadership and strategic decisions of overall organization
- Lead Bellwether staff teams providing policy analysis, writing, and strategic advising services to inform the education and early childhood fields and enhance the impact of organizations serving at-risk students
- Speak, present, and write on education policy and reform issues to a range of audiences and the media

New America Foundation, Washington, D.C., *Director, Early Education Initiative*, July 2007—January 2010; *Acting Director, Education Policy Program*, June—August 2008

- Developed the initiative’s policy, outreach, and research agendas; managed relationships with funders and stakeholders; and lead a three-person early education team
- Researched, developed, and promoted policy solutions to improve access, quality, and alignment in early education from birth through early elementary school

Education Sector, Washington, D.C.; *Senior Policy Analyst*, September 2005—June 2008

- As a member of Education Sector’s founding staff team, worked with leadership and policy teams to develop research, policy, and publication agendas and to establish Education Sector as a respected and influential independent voice in education policy
- Researched and wrote articles and reports on education policy issues

Progressive Policy Institute, Washington, D.C.; *Policy Analyst*, January 2001—August 2005

- Researched, analyzed, and wrote about education legislation and research
- Managed grants and communications with foundation and individual donors

U.S. Department of Education, Office of the Secretary, Washington, D.C.; *Confidential Assistant*, May 2000—January 2001

- Tracked education budget and tax issues and legislation and provided staff support for the Secretary of Education, White House officials, and senior department staff

Education

Vanderbilt University. Nashville, Tenn. Bachelor of Arts, May 2000.

Major: Public Policy; Minor: Spanish

Honors: Summa Cum Laude, Phi Beta Kappa, Dean's Select Scholar

Other Professional Activities

Board of Directors, National Association of Charter School Authorizers (October 2017—Present)

District of Columbia Public Charter School Board (September 2009—August 2017); appointed jointly by United States Secretary of Education and District of Columbia Mayor in 2009; re-appointed by District of Columbia Mayor and confirmed by City Council in 2013

Appointed by Gov. Andrew Cuomo to New New York Reform Commission (April 2012-January 2014)

Board of Directors, Democrats for Education Reform (Summer 2007—April 2014)

Board of Directors, AppleTree Early Learning Public Charter School (2006-2009)

Publications

Reports

- “Leading by Exemplar: Instructional Models in Head Start Programs,” with Ashley LiBetti, Bellwether Education Partners, March 2019
- “Pre-K Teachers and Bachelor’s Degrees: Envisioning Equitable Access to High-Quality Programs,” with Lisa Guernsey and Emily Workman, New America, February 2018
- “The Best Teachers for Our Littlest Learners? Lessons from Head Start’s Last Decade,” with Marnie Kaplan, Bellwether Education, February 2017
- “Michigan Education Landscape: A Fact Base for the DeVos Debate,” with Kaitlin Pennington and Bonnie O’Keefe, Bellwether Education, January 2017
- “For Good Measure? Teacher Evaluation Policy in the ESSA Era,” with Kaitlin Pennington, Bellwether Education, December 2016
- “Moneyball for Head Start: Using Data, Evidence, and Evaluation to Improve Outcomes for Children and Families,” with Ashley LiBetti Mitchel, Results for America, January 2016
- “The State of the Charter School Movement,” with Ashley LiBetti Mitchel and Andrew J. Rotherham, Bellwether Education Partners, September 2015
- “Analysis of Notice of Proposed Rule-Making on Head Start Performance Standards,” Bellwether Education Partners, August 2015
- “Pre-k and Charter Schools: Where State Policies Create Barriers to Collaboration,” with Ashley LiBetti Mitchel, Thomas B. Fordham Institute, July 2015
- “Rethinking Teacher Preparation: Empowering Local Schools to Solve California’s Teacher Shortage and Better Develop Teachers,” with Chad Aldeman, Carolyn Chuong, and Julie Obbard, Bellwether Education Partners, July 2015

- “A Path to the Future: Creating Accountability for Personalized Learning,” with Anne Hyslop, Bellwether Education Partners, May 2015
- “Exponential Growth, Unexpected Challenges: How Teach For America Grew in Scale and Impact,” with Carolyn Chuong and Caroline Goodson, Bellwether Education Partners, February 2015
- “Renewing Head Start’s Promise: Invest in What Works for Disadvantaged Preschoolers,” Bellwether Education Partners and Results for America, July 2014
- “A Policy Playbook for Personalized Learning: Ideas for State and Local Policymakers,” with Carolyn Chuong, Bellwether Education Partners, June 2014
- “The Hangover: Thinking About the Unintended Consequences of the Nation’s Teacher Evaluation Binge,” with Andrew J. Rotherham and Rachael Brown, American Enterprise Institute, September 2012.
- “Recent State Action on Teacher Effectiveness,” Bellwether Education Partners, August 2012.
- “New Demands Shape a Field in Transition,” National Association of Charter School Authorizers, March 2012.
- “Beyond Bachelor’s: The Case for Charter Colleges of Early Childhood Education,” with Kevin Carey, Brookings Institution, September 2011.
- “PreK-3rd: Principals as Crucial Instructional Leaders,” Foundation for Child Development, April 2011.
- “Chartering Pre-K: How Natural Synergies Between the Charter and Pre-K Movements Can Improve Public Education,” National Association of Charter School Authorizers, March 2011.
- “Conflicting Missions: Lessons from the Work of Hewlett ARRA Grantees,” with Anand Vaishnav, Bill Porter, and Andrew Rotherham, Bellwether Education Partners, December 2010.
- “A Next Social Contract for the Primary Years of Education,” with Lisa Guernsey, New America Foundation, March 2010.
- “Education Reform Starts Early,” New America Foundation, December 2009.
- “Public Charter Schools and High-Quality Pre-K,” Democrats for Education Reform, June 2009.
- “Building a Solid Foundation,” New America Foundation, May 2009.
- “Maximizing Reform in the Stimulus Bill: Supporting Effective Early Education,” with Michael Griffith, Education Commission of the States, May 2009.
- “10 New Ideas for Early Education in the 111th Congress,” New America Foundation, February 2009.
- “Changing the Game: The Federal Role in Supporting 21st Century Educational Innovation,” with Andrew J. Rotherham, Brookings Institution, October 2008.
- “Slipping Through the Cracks: Federal Investments in High-School-Aged Youth,” New America Foundation, October 2008.
- “Partners in Closing the Achievement Gap,” Democrats for Education Reform, March 2008.
- “10 New Ideas for Early Education in the NCLB Reauthorization,” New America Foundation, November 29, 2007.
- “A Sum Greater than the Parts: What States Can Learn from Each Other About Charter Schooling,” with Andrew J. Rotherham, Education Sector, September 2007.

- “Information Underload: Florida’s Flawed Special Education Voucher Program,” Education Sector, June 2007.
- "Million Dollar Babies: Why Infants Can't Be Hardwired for Success," Education Sector, April 2007.
- "Maintenance Required: Charter Schooling in Michigan," Education Sector, October 2006.
- "The Truth about Boys and Girls," Education Sector, June 2006.
- "Old Policies, New Ways to Fund Preschool," Education Sector, April 2006.
- "Challenged Index," with Andrew J. Rotherham, Education Sector, February 2006.
- "Capital Campaign: Charter Schooling in the District of Columbia," Progressive Policy Institute, October 2005.
- “Lifting Teacher Performance,” with Andrew Leigh, Progressive Policy Institute, April 2005.
- “Common Ground on Preschool,” Progressive Policy Institute, January 2005.
- “Open the Preschool Door, Close the Preparation Gap,” Progressive Policy Institute, September 2004.
- “Back to the Future: The History and Politics of Teacher Licensure and Certification,” with Andrew J. Rotherham. In: *A Qualified Teacher in Every Classroom?* Frederick M. Hess, Andrew J. Rotherham, and Kate Walsh, eds. Cambridge, MA: Harvard Education Press. 2004.
- “Think Twice: Special Education Vouchers Are Not All Right,” with Andrew J. Rotherham. Progressive Policy Institute, June 2003.
- “Building a Third Way on School Construction,” Progressive Policy Institute, November 2002.
- “Early Returns: Tax Credit Bonds and School Construction?” Progressive Policy Institute, September 2002.
- “School Construction,” Progressive Policy Institute, June 2001.

Journal Articles

- “The Charter Model Goes to Preschool,” with Ashley LiBetti Mitchel, *Education Next*, 17:1, Winter 2017.
- “Reforming Head Start for the 21st Century: A Policy Prescription,” with Ashley LiBetti Mitchel, *Journal of Behavioral Science and Policy*, 2:1, September 2016.
- "New Deal for Urban Public Schools," with Andrew J. Rotherham, *Harvard Law and Policy Review*, April 2007.
- "Easy Way Out: Restructured Usually Means Little Has Changed," *Education Next*, Winter 2007.
- “The Use of Volume Standards in Health Services,” with John C. Wheeler, Kristin L. Reiter, Jeffrey H. Burkhardt, Gerald R. Bushee, and Jonathan H. Sunshine, *Quality Management in Health Care*, 9:4, Summer 2001.

Articles and Commentary

- “Full-day, School-year Programs Should be the Default for Head Start,” The Hill, May 2019
- “To Be Seen As a Real Profession, Early Childhood Field Needs Open Discussion of Issues,” *the74million.com*, May 2018
- Regular contributor to U.S. News and World Report’s Online Knowledge Bank, March 2015-February 2017

- Foreword to *Seeds of Achievement: AppleTree's Early Childhood D.C. Charter Schools*, Pioneer Institute, July 2014
- "How to Fix Head Start," with Robert Gordon, *The New Republic*, March 24, 2014
- "Can Delaware Deliver for it Littlest Learners," *The News Journal*, March 3, 2012.
- "Obama's Education Legacy for the Littlest Kids: Too Little, Too Late," *The New Republic*, December 3, 2011.
- "Free Schooling," with Andrew J. Rotherham, in *The Business of Teaching*, Spring 2011.
- "Transforming Education in the Primary Years," with Lisa Guernsey, *Issues in Science and Technology*, Fall 2010.
- "Reading for Life," *The American Prospect*, July/August 2010.
- Editor, *American Prospect* Special Report on Early Literacy, July/August 2010.
- "The Case for Building Schools," *Washington Independent*, January 2009.
- "Obama's \$10 Billion Early Childhood Education Pledge," *Washington Times*, December 2008.
- "A Foundation for Success," *American School Board Journal*, November 2008.
- "Continuing the Investment," *The American Prospect*, December 2007.
- "Long Division," *Guardian Unlimited*, November 26, 2007.
- "A Tangled Web," *Guardian Unlimited*, October 16, 2007.
- "Putting Education on the '08 Agenda," *The American Prospect* online, October 2, 2007.
- "A Rank Exercise," With Andrew J. Rotherham, *washingtonpost.com*, June 22, 2007.
- "Three Is Not a Magic Number," *Guardian Unlimited*, April 9, 2007.
- "Clean Up This Mess!" with Thomas Toch, *The Washington Post*, October 2, 2006.
- "Gender Gap isn't Biggest Woe," *USA Today*, July 11, 2006.
- "Now It's Time to Work on an Effective Preschool Program," *The Mercury News*, June 2006.
- "Checklist for Charter Schools," *The Washington Post*, January 22, 2006.
- "Rethinking Teacher Pay," with Andrew J. Rotherham. National Association of School Boards *Leadership Insider*, November 2003.
- "Teacher Quality: Beyond No Child Left Behind. A Response to Kaplan and Owings (2002)," with Andrew J. Rotherham. *NASSP Bulletin*, Vol. 87 No. 635 June 2003.

Blogging

Ahead of the Heard, <http://aheadoftheheard.org/>, November 2014—Present

The Quick and the Ed, <http://quickanded.com>, February 2006-July 2007 and March 2013-September 2013

Sara Mead's Policy Notebook, http://blogs.edweek.org/edweek/sarameads_policy_notebook/, July 2010-June 2014

Early Ed Watch, <http://www.earlyedwatch.org>, January 2008-January 2010

Michael Hansen

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Washington, DC 20036
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Education

Ph.D. Economics, University of Washington, June 2009
M.A. Economics, University of Washington, June 2007
B.S. Economics, cum laude, Brigham Young University, April 2003

Biography

Dr. Michael Hansen is Senior Fellow at the Brookings Institution and Director of the Brown Center on Education Policy. A labor economist by training, he has conducted original research on a wide array of teacher policy and accountability issues primarily using state longitudinal data systems. Findings from Dr. Hansen's research have received media coverage from prominent outlets including the *Washington Post*, *the Atlantic*, *the Wall Street Journal*, *Politico*, and *Education Week*. His work has also been published in peer-reviewed research journals including *American Economic Review*, *Education Finance and Policy*, *Economica*, *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, among others. Dr. Hansen is also editor for the *Brown Center Chalkboard*. He holds a Ph.D. in Economics from the University of Washington.

Professional Research Experience

9/2015 – Present Brookings Institution, Brown Center on Education Policy
Senior Fellow and Director (7/2016 – present) /
Senior Fellow and Deputy Director (9/2015 – 6/2016)
7/2011 – 9/2015 American Institutes for Research, ALDER Program
Principal Researcher (4/2014 – 9/2015) /
Senior Researcher (4/2012 – 3/2014) /
Researcher (7/2011 – 3/2012)
9/2009 – 7/2011 The Urban Institute, Education Policy Center
Research Associate
1/2006 – 8/2009 Center on Reinventing Public Education, University of Washington
Research Assistant to Dr. Dan Goldhaber

Journal Articles

Examining Spillover Effects From Teach For America Corps Members in Miami-Dade County Public Schools
with Ben Backes, Victoria Brady, and Zeyu Xu, *Journal of Teacher Education* (2019), 70(5): 453-471.

The Impact of Teach For America on Non-Test Academic Outcomes
with Ben Backes, *Education Finance and Policy* (2018), 13(2): 168-193.

Teacher Attrition and Mobility During the Teach for America Clustering Strategy in Miami-Dade County Public Schools
with Ben Backes and Vicky Brady, *Educational Evaluation and Policy Analysis* (2016), 38 (3): 495-516.

Teacher Performance Trajectories in High- and Lower-Poverty Schools
with Zeyu Xu and Umut Özek, *Educational Evaluation and Policy Analysis* (2015) 37 (4): 458-477.

Characteristics of Schools Successful in STEM: Evidence from Two States' Longitudinal Data
Journal of Educational Research (2014) 107 (5): 374-391.

Investigating the Relationship between STEM Learning Principles and Student Achievement in Math and Science
with Thomas Gonzalez, *American Journal of Education* (2014) 120 (2): 139-171.

Is It Just a Bad Class? Assessing the Long-term Stability of Estimated Teacher Performance
with Dan Goldhaber, *Economica* (2013) 80 (319): 589-612.

Key Issues in Empirically Identifying Chronically Low-Performing and Turnaround Schools
Journal of Education for Students Placed at Risk (2012) 17 (1): 55-69.

Using Performance on the Job to Inform Teacher Tenure Decisions.
with Dan Goldhaber, *American Economic Review* (2010) 100 (2): 250-255.

Race, Gender, and Teacher Testing: How Informative a Tool is Teacher Licensure Testing and How does it Impact Student Achievement?
with Dan Goldhaber, *American Educational Research Journal* (2010) 47 (1): 218-251.

National Board Certification and Teachers' Career Paths: Does NBPTS Certification Influence How Long Teachers Remain in the Profession and Where They Teach?
with Dan Goldhaber, *Education Finance and Policy* (2009) 4 (3): 229-262.

Reports and Book Chapters

Policy risks and opportunities in attracting millennials of color into the teaching profession
with Diana Quintero. Forthcoming in *Handbook of Research on Teachers of Color*.

The 2018 Brown Center Report on American Education
with Elizabeth Mann Levesque, Jon Valant, Diana Quintero. Brookings Institution (2018)

Scrutinizing Equal Work for Equal Pay among Teachers
with Diana Quintero. Brown Center Report, Brookings Institution (September 2017).

The Double-edged Sword of Education Policy Trends
in *Millennial Teachers of Color*, ed. Mary Dilworth, Harvard Education Press (2018).

Should They Stay or Should They Go? The Mythical Appeal of Staff Replacement as a Turnaround Strategy

with Elizabeth Mann and Rebecca Herman, eds. Coby Meyers and Marlene Darwin, Information Age Publishing (2018).

Do Low-Income Students Have Equal Access to Effective Teachers? Evidence from 26 Districts with Eric Isenberg, Jeffrey Max, Philip Gleason, Matthew Johnson, and Jonah Deutsch. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (October 2016).

High Hopes and Harsh Realities: The Real Challenges to Building a Diverse Workforce with Hannah Putman, Kate Walsh, and Diana Quintero. Brown Center Report (August 2016).

The Future of Student Growth Models in Managing the Teacher Workforce: Less Direct, More Indirect

in *Student Growth Measures in Policy and Practice*, eds. Kimberly Kappler Hewitt and Audrey Amrein-Beardsley. Palgrave (2016).

Oregon Personnel Evaluation System Review: Part B Findings

with Tiffany Chu. Washington, DC: American Institutes for Research (April 2014).

Right-sizing the Classroom: Making the Most of Great Teachers.

November 2013. Washington, DC: Thomas B. Fordham Institute. Technical version released as CALDER Working Paper #110 (January 2014).

Access to Effective Teaching for Disadvantaged Students

with Eric Isenberg, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, and Heinrich Hock. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (November 2013).

Combining Multiple Performance Measures: Do Common Approaches Undermine Districts' Personnel Evaluation Systems?

with Mariann Lemke and Nicholas Sorensen. Value-Added Measurement Services at American Institutes for Research Publication (August 2013).

Anticipating Innovation in Teacher Evaluation Systems: Lessons for Researchers and Policymakers

Teacher Quality 2.0 Research Paper Series (February 2013). Washington, DC: American Enterprise Institute.

Published Working Papers

Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative with Ben Backes, January 2018. CALDER Working Paper #181.

Time to Tenure: Does Tenure Reform Affect Teacher Absence Behavior and Mobility?

with Dan Goldhaber and Joe Walch, December 2016. CALDER Working Paper #172.

Performance Estimates of Teach For America Teachers in Atlanta Metropolitan Area School Districts

with Tim R. Sass, September 2015. CALDER Working Paper #140.

Investigating the Role of Human Resources in School Turnaround: A Decomposition of Improving Schools in Two States

February 2013. CALDER Working Paper #89.

A Leg Up or a Boot Out? Student Achievement and Mobility under School Restructuring

with Umut Özek and Thomas Gonzalez, November 2011. CALDER Working Paper #78.

Chronically Low-Performing Schools and Turnaround: Findings in Three States

with Kilchan Choi, August 2012. CALDER Working Paper #60.

How Career Concerns Influence Public Worker Effort: Evidence from the Teacher Labor Market
December 2009. CALDER Working Paper #40.

Projects and Awards

2017-2018	“Access to Effective Teaching in Miami-Dade County Public Schools,” co-Principal Investigator (with Ben Backes), \$188,000, Knight Foundation
2017-2018	“Brown Center Annual Report,” Principal Investigator, \$100,000, Grant from the Brown Family Foundation
2016-2017	“Memos to the President,” Principal Investigator, \$25,000, Spencer Foundation
2015-2017	“Evaluating School-wide Efforts to Extend the Reach of Excellent Teachers,” Principal Investigator (with co-PI Bryan Hassell), \$308,566
2013-2014	“Evaluation of Oregon State Student Learning and Growth Pilot,” Summative Scoring Lead, \$125,000, Contract for the Oregon Department of Education
2013-2014	“TFA Atlanta Regional Corps Member Impact Study,” Principal Investigator, \$135,000, Contract for Teach For America
2013	“Optimal Class Size under Variable Teacher Effectiveness,” Principal Investigator, \$25,000, Grant from the Thomas B. Fordham Foundation
2012-2015	“TFA Clustering Evaluation in Miami-Dade County Public Schools,” Principal Investigator, \$530,000, Grant from the Knight Foundation
2012-2015	“National Math and Science Initiative Multi-Program Evaluation,” Principal Investigator, \$926,867, Grant from the O’Donnell Foundation
2011-2013	“Strategic Responses to School Accountability,” (co-PI with Umut Özek), \$350,000, Education Research Grant from Institute of Education Sciences
2011	National Academy of Education, Committee on Adaptive Educational Technologies, Invited Participant
2010-2015	“Teacher Quality Distribution and Measurement,” (co-PI with Jane Hannaway for American Institutes for Research), \$890,000, Sub-contract for Institute of Education Sciences

2010-2011	“Identifying Successful STEM Schools,” (co-PI with Jane Hannaway), \$200,000, Grant from National Science Foundation
2010-2011	Emerging Education Policy Scholar program, sponsored by the Fordham Institute and American Enterprise Institute, Invited Participant
2009-2012	“Identifying Potentially Successful Approaches to Turning Around Chronically Low-Performing Schools,” (Lead researcher for Study I), \$365,000, Sub-contract for Institute of Education Sciences
2009	National Council on Teacher Quality Research Competition, Selected Finalist, \$5,000

Presentations

AEA Annual Conference, 2009, 2010 (by co-author)
 AEFPP Annual Conference, 2010, 2011, 2012, 2013, 2014, 2015
 AERA Annual Conference, 2010, 2013, 2016
 APPAM Fall Research Conference, 2007, 2009, 2010, 2013, 2014, 2015
 Brookings Institution, 2016, 2017
 CALDER Annual Research Conference, 2008 (by co-author), 2009, 2013, 2014
 Cato Institute, 2016
 Center for American Progress, 2011, 2017
 CCSSO State Consortium on Educator Effectiveness, 2013
 Cosmos Club, 2016
 Committee for Education Funding, 2016
 Council of State Governments Midwestern Legislative Conference, 2017
 District of Columbia Office of the State Superintendent of Education, 2011
 District of Columbia State Board of Education, 2016
 Department of Education School Leadership Program, 2010
 EdVoice Institute Symposium, 2011
 Fordham Institute, 2014
 Institute of Education Sciences Research Conference, 2010
 INVALSI Conference on Improving Education, 2012
 Joint Statistical Meetings, 2010 (by co-author)
 National Council on Teacher Quality Research Competition and Conference, 2009
 National Education Association, 2010
 National Research Council Workshop on Successful STEM Schools, 2011
 National School Board Association, 2017
 Nevada Legislative Committee on Education, 2016
 New Mexico Advance Programs Initiative Symposium, 2011
 StudentsFirst, 2013
 Society for Research in Educational Effectiveness Conference, 2012, 2015
 Southern Economics Association Annual Conference, 2013
 University of Maryland Baltimore County, 2017
 University of Nevada Las Vegas, 2016, 2018
 University of Notre Dame, 2011
 University of Texas at Dallas, 2009
 University of Virginia, 2008 (by co-author), 2012
 University of Washington, 2007, 2008, 2009

EDUCATION

Ph.D., Economics, Specialization: Urban Economics, Howard University, 2011

M.A., Economics, Specialization: Monetary & Fiscal Policy, Howard University, 2005

B.A., Economics Hunter College-City University of New York, 2002

PROFESSIONAL SUMMARY: *Senior analyst with substantive expertise in economic and financial analysis, econometric modeling, and consumer finance policy and regulation. Demonstrated experience in policy development and value-add contributions to effective multi-disciplinary policy design in the areas of economic development, community development, housing finance and fiscal policy. Extensive experience in the development of consumer finance regulations: small-dollar credit and remittances. Research experience in urban economics, housing finance, spatial economics, fair access to credit. Successful outcomes based management experience in nonprofit sector.*

PROFESSIONAL EXPERIENCE

Brookings Institution, Governance Studies

09/2017 - Present

Fellow: Race, Prosperity, and Inclusion Initiative

- Lead independent empirical policy research portfolio that focuses on a cross-section of policy issues: inclusive opportunities and equity in the future of work; social capital networks in low-income communities; parental attitudinal bias barriers to inclusive schools in Washington, D.C.; expanding access to credit, financial inclusion, lending discrimination and related issues that disproportionately impact financially vulnerable consumers.

Senior Analyst, Office Fair Lending and Equal Opportunity

Consumer Financial Protection Bureau

12/2013-08/2017

- Senior analyst responsible for advising on consumer protection policy issues; consumer finance and support rule-making activities; support law enforcement matters and regulatory **interventions in the Bureau's Fair Lending program.**
- Develop econometric and geospatial models using panel and time series data to evaluate discriminatory behavioral patterns of supervised financial institutions and prepare briefing memos and present findings and recommendations on restitution and profit disgorgement to Bureau senior management.
- Research, develop, and draft policy recommendation briefs on emerging risks or fair lending compliance risk patterns within jurisdictional credit markets including mortgage lending, mortgage servicing, credit card, and small business lending.
- Provide policy advice and prepare materials for presentation to Bureau senior and executive management that inform the development of consumer protection and fair lending policy or to further litigation.
- Responsible for providing SME analytical support to supervisory examination teams in the evaluation of financial institutions with assets in excess of \$10.0 billion.
- Routinely engaged with Bank and non-Bank senior executives and senior litigation counsel to evaluate discriminatory findings in areas of mortgage redlining and credit card discrimination. Work with Bureau senior management to design corrective actions and review subsequent implementation.
- Lead analyst in historic redlining discrimination case against resulting in more than \$27.0 million in mortgage credit subsidies and outreach support to previously underserved communities.

Senior Policy Analyst Agency Detail

U.S. House of Representatives

Oversight and Government Reform Committee

01/2016-05/2016

- Served as economic expert in support of various OGR committee and sub-committee hearings: Turing Pharmaceuticals Prescription Drug Price Gouging; FCC Net Neutrality; Bureau of Land Management Oil and Gas Leasing Policies; Flint Michigan Lead Contaminated Water.
- Drafted committee issued investigative letters and requests for information to private companies on issues regarding unfair bank account closures that disproportionately impacted minority consumers.
- Consulted with Committee stakeholders including on issues relating to preserving Dodd-Frank implementations, House member staffers, industry advocates, consumer groups and State agencies.

Consumer Financial Protection Analyst,

Office of Supervision Examinations

Consumer Financial Protection Bureau

11/2011 – 12/2013

- Provided technical expertise to management and program team leads in support of depository and non-depository financial institutions supervision activities.
- Analyzed complex super-sized financial datasets to ascertain trends and patterns in the practices of non-depository financial institutions in order to inform the development of consumer protection policy.
- **Designed and managed data collection initiatives to support the Bureau's supervisory processes.**
- Implemented procedures for conducting risk-based consumer protection examinations, including risk assessment, examination scoping, and setting examination priorities.
- Responsible for providing technical subject matter expertise advice on various market and/or regulatory issues.
- Designed quantitative, qualitative and statistical analytical work plans, analyze the data accordingly and interpret the results for senior management of regulated financial institutions and Bureau senior leadership.
- Lead analyst in overdraft fee Regulation E violation enforcement matter resulting restitution exceeding \$49.0 million to affected consumers.

Economist

Brimmer & Company Economic Advisors

11/2007-11/2011

- Developed economic models and statistical analyses to inform the design monetary and fiscal policies design for the Government of Bermuda.
- Prepared reports and briefings to summarize analytical findings on a range of issues: differential tax modeling, development of long-range economic growth modeling for the Bermuda Ministry of Finance.
- Developed econometric models to evaluate the impact of proposed economic policies including: a proposed national deposit insurance protection scheme on consumer financial welfare, input-output model to produce national forecasts, and estimated the impact of a proposed sales tax on government revenue structure, consumption and employment.
- Advised Bermudian Premier on regulatory and policy initiatives on issues of: housing, small business, tourism, inclusive domestic employment, international business sector reinsurers, financial services sector, and emerging Islamic insurance products.

Risk Analyst then Senior Portfolio Manager

Washington Area Community Investment Fund

12/2004-12/2009

- Responsible for overseeing and maintaining economic development projects, providing development strategies for affordable housing development and small businesses.
- Managed the sustainability and growth of a \$4.0 million revolving loan fund. Leveraged over \$20.0 million in private funding to assist in the development of affordable housing, community facilities and small businesses, across the District of Columbia.
- Presented subject matter expert on City wide forums and worked collaboratively with internal and external stakeholders.
- Designed implemented a feasibility analysis to assess the impact of Loan Fund products using analysis and research financial data to aid in guiding strategic investments and the setting of

- other organizational priorities.
- Developed loan policies and procedures, loan servicing and a portfolio management system.
- Designed WACIF's SBA micro lending program for small businesses, resulting in SBA** designating WACIF as an SBA lender and awarding the organization \$250,000 to capitalize micro-loan lending program.
- Actively participated in the development of affordable housing policy forums with senior leadership of DC DHCD and national stakeholders LISC and Enterprise.

Business Development Specialist

First Citizens Assets Management Ltd, Port of Spain, Trinidad 2006

- Responsible for monitoring of risk exposure of pension fund portfolios fixed income securities and equities based on current policies and regulations.
- Developed a risk and ratings analysis program of underlying securities and issuing companies, **to guide the Investment Manager's decisions for balancing portfolio risks and maturity of** underlying claimholders.
- Prepared memoranda to management and initiated the development of Investment Guidelines to aide in the formal documentation of investment risk tolerance and other protocols for funds under management.
- Developed asset pricing module via a pseudo-yield curve estimation model, based on local financial market conditions, to aid in portfolio re-balancing.

Project Manager Intern

DC Department of Housing and Community Development 2004-2005

- Responsible for conducting underwriting analysis of multifamily real estate development projects and Low Income Housing Tax Credit funded projects.
- Performed rigorous financial and organizational analysis of new and existing borrower entities to determine repayment ability.
- Participated in several projects related to consumer protection, such as stabilizing Tenants First Rights to Purchase in the District of Columbia and the development the District of Columbia Affordable Housing Site Acquisition Fund (SAFI) Program, which enabled less capitalized non-profit housing developers to have speedy access to subsidized capital to develop and preserve affordable housing in the District of Columbia.

CONSULTING ENGAGEMENTS

Economic Development Consultant, Office of the Premier North West Provincial Government, Republic of South Africa, North West Province, South Africa, 2016-Present

- Developed a policy framework to **address the Province's youth unemployment crisis.**
- Designed a demonstration province-wide vocational training and technological innovation problem-solution matching program aimed at updating both the technical skills of the emerging adult population and the cooperative and SMME framework as an entrepreneurial driven employment strategy.
- Advising North West Premier on program performance and enhancement recommendations **for existing Youth Entrepreneurship Program to address the Province's critical mass** urban-rural migration and resulting economic desertification problem.

Housing Finance Development Consultant, Israel Manor Inc, Washington, D.C.;
03/2016-10/2016

- Developed a strategic financial plan for the Board of Directors aimed at stabilizing the organization and increasing the financial efficiency two multi-million dollar tax credit facilities: New Markets Tax Credit and Low Income Housing Tax Credit.
- Designed policy recommendations to stabilize three large community facilities critical to the Brentwood Community: Senior Housing Facility, Child Care Center, and Community Health Centers.

Economic Consultant, Community Workforce Advancements, LLC, Washington, D.C.;
06/2016-12/2016

- Analyzed programmatic data to evaluate the transformative impact of the Pennsylvania Manufacturing Training Thaddeus Stevens College of Technology on the Pennsylvania regional labor market.

- Advised on future programmatic direction to increase the impact of the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant funding.

Business Manager, The Elizabeth Ministry, Inc., Washington, D.C.; 06/2009-04/2016

- Advised Chief Executive Officer (CEO) and Board of Directors on all strategic and tactical matters as they relate to budget management, cost benefit analyses, and programmatic operations.
- Responsible for the acquisition of a multi-million dollar contract with DC Department of Child Welfare Services Agency to provide foster care and out-of-care services.
- Raised capital funds in excess of \$7.0million to support the development of affordable housing to meet the housing needs of young mothers in the DC foster care system and homeless single mothers recently aged-out of the foster care system.
- Negotiated the restructuring of a \$2.3million credit facility to assist with the long-term stabilization of the organization's operations.

SELECTED PUBLICATIONS, PANELS, AND CONFERENCE PROCEEDINGS

Panelist, "Powernomics: African Americans and the Future of Health, Wealth, Education and Technology." Northeast Regional 21st Biennial Conference, September 10, 2015.

"Payday Loans and Deposit Advance Products: A White Paper of Initial Data Findings", with other Bureau staffers. Consumer Financial Protection Bureau, April, 2013. Available at <http://files.consumerfinance.gov/f/201304_cfpb_payday-dap-whitepaper.pdf >

"Leveling the Playing Field: Enabling Community-Based Organizations to Utilize GIS for Effective Advocacy" with Haydar Kurban, Rodney Green and Janet A. Phoenix. URISA Journal on GIS in Public Health, Volume 20 Number 2; 33-41, 2008

"Spatial Theory," with Haydar Kurban. International Encyclopedia of the Social Sciences. Ed. William A. Darity, Jr. Vol. 8. 2nd ed. Detroit: Macmillan References USA 2008. Pp 44-46.

"Welfare Reform and New York City's Low-Income Population" with Howard Chernick and Cordelia Reimer. Institute for Research on Poverty Discussion Paper No. 1256-02, 2001 [Independent Contributions as Research Associate]

WORKS IN PROGRESS

"An Empirical Disparate Treatment Framework: Testing Mortgage Redlining Discouragement."

OPINION EDITORIALS

2019

"How artificial intelligence affects financial consumers" [Brookings, Series on A Blueprint for the Future of AI](#).

2018

"The 21st Century Digital Workforce Makes Mathematics Inescapable." [Brookings, TechTank](#).

"Why We Should Train Workers Like We Train Machine Learning Algorithms." [Brookings, TechTank](#).

"On Fair Lending, Mulvaney's Actions at CFPB Speak Louder than His Words." [Brookings, Series on Financial Markets and Regulation](#).

"Trump's 1st State of the Union: How he Could Lead the Consumer Financial Protection Bureau." [Brookings, FixGov](#).

"CFPB's Retreat from Collecting Mortgage Data Should Sound Alarm Bells." [Brookings, Series on Financial Markets and Regulation](#). [with Aaron Klein]

2017

"As Leadership Shifts, What to Watch for at the CFPB." [Brookings, Series on Financial Markets and Regulation](#). [with Aaron Klein]

"Why Americans Should Care About the Consumer Financial Protection Bureau." [Brookings, 5 on 45 Podcast Series](#). (11/27/2017)

“Leveraging the Disruptive Power of Artificial Intelligence for Fairer Opportunities.” [Brookings, TechTank](#). (11/16/2017)

“AI Should Worry Skilled Knowledge Workers Too.” [Brookings, TechTank](#).

INVITED PRESENTATIONS AND LECTURES

2018

“**Coming Impacts of Artificial Intelligence on the Government Workforce.**” American Council for Technology-Industry Advisory Council, Imagine Nation. Philadelphia, PA

“**Financial Inclusion, Alternative Data, and Fintech Analytics.**” Institute of International Economic Law, Georgetown University Law Center Fintech Week, Washington, D.C.

“**Aligning Innovation and Regulation.**” Keeping Pace: Financial Inclusion in a Time of Innovation. Bloomberg Government Bloomberg Black Professional Community, Washington, D.C.

“**Democracy, Inequality, and Governance.**” Next Generation Policymakers in an Age of Global Disruption, Carnegie Endowment for International Peace, Washington, D.C.

“**Equity, Talent, and Tech.**” Community Encouraging Corporate Philanthropy Leadership Summit, New York, NY

“The Great Recession and Financial Risks to Consumers.” **Too Big to Fail:** Addressing Risks in the Banking Sector 10-Years after the Recession—Howard University, Washington, D.C.

SKILLS

Stata, R, SAS, ArcGIS, Tableau, SQL, Python

PROFESSIONAL AFFILIATIONS

- Omicron Delta Epsilon –International Honor Society in Economics (ODE), 2004-Present
- American Economic Association (AEA), 2008-Present
- National Economic Association (NEA), 2008-Present

Curriculum Vitae
Rashawn Ray
January 2020

CONTACT INFORMATION

Department of Sociology
University of Maryland
2112 Parren J. Mitchell Art-Sociology Building
College Park, MD 20742
(301) 405-9581
rjray@umd.edu
<http://rashawnray.com/>

EMPLOYMENT

David M. Rubenstein Fellow, Governance Studies, The Brookings Institution, 2019-2021

Associate Professor of Sociology with tenure, University of Maryland, 2016-present

Director, Lab for Applied Social Science Research (LASSR), 2017-present

Edward McK. Johnson, Jr. Endowed Faculty Fellow, 2016-2018

Affiliate Faculty Member, Department of Women's Studies, 2015-present

Research Associate, Maryland Population Research Center, 2012-present

Assistant Professor, Department of Sociology, 2012-2016

Associate Research Director, Consortium on Race, Gender, and Ethnicity (CRGE), 2015

Robert Wood Johnson Foundation Health Policy Research Postdoctoral Scholar, University of California, Berkeley/UCSF, 2010-2012

Savant Outreach Coordinator, Office for Women's Affairs, Indiana University, 2008-2010

Visiting Scholar and Lecturer, University of Mannheim-Germany, 2008

EDUCATION

Ph.D., Sociology, Indiana University, Bloomington, Indiana, 2010
Minor: Research Methods

M.A., Sociology, Indiana University, Bloomington, Indiana, 2005

B.A, Sociology, University of Memphis, Memphis, TN, 2003
Minor: Women Studies
Magna Cum Laude with University Honors

RESEARCH AND TEACHING INTERESTS

Social Psychology, Race Relations, Race-Class-Gender, Family, and Health Policy

PUBLICATIONS

(*Denotes graduate student of Rashawn Ray; **Denotes community partner)

Books

Jackson, Pamela Braboy and **Rashawn Ray**. 2018. *How Families Matter: Simply Complicated Intersections of Race, Gender, and Work*. Lexington Books: Lanham, MD.

Ray, Rashawn (Ed.). 2017. [2010]. *Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy (Revised First Edition)*. Cognella: San Diego.

Articles

Foy, Steven and **Rashawn Ray**. 2019. "Skin in the Game: Colorism and the Subtle Operation of Racial Stereotypes in Men's College Basketball." *American Journal of Sociology* 125(3):

Robert, Jennifer D., Sandra Mandic, Craig S. Fryer, Micah L. Brachman, and **Rashawn Ray**. 2019. "Between Privilege and Oppression: An Intersectional Analysis of Active Transportation Experiences among Washington D.C. Area Youth." *International Journal of Environmental Research and Public Health*.

Varpio, Lara, **Rashawn Ray**, Ting Dong, Jeff Hutchinson, and Steven J. Durning. 2018. "Expanding the Conversation on Burnout Through Conceptions of Role Strain and Role Conflict." *Journal of Graduate Medical Education* 10(6): 620-623.

Robert, Jennifer, Lindsey Rodkey, **Rashawn Ray**, Brian Saelens. 2018. "Don't Forget about Public Transportation: Analysis of the Association of Active Transportation to School among Washington DC Area Children with Parental Perceived Built Environment Measures." *Journal of Physical Activity and Health*. 15(7): 474-482.

Ray, Rashawn, Kris Marsh, and Connor Powelson*. 2017. "Can Cameras Stop the Killings? Racial Differences in Perceptions of the Effectiveness of Body-worn Cameras in Police Encounters." *Sociological Forum* 32(S1): 1032-1050.

Fisher, Dana, Dawn Dow, and **Rashawn Ray**. 2017. "Intersectionality Takes it to the Streets: Mobilizing across Diverse Interests for the Women's March." *Science Advances* 3(9): eaao1390.

Ray, Rashawn, Melissa Brown*, Ed Summers, Neil Fraistat. 2017. "Ferguson and the Death of Michael Brown on Twitter: #BlackLivesMatter, #TCOT, and the Evolution of Collective Identities." *Ethnic and Racial Studies* 40(11): 1797-1813. (Lead article)

Brown, Melissa*, **Rashawn Ray**, Ed Summers, Neil Fraistat. 2017. "Say Her Name: #SayHerName: A Case Study of Intersectional Social Media Activism." *Ethnic and Racial Studies* 40(11): 1831-1846.

Ray, Rashawn, Melissa Brown*, and Wendy Laybourn*. 2017 (Special Issue Editors). The Evolution of #BlackLivesMatter on Twitter: Social Movements, Big Data, and Race. *Ethnic and Racial Studies* 40(11): 1795-1796.

Ray, Rashawn. 2017. "Black People Don't Exercise in my Neighborhood: Perceptions of the Built Environment on the Physical Activity of Middle Class Blacks and Whites." *Social Science Research* 66:42-57.

- Ray, Rashawn**, Abigail A. Sewell, Keon L. Gilbert, and Jennifer Roberts. 2017. "Missed Opportunity? Leveraging Mobile Technology to Reduce Racial Health Disparities." *Journal of Health Politics, Policy, and Law* 42(5): 901-924.
- Fisher-Maltese, Carley, Dana Fisher, and **Rashawn Ray**. 2017. "Can Learning in Informal Settings Mitigate Disadvantage and Promote Urban Sustainability? A Study of School Gardens in Washington DC." *International Review of Education*
- Robert, Jennifer, Lindsey Rodkey, Cortney Grisham, **Rashawn Ray**. 2017. The Influence of Family Dog Ownership and Parental Perceived Built Environment Measures on Children's Physical Activity Within the Washington DC Area." *International Journal of Environmental Research and Public Health*. 14(11): <https://doi.org/10.3390/ijerph14111398>
- Roberts, Jennifer D., Lindsey Rodkey, **Rashawn Ray**, Brandon Knight, Brian E. Saelens. 2017. "Electronic Media Time and Sedentary Behaviors in Children: Findings from the Built Environment and Active Play Study in the Washington DC Area." *Preventive Medicine Reports*
- Ray, Rashawn**, Dana Fisher, Carley Fisher-Maltese. 2016. "School Gardens in the City: Does Environmental Equity Help Close the Achievement Gap?" *Du Bois Review* 13(2): 379-395.
- Ray, Rashawn**, Keon L. Gilbert, and Abigail A. Sewell. 2016. "Mobile Technology as a Conduit for Reducing Obesity-related Health Disparities." *Issues in Race & Society* 4(1): 98-119.
- Roberts, Jennifer Denise, Brandon Knight, **Rashawn Ray**, and Brian E Saelens. 2016. "Parental Perceived Built Environment Measures and Active Play in Washington DC Metropolitan Children." *Preventive Medicine Reports* 3: 373-378.
- Gilbert, Keon and **Rashawn Ray**. 2016. "Why Police Kill Black Males with Impunity: Applying Critical Race and Public Health Theory to Address Determinants of Policing Behaviors and the Justifiable Homicides of Black Men." *Journal of Urban Health* 93(1): 122-140.
- Gilbert, Keon, **Rashawn Ray**, Arjumand Siddiqi, Derek Griffith, Elizabeth Baker, Shivan Shetty, and Keith Elder. 2016. "Visible and Invisible Trends in African American Men's Health: Pitfalls and Promises." *Annual Review of Public Health* 37: 295-311.
- Ray, Rashawn**. 2015. "AME Church Massacre and America's Inability to Acknowledge Structural Racism." *Issues in Race & Society: An Interdisciplinary Global Journal* 3(2): 67-71.
- Zambrana Ruth Enid, **Rashawn Ray**, Corinne Castro, Michelle Espino, Beth Douthirt Cohen, Jennifer Eliason. 2015. "'Don't Leave Us Behind': The Importance of Mentoring for Underrepresented Minority Faculty." *American Education Research Journal* 52(1): 40-72.
- Parks, Gregory S., Shayne E. Jones, **Rashawn Ray**, Matthew W. Hughey, and *Jonathan M. Cox. 2015. "White Boys Drink, Black Girls Yell?: A Racialized and Gendered Analysis of Violent Hazing and the Law." *The Journal of Gender, Race, and Justice* 18: 97-168.

- Ray, Rashawn** and *Joey Brown. 2015. "Reassessing Student Potential for Medical School Success: Distance Traveled, Grit, and Hardiness" *Military Medicine: International Journal of AMSUS* 180(4): 138-141.
- Roberts, Jennifer D., **Rashawn Ray**, Amber Biles, Brandon Knight, and Brian E. Saelens. 2015. "Built Environment and Active Play among D.C. Metropolitan Children: A Protocol for a Cross-sectional Study." *Archives of Public Health* 73:22.
- Parks, S. Gregory, **Rashawn Ray**, Shayne E. Jones, and Matthew W. Hughey. 2014. "Complicit in Their Own Demise?" *Law and Social Inquiry*, 39(4): 938-972.
- Ray, Rashawn**. 2014. "An Intersectional Analysis to Explaining a Lack of Physical Activity Among Middle Class Black Women." *Sociology Compass* 8(6): 7870-791.
- Parks, Gregory S., **Rashawn Ray**, and Shawna M. Patterson. "Complex Civil Rights Organizations: Alpha Kappa Alpha Sorority, An Exemplar." 2014. *Alabama Civil Rights-Civil Liberties Law Review*. 6: 125-166.
- Parks, Gregory S., **Rashawn Ray**, and *Jonathan Cox. 2014. "Menacing Monikers: Language as Evidence." *Wake Forest Law Review* 49(3): 799-812.
Reprinted In:
Criminal Law Journal 15(4): 16-23; 2016
- Parks, Gregory S. and **Rashawn Ray**. "Poetry as Evidence." 2013. *UC Irvine Law Review* 3: 217-257.
- Ray, Rashawn**. 2013. "Fraternity Life at Predominately White Universities in the U.S.: The Saliency of Race." *Ethnic and Racial Studies* 36: 320-336.
- Hunt, Matthew and **Rashawn Ray**. 2012. "Black Americans Social Class Identifications: Trends and Determinants, 1974-2010." *American Behavioral Scientist* 56: 1462-1480.
- Noy, Shiri and **Rashawn Ray**. 2012. "Graduate Students' Perceptions of Their Advisors: Is There Systematic Disadvantage in Mentorship?" *Journal of Higher Education* 83: 876-914.
- Ray, Rashawn**. 2012. "Sophisticated Practitioners: Black Fraternity Men's Treatment of Women." *Journal of African American Studies, Special Issue on Black Fraternal Organizations* 16: 638-657.
- Ray, Rashawn** and Jason A. Rosow. 2012. "Two Different Worlds of Black and White Fraternity Men: Visibility and Accountability as Mechanisms of Privilege." *Journal of Contemporary Ethnography* 41: 66-95.
- Ray, Rashawn** and Jason Rosow. 2010. "Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men's Approaches towards Women." *Men and Masculinities* 12: 523-546.
Reprinted in:
Gender through the Prism of Difference (Fourth Edition), edited by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo and Michael A. Messner. New York: Oxford University Press.

Race and Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy, edited by Rashawn Ray. Cognella: San Diego.

Sociological Odyssey: Contemporary Readings in Introductory Sociology (Fourth Edition), edited by Peter Adler and Patricia Adler. Wadsworth Cengage.

Ray, Rashawn. 2008. "The Professional Allowance: How Socioeconomic Characteristics Allow Some Men to Fulfill Family Role Expectations Better than Other Men." *The International Journal of Sociology of the Family: Special Issue on Intersectionality*. 34(2): 327-351.

Stewart, Quincy Thomas and **Rashawn Ray.** 2007. "Hurricane Katrina and the Race Flood: Interactive Lessons for Research on Race." *Race, Gender, and Class: Special Issue on Hurricane Katrina*. 14(1-2): 38-59.

Book Chapters

Ray, Rashawn and Patrick Sharkey. 2019. "Race and Ethnicity in the United States." In S. Khan and P. Sharkey (Eds). [*A Sociology Experiment*](#).

Ray, Rashawn and Keon Gilbert. 2018. "The Evolution of #BlackLivesMatter." Essay 15 In Hunter. M. (Ed). *The New Black Sociologists: Historical and Contemporary Perspectives*. New York: Routledge

Ray, Rashawn and Jonathan M. Cox*. 2016. "Hazing in African-American Fraternities: Issues of Black Masculinity." Pp. 169-175 In K. Lomotey, P. B. Jackson, M. Adem, P. X. Ruf, V. C. Copeland, A. Huerta, N. Iglesias-Prieto, and D. L. Brown (Eds.) *People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration, Vol 2*. ABC-CLIO Greenwood.

Ray, Rashawn and Nicole DeLoatch*. 2016. "Race." In *Oxford Bibliographies in Sociology*. Ed. Janeen Baxter. New York: Oxford University Press.

Sewell, Abigail A. and **Rashawn Ray.** 2015. "A Place to Trust: Black Protestant Affiliation and Trust in Personal Physicians." Pp. 229-249 in Jennie Jacobs Kronenfeld (ed). *Research in the Sociology of Health Care, Volume 33*. Bingley, UK: Emerald Group Publishing Ltd.

Ray, Rashawn and Bryant Best. 2015. "Diversity Does Not Mean Equality: De Facto Rules that Maintain Status Inequality among Black and White Fraternity Men." In *Sharing Space, Negotiating Difference: Contemporary Ethnographies of Power and Marginality on Campus*, edited by Elizabeth M. Lee and Chaise LaDousa. Routledge.

Ray, Rashawn. 2015. "If Only He Didn't Wear the Hoodie..." Selective Perception and Stereotype Maintenance." Pp. 81-93 In Stephanie McClure and Cherise Harris (Eds), *Getting Real about Race: Hoodies, Mascots, Model Minorities, and Other Conversations*. Los Angeles: Sage.

Gilbert, Keon L., **Rashawn Ray**, and Marvin Langston. 2014. "Social Dis(ease) of African American Males and Health." Pp. 23-36 In Carol Camp Yeakey, Vetta Sanders Thompson, and Anjanette Wells (Eds), *Urban Ills: Twenty-first-century Complexities of Urban Living in Global Contexts, Vol. 2*. Lanham: Lexington Books.

- Ray, Rashawn.** 2013. "Helping Prepare Students of Color for Entry into the Middle Class." Pp. 127-130 In Kristin Haltinner (Ed), *Teaching Race and Anti-Racism in Contemporary America: Adding Context to Colorblindness*. New York: Springer Press.
- Milkie, Melissa, Catherine Warner, and **Rashawn Ray**. 2013. "The Social Psychology of Social Class Inequalities." In Jane McLeod, Ed Lawler, and Michael Schwalbe (Eds), *Handbook of the Social Psychology of Inequality*, pp. 547-574. New York: Springer Press.
- Ray, Rashawn** and Pamela Braboy Jackson. 2013. "Complexity Begets Complexity: An Intersectional Approach to Work-Family Balance among Black, White, and Mexican-American Adults." Pp. 243-264 In Marla Kholman, Dana Krieg, and Bette Dickerson (Eds), *Notions of Family: Intersectional Perspectives, Advances in Gender Research, Vol. 17*. Bingley, UK: Emerald.
- Ray, Rashawn**, Danielle Heard, and Ted Ingram. 2012. "*Invictus* and *IF*: Meaning Making and the Shaping of a Collective Black Greek Identity." Pp. 445-476 In Tamara L. Brown, Gregory S. Parks, and Clarendia M. Phillips (Eds), *African American Fraternities and Sororities: The Legacy and the Vision, 2nd Ed*. Lexington: University Press of Kentucky.
- Ray, Rashawn** and **Kevin Walter Spragling. 2011. "Am I Not A Man And A Brother? Authenticating the Racial, Religious, and Masculine Dimensions of Brotherhood within Alpha." Pp. 207-229 In Gregory S. Parks and Stefan M. Bradley (Eds), *Alpha Phi Alpha and the Crisis of Organizational Identity: A Case Study within Black Greekdom*. Lexington: University Press of Kentucky.
- Ray, Rashawn.** 2011. "W.E.B. Du Bois: Pioneering Social Theorist, Methodologist, and Public Sociologist." In Jeff Manza (Ed), *Oxford Bibliographies Online: Sociology*. New York: Oxford University Press.
- Jeffers, Greg, **Rashawn Ray**, and Tim Hallett. 2010. "The Vitality of Ethnographic Research on Race." Pp. 19-46 In Sam Hillyard (Ed), *What's (Still) Wrong with Ethnography*. Bingley, UK: Emerald Publishing.
- Jackson, Pamela Braboy, **Rashawn Ray**, and Mary Shaw-Perry. 2007. "Adult Sibling Relationships: A Multi-Ethnic Study of Families." In H2Timothy J. Owens and J. Jill Suitor (Eds), *Advances in Life Course Research: Interpersonal Relations across the Life Course*. 12: 57-87. Oxford, UK: Elsevier.
- Book and Film Reviews**
- Ray, Rashawn.** 2017. *Blood Sugar: Racial Pharmacology and Food Justice in Black America*. 47(1): 80-82.
- Ray, Rashawn.** 2015. Film review of *Come Hell or High Water: The Battle for Turkey Creek and Every Mother's Son*. *Teaching Sociology* 43(3): 256-259.
- Ray, Rashawn.** 2014. "Stalled Desegregation and the Myth of Racial Inequality in the U.S. Labor Market." *Du Bois Review* 11(2): 477-487.
- Review of: Kevin Stainback and Donald Tomaskovic-Devey. 2012. *Documenting Desegregation: Racial and Gender Segregation in Private-Sector Employment Since the Civil Rights Act*. New York: Russell Sage Foundation.

Nancy DiTomaso. 2013. *The American Non-dilemma: Racial Inequality Without Racism*. New York: Russell Sage Foundation.

Ray, Rashawn. 2014. *The Second Sexism: Discrimination Against Men and Boys*, by David Benatar. *Contemporary Sociology* 43: 194-196

WORKS IN PROGRESS

Ray, Rashawn and Hoda Mahmoudi. *Structural Racism and the Root Causes of Prejudice*. Advance Contract from University of California Press.

Buck-Coleman, Audra and **Ray, Rashawn**. *Hate on Campus: How Racism, Liberalism and The Rise of White Supremacy Shape College Students' Identities*. Under Review at Routledge Press.

OPINION EDITORIALS

Ray, Rashawn. 2019. "What does the shooting of Leonard Shand tell us about the mental health of civilians and police?" [Brookings Institution](#). (10/16/20)

Ray, Rashawn and Mark Whitlock. 2019. "Setting the Record Straight on Black Voter Turnout." [Brookings Institution](#). (9/12/19)

Gonzalez van Cleve, Nicole and **Rashawn Ray**. "Will the NFL Stand Up to Trump and Acknowledge the Dignity of Its Players?" [NBC News](#). (9/23/17)

Fisher, Dana, Dawn Dow, and **Rashawn Ray**. 2017. "The Demographics of the #Resistance." [The Conversation](#). (5/31/17).

Ray, Rashawn. 2017. "Activating Scholar-Activists: A Call to the Science Community." [Blackademia Blog](#). (2/13/17)

Dawn Dow, Dana Fisher, and **Rashawn Ray**. 2017. "This is What Democracy Looks Like." [Society Pages](#) (2/5/17)

Ray, Rashawn. 2016. "Why I Postponed My Exam Following the 2016 Presidential Election." [Speak for Sociology Blog](#) (12/19/16)

Ray, Rashawn. 2016. "#BlackLivesMatter at UMD: Community-based Participatory Research to Create a More Equitable America." [ASA Footnotes](#) (September/October 44:6)

Vargas, Robert and **Rashawn Ray**. 2016. "It's on All of Us to Stop the Mini 'Civil Wars' being Waged on our Streets." [Public Radio International](#) (7/12/16)

Ray, Rashawn. 2015. "AME Church Massacre and America's Inability to Acknowledge Structural Racism." [Huffington Post](#). (6/24/15)

Ray, Rashawn. 2015. "This is Why Freddie Gray Ran." [Public Radio International](#). (5/1/15)

Ray, Rashawn. 2013. "Michael Bloomberg: Big Brother or Pioneer." [New York Times, Room for Debate](#). (12/25/13)

Ray, Rashawn. 2012. "People Listen to Health Care Providers." [*New York Times, Room for Debate*](#). (6/2/12)

Ray, Rashawn. 2012. "Cause and Consequence in Weight Gain." [*New York Times, Room for Debate*](#). (5/7/12)

Ray, Rashawn. 2012. "Our Inability to Separate Black Male from Criminal." [*New York Times, Room for Debate*](#). (3/13/12)

Ray, Rashawn. 2012. "Physical Activity is Essential." [*Robert Wood Johnson Foundation Human Capital Blog*](#). (1/3/12)

Ray, Rashawn. 2011. "Is Spanking a Black and White Issue? Peer Pressure and Support." [*New York Times, Room for Debate*](#). (8/14/11)

GRANTS AND FELLOWSHIPS

Ray, Rashawn (Co-PI). "MPower Policing Project: Collaborative between Behavioral and Social Sciences and the School of Law." University of Maryland MPowering the State. 2018-2020. \$468,475

Ray, Rashawn (PI). "Anti-cyberbullying Virtual Reality Ambassador Program." AT&T, 2019-2020. \$40,000

Ray, Rashawn (PI) and Cixin Wang. "The Impact of Race and Gender on Cyberbullying and Interventions among Middle School and High School Students in Prince George's County." Brain and Behavior Initiative, University of Maryland, 2019-2020. \$50,000

Ray, Rashawn (PI), Long Doan, and Robert Koulish. "Virtual Reality Simulations and Police Officer Decision Making." Jigsaw, subsidiary of Google. 2018-2019. \$241,000.

Marsh, Kris and **Rashawn Ray (Co-PI).** "Evaluating Implicit-Bias Training with Police Officers." Prince George's County Police Department, 2017-2019, \$167,662.

Ray, Rashawn (PI). Edward McK. Johnson, Jr. Endowed Faculty Fellow, 2016-2018, \$30,000.

Ray, Rashawn (PI). "Black Woman Narrative Interrupted: Debunking Mainstream Narratives About Physical Activity and Weight." Behavioral and Social Sciences Dean's Research Initiative Post Start-up, University of Maryland, 2015-2016, \$10,000.

Fisher, Dana, Liana Sayer, and **Rashawn Ray (Co-PI).** "Influences of School Gardens on Healthy Habit Development by Race and Class." Behavioral and Social Sciences Dean's Research Initiative Level 1, University of Maryland, 2015-2016, \$10,000.

Buck-Coleman, Audra and **Rashawn Ray (Co-PI).** "Sticks and Stones at UMD: Altering Racial Attitudes." Moving Maryland Forward, University of Maryland, 2015-2016, \$15,000

Buck-Coleman, Audra and **Rashawn Ray (Co-PI).** "Sticks and Stones at UMD: Altering Racial Attitudes." ADVANCE Program for Inclusive Excellence (NSF award HRD 1008117), University of Maryland, 2015-2016, \$20,000

Marsh, Kris, **Rashawn Ray (Co-PI)**, Mia Smith Bynum, Ruth Enid Zambrana. "Subclinical Level Anxiety, Depression Symptoms and the Stigma of Aging Single among Middle Class Black Women." ADVANCE Program for Inclusive Excellence (NSF award HRD 1008117), University of Maryland, 2015-2016, \$20,000

Ray, Rashawn (PI). "'Thick': Effects of Perceived Body Image on the Physical Health of Middle Class African-American Girls." Maryland Population Research Center, Seed Grant, 2013, \$25,000

Ray, Rashawn (PI). "Barriers and Incentives to Physical Activity: The Significance of the Intersection of Race and Gender." *Qualitative Research Interest Group, Consortium for Race, Gender, and Ethnicity*, Seed Grant, 2013, \$2,500

Ford Foundation Dissertation Fellowship, 2009-2010

National Science Foundation Predoctoral Fellowship, 2004-2009

International Travel Grant, University of Mannheim-Germany, 2008

American Sociological Association, National Institute of Mental Health Minority Fellowship, 2004-2007

Research Grant, Center for the Study of the College Fraternity, Indiana University, 2006

Research Grant, Kinsey Institute, Indiana University, 2005.

Research Grant, Office of Institutional Development, Indiana University, 2005

Research Grant, Graduate and Professional Student Organization, Indiana University, 2005

Research Grant, Office of Student Affairs Research Grant, Indiana University, 2005

Student Ambassador Travel Grant, Research Talk Qualitative Summer Intensive, 2005

Travel Grant, American Sociological Association, 2004-2005

Educational Opportunity Fellowship, Indiana University, 2004-2005

Sociology Departmental Fellowship, Indiana University, 2003-2005

HONORS AND AWARDS

Faculty Fellow, UMD Do Good Institute, 2017-2018

Awardee, RISE for Boys and Men of Color Ideation Award, 2017

Awardee, 2016 Research Communicator Impact Award, University of Maryland

Awardee, Excellence in Teaching: Tenure Track Award, Behavioral and Social Sciences (BSOS), University of Maryland, College Park, MD, 2016

Awardee, Ray, Rashawn (PI) "Social Determinants of Mental and Physical Health among the Middle Class." National Institutes of Health, National Institute of Minority Health Division, Loan Repayment Grant, 2015-2017, \$15,151.63

Faculty Mentor, Philip Merrill Presidential Scholar for Anthony Belton, University of Maryland, College Park, MD, 2014-2015

Awardee, Ray, Rashawn (PI). "Barriers and Incentives to Physical Activity." National Institutes of Health, National Institute Minority Health Division, Loan Repayment Program Grant, 2012-2014, \$18,123.05

Outstanding Mentor Award, Ronald E. McNair Post-Baccalaureate Achievement Program, University of Maryland, College Park, MD, 2014

Awardee, Forty Under 40 Prince George's County, The Prince George's County Social Innovation Fund, 2014

Honoree, 7th Annual University-Wide Celebration of Scholarship and Research, University of Maryland, College Park, MD, 2013-2014

Graduate Mentor of the Year, Department of Sociology, University of Maryland, 2013

Outstanding Black Male Leader of Tomorrow, City of Bloomington, 2010

James E. Blackwell Distinguished Graduate Student Paper Award, American Sociological Association (ASA), Racial and Ethnic Minorities Section, 2009

Outstanding Paper Award, Society for the Study of Social Problems (SSSP), Sexual Behavior, Politics, and Communities Division, 2008

Graduate Mentor of the Year Award, Sociology Department, Indiana University, 2008

Society for the Study of Social Problems Racial/Ethnic Minority Dissertation Scholarship Recipient, 2006-2007

Outstanding Paper Award, Association of Black Sociologists (ABS), 2007

Social Action Award, Sociology Department, Indiana University, 2005 (Awarded for research, teaching, and service that affects social change)

Outstanding Sociology Department Student of the Year, University of Memphis, 2003

Outstanding Honors Program Senior of the Year, University of Memphis, 2003

NAACP Medgar Evers Political Action Award, University of Memphis, 2003

NAACP Ida B. Wells Academic Excellence Award, University of Memphis, 2003

University Presidential Leadership Award, (1st Class of Carson Fellow Hall of Fame), University of Memphis, 2003

Mr. University of Memphis, 2003 (scholarship award for academics, leadership, and school involvement)

INVITED PRESENTATIONS AND LECTURES

- 2019 “Police Accountability: The Pursuit of Racial Equity in Policing” 14th Annual Mary Jo Huth Memorial Lecture, University of Dayton, Dayton, OH
- 2019 “Artificial Intelligence Congressional Hearing.” CBC Tech 2020, Washington DC.
- 2019 “Using Qualitative Inquiry to Contribute to Social Justice.” 16th Annual Research Talk Qualitative Research Summer Intensive. University of North Carolina at Chapel Hill.
- 2019 “Creating Civility and Tolerance in an Uncivil and Intolerance Society.” Alpha Kappa Delta Keynote Address. University of Nebraska at Lincoln.
- 2019 “Creating Accountability to Reduce Racial Disparities in Policing.” University of Arizona, Tucson, AZ.
- 2019 “Stereotypes and Implicit Bias.” Montgomery County Community College, Gaithersburg, Maryland.
- 2019 “Police Accountability: Policy Prescriptions to Create Equitable Police-Civilian Interactions.” Brookings Institution, Washington DC.
- 2018 “Social Media Literacy.” Montgomery County Community College, Gaithersburg, Maryland.
- 2018 “Creating Civility and Tolerance in an Uncivil and Intolerance Society.” Alpha Kappa Delta Keynote Address. Kent State University, Kent, OH.
- 2018 “Virtual Reality Simulations and Physiological Outcomes.” The Color of Policing Symposium, Washington University in St. Louis
- 2018 “Creating Civility and Tolerance in an Uncivil and Intolerant Society.” Student Technology, Art, and Research Symposium, Southern Illinois University.
- 2018 “The Black Lives Matter Movement in the United States: The Pursuit of Racial Equity in Policing.” Annual Minority Lecture Series, Department of Sociology and Criminal Justice, University of Delaware.
- 2017 “Moving Our Sexual Relationships from Conquering to Collaborative.” Hamilton College, Clinton, NY.
- 2017 “The Social Psychology of Criminalization: Police-Citizen Interactions and Racial Bias in the Criminal Justice System.” University of Chicago, Chicago, IL
- 2017 “Understanding Implicit Bias: Racism in Policing.” Columbia Community College, Columbia, MD.
- 2017 “What Police Officers Need to Know about Implicit Bias? U.S. Agency for International Development (USAID) Annual Conference, Potomac, MD.
- 2017 “The Black Lives Matter Movement in the United States: The Pursuit of Racial Equality in the Criminal Justice System.” University of Iceland, Reykjavík, Iceland.

- 2017 “The Social Psychology of Criminalization: Police-Citizen Interactions and Racial Bias in the Criminal Justice System.” Department of African American Studies, Emory University, Atlanta, GA.
- 2017 “Police Compliance, Body Cams, and Black Lives: Racial Bias in the Criminal Justice System.” MD-CRAB, University of Maryland.
- 2017 “Police Compliance, Body Cams, and Black Lives: Racial Bias in the Criminal Justice System.” Population Research Center, University of Texas at Austin.
- 2016 “Rape Culture is a Thing: Men, Media, and the Glamorization of Sexual Assault,” Hamilton College, Clinton, NY.
- 2016 “Why Police Compliance Does Not Save Black Lives: Racial Bias and the Need to Restructure the U.S. Criminal Justice System.” Bahai Chair for World Peace, University of Maryland, College Park, MD.
- 2016 “Black Woman Narrative Interrupted: Debunking Mainstream Narratives about Physical Activity and Weight.” University of Maryland Baltimore County, Baltimore, MD.
- 2016 “Color Brave Versus Colorblind Ideologies.” Keynote Address at Alliance for an Inclusive Middlebury. Middlebury College, Middlebury, VT.
- 2016 “When Frats Party: Race, Masculinity, and Men’s Treatment of Women in College.” Hamilton College, Clinton, NY.
- 2016 “Black Woman Narrative Interrupted.” Center on Health, Risk, and Society, American University, Washington DC.
- 2016 “Being Color Brave Rather than Colorblind: Forming a Racially-inclusive Sociological Imagination.” Faculty and Staff Luncheon Keynote Address, Southern Methodist University, Dallas, TX.
- 2016 “Black Lives Matter: The Evolution of Collective Identities.” Africana Studies Department Know Justice Know Peace Symposium, University of Miami, Miami, FL.
- 2016 “An Intersectional Analysis to Explaining the Lack of Physical Activity among Middle Class Black Women.” Sociologists for Women in Society Annual Meeting Plenary on Women and Health, Memphis, TN.
- 2015 “The Evolution of #BlackLivesMatter.” Duke University Population Research Institute, Durham, NC.
- 2015 “Skin in the Game: Colorism and the Subtle Operation of Stereotypes in Men’s College Basketball.” Department of Sociology, Duke University, Durham, NC.
- 2015 “Sexual Assault on Campus: The Silent Epidemic.” University of Oregon, Eugene, OR.

- 2014 "Being Color Brave Rather than Colorblind: Forming a Racially-inclusive Sociological Imagination." Bahai Chair for World Peace Symposium on Forging Solidarities across Difference, University of Maryland, College Park, MD.
- 2014 "DeBunking Mainstream Narratives about Black Women, Weight, and Physical Activity." Department of Preventive Medicine and Biometrics at Uniformed Services University of the Health Sciences (USUHS), Bethesda, MD.
- 2014 "When Race, Place, Gender, and Body Image Converge on Physical Activity." Robert Wood Johnson Foundation Center for Health Policy, University of New Mexico, Albuquerque, NM.
- 2014 "Forging a Research Program on the Health of the Black Middle Class." National Institute of Minority Health Disparities (NIMHD) at the National Institutes of Health, Bethesda, MD.
- 2014 "Dreaming of a Racially-Inclusive Sociological Imagination" and "The Real Reasons Black Women are Fat." Alpha Kappa Delta Annual Lectures, Department of Sociology, University of Memphis, Memphis, TN.
- 2014 "When Race, Place, Gender, and Body Image Converge on Black Women's Physical Activity." Department of Sociology, University of Virginia, Charlottesville, VA.
- 2013 "Black People Don't Run in my Neighborhood: Perceptions of the Built Environment on the Physical Activity of Middle Class Blacks and Whites." Department of Sociology, Wake Forest University, Winston, Salem, NC.
- 2013 "Perceptions of the Built Environment on the Physical Activity of Middle Class Blacks and Whites." Texas A&M University, Department of Political Science, College Station, TX.
- 2013 "The (In) Significance of Perceived Body Type on Physical Activity: The Importance of the Intersection of Race and Gender." University of Nebraska-Lincoln, Department of Sociology, Lincoln, NE.
- 2012 "Is It Really One Middle Class: The Effect of Race on Middle Class Identification." Department of Sociology, Northwestern University, Evanston, IL.
- 2012 "Effect of Race on Middle Class Identification." Department of Sociology, Loyola University, Chicago, IL.
- 2012 "Is It Really One Middle Class." Department of Sociology, DePaul University, Chicago, IL.
- 2010 "Race and Social Class Identification." Institute for the Study of Societal Issues, University of California, Berkeley, Berkeley, CA.
- 2010 "The Two Different Worlds of Black and White Fraternity Men." Invited Lecture for Sex Week with College Feminists at Northwestern University, Evanston, IL.

- 2009 “Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men’s Approaches toward Women.” Beyond Words Lecture Series, sponsored by the Committee for Social Justice and Diversity Education, Eastern Illinois University, Charleston, IL.
- 2008 “Are They Delaying Adulthood? Class Identities of Young Adults in the United States, 1974-2006.” Mannheim Center for European Social Research (MZES) Social Science Colloquium, University of Mannheim, Germany.
- 2008 “Combating Racial Prejudice: Task-Oriented Strategies for Racial Change.” Black History Month, Western Kentucky University, Bowling Green, KY.

CONFERENCE PRESENTATIONS

- 2019 “Navigating Power and Privilege in the Academy.” Ford Foundation Conference, San Juan, Puerto Rico.
- 2019 “Social Research + Social Justice=Social Obligation for Social Activism.” American Sociological Association, New York, NY.
- 2018 “How Can Virtual Reality Improve Police-Civilian Encounters.” Mixed/Augmented/Virtual Reality Innovation Conference, University of Maryland, College Park, MD.
- 2018 “Physiological Responses to Police Encounters.” (invited). American Sociological Association, Philadelphia, PA.
- 2018 “Public Sociology: Getting the Word Out.” (invited) American Sociological Association, Philadelphia, PA.
- 2018 “Going on the Job Market.” (invited) American Sociological Association, Philadelphia, PA.
- 2018 Moderator, “The Impact of Racism on Health.” Society for the Study of Social Problems, Philadelphia, PA.
- 2017 “Trump’s Silent Majority, Social Comparisons, and Social Class Identification in America.” (invited). Southern Sociological Society, Greenville, SC.
- 2017 “Can Cameras Stop the Killings? Racial Differences in Perceptions of the Effectiveness of Body-worn Cameras in Police Encounters.” (invited) Eastern Sociological Society, Philadelphia, PA.
- 2016 Panelist, Crimmigration Conference, University of Maryland, College Park, MD.
- 2016 Moderator, “Public Intellectualism.” (invited) Ford Foundation Conference, Washington, DC.
- 2016 “Missed Opportunity? Leveraging Mobile Technology to Reduce Racial Health Disparities” (invited) Robert Wood Johnson Foundation Investigator Awards in Health Policy Program, Coronado, CA.

- 2016 “Equity and Personalized Learning.” Council for Chief State School Officers Conference, Atlanta, GA.
- 2016 Moderator, “Effects of Green Space on Urban Youth.” Arbor Day Fest, U.S. National Arboretum, Washington DC.
- 2016 Panelist, “Mitigating Racial Injustice by Designing Non-discriminatory Economic Policies for Minorities.” 3rd Annual Saul I. Stern Symposium. School of Public Policy, University of Maryland, College Park. MD.
- 2015 “The White Racial Frame in Twenty-first Century America: The Case of College Basketball.” American Sociological Association, Chicago, IL.
- 2015 “When Frats Party: Masculinity, Sex, and Race in College.” (Invited). American Sociological Association, Chicago, IL.
- 2015 Panelist, “Author Meets Critics Session for *The White Savior Film*.” Southern Sociological Society, New Orleans, LA.
- 2015 Panelist, “My Brother’s Keeper.” (invited) Harvard University Law School, Cambridge, MA.
- 2014 “Why Would Someone Not Claim Their Middle Class Status? Race and Social Class Identification.” (invited) African-American Experience of Class Plenary Session at the How Class Works Conference, Stony Brook, NY.
- 2014 “Is It Really One Middle Class: The Effect of Race on Middle Class Identification.” (invited) Black Middle Class Thematic Session, Eastern Sociological Society, Baltimore, MD.
- 2013 “Menacing Monikers: The Evidentiary Value of BGLO Chapter Nicknames.” (invited) Wake Forest Law School Hazing Symposium, George Washington University, Washington DC.
- 2013 “Graduate Students’ Perceptions of Their Advisors: Is There Systematic Disadvantage in Mentorship?” (invited) American Association for the Advancement of Science, Boston, MA.
- 2013 “Helping Prepare Minority Students for Entry into the Middle Class.” (invited) Eastern Sociological Society, Boston, MA.
- 2012 “The Social Psychology of Social Class Inequalities” with Melissa Milkie and Catherine Warner. (invited) American Sociological Association, Denver, CO.
- 2012 “Effect of Criminalization on Middle Class Black Men’s Mental and Physical Health.” Association of Black Sociologists, Denver, CO.
- 2012 “Navigating the Job Market: Controlling What You Can.” (invited) Association of Black Sociologists, Denver, CO.

- 2012 “Going on the Job Market.” (invited) Ford Foundation Conference, Irvine, CA.
- 2011 “Researching Race and Social Class and Going on the Job Market.” (invited) Minority Fellowship Program New Fellows Orientation, American Sociological Association, Las Vegas, NV.
- 2011 “Barriers and Incentives to Physical Activity: The Significance of Race.” Robert Wood Johnson Foundation Health Policy Research Conference, Chicago, IL.
- 2009 “The Rhythms of Professional Socialization: Sorting Through the Assimilation of the Disciplines.” International Society for the Scholarship of Teaching and Learning Conference, Bloomington, IN.
- 2009 “Are They Delaying Adulthood: Class Identities of Young Adults in the United States, 1974-2008.” (invited) Past Racial/Ethnic Minority Dissertation Scholarship Recipients, Society for the Study of Social Problems, San Francisco, CA.
- 2009 “Fluidity of Race, Fluidity within Race: Exploring Mechanisms of Racial Variance in Institutional Trust” with Abigail Sewell. American Sociological Association, San Francisco, CA.
- 2009 “Teaching Race in the Classroom: Strategies and Techniques for the 21st Century Student.” American Sociological Association, San Francisco, CA.
- 2008 “Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men’s Approaches Toward Women.” Graduate Student Paper Competition Winner Session, Society for the Study of Social Problems, Boston, MA.
- 2007 “‘Two Different Worlds:’ How Race and Organizational Structures Shape the Operation of Status Processes.” American Sociological Association, New York, NY.
- 2007 “How Institutional Arrangements Structure Black and White Fraternity Men’s Approaches toward Women.” Graduate Student Paper Competition Winner Session, Association of Black Sociologists, New York, NY.
- 2007 “Different Approaches, Same Strategies: Black and White Fraternity Men’s Romantic and Sexual Strategies.” Society for the Study of Social Problems Annual Meetings, New York, NY.
- 2007 “‘It Depends on the Girl:’ How Institutional Arrangements and Group Ideals Facilitate Men’s Romantic and Sexual Strategies.” University Consortium for Sexuality Research & Training Conference, Bloomington, IN.
- 2006 “‘Getting Off and Showing Off:’ The Romantic and Sexual Lives of Black and White Fraternity Men.” American Sociological Association, Montreal, Quebec.
- 2006 “‘Two Different Worlds:’ Perceptions of Race and Status on Campus.” North Central Sociological Association, Indianapolis, IN.
- 2006 “The Romantic and Sexual Lives of Black and White Fraternity Men.” North Central Sociological Association, Indianapolis, IN.

- 2005 “To Be A Man: An Investigation of Masculinity Ideology and Men's Family Roles Among and Within African-American, Anglo-American, and Mexican-American Families.” American Sociological Association, Philadelphia, PA.

TEACHING EXPERIENCE

University of Maryland, 2012-present

Undergraduate Courses

- “SOCY224: Why Are We Still Talking about Race?” (120 students)
- “SOCY230: “Sociological Social Psychology” (180 students)
- “SOCY424: Race Relations” (27 students)
- “SOCY498A: Race- and Class-based Identities: Micro-level Processes and Institutional Conditions” (27 students); received highest student evaluations in the college in spring 2016
- “MLAW100: Social Justice and the Law (78 students)

Graduate Courses

- “SOCY645: Self-concept: Race, Class, and Identity” (21 students)
- “SOCY660: Theories of Social Psychology” (20 students)

Indiana University, 2007-2010

- “To Be a Man: Social Responsibility, Leadership, and Race,” (13 students)
- Full responsibility for male, first-generation, low income, and at-risk freshmen seminar, 2008-2010
- “Race and Ethnic Relations,” 2007 (70 students)

University of Mannheim-Germany, 2008 (13 students)

- “Race and Ethnic Relations in a Globalized Context,”
- Full responsibility for a graduate seminar

Inter-Consortium for Political and Social Research, University of Michigan, 2006

- Lab Instructor, “Categorical Data Analysis,”
- Shared responsibility for 50 professors, graduate students, and scholars

PROFESSIONAL SERVICE

Discipline

Co-Editor, *Contexts Magazine: Sociology for the Public*, 2018-2022

Advisory Board, International Centre on Racism, Edge Hill University, United Kingdom, 2019-2022

Editorial Board, *Ethnic and Racial Studies*, 2019-2022

Member, Presidential Brain Trust for Health Equity among Boys & Men of Color Division 51, American Psychological Association, 2019-2020

Editorial Board, *Social Currents*, 2017-2019

Editorial Board, *Sociology Compass - Race & Ethnicity (SOCORE)*, 2017-2019

Member, American Sociological Association 2018 Conference Planning Committee, 2016-2018

Council Member, Race, Gender, Class Section of the American Sociological Association, 2016-2018

Book Award Chair, 2016-2017

Member, Cooley-Mead Award Committee, Social Psychology Section of the American Sociological Association, 2017-2018

Editorial Board, *Sociology of Race and Ethnicity*, 2014-2017

Member, Committee on Status of Racial and Ethnic Minorities in Sociology, American Sociological Association, 2016-2017

Editorial Board, *Social Psychology Quarterly*, 2016-2017

Member, Outstanding Recent Contribution to Social Psychology, Social Psychology Section, American Sociological Association, 2016-2017

Member, National Committee on Nominations, American Sociological Association, 2014-2015

Co-Chair, Ford Foundation Conference Planning Committee, National Academy of Sciences, 2015

Member, Graduate Student Affairs Committee, Social Psychology Section of the American Sociological Association, 2014-2015

Organizer, Masculinities Session, American Sociological Association, Chicago, IL., 2015

Planning Committee, Ford Foundation Conference, National Academy of Sciences, 2012-2014

Editorial Board, *Teaching Sociology*, 2013-2015

Organizer and Moderator, "Salvaging Your Personal Self: The Pursuit of Family-Work Balance," at the Ford Foundation Annual Conference in Irvine, CA, 2014

Organizer and Moderator, "Author Meets Critics for *Paying for the Party: How College Maintains Inequality* at the Eastern Sociological Society Annual Meeting, Baltimore, MD, 2014

Council Member, Section on Racial and Ethnic Minorities (SREM) of the American Sociological Association, 2011-2014

Chair, Undergraduate Research Paper, 2012-2013

Co-Chair, Early Career Award, SREM, 2011-2012

Member, Research Impact Advisory Council, Robert Wood Johnson Foundation Scholars Program, 2012-present

Panel Reviewer, American Association for the Advancement of Science (AAAS), Science and Technology Policy Fellowship Program, Health, Education & Human Services Division (HEHS), 2014

Member, Committee on Professional and External Affairs, Social Psychology Section of the American Sociological Association, 2011-2014

Organizer and Moderator, "Salvaging Your Personal Self: The Pursuit of Family-Work Balance," "Nuts and Bolts of Going on the Job Market," and "Sociology Session" at the Ford Foundation Annual Conference in Washington, DC, 2013

Panelist, "Minority Fellowship Program Workshop on Graduate Mentoring." American Sociological Association Annual Meeting in Denver, CO, 2012

Professional Development Committee, Association of Black Sociologists, 2012-2013

Advisory Board, Minority Fellowship Program of the American Sociological Association Ph.D. Careers Research Project, 2011

Member, Society for the Study of Social Problems (SSSP), Racial/Ethnic Minority Graduate Scholarship Committee, 2009-2010

Presider, "Shifting Dynamics: Parenthood, Employment Trends, and Marriage." American Sociological Association Annual Meetings in Atlanta, GA, 2010

Organizer and Presider, "Race-Gender-Class: Social Interactive Approaches to Understanding the Social Psychology of Inequality." Association of Black Sociologist Annual Meeting in Atlanta, GA, 2010

Student Representative, American Sociological Association, Social Psychology Section Program Committee, 2008-2009

Student Representative, Association of Black Sociologists (ABS) Executive Committee, 2007-2008

Reviewer

American Sociological Review, American Journal of Sociology, Social Problems, Social Psychology Quarterly, Journal of Health and Social Behavior, Gender & Society, Du Bois Review, Teaching Sociology, Men and Masculinities, Social Science Research, Social Science and Medicine, Sociological Quarterly, Sex Roles, Sociological Focus, Sociology Compass, Sociology Quarterly, Social Currents, Sociological Spectrum, and Health Psychology, National Science Foundation

University

Member, Search Committee for Vice-President of Diversity and Inclusion, UMD, 2018-2019
Member, Dean's Review Committee, College of Behavioral and Social Sciences, UMD, 2018-2019
Member, President-Senate Task Force on Unity and Respect, UMD, 2017-2018
Member, Ronald E. McNair Advisory Board, 2017-2019
Member, Behavioral and Social Sciences (BSOS) Awards Committee, UMD, 2017
Alternate Faculty Representative, Council of University System Faculty (CUSF), 2016-2017
Member, Honors College Strategic Vision Committee, University of Maryland, 2016-2017
Co-Chair, Campus Isms Week, Office of Diversity and Inclusion, 2016
Participant, ADVANCE Faculty Diversity Program, University of Maryland, 2013-2014
Coordinator, Savant Outreach Program, Office for Women's Affairs (OWA), Indiana University, 2008-2010
Member, Academic Misconduct Hearing Board, Indiana University, 2009
Coordinator, "Brother's Circle," Indiana University, 2006
Advisor, Alpha Phi Alpha Fraternity, Inc, Indiana University, 2004-2006

Department

Graduate Affairs Committee, Department of Sociology, University of Maryland, 2016-2018
Event Chair, The Legacy of Parren Mitchell Symposium: First African-American to obtain a Graduate Degree from the University of Maryland, 2014, 2015, 2017
Advisor, Critical Race Initiative, Department of Sociology, University of Maryland, 2013-2017
Member, Policy Committee, Department of Sociology, University of Maryland, 2012-2014, 2015-2016
Coordinator, Department of Sociology, Race and Ethnic Relations Committee (RER) Race Symposium, Indiana University, 2008-2009
Member, Advisory Board, Karl Schuessler Institute for Social Research, Sociology Department, Indiana University, 2006-2008
Coordinator, Gender, Race, and Class Workshop, Sociology Department, Indiana University, 2005-2007
Member, Personnel Committee, Sociology Department, Indiana University, 2005-2006
Member, Social Committee, Sociology Department, Indiana University, 2004-2005

Community

Director, Public Policy Institute, Reid Temple AME Church, 2019-present
Board Member, 2nd Lt. Richard W. Collins III Foundation, 2019-present
Member, Police Chief Search Committee, University Park, MD, 2019
Member, Equality for Practices, Promotions and Discipline Panel, Prince George's Police Department, 2017-2018
Member, Commission on Racial Justice, Alpha Phi Alpha Fraternity, Inc., 2013-2014
Member, 50th Anniversary of the March on Washington Planning Committee, 2013
Expert Witness, Case discussing racial implications of child custody with biracial children, 2011

Founder, “Real Life Knowledge Academy” Mentor Program, Organize programs for youth ages 10-20 to widen their perceived opportunity structure, 2002-2010

Community Presentations and Invited Lectures

- 2019 Panelist, “Racial Wealth Inequality: Social Problems and Solutions.” Brookings Institution, Washington, DC.
- 2018 Panelist, “Police Shooting and Unarmed Black Men.” Brookings Institution, Washington, DC.
- 2018 Keynote, “If your Dreams do not Scare you, they are not Big Enough.” Inspire Conference, West Potomac High School, Potomac, MD.
- 2018 Keynote, “Creating Civility and Tolerance in the Pursuit of Racial Equity.” First Presbyterian Church, Howard County, MD.
- 2018 Keynote, “Shifting from Colorblind to Color Brave.” Reid Temple Impact Conference
- 2018 Panelist, “Black Lives Matter: Race, State Violence, and Representation in the United States.” Brookings Institution, Washington, DC.
- 2018 Keynote, “Social Activism and the Legacy of Martin Luther King, Jr.” Prince George’s County Councilwoman Deni Tavares Presents a MLK Forum on Jobs, Education, Business, and Family, Hyattsville, MD.
- 2017 Panelist, “A Conversation about Campus Safety.” Kojo in your Community-Kojo Nnamdi Show, Hyattsville, MD.
- 2016 “Why is Equity Important for your Future Business?” (invited) Indiana University, Kelley School of Business Living Learning Center, Bloomington, IN.
- 2016 “If Your Dreams Do Not Scare You, They are Not Big Enough.” Keynote Address, 33rd Annual Martin Luther King, Jr. Scholarship Fund of Rutherford County, TN.
- 2016 “Being Color Brave Rather than Colorblind.” City Year Organization, Washington DC.
- 2015 “Surviving Your Sexual Hookups.” Rowan University Men of Color Retreat, Camp Bernie, NJ.
- 2015 “Ferguson and the Criminalization of Black Males.” Eleanor Roosevelt High School, Greenbelt, MD.
- 2015 “Death by Legal Intervention: Lessons from Ferguson about the Health Inequalities of Black Males.” Alpha Phi Alpha Fraternity Inc, Memphis, TN.
- 2015 “Barriers and Incentives to Physical Activity.” (invited) National Urban League Young Professionals, Washington DC.
- 2014 “Importance of Embracing Diversity for your Business.” (invited) Indiana University, Kelley School of Business Living Learning Center, Bloomington, IN.

- 2013 “Embracing Diversity: A Win/Win Business Proposition for Everyone.” (invited) Indiana University, Kelley School of Business Living Learning Center, Bloomington, IN.
- 2013 “Underground Pledging: Hazing and It’s Conflict with a Pure Alpha Identity.” (invited) Alpha Phi Alpha Southern Region Meeting, Atlanta, GA.
- 2013 “Ignite Your Passion: Making Dreams Deferred a Reality.” (invited) Indiana University, Kelley School of Business Living Learning Center in Bloomington, IN.
- 2012 “Embracing Diversity.” (invited) Indiana University, Kelley School of Business Living Learning Center in Bloomington, IN.
- 2009 “Dare to Believe: Making Dreams Deferred A Reality.” Keynote address delivered at the Indiana University Neal-Marshall Black Culture Center Youth Empowerment Workshop, Bloomington, IN.
- 2008 “To Know Where You Are Going, You Must Know Where You Have Been: Historical Reflection of Social Change In Education, Communities, And Politics.” Men of Color Leadership Conference, Bloomington, IN.
- 2007 “Combating Racial Prejudice: Task-Oriented Strategies for Racial Change in Public Discourses.” Men of Color Leadership Conference, Bloomington, IN.
- 2007 “The Sky is the Limit: Developing a Diversity Achievement Ideology of Success.” Keynote address delivered at the H.O.P.E. Foundation’s Urban Youth Development Conference, Murfreesboro, TN.
- 2007 “Making it Work: Building Healthy Personal, Romantic, and Sexual Relationships.” Men of Color Leadership Conference, Bloomington, IN.
- 2007 “Switching Channels: Media Portrayals of Men of Color.” Men of Color Leadership Conference, Bloomington, IN.
- 2006 “Success by any Means Necessary: The Road Map to Fulfilling your Destiny.” Keynote address delivered at the H.O.P.E. Foundation’s Urban Youth Development Conference, Murfreesboro, TN.
- 2005 “Making Dreams a Reality.” Keynote address delivered at the H.O.P.E. Foundation’s Urban Youth Development Conference, Murfreesboro, TN.

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

American Sociological Association, 2004-present

Sections: Racial and Ethnic Minorities, Social Psychology, Race-Gender-Class, Sexualities

Society for the Study of Social Problems, 2005-present

Association of Black Sociologists, 2006-present

Center for Society and the Environment, University of Maryland, 2011-present

Robert Wood Johnson Foundation, Human Capital Grantee Network, 2010-present

Black Men’s Research Lab, University of North Carolina-Chapel Hill, 2009-2016

Alpha Phi Alpha Fraternity, Inc., 2001-present

JON VALANT

curriculum vitae

1775 Massachusetts Avenue, NW | Washington, DC 20036-2103
202.238.3624 | jvalant@brookings.edu

POSITIONS

Current

Fellow Brookings Institution (Brown Center on Education Policy)

Nonresident Research Fellow Education Research Alliance (ERA) for New Orleans, Tulane University

Previous

Postdoctoral Fellow ERA & Department of Economics, Tulane University, 2014-2016

EDUCATION

Ph.D. Stanford University, 2014
Education
Dissertation: “Governed by choice: How school choosers and the public assess school
quality and respond to information”
Committee: Susanna Loeb (chair), Thomas Dee, Terry Moe, Sean Reardon, Rob Reich

M.A. Stanford University, 2012
Political Science

M.P.P. Harvard University, Kennedy School of Government, 2008
Public Policy

A.B. University of Michigan, Ann Arbor, 2004
Philosophy & Political Science

PUBLICATIONS & WORKING PAPERS

Articles & Books

- Barrett, N., McEachin, A., Mills, J. N., & Valant, J. (Forthcoming). Disparities and discrimination in student discipline by race and family income. *Journal of Human Resources*.
- Glazerman, S., Nichols-Barrer, I., & Valant, J. (Forthcoming). The choice architecture of school choice websites. *Journal of Research on Educational Effectiveness*.
- Loeb, S., & Valant, J. (2020). Economic perspectives on school choice. In M. Berends, A. Primus, & M. Springer (Eds.), *Handbook of research on school choice, 2nd edition* (pp. 3-16). New York, NY: Routledge.
- Lincove, J. A., Valant, J., & Cowen, J. M. (2018). You can't always get what you want: Capacity constraints in a choice-based school system. *Economics of Education Review*, 67, 94-109.
- Valant, J., & Newark, D. A. (2017). My kids, your kids, our kids: What parents and the public desire from schools. *Teachers College Record*, 119(12).
- Harris, D., Witte, J. F., & Valant, J. (2017). The market for schooling. *Shaping education policy: Power and process, 2nd edition* (pp. 130-161). New York, NY: Routledge.
- Valant, J., & Newark, D. A. (2016). The politics of achievement gaps: U.S. public opinion on race-based and wealth-based differences in test scores. *Educational Researcher*, 45(6), 331-346.
- Harris, D., Valant, J., & Gross, B. (2015). The New Orleans OneApp: Centralized enrollment matches students and schools of choice. *Education Next*, 15(4), 17-22.
- Loeb, S., Valant, J., & Kasman, M. (2011, March). Increasing choice in the market for schools: Recent reforms and their effects on student achievement. *National Tax Journal*, 64, 141-163.
- Merseth, K.K., Cooper, K., Roberts, J., Tieken, M.C., Valant, J., & Wynne, C. (2009). *Inside urban charter schools: Promising practices and strategies in five high-performing schools*. Cambridge, MA: Harvard University Press.

Manuscripts Currently Under Review

- Weixler, L., Valant, J., Bassok, D., Doromal, J. B., & Gerry, A. (2019). Helping parents navigate the early childhood enrollment process: Experimental evidence from New Orleans.
- Valant, J., & Newark, D. A. (2019). The word on the street or the number from the state? How parent comments and government ratings affect Americans' opinions of schools.

Reports

- Valant, J. (2019). *Voter vitals: What are charter schools and do they deliver*. Washington, DC: Brookings Institution.
- Kasman, M. & Valant, J. (2019). *The opportunities and risks of K-12 student placement algorithms*. Washington, DC: Brookings Institution.

- Nichols-Barrer, I., Glazerman, S., & Valant, J. (2019). Design with care: School information displays can impact school choices. *Education Next*.
- Lincove, J. A., & Valant, J. (2018). *New Orleans students' commute times by car, public transit, and school bus*. Washington, DC: Urban Institute.
- Blagg, K., ..., & Valant, J. (2018). *The road to school: How far students travel to school in the choice-rich cities of Denver, Detroit, New Orleans, New York City, and Washington, DC*. Washington, DC: Urban Institute.
- Glazerman, S., Nichols-Barrer, I., Valant, J., & Burnett, A. (2018). *Presenting school information to parents: An evidence-based guide*. Washington, DC: Institute of Education Sciences.
- Hansen, M., Levesque, E., Valant, J., & Quintero, D. (2018). *The 2018 Brown Center report on American education: How well are American students learning?*. Brookings Institution.
- Valant, J. (2014). *Better data, better decisions: Informing school choosers to improve education markets*. American Enterprise Institute white paper.
- Loeb, S., & Valant, J. (2009). Leaders for California's schools. Policy Analysis for California (PACE) Policy Brief 09-4.

PRESENTATIONS

Conferences

- 2019 Association for Public Policy Analysis and Management (APPAM) Fall Research Conference
APPAM International Conference
- 2018 APPAM Fall Research Conference
- 2017 APPAM Fall Research Conference
Association for Education Finance and Policy (AEFP) Annual Conference
- 2016 APPAM Fall Research Conference
AEFP Annual Conference
- 2015 APPAM Fall Research Conference
Southern Economic Association (SEA) Annual Meeting
Ifo Institute / PEPG Workshop on Public Opinion and the Political Economy of Education
AEFP Annual Conference
- 2014 AEFP Annual Conference
American Educational Research Association (AERA)
- 2013 AEFP Annual Conference
- 2012 AEFP Annual Conference
- 2011 AEFP Annual Conference

Invited Lectures

- 2019 “Identifying the causes of student discipline disparities”
University of Virginia, EdPolicyWorks Speaker Series
- 2019 “System-wide school choice reforms: Lessons from Qatar and New Orleans”
Tulane University, Education Research Alliance for New Orleans
- 2019 “The causes and consequences of student discipline disparities”
University of Nevada, Las Vegas / Brookings Mountain West
- 2018 Education lunch session
National Conference of State Legislatures (NCSL) Legislative Summit
- 2017 “Disparities in student discipline by race and family income”
Lafayette College, Department of Economics
- 2017 “Socially promoted, academically retained: The effects of nuanced grade retention policies”
Urban Institute, Education Policy Brown Bag Seminar
- 2015 “The word on the street or the number from the state? How parent comments and government ratings affect Americans’ opinions of schools”
University of Southern Denmark, Strategic Organization Design Unit seminar series
- 2015 “Empowering parents and voters for K-12 education reform”
American Enterprise Institute for Public Policy Research
- 2014 “School choice and family behaviors”
Office of the Deputy Mayor for Education, Washington, DC
- 2013 “About what and from whom? How the provision of information affects school choice”
University of California-Berkeley, POME Seminar in Education Policy and Research Methods
-

GRANTS & CONTRACTS

- 2018-2023 “The National Center for Research on Education Access and Choice”
(Co-PI; PI: Douglas Harris)
Institute for Education Sciences, U.S. Department of Education
Award (total grant): \$9,998,565
- 2019-2021 “The New Orleans Early Education Research Alliance”
(Co-investigator; PI: Lindsay Weixler)
Institute for Education Sciences, U.S. Department of Education
Award (total grant): \$399,998
- 2017-2020 “Simplifying school choice: Improving support for low-income families”
(Principal investigator)
Walton Family Foundation
Award: \$399,017

2018 “School choice around the world”
David M. Rubenstein President’s Strategic Impact Fund
Brookings Institution
Award: \$100,000

2015-2018 “Parent information and school choice evaluation”
(Co-PI; PI: Steve Glazerman)
Institute for Education Sciences, U.S. Department of Education
Award (total contract): \$1,594,337

2013-2014 NAEd/Spencer Dissertation Fellow
National Academy of Education / Spencer Foundation
Award: \$25,000

2009-2013 IES Predoctoral Fellow, Stanford Interdisciplinary Doctoral Training Program in
Quantitative Education Policy Analysis
Institute for Education Sciences, U.S. Department of Education

TEACHING

Spring 2013 ED271X: Education Policy in the United States
Course Assistant (Instructor: Susanna Loeb), Stanford University

Winter 2011 ED255B/SOC257: Causal Inference in Quantitative Educ. & Social Science Research
Teaching Assistant (Instructor: Sean Reardon), Stanford University

Winter 2010 ED255B/SOC257: Causal Inference in Quantitative Educ. & Social Science Research
Teaching Assistant (Instructor: Sean Reardon), Stanford University

Winter 2010 ED347: The Economics of Higher Education
Course Assistant (Instructor: Eric Bettinger), Stanford University

PROFESSIONAL ACTIVITIES

Regular contributor and editor, Brookings Brown Center Chalkboard
Editorial board, *Educational Evaluation and Policy Analysis*
Advisory board, DC Policy Center
Research council, National Alliance of Public Charter Schools
Working group, New Orleans Schools Unification Task Force
Emerging Education Policy Scholars program
Stanford University Laboratory for the Study of American Values
Reviewer: *Educational Evaluation and Policy Analysis, Economics of Education Review, American Educational Research Journal, Education Finance and Policy, Educational Researcher, Public Finance Review, AERA Open, Urban Education, EdNext, Smith Richardson Foundation*

CHELSEA COFFIN

EDUCATION

Johns Hopkins University, School of Advanced International Studies (SAIS)
Master of Arts, Development Economics and International Development

Washington, DC
May 2010

- Coursework: Microeconomics of Development, Applied Econometrics, Public Management
- Leadership positions: Chair, Gender and Development Forum; Activities Coordinator, International Development

Middlebury College
Bachelor of Arts, International Studies; cum laude

Middlebury, VT
May 2005

- Capstone project: “Women, Education, and Development in Eastern Africa”
- Study abroad: Università di Ferrara, Italy

PROFESSIONAL EXPERIENCE

D.C. Policy Center
Director, Education Policy Initiative

Washington, DC
October 2017 – Present

- *Research.* Design studies, solicit feedback, gather data, produce data visualizations, and manage an analyst to conduct studies of how D.C.’s schools are changing as the city is growing. Create Education Policy Initiative website, determine topics of interest, and recruit external experts to contribute articles.
- *Dissemination.* Present findings to key education stakeholders, reach out to press, participate in panel discussions, give interviews, prepare social media content, and testify at public hearings.
- *Outreach.* Carry out workshops with school leaders to gather feedback on research topics and processes.
- *Fundraise.* Develop successful grant proposals to continue ongoing funding at higher levels and bring on an additional funder.

DC Public Charter School Board
Senior Strategic Planning Specialist

Washington, DC
November 2014 – September 2017

- *Strategic planning.* Create and maintain model that identifies charter schools deserts by gathering key data on demographics, demand, charter school growth, population forecasts, school quality, and capacity.
- *Critical analysis.* Inform Board decisions by investigating areas of interest, such as diversity in schools, commuting patterns, demand for program types, and backfill.
- *Dissemination.* Produce reports, author blog posts, manage charter sector overview on website, and present to a variety of stakeholders, including the Executive Director, the Board, LEA leaders, and the public.
- *Coordination.* Liaise with government agencies, advocacy groups, and foundations on collaborative planning.

The Children’s Investment Fund Foundation (CIFF)
Lead Review Consultant

London, United Kingdom
January 2014 – November 2014

- *Project evaluation.* Developed approach to evaluate the Early Learning Partnership and determine amount of funding leveraged. Assessed progress against existing metrics. Managed a junior consultant.

The World Bank
Education Consultant

Washington, DC
July 2010 – November 2014

- *Research and analysis.* Performed literature reviews, designed data collection instruments, conducted interviews, analyzed household survey data, developed indicators, and created economic and financial benefit models to inform and evaluate early childhood, primary, secondary and higher education projects.
- *Project management.* Developed work plans, prepared progress reports, monitored budgets, and managed consultants to support implementation of education projects to improve learning outcomes.

**The Inter-American Development Bank
Education Consultant**

**Washington, DC
September – November 2013,
October 2014 – November 2014**

- *Case studies.* Examined best practices, conducted literature reviews, supported development of analytical framework, and authored two case studies of educational governance in Chile and New Zealand.

**Educate!
Monitoring and Evaluation Fellow**

**Kampala, Uganda
June – August 2009**

- *Benchmarking results.* Established and implemented an effective framework for social enterprises to benchmark results. Initiated a successful pilot application to value 3 initiatives of an organization in a refugee settlement. Trained 22 Ugandan staff members in monitoring and reporting to ensure continued use of the method.

**United States Peace Corps
Education Volunteer**

**Zóbuè, Mozambique
September 2005 – December 2007**

- *Teaching experience.* Taught English language and structured the curriculum for over 300 secondary school students. Trained 30 girls in effective communication and leadership skills in partnership with a Mozambican colleague. Wrote and executed a successful \$14,000 grant proposal from the U.S. Embassy for a school computer center.

PUBLICATIONS

- Coffin, C. (2019). Access to schools that level the playing field for D.C.'s at-risk students. D.C. Policy Center. <https://www.dcpolicycenter.org/publications/access-to-schools-that-level-the-playing-field-for-at-risk-students/>
- Coffin, C. (2019). D.C.'s disconnect between citywide enrollment growth and neighborhood change. D.C. Policy Center. <https://www.dcpolicycenter.org/publications/districts-disconnect-between-citywide-enrollment-growth-and-neighborhood-change/>
- Coffin, C. (2018). Landscape of Diversity in D.C.'s Public Schools. D.C. Policy Center. <https://www.dcpolicycenter.org/publications/landscape-of-diversity-in-dc-public-schools/>
- Coffin, C. (2018). Will Children of Current Millennials Become Future Public School Students? D.C. Policy Center. <https://www.dcpolicycenter.org/publications/future-public-school-students-report/>
- Coffin, C. (2018). Schools in the Neighborhood. D.C. Policy Center. <https://www.dcpolicycenter.org/publications/schools-in-the-neighborhood/>
- Vegas, E., & Coffin, C. (2015). When Education Expenditure Matters: An Empirical Analysis of Recent International Data. *Comparative Education Review*, 59(2), 289–304. <http://doi.org/10.1086/680324>
- Vegas, E., & Coffin, C. (2013). What Matters Most For School Finance: A Framework Paper. SABER Working Paper Series, Number 2. The World Bank.

PRESS

- Guest appearance: The Kojo Nnamdi Show. 2 October 2019. Where the DC Schools that Help At-risk Kids Are – And Aren't.
- Interview: WUSA9. 30 September 2019. At-risk students in DC don't have access to the schools they need.
- Interview: Newsy. 5 September 2019. Cities are changing as young people stay for longer.
- Opinion piece: Coffin, C. (2019). Citywide enrollment growth is strong by disconnected from neighborhood change. *The DC Line*. 28 August 2019.
- Opinion piece: Coffin, C. (2018). Future enrollment growth depends on DC's public middle and high schools gaining confidence of Millennial families. *The DC Line*. 18 September 2018.

PROFESSIONAL SKILLS AND ACTIVITIES

Languages: Portuguese (proficient); French (basic); Spanish (basic)

Skills: Project management, quantitative analysis, advanced Stata, advanced Excel, advanced Tableau, basic R

Interests: Governance, Education, Economics

Volunteer work: Mentor, Higher Achievement DC (2010 to 2015); Homeless Children's Playtime Project (2015 to 2016)

EDUCATION

Yale College – Bachelor of Arts, History

New Haven, CT, May 2017

- Phi Alpha Theta – History Honor Society
- Study abroad: Universidad del Pacifico, Peru

PROFESSIONAL EXPERIENCE

D.C. Policy Center – Education Analyst

Washington, DC, October 2019 – Present

- Gather and analyze publicly available data to create reports that examine how D.C.'s schools are changing
- Produce data visualizations
- Prepare social media content and presentations for public consumption
- Assist with facilitation of workshops with school leaders to gather feedback on research topics

Quadrant Strategies – Consultant

Washington, DC, August 2017 – September 2019

- Design and execute quantitative and qualitative research studies with large datasets; synthesize findings for wider distribution
- Conduct data analysis using statistical software for Fortune 50 companies on legal risk management, consumer engagement, and product development
- Research and write detailed briefs for public policy clients on subjects ranging from mental health care resources for veterans to social media privacy violations
- Design messaging campaigns and write press releases and blog posts
- Work directly with company founders in start up setting, managing 6+ projects at any given time
- Routinely present findings to C-suite executives

Jones Zimmerman Mentoring Program – Coordinator

New Haven, CT, May 2014 – May 2017

- Create framework to evaluate the math/reading performance of students in two under-resourced middle schools
- Study best practices of other schools in the district and direct transformative enrichment programs in the target schools for low performing students by partnering them with trained mentors
- Develop open-ended curriculum and organize fieldtrips to expose the students to new ideas
- Increased participation in the program by 30% and achieved higher performance at all levels after one year

Beinecke Manuscript Library – Research Assistant

New Haven, CT, September 2013 – May 2016

- Explore archives and assist curators with collection design
- Use in-depth knowledge of the archives to direct researchers to the relevant resources
- Assist with large scale research projects by tracking down sources and checking facts

SKILLS AND ACTIVITIES

- **Skills:** Project management, quantitative and qualitative analysis, Proficient in Word, Excel, PowerPoint, Q research software, Tableau
- **Languages:** Hindi (fluent); Spanish (basic)
- **Volunteer work:** Girls on the Run (2019 to Present)

YESIM SAYIN TAYLOR

H: 3820 6th St. N., Arlington, VA 22203

W: 1310 L St. NW Suite 325, Washington DC 20005

W: (201) 223-2233 x. 301

C: (202) 795-0049

yesim@dcpolicycenter.org

CAREER PROFILE

- Founding Executive Director of the [D.C. Policy Center](#), a non-partisan, independent think tank focused on advancing policies for a vibrant and growing economy in the District of Columbia. The D.C. Policy Center is dedicated to providing objective, targeted, and high-quality data analyses to support a productive policy debate in the District of Columbia. Responsible for managing the day-to-day operations of the Center, fundraising, and development; the key spokesperson building relationships with the elected officials, journalists, policymakers, stakeholders, and researchers.
- Serving as a key member of the D.C. Office of the Chief Financial Officer's fiscal management team, directed the unit responsible for scoring the fiscal impact of every bill the District of Columbia Council considers for vote. Provided the City Council and the Mayor data and analyses on fiscal policy. Worked closely with business representatives, advocates, and journalists. Frequently testified on high profile legislation.
- Started the [District Measured](#) blog (www.districtmeasured.com), the official blog of the Office of the Chief Financial Officer, on the economic and demographic trends in the District of Columbia. Major news outlets, both in print and online, frequently feature District Measured, which has won numerous awards.
- Accomplished public finance economist with public sector, private sector, and international consulting experience, a large research portfolio, and excellent writing skills, as evidenced by numerous published works.

MANAGEMENT EXPERIENCE

D.C. Policy Center, Washington D.C.

Founding Executive Director

10/2016 - Present

Office of Revenue Analysis, Office of the Chief Financial Officer, Washington, DC

Director, Fiscal and Legislative Analysis Unit

12/2006 – 9/2006

SMARTHINKING, Inc. Washington, DC

Director of Operations and Business Studies

06/2000 – 11/2006

PUBLIC SERVICE

District of Columbia Government

Commissioner, Public Education Finance Reform Commission

2011-2012

RESEARCH AND CONSULTING

The World Bank, Washington, DC 2004 – 2016

- Fiscal Year 2016: Provided the public expenditure review of the education sector in Afghanistan, which is going to be a part of the "[Afghanistan: Navigating Risk and Uncertainty](#)" report to be presented to international donors in October 2016. Supported the public expenditure review in health and education in Angola.
- Fiscal Year 2015: Drafted a policy paper on the skills gap, youth employment and workforce development in Chad. Wrote public expenditure reviews of the health and education sectors in Mali.
- Fiscal Year 2014: Wrote the Public Expenditure Review in Health in Guinea, the first such review since 2003. Lead author of the report on the impact of the security crisis in Mali and resilience building mechanisms in social services.
- Fiscal year 2013: Wrote a book on [out-of-school youth on Africa](#). Published as a book in two languages. Lead author of the two public expenditure reports in Guinea, on health and education, examining the financing patterns, efficiency and adequacy indicators, public financial management practices, and providing recommendations to the government of Guinea.
- Fiscal Year 2010: Wrote the [core background paper](#) for a World Bank funded project on higher education and skills for the labor market in Thailand and Malaysia. Report found here:
- Fiscal Years 2008 – 2009: Co-authored a report on skills development capacities of East Asia Pacific countries, specifically looking at the financing and governance of secondary and tertiary education institutions. Final publication can be found here: <http://bit.ly/1Thp3dY>.
- Fiscal Year 2007: Authored and co-authored two chapters—on governance and financing—for an assessment report on higher education in Vietnam. Final report can be found here: <http://bit.ly/1R39a8N>.
- Fiscal Year 2006: contributed to World Development Report 2007—the annual flagship publication of the World Bank—writing a short case study on Korean secondary education financing. Final report is here: <http://bit.ly/1BKbStY>.
- Fiscal Year 2005-2006: Wrote a book chapter on how developing countries can mobilize additional resources towards their secondary education sectors. Report found here: <http://bit.ly/1WlxWm4>.
- Fiscal Year 2004: Consulted on capacity development and enhancement in education for a lending project in Lao, PDR.

TEACHING AND OTHER RESEARCH

George Washington University, Washington, DC

Adjunct Faculty

2008

Urban Institute-Brookings Institution Tax Policy Center, Washington DC

Researcher

2005 – 2006

George Mason University, Fairfax, VA

Instructor

1998 – 2000

The World Bank

Research Assistant

1997 – 1998

EDUCATION

George Mason University, Fairfax, VA	
Ph.D. in Economics	2003
Focus on public finance and monetary theory. Dissertation: "Consuming Ethics: Voluntary Certification vs. Mandated Uniformity, Lessons from the Organic Food Industry"	
Bogazici University, Istanbul, TURKEY	
B.A. in Political Science and International Relations	1995

AWARDS

Women Who Mean Business, Washington Business Journal	2019
Person of the Year, Washington City Paper	2018
Best blog of the year, Urban Turf	2016
Best blog of the year, Washington City Paper	2015
Distinguished Team Award for the District Measured blog	2015
Distinguished Service Award, awarded by the Chief Financial Officer, Washington, DC (twice received)	2012, 2010
Earhart Fellowship, supporting research on public finance and international tax competition, Center for Freedom and Prosperity, Alexandria, VA.	2006
Dissertation Award, Economics Department, George Mason University	2000
Outstanding Academic Achievement Scholarship and Graduate Fellowship, George Mason University	1996 – 2000
Summer Internship, the World Bank	1998
Research Fellowship, the Center for Market Processes, Fairfax, VA	1997

PUBLICATIONS

Sayin Taylor, Y. 2019. Roughly 36 percent of D.C.'s rental housing units are rent-stabilized. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. The economic costs of land use regulations. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. The Regulatory Thicket Hurts the Most Vulnerable. The Federalist Society

Sayin Taylor, Y. 2019. The impact of occupational licensing requirements in D.C. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. D.C. is behind the rest of metropolitan area in business ownership rates for women. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. Land Value Tax: Can it Work in the District? D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. How can D.C. become more competitive within the Washington metropolitan area? D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. 2019 State of Business Report: Building a Competitive City. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. Growing Labor Demand In D.C. Is Driving Up Wages D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. The District's Proposed Fiscal Year 2020 Budget is a Harbinger of Great Fiscal Reckoning. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2019. Commentary: DC's budget is growing at a faster pace than economic fundamentals can support. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. and K. Zickuhr. 2019. The Funding Landscape of Out-of-School Time Programs in the District of Columbia: Full Report. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. How big of a deal is Amazon HQ2 for the DC Metro Region? D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. Tax practices that amplify racial inequities: Property tax treatment of owner-occupied housing. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. 2018 State of Business Report: Towards a More Inclusive Economy. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. D.C.'s shadow rental market. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. Rethinking the District's Unemployment Taxes. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. The carbon tax is not a freebie. D.C. Policy Center, Washington D.C.

Coffin C., S. Glazerman, and Y Sayin Taylor. 2018. D.C. needs research for school improvement and audit for oversight, but not from the same source. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. District's tax policy is moving away from first principles. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. Taking Stock of the District's Housing Stock: Capacity, Affordability, and Pressures on Family Housing. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. The loss of DC TAG could disrupt college attendance among the children of low-income families. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2018. The federal tax law changes will increase District revenue, but this is no "windfall." D.C. Policy Center, Washington D.C.

PUBLICATIONS, CONTINUED.

World Bank. 2018. Afghanistan: Promoting Education During Times of Increased Fragility. World Bank, Washington, DC. (Contributor)

Sayin Taylor, Y. 2017. 2017 State of Business in the District of Columbia: Twenty years of change since the Revitalization Act. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2017. Elimination of SALT deduction is trouble for DC's future population growth. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. and K. Zickuhr. 2017. Needs Assessment of Out-of-School Time Programs in the District of Columbia. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. and K. Zickuhr. 2017. Out-of-school Time programs in D.C.: Mismatches in capacity and need. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2017. The demographics of walking and biking to work tell yet another story of gentrification. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2017. Can fiscal risks be eliminated with more taxing and more spending? D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. 2017. Broadening Our Thinking on the District: The Framework for the D.C. Policy Center. D.C. Policy Center, Washington D.C.

Sayin Taylor, Y. and G. Moored. 2015. Income Inequality in the District and the D.C. Tax System's Effect on the Income Gap, with Ginger Moored, District of Columbia Economic and Revenue Trends.

The World Bank. 2015. Public Expenditure Report on Health and Education. World Bank Washington DC (Contributor)

Gresham, James; Inoue, Keiko; Taylor, Yesim Sayin; Di Gropello, Emanuela. 2015. Out-of-school youth in Sub-Saharan Africa : a policy perspective (English). Directions in development; human development. Washington, DC : World Bank Group.

Yilmaz Y. and Anna Barlett. 2011. Taxicab Medallions—A review of experiences in other cities. Office of Revenue Analysis Briefing Paper, D.C. Office of the Chief Financial Officer

Natwar Gandhi, Robert Zahradnik and Yesim Yilmaz. 2009. "Financing the District of Columbia," book chapter in Finance and Governance of Capital Cities in Federal Systems, edited by Enid Slack, New Delhi, India: Forum of Federations

Yilmaz, Y. 2009. The Effect of Federal Preemption on the District of Columbia's Tax Revenue," in State Tax Notes, January 5.

"Higher Education Finance in Vietnam." 2009. book chapter in Vietnam-Higher Education and Skills for Growth, edited by Emanuela di Gropello, Washington, DC: World Bank

PUBLICATIONS, CONTINUED.

Sonya Hoo, Kim Rueben, Matthew Nagowski, Robert Tannenwald, and Yesim Yilmaz. 2009. Fiscal Disparities Across States, FY 2002," in Proceedings of the 99th Annual Conference on Taxation, Boston, November 14-16. Washington, DC: National Tax Association pp.85-91.

Yilmaz, Y. (2007) Fiscal Capacity of States, Fiscal Year 2002" in State Tax Notes, September 17.

Yilmaz, Y. 2006. "Case Study on Education Finance in the Republic of Korea", in World Development Report 2007: Development and the Next Generation, Washington DC: The World Bank.

Yilmaz Y. 2006. "Tax Havens, Tax Competition and Economic Performance," Prosperitas Volume VI, Issue III, Alexandria, VA: Center for Freedom and Prosperity Foundation, June. Reprinted in Tax Notes International, vol. 43, no. 7, pp. 587-93. Reprinted in Worldwide Tax Daily, August 21, 2006.

Yilmaz Y. 2006. Secondary Education Finance in East Asia Pacific and Latin American and the Caribbean, Challenges and Opportunities in the Next Decade," with Emanuela Di Gropello and Alec Ian Gershberg. Book chapter, in Meeting the Challenges of Secondary Education in Latin America and East Asia, pp. 115-168, Washington DC: World Bank.

Yilmaz Y. 2006. "Making Section 911 Universal is Good Economic Policy and Good Tax Policy, Prosperitas, Vol. VI, Issue V, Alexandria, VA: Center for Freedom and Prosperity Foundation.

Yilmaz Y. 2000. Market Based Regulatory Mechanisms" in Regulation without the State: the Debate Continues, edited by John Blundell and Colin Robinson, IEA Readings 52, London, UK: Institute of Economic Affairs, pp. 85-93, September.

Yilmaz Y. 1998. "Private Participation in the Water and Sewerage Sector-Recent Trends", with Gisele Silva and Nicola Tynan, Viewpoint No. 147, the World Bank, August. Reprinted in the Development Business, Volume 21, No. 499, United Nations, November 1998.

Yilmaz Y. Private Regulation—A Real Alternative to Regulatory Reform." Policy Analysis 303 Washington DC: Cato Institute, April 14. Reprinted in Self-Regulation in the Civil Society, Ashok V. Desai, editor, The Centre for Civil Society, New Delhi, India August 1998. Reprinted in Portuguese by Instituto Liberal, Rio de Janeiro, 2001.

PRESENTATIONS AND TESTIMONY

2019. Testimony on the "RENTAL HOUSING ACT EXTENSION AMENDMENT ACT OF 2019" before the D.C. Council Committee on Housing & Neighborhood Revitalization.

2019. Testimony on the "Small and Local Business Assistance Amendment Act of 2019" (and related bills) before the D.C. Council Committee on Business & Economic Development.

2019. Testimony on the Proposed Fiscal Year 2020 budget for the District of Columbia before the Committee of the Whole.

PRESENTATIONS AND TESTIMONY CONTINUED.

2019. Testimony on "The Department of Consumer and Regulatory Affairs: What Issues Should the Committee Pursue?" before the Committee of the Whole of the Council of the District of Columbia.

2019. Testimony on the on the "State Superintendent of Education Hanseul Kang Confirmation Resolution of 2019" before the Committee of the Whole and the Committee on Education of the Council of the District of Columbia.

2018. Testimony. on Bill 22-904, the Clean Energy DC Omnibus Amendment Act of 2018 before the Committee on Business and Economic Development of the Council of the District of Columbia.

2018. Testimony on Bill 22-904 "Clean Energy DC Omnibus Amendment Act of 2018" before the Committee on Transportation & the Environment of the Council of the District of Columbia.

2018. Testimony on Bill 22-913, "Tipped Wage Workers Fairness Amendment Act of 2018" before the Committee of the Whole of the Council of the District of Columbia.

2018. Testimony on Bill 22-663, "The Comprehensive Plan Amendment Act of 2018" before the Committee of the Whole of the Council of the District of Columbia.

2017. Testimony on Bill 22-130, "Paid Leave Compensation Act of 2017" and related bills before the Committee of the Whole of the Council of the District of Columbia.

2017. Testimony on "Transportation Benefits Equity Amendment Act of 2017" before the Committee on Transportation & the Environment of the Council of the District of Columbia.

2014. Testimony on the Winter Plan: Protecting the Lives of Homeless People in the Winter of 2014-2015 before the Committee on Human Services of the Council of the District of Columbia.

2014. Testimony on Marijuana Legalization and Regulation Act of 2013 before the Committee on Business, Consumer, and Regulatory Affairs and the Committee on Finance and Revenue of the Council of the District of Columbia.

2014. Testimony on DC Urban Farming and Food Security Act of 2014, before the Committee of the Whole and the Committee on Finance and Revenue of the Council of the District of Columbia.

2014. Income and tax rates or life events: Evidence on moving patterns from the District of Columbia, with Ginger Moored and Lori Metcalf, paper presented in the National Tax Association 107th Annual Conference on Taxation Santa Fe, NM Nov 13-15, 2014

2013. Testimony on the Kids Ride Free Program presented before the Committee on Economic Development, and Committee on Transportation and the Environment of the Council of the District of Columbia.

2013. Testimony on Bill 20-506 D.C. Fiscal Year Designation Act of 2013 Presented before the Committee of the Whole of the Council of the District of Columbia.

LANGUAGES

English – speak fluently and read/write with high proficiency.

Turkish – native language.

PROFESSIONAL ACTIVITIES

Member, National Tax Association; Federation of Tax Administrators; American Economic Association, National Conference of State Legislative Officers

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EMPLOYMENT

Barnett Family Professor of Education, Stanford University, 2018-present
Director, John W. Gardner Center for Youth and their Communities, 2018-present
Senior Fellow, Stanford Institute for Economic Policy Research (SIEPR), 2015-present
Professor of Education, Stanford University, 2012-2018
Associate Dean of Faculty Affairs, Stanford Graduate School of Education, 2015-2018
Director, Stanford Center for Education Policy Analysis, 2015-2018
Professor of Public Policy and Economics, University of Virginia, 2010-2012
Research Professor of Education, University of Virginia, 2010-2012
Associate Professor of Economics, Department of Economics, Swarthmore College, 2005-2010
Director, Public Policy Program, Swarthmore College, 2005-2010
Assistant Professor of Economics, Department of Economics, Swarthmore College, 1999-2005.
Assistant Professor of Economics, School of Economics, Georgia Institute of Technology, 1997-1999.

EDUCATION

University of Maryland, Ph.D., Economics, 1997.
University of Maryland, M.A., Economics, 1994.
Swarthmore College, B.A., Economics with the Concentration in Public Policy, 1990.

OTHER AFFILIATIONS

Research Associate, National Bureau of Economic Research (NBER), Programs on the Economics of Education, Health Economics and Children, 2009-present.
Member, Economics of Education Research Group, CESifo, 2009-present.
Editorial Board, *Journal of Policy Analysis and Management*, 2014-present.
Editorial Board, *Education Finance and Policy*, 2019-2022.
Member, Executive Committee, Public Policy Program, Stanford University, 2012-present
Member, Board of Directors, Association for Education Finance and Policy, 2014-2017.
Editorial Board, *Educational Researcher*, 2010-2016.
Editorial Board, *Educational Evaluation and Policy Analysis*, 2012-2016.
Research Fellow, Danish National Center for Social Research, 2013-2016.
Fellow, China Center for Human Capital and Labor-Market Research, Central University of Finance and Economics, Beijing, China, 2008-present
Co-editor, *Journal of Policy Analysis and Management*, 2010-2014
Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2009-2012.
Member, APPAM Program Committee, Fall 2010 Research Conference
Member, Technical Methods Working Group, National Evaluation of Magnet Schools, Institute of Education Sciences, U.S. Department of Education, 2008-2010.
Member, APPAM Selection Committee, 2009 Spencer Foundation Lecture in Education Policy and Management
Member, Method Issues Working Group, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, 2008-2009.
Member, APPAM Program Committee, Fall 2008 Research Conference
Member, Future of American Education Project, American Enterprise Institute, 2007.

Faculty Research Fellow, National Bureau of Economic Research, Programs on the Economics of Education, Health Economics and Children, 2000-2009.

Member, What Works Clearinghouse Panel on School Turnaround, Institute of Education Sciences, U.S. Department of Education, 2007-2008

Member, Technical Working Group, After-School Project, Institute of Education Sciences, U.S. Department of Education, 2004-2007.

Visiting Scholar, School of Education, Stanford University, 2006-2007

Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2005-2007.

Visiting Fellow, Education Research Section, Woodrow Wilson School of Public and International Affairs, Princeton University, 2002-2003.

Scholar, National Young Faculty Leaders Forum, John F. Kennedy School of Government, Harvard University, 2002-2005.

GRANTS AND AWARDS

Co-Recipient (with Daphna Bassok and Scott Latham), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2019.

Co-Recipient, Best Paper award for “How a data-driven course planning tool affects college students’ GPA: Evidence from two field experiments, with Sorathan Chaturapruek, Ramesh Johari, René F. Kizilcec, & Mitchell L. Stevens, Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.

Principal Investigator with Emily Penner, “The Effects of the African American Male Achievement Program,” Raikes Foundation and Mindset Scholars Network, 2017-2019.

Principal Investigator, “Early Warning Systems in Action” SFUSD Incentive Fund 2017-2019

Co-Recipient (with James Wyckoff), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2015.

Principal Investigator, “The Labor Market Effects of MOOCs,” Human Sciences and Technology Advanced Research (H-STAR) Institute, Stanford University, 2015-2016.

Principal Investigator, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic-Studies Curriculum,” Stanford-SFUSD Incentive Fund Grant, Stanford University, 2014-2015.

Core Faculty, “Stanford University Predoctoral Training Program in Quantitative Education Policy Analysis,” U.S. Department of Education, 2014-2019

Core Faculty, “Stanford Postdoctoral Fellows Program in the Center for Education Policy Analysis,” U.S. Department of Education, 2014-2018

Principal Investigator with James Wyckoff, Institute of Education Sciences, U.S. Department of Education, “Examining the Effects of IMPACT on Students Achievement: DCPS-UVA Research Partnership,” 2014-2016.

Principal Investigator with Brian Jacob and Steven Hemelt, Spencer Foundation, WT Grant Foundation, “Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2014-2016.

Principal Investigator with Brian Jacob and Steven Hemelt, Walton Foundation, “School Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2013-2015.

Consultant, “Researching the Impact of an Online MOOC Designed to Transform Student Engagement and Achievement in Mathematics,” National Science Foundation, 2014-2015

Principal Investigator with James Wyckoff, Carnegie Corporation of New York research grant for “Assessing the Effects of IMPACT on DCPS Teacher Quality,” 2013.

Principal Investigator with James Wyckoff and Alex Smith, Smith Richardson Foundation research grant for “The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund,” 2013-14.

Principal Investigator, Institute of Education Sciences, U.S. Department of Education, for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2009-2013.

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2010.

Principal Investigator, Spencer Foundation research grant for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2008-2009.

Principal Investigator with Martin West, Smith Richardson Foundation research grant for “The Effects of Class Size on Cognitive and Non-Cognitive Student Outcomes” 2007-2008.

Principal Investigator, Mellon Foundation Tri-Co Forum Seed Grant for “Stereotype Threat and the College Athlete,” 2007-2008.

Principal Investigator, American Educational Research Association and the Spencer Foundation research grants for “A Teacher like Me: Does Race, Ethnicity or Gender Matter?” 2004-2006.

Consultant, Robert Wood Johnson Foundation research grant for “State Alcohol Policy and Motor Vehicle Fatalities among Young Adults,” 2003.

National Academy of Education/Spencer Postdoctoral Fellowship, 2002-2003.

Principal Investigator, Center for Information & Research on Civic Learning & Engagement (CIRCLE) research grant for “Are There Civic Returns to Education?” 2002-2003.

Principal Investigator, Smith Richardson Foundation research grant for “Teachers, Students and Educational Achievement: New Lessons from a Randomized Experiment,” 2000-2003.

Principal Investigator, Field-Initiated Studies Educational Research Grant, U.S. Department of Education, National Institute on Educational Governance, Finance, Policymaking and Management for “The Educational and Economic Consequences of Changing High School Graduation Standards,” 1999-2001.

Dissertation Grant, American Educational Research Association, 1996-97.

George M. Phillips Award for Graduate Research in the Public Interest, University of Maryland, 1997.

Finalist, National Tax Association Dissertation Award, 1997.

First-Place Award, Graduate Research Interaction Day, University of Maryland, April 1996.

Departmental Teaching Award, Department of Economics, University of Maryland, Spring 1996.

WORKING PAPERS

“Bias in Online Classes: Evidence from a Field Experiment,” with R. Baker, B. Evans, and J. John. CEPA Working Paper No. 18-03, 2018, under revision.

“Mobile Phones, Civic Engagement, and School Performance in Pakistan,” with Minahil Asim, NBER Working Paper No. 22764, October 2016, under revision.

“School Turnarounds: Evidence from the 2009 Stimulus,” NBER Working Paper No. 17990, April 2012, under revision.

JOURNAL ARTICLES

“Vanished Classmates: The Effects of Local Immigration Enforcement on Student Enrollment,” with Mark Murphy, *American Educational Research Journal*, forthcoming.

“Is Effective Teacher Evaluation Sustainable? Evidence from DCPS,” with J. James and J. Wyckoff. *Education Finance and Policy*, forthcoming.

“The Effects of School Reform under NCLB Waivers: Evidence from Focus Schools in Kentucky,” with Sade Bonilla, *Education Finance and Policy* 15(1), 2020, 75-103.

“Text as Data Methods for Education Researchers and Applications for Gender Equity,” with L. Fesler, R. Baker, and B. Evans, *Journal of Research on Educational Effectiveness* 12(4), 2019, 707-727.

“The Effects of Accountability Incentives in Early Childhood Education,” with Daphna Bassok and Scott Latham, *Journal of Policy Analysis and Management* 38(4), 2019, 838-866.

*Winner of the 2019 Raymond Vernon Memorial Award from the Association for Public Policy Analysis and Management (APPAM)

- “School Performance, Accountability, and Waiver Reforms: Evidence from Louisiana,” with Elise Dizon-Ross, *Educational Evaluation and Policy Analysis*, 41(3), 2019, 316-349.
- “The Causes and Consequences of Test Score Manipulation: Evidence from the New York Regents Examinations,” with Will Dobbie, Brian Jacob, and Jonah Rockoff. *American Economic Journal: Applied Economics* 11(3), 2019, 382-423.
- “How a data-driven course planning tool affects college students’ GPA: Evidence from two field experiments,” with Sorathan Chaturapruek, Ramesh Johari, René F. Kizilcec, & Mitchell L. Stevens, Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.
- “The Gift of Time? School Starting Age and Mental Health,” with Hans Henrik Sievertsen, *Health Economics*, 27(5), May 2018, 781-802.
- “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum,” with Emily Penner, *American Educational Research Journal*, 54(1), 2017, 127-166.
- “Teacher Turnover, Teacher Quality, and Student Achievement in DCPS,” with Melinda Adnot, Veronica Katz, and James Wyckoff, *Educational Evaluation and Policy Analysis*, 39(1), 2017, 54-76.
- “Property Taxes and Politicians: Evidence from School Budget Elections,” with Andrew Barr, *National Tax Journal*, 69(3), 517, 2016.
- “A Randomized Experiment Testing the Efficacy of a Scheduling Nudge in a Massive Open Online Course (MOOC)” with Rachel Baker and Brent Evans, *AERA Open*, 2016.
- “Be a Good Samaritan to a Good Samaritan: Field Evidence of Other-Regarding Preferences in China,” with Simon Chang, Chun Wing Tse, and Li Yu, *China Economic Review* 41, December 2016, pages 23-33.
- “Persistence Patterns in Massive Open Online Courses (MOOCs),” with Rachel Baker and Brent Evans, *Journal of Higher Education* 87(2), 206-242, 2016.
- “The Achievement and Course-Taking Effects of Magnet Schools: Regression-Discontinuity Evidence from Urban China,” with Xiaohuan Lan, *Economics of Education Review* 47, 128-142, 2015.
- “Incentives, Selection, and Teacher Performance: Evidence from IMPACT,” with James Wyckoff, *Journal of Policy Analysis and Management* 34 (2), Spring 2015, 267–297.
- *Winner of the 2015 Raymond Vernon Memorial Award from the Association for Public Policy Analysis and Management (APPAM)
- “Social Identity and Achievement Gaps: Evidence from an Affirmation Intervention,” *Journal of Research on Educational Effectiveness* 8(2), 149-168, 2015.
- “Stereotype Threat and the Student-Athlete,” *Economic Inquiry* 52(1), January 2014, 173-182.
- “Do Parental Involvement Laws Deter Risky Teen Sex?” with Silvie Colman and Ted Joyce, *Journal of Health Economics* 32(5), September 2013, 873-880.
- “When a Nudge isn’t Enough: Defaults and Saving among Low-Income Tax Filers,” with Erin Bronchetti, David Huffman, and Ellen Magenheimer, *National Tax Journal* 66(3), September 2013, 609-634.
- “The Effects of NCLB on School Resources and Practices,” with Brian Jacob and Nathaniel Schwartz *Educational Evaluation and Policy Analysis* 35(2), June 2013, pp. 252 - 288.
- “Rational Ignorance in Education: A Field Experiment in Student Plagiarism,” with Brian Jacob, *Journal of Human Resources* 47(2), Spring 2012: 397-434.
- “Conditional Cash Penalties in Education: Evidence from the Learnfare Experiment,” *Economics of Education Review* 30(5), October 2011, 924-937.
- “The Impact of the No Child Left Behind Act on Student Achievement,” with Brian Jacob, *Journal of Policy Analysis and Management* 30(3), Summer 2011, 418-446.
- “The Non-cognitive Returns to Class Size,” with Martin West, *Educational Evaluation and Policy Analysis* 33(1), March 2011, 23-46.
- “Motorcycle Helmets and Traffic Safety” *Journal of Health Economics* 28(2), March 2009, pages 398-412.
- “Forsaking All Others? The Effects of Same-Sex Partnership Laws on Risky Sex” *Economic Journal* 118(530), July 2008, 1055-1078.

- “Out-of-Field Teaching and Student Achievement: Evidence from ‘Matched-Pairs’ Comparisons” with Sarah Cohodes '05, *Public Finance Review* 36(1), January 2008, 7-32.
- “Technology and Voter Intent: Evidence from the California Recall Election,” *The Review of Economics and Statistics* 89(4), November 2007, 674-683.
- “Teachers and the Gender Gaps in Student Achievement,” *Journal of Human Resources* 42(3), Summer 2007, pages 528-554.
- “The Strength of Graduated Drivers License Programs and Fatalities among Teen Drivers and Passengers,” with David C. Grabowski, Michael A. Morrissey, and Christine Campbell, *Accident Analysis and Prevention* 38(1), January 2006, pages 135-141.
- “A Teacher Like Me: Does Race, Ethnicity or Gender Matter?” *American Economic Review* 95(2), May 2005, pages 158-165.
- “The Effects of Catholic Schooling on Civic Participation” *International Tax and Public Finance* 12(5), September 2005, 605-625.
- “Graduated Driver Licensing and Teen Traffic Fatalities,” with David C. Grabowski and Michael A. Morrissey, *Journal of Health Economics* 24(3), May 2005, pages 571-589.
- “Expense Preference and Student Achievement in School Districts,” *Eastern Economic Journal* 31(1), Winter 2005, pages 23-44.
- “The Fate of New Funding: Evidence from Massachusetts' Education Finance Reforms,” with Jeffrey Levine '00, *Educational Evaluation and Policy Analysis* 26(3), Fall 2004, pages 199-215.
- “Does Merit Pay Reward Good Teachers? Evidence from a Randomized Experiment,” with Benjamin Keys '01, *Journal of Policy Analysis and Management*, 23(3), Summer 2004, pages 471-488.
- “Are There Civic Returns to Education?” *Journal of Public Economics* 88(9), August 2004, pages 1697-1720.
- “Teachers, Race and Student Achievement in a Randomized Experiment,” *The Review of Economics and Statistics* 86(1), February 2004, pages 195-210. To be reprinted in *Field Experiments*, John List and Anya C. Samak (editors), Edward Elgar Publishing.
- “Do Charter Schools Skim Students or Drain Resources?” with Helen Fu '01, *Economics of Education Review* 23(3), June 2004, pages 259-271.
- “Lotteries, Litigation and Education Finance,” *Southern Economic Journal* 70(3), January 2004, pages 584-599.
- “The Fatality Effects of Highway Speed Limits by Gender and Age,” with Rebecca Sela '02, *Economics Letters* 79(3), June 2003, pages 401-408.
- “AIDS Mortality May Have Contributed to the Decline in Syphilis Rates in the United States in the 1990's,” with Harrell W. Chesson and Sevgi O Aral, *Sexually Transmitted Diseases* 30(5), May 2003, pages 419-424.
- “Teen Drinking and Educational Attainment: Evidence from Two-Sample Instrumental Variables (TSIV) Estimates,” with William N. Evans, *Journal of Labor Economics* 21(1), January 2003, pages 178-209.
- “Until Death Do You Part: The Effects of Unilateral Divorce on Spousal Homicides,” *Economic Inquiry* 41(1), January 2003, pages 163-182.
- “The Effects of Minimum Legal Drinking Ages on Teen Childbearing,” *Journal of Human Resources* 36(4), Fall 2001, pages 823-828.
- “Behavioral Policies and Teen Traffic Safety,” with William N. Evans, *American Economic Review* 91(2), May 2001, pages 91-96.
- “Alcohol Abuse and Economic Conditions: Evidence from Repeated Cross-Sections of Individual-Level Data,” *Health Economics* 10(3), April 2001, pages 257-270.
- “Does Setting Limits Save Lives? The Case of 0.08 BAC Laws,” *Journal of Policy Analysis and Management* 20(1), 2001, pages 113-130.
- “The Capitalization of Education Finance Reforms,” *Journal of Law and Economics* 43(1), April 2000, pages 185-214.

- “The Complementarity of Teen Smoking and Drinking,” *Journal of Health Economics* 18(6), December 1999, pages 767-773. Reprinted in *The Economics of Health Behaviours*, John Cawley and Donald S. Kenkel (editors), Edward Elgar Publishing, 2008.
- “Who Loses HOPE? Attrition from Georgia's College Scholarship Program,” with Linda Jackson, *Southern Economic Journal* 66(2), October 1999, pages 379-390.
- “Data Watch: Research Data in the Economics of Education” with William N. Evans and Sheila Murray, *Journal of Economic Perspectives*, Summer 1999, pages 205-216.
- “State Alcohol Policies, Teen Drinking and Traffic Fatalities,” *Journal of Public Economics* 72 (2), 1999, pages 289-315. Reprinted in *The Economics of Health Behaviours*, John Cawley and Donald S. Kenkel (editors), Edward Elgar Publishing, 2008.
- “Competition and the Quality of Public Schools,” *Economics of Education Review* 17 (4), 1998, pages 419-427.
- “Reconsidering the Effects of Seat Belt Laws and Their Enforcement Status,” *Accident Analysis and Prevention* 30 (1), 1998, pages 1-10.

CONTRIBUTIONS TO EDITED VOLUMES

- “Stereotype Threat in the Real World” with Joshua Aronson. In Schmader, T. & Inzlicht, M. (Eds.) *Stereotype threat: Theory, Process, and Application*. Oxford, U.K.: Oxford University Press, 2011, pages 264-279.
- “Education and Civic Engagement,” in *Economics of Education*, edited by D.J. Brewer and P.J. McEwan, and *International Encyclopedia of Education, 3rd Edition*, edited by E. Baker, B. McGaw, and P. Peterson, Amsterdam, Elsevier, 2010.
- “Assessing the College Contribution to Civic Engagement,” in *Succeeding in College: What It Means and How to Make it Happen*, Michael S. McPherson and Morton Owen Schapiro, Editors, College Board, New York, 2008.
- “Do High School Exit Exams Influence Educational Attainment or Labor Market Performance?” with Brian A. Jacob in *Standards-Based Reform and Children in Poverty: Lessons for "No Child Left Behind"*, Adam Gamoran, editor, Brookings Institution Press, 2007.
- Comment on “Peer Effects in Higher Education” by G. Winston and D. Zimmermann in *College Decisions: How Students Make Them and How They Could*, Caroline Hoxby, editor, University of Chicago Press, 2004, pages 421-423.
- “The 'First Wave' of Accountability,” in *No Child Left Behind? The Politics and Practice of Accountability*, Paul Petersen and Martin West, editors, Brookings Institution Press, 2003.
- “Where Does New Money Go? Evidence From Litigation and a Lottery” in *Developments in School Finance, 1999-2000*, William Fowler, editor, National Center for Education Statistics, U.S. Department of Education, 2002.
- “Teens and Traffic Safety,” with W.N. Evans in *An Economic Analysis of Risky Behavior Among Youths*, Jonathan Gruber, editor, University of Chicago Press, 2001.

OTHER PUBLICATIONS

- “[What Early-Childhood Accountability Can Learn from K-12's Mistakes](#),” *Education Week* 39(2), 2019, 24.
- “[When police team up with ICE, it ripples into classrooms](#),” *Los Angeles Times*, November 1, 2018.
- “[Race and Gender Biases Appear in Online Classrooms](#),” with R. Baker, B. Evans, and J. John, Brown Center Chalkboard, Brookings Institution, April 27, 2018.
- “[The Insidiousness of Unconscious Bias in Schools](#),” with S. Gershenson, Brown Center Chalkboard, Brookings Institution, March 20, 2017.
- “A Lasting Impact: High-stakes teacher evaluations drive student success in Washington, D.C.,” with James Wyckoff, *Education Next* 17(4), 58-66.
- “Understanding and Addressing Teacher Shortages in the United States,” with Dan Goldhaber, The Brookings Institution, Hamilton Project Policy Proposal 2017-05, April 2017.

- “Can Ethnic Studies Courses Help Students Succeed in School? Evidence From San Francisco,” with Emily K. Penner, Urban Education Reform: Bridging Research and Practice, *Education Week*, July 31, 2017.
- “Unconscious Bias in the Classroom: Evidence and Opportunities,” with Seth Gershenson, Mountain View, CA: Google Inc. Retrieved from <https://goo.gl/O6Btqi>.
- “The insidiousness of unconscious bias in schools,” with Seth Gershenson, Brown Center Chalkboard, Brookings Institution, March 20, 2017.
- "The Impact of No Child Left Behind on Students, Teachers, and Schools," with Brian Jacob, *Brookings Papers on Economic Activity*, Fall 2010.
- Turning around Chronically Low-Performing Schools: A Practice Guide* with Herman, R., Dawson, P., Greene, J., Maynard, R., Redding, S., and Darwin, M. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. NCEE #2008-4020, May 2008.
- “The Effects of School Size on Parental Involvement and Social Capital: Evidence from the ELS:2002,” with Wei Ha and Brian A. Jacob, *Brookings Papers on Education Policy 2006/2007*, pages 77-97.
- “The Why Chromosome: How a teacher’s gender affects boys and girls,” *Education Next* 6(4), Fall 2006, pages 68-75.
- “Dollars and Sense,” with Benjamin J. Keys '01, *Education Next* 5(1), Winter 2005, pages 60-67.
- “The Race Connection,” *Education Next* 4(2), Spring 2004, pages 53-59.
- “Unanswered Questions,” *The Baltimore Sun*, June 21, 2004, page 11A.
- “Learning to Earn,” *Education Next* 3(3), Summer 2003, pages 65-70.

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(December 2019)

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EXPERIENCE

2011-	Curry Memorial Professor of Education
2010-	Director, EdPolicyWorks
2019	Visiting Scholar in School Reform, Annenberg Institute, Brown University
2008-	Professor, Curry School of Education, Frank Batten School of Leadership and Public Policy, University of Virginia
1986-2007	Professor, Associate Professor, Assistant Professor of Public Administration, Public Policy, and Economics, University at Albany, Albany, New York.
2002-2003	Visiting Associate Professor of Policy Studies, Duke University
1998-2000	Acting Dean, Graduate School of Public Affairs, University at Albany
1996-1998	Chair, Department of Public Administration and Policy, University at Albany
1982-1986	Assistant Professor, Division of Economics, University of Oklahoma, Norman

EDUCATION

B.A., Economics, Denison University, Granville, OH, 1974
Ph.D., Economics, University of North Carolina, Chapel Hill, NC, 1982

RESEARCH

Articles and Book Chapters

- "Policy Implementation, Principal Agency, and Strategic Action: Improving Teaching Effectiveness in New York City Middle Schools" forthcoming (J. Cohen, S. Loeb, L. Miller & J. Wyckoff) *Educational Evaluation and Policy Analysis*.
- "Can Effective Teacher Evaluation Be Sustained? Evidence from DCPS" forthcoming, (Dee, T. James, J. & Wyckoff, J.) *Education Finance & Policy*.
- "Teacher Labor Markets: An Overview" forthcoming, (James, J. & J. Wyckoff), in S. Bradley & C. Green, Eds, *The Economics of Education, 2nd edition*, Academic Press.
- "A Lasting Impact" (Dee, T.S. & J. Wyckoff), *Education Next*, 2017, 17(4)
- "More than Content: The Persistent Cross-Subject Effects of English Language Arts Teachers' Instruction" (Master, B., S. Loeb, J. Wyckoff), *Educational Evaluation and Policy Analysis*, 2017, 39(3): 429-447.
- "Policies to Improve Teacher Quality" (Katz, V. & J. Wyckoff). In M. Akiba & G. LeTendre (Eds.), *Routledge international handbook of teacher quality and policy*, 2017, London and New York: Routledge.
- "Teacher Turnover, Teacher Quality and Student Achievement in DCPS" (Adnot, M., T. Dee, V. Katz and J. Wyckoff), *Educational Evaluation and Policy Analysis*, 2017, 39(1), pp. 54-76.

- "Teacher Churning: Reassignment Rates and Implications for Student Achievement, (Atteberry, A., S. Loeb and J. Wyckoff), *Educational Evaluation and Policy Analysis*, 2017, 39(1), pp. 3-30
- "Different Skills? Identifying Differentially Effective Teachers of English Language Learners" (B. Master, S. Loeb, C. Whitney and J. Wyckoff) *Elementary School Journal*, 2016, 117(20), pp. 261-284.
- "Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness" (Atteberry, A., S. Loeb and J. Wyckoff), *AERA Open*, 2015, 1 (4) DOI: 10.1177/2332858415607834
- "Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City" (S. Loeb, L. Miller and J. Wyckoff), *Educational Researcher*, 2015, 44(4): 199-212.
- "Incentives, Selection, and Teacher Performance: Evidence from IMPACT" (T. Dee and J. Wyckoff) *Journal of Policy Analysis and Management*, 2015, 34(2): 267-297.
- "Increasing the Effectiveness of Teachers in Low-Performing Schools" (M. Adnot and J. Wyckoff), in *Handbook of Research in Education Finance*, H. Ladd and M. Goertz (Eds.), 2015 New York: Routledge, 528-545.
- "Who Enters Teaching? Encouraging Evidence of Improving Quality" (A. McEachin, L. Miller, H. Lankford, S. Loeb and J. Wyckoff), *Educational Researcher*, 2014, 43(9): 444-453.
- "Measuring Test Measurement Error: A General Approach" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff), *Journal of Educational and Behavioral Statistics*, 2013, 38(6) pp. 629-663.
- "Measure for Measure: The Relationship Between Measures of Instructional Practice in Middle School English Language Arts and Teachers' Value-Added Scores" (P. Grossman, S. Loeb, J. Cohen, J. Wyckoff, K. Hammerness, and D. Boyd), *American Journal of Education*, 2013, 119(3) 455-470.
- "Policymakers and Researchers Schooling Each Other: Lessons in Educational Policy from New York" (D. Cunningham and J. Wyckoff), *Education Finance and Policy*, 2013, 8(3): 275-286.
- "How Teacher Turnover Harms Student Achievement" (M. Ronfeldt, S. Loeb and J. Wyckoff), *American Education Research Journal*, 2013, 50(1), 4-36.
- "Analyzing the Determinants of the Matching of Public School Teachers to Jobs: Disentangling the Preferences of Teachers and Employers" (D. Boyd, H. Lankford, S. Loeb, and J. Wyckoff), *Journal of Labor Economics*, 2013, 31(1): 83-117.
- "Recruiting Effective Math Teachers, Evidence from New York City" (D. Boyd, P. Grossman, K. Hammerness, H. Lankford, S. Loeb, M. Ronfeldt and J. Wyckoff), *American Education Research Journal*, 2012, 49(6), 1008-1047.
- "Learning to teach in New York City: How teachers and schools jointly determine the implementation of a district-wide mentoring program" (P. Grossman, S. Loeb, J. Myung, D. Boyd, H. Lankford, J. Wyckoff) in *National Society for the Study of Education Yearbook*, 2012, 111(2): 309-341.
- "The Effectiveness and Retention of Teachers with Prior Career Experience" (D. Boyd, P. Grossman, H. Lankford, S. Loeb, R. O'Brien and J. Wyckoff) *Economics of Education Review*, 2011, 30: 1229-1241.
- "The Effect of School Neighborhoods on Teacher Career Decisions" (D. Boyd, P. Grossman, H. Lankford, S. Loeb, M. Ronfeldt and J. Wyckoff) in Murnane, R.M. & Duncan, G. *Whither Opportunity: Rising Inequality, Schools, and Children's Life Chances*, 2011, Washington, DC: Brookings Institution, 377-396.
- "Teacher Layoffs: An Empirical Illustration of Seniority v. Measures of Effectiveness" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff) *Education Finance and Policy*. 2011,6(3): 439-454.

- "The Influence of School Administrators on Teacher Retention Decisions" (D. Boyd, P. Grossman, M. Ing, H. Lankford, S. Loeb and J. Wyckoff) *American Education Research Journal*, 2011, 48(2): 303-333.
- "Recruiting, Evaluating and Retaining Teachers: The Children First Strategy to Improve New York City's Teachers" (P. Goertz, S. Loeb and J. Wyckoff), *Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System*, O'Day, J., Bitter, C., & Gomez, L. (Eds.), 2011, Cambridge, MA: Harvard Education Press.
- "The Role of Teacher Quality in Retention and Hiring: Using Applications-to-Transfer to Uncover Preferences of Teachers and Schools" (D. Boyd, H. Lankford, S. Loeb, M. Ronfeldt and J. Wyckoff), *Journal of Policy Analysis and Management*, 2010, 30(1), pp. 88-110.
- "Teacher Labor Markets: An Overview" (H. Lankford and J. Wyckoff) *International Encyclopedia of Education, 3rd Edition*, Editors-in-Chief: Penelope Peterson, Eva Baker and Barry McGaw, 2010, Elsevier, pp. 456-464
- "Teacher Preparation and Student Achievement" (D. Boyd, P. Grossman, H. Lankford, S. Loeb and J. Wyckoff), *Educational Evaluation and Policy Analysis* 2009 31: 416-440.
- "Surveying the Landscape of Teacher Education in New York City: Constrained Variation and the Challenge of Innovation," (D. Boyd, P. Grossman, K. Hammerness, H. Lankford, S. Loeb, M. McDonald, M. Reininger, M. Ronfeldt and J. Wyckoff) *Educational Evaluation and Policy Analysis*, 2008, 30(4), pp. 319-343.
- "The Narrowing Gap in New York City Teacher Qualifications and its Implications for Student Achievement in High-Poverty Schools" (D. Boyd, H. Lankford, S. Loeb, J. Rockoff and J. Wyckoff) *Journal of Policy Analysis and Management* 2008, 27(4), pp. 793-818.
- "Closing the Student Achievement Gap by Increasing the Effectiveness of Teachers in Low-Performing Schools" (D. Boyd, and H. Lankford and J. Wyckoff) in *Handbook of Research in Education Finance and Policy*, H. Ladd and E. Fiske eds., Routledge (2008), pp. 535-550.
- "The Impact of Assessment and Accountability on Teacher Recruitment and Retention: Are There Unintended Consequences?" (D. Boyd, H. Lankford S. Loeb and J. Wyckoff), *Public Finance Review*, 2008, 36(1), pp. 88-111.
- "The Role of Teacher Preparation and Certification in Improving the Quality of K-12 Teachers" (D. Boyd, D. Goldhaber, H. Lankford and J. Wyckoff), in Susanna Loeb, Cecilia Rouse and Anthony Shorris, eds. *Excellence in the Classroom: Policies to Improve the Teacher Workforce*, 2007 17(1), pp. 45-68.
- "The Imperative of 480 Schools" *Education Finance and Policy*, 2006 1(3): 279-287.
- "How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement" (D. Boyd, P. Grossman, H. Lankford, S. Loeb and J. Wyckoff), *Education Finance and Policy* March 2006 1(2): 176-216.
- "Complex by Design: Investigating Pathways into Teaching in New York City Schools" (D. Boyd, P. Grossman, H. Lankford, S. Loeb, N. Michelli and J. Wyckoff), *Journal of Teacher Education*, March/April 2006 57(2): 155-166.
- "The Effect of School Choice and Residential Location on Racial and Economic Segregation of Students" (H. Lankford and J. Wyckoff), T. Gronberg and D. Jansen, eds. *Advances in Applied Microeconomics, Volume 14, Improving School Accountability: Check-Ups or Choice*, Elsevier (2006), pp.185-240.

- "Explaining the Short Careers of High-Achieving Teachers in Schools with Low-Performing Students" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff), *American Economic Association Proceedings*, May 2005 95(2): 166-171.
- "The Draw of Home: How Teachers' Preferences for Proximity Disadvantage Urban Schools" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff), *Journal of Policy Analysis and Management*, 2005, 24(1): 113-132.
- "Why are Schools Racially Segregated? Implications for School Choice Policies" (H. Lankford and J. Wyckoff) J. Scott, (ed.). *School Choice and Diversity: What the Evidence Says*. Teachers College Press (2005), pp. 9-26. "The Draw of Home: How Teachers' Preferences for Proximity Disadvantage Urban Schools" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff), *Journal of Policy Analysis and Management*, 2005, 24(1): 113-132.
- "Placing the Preparation and Recruitment of Teachers into a Labor Market Framework" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff) in F. Hess, A. Rotherham and K. Walsh (ed.) *A Qualified Teacher in Every Classroom: Appraising Old Answers and New Ideas*, 2004, pp.149-172.
- "Understanding Teacher Labor Markets: Implications for Educational Equity" (D. Boyd, H. Lankford, S. Loeb and J. Wyckoff), in D. Monk and M. Plecki, eds., *School Finance and Teacher Quality: Exploring the Connection*, 2003, pp. 55-84.
- "Teacher Sorting and the Plight of Urban Schools: A Descriptive Analysis" (H. Lankford, S. Loeb and J. Wyckoff), *Educational Evaluation and Policy Analysis*, 2002 vol. 24(1), pp. 38-62.
- "Who Would be Left Behind by Enhanced Private School Choice?" (H. Lankford and J. Wyckoff) *Journal of Urban Economics*, vol. 50, 2001, pp. 288-312.
- "Educational Finance to Support High Learning Standards: A Synthesis," (M. Naples and J. Wyckoff) *Economics of Education Review*, vol. 19, 2000, pp. 305-318.
- "The Changing Structure of Teacher Compensation, 1970-94" (H. Lankford and J. Wyckoff), *Economics of Education Review*, vol. 16, no. 4, 1997, pp. 371-384.
- "The Allocation of Resources to Special Education and Regular Instruction" (H. Lankford and J. Wyckoff), H. Ladd ed., *Making Schools Accountable: Performance-Based Approaches to School Reform*, Washington, DC: Brookings Institution, 1996, pp. 221-57.
- (Reprinted in *Funding Special Education* edited by T. Parrish, J. Chambers, C. Guarino, 1998)
- "Do Medicaid Expenditures Crowd-Out State Aid for Primary and Secondary Education?" (J. Fossett and J. Wyckoff), *Journal of Health Politics, Policy and Law*, Fall 1996, pp. 409-32.
- "An Analysis of Elementary and Secondary School Choice" (H. Lankford, E. Lee and J. Wyckoff), *Journal of Urban Economics*, vol. 38, 1995, pp. 236-51.
- "Property Taxation, Taxpayer Burden and Local Educational Finance in New York" (with H. Lankford), *Journal of Educational Finance*, vol. 21, no. 1, Summer 1995, pp. 57-86.
- "Where has the Money Gone? An Analysis of School District Spending in New York State, 1979-80 to 1991-92" (with H. Lankford), *Educational Evaluation and Policy Analysis*, vol. 17, no. 2, Summer 1995, pp. 195-218.
- "Primary and Secondary School Choice Among Public and Religious Alternatives" (with H. Lankford), vol. 11, no. 4, 1992, *Economics of Education Review*, pp. 317-37.
- (Reprinted in *Market Approaches to Education*, Edited by Elchanan Cohn, 1996.)

- "The Intrastate Equality of Public Primary and Secondary Education Resources in the U.S., 1980-87," vol. 11, no. 1, 1992, *Economics of Education Review*, pp. 19-30.
- "Another Look at the Tax-Favored Retirement Savings Puzzle" (with J. Collins), *Journal of the American Taxation Association*, Fall 1991, pp. 74-86.
- "Modeling Charitable Giving Using a Box-Cox Standard Tobit Model" (with H. Lankford), *Review of Economics and Statistics*, vol. 73, no. 3, August 1991, pp. 460-70.
- "Estimates of Tax Deferred Retirement Savings Behavior" (with J. Collins), *National Tax Journal*, December 1988, pp. 561-72.
- "The Impact of Tax Favored Retirement Savings on Net Savings" (with J. Collins), S. Moriarity and J. Collins, eds., *Contemporary Tax Research*, Norman, Oklahoma: University of Oklahoma, 1988, pp. 58-69.
- "The Nonexcludable Publicness of Public Primary and Secondary Education," vol. 24, *Journal of Public Economics*, 1984, pp. 331-51.
- "The Demand for School Lunch: An Analysis of Individual Participation in the School Lunch Program" (with J. Akin, D. Guilkey, and B. Popkin), *Journal of Human Resources*, Spring 1983, pp. 213-30.
- "Allocative Effects of Tax Substitution on Primary and Secondary Education" (with J. Akin), vol. 48, *Southern Economic Journal*, April 1982, pp. 1061-73.

Working Papers

- "Teacher Turnover, Teacher Evaluation and Student Achievement" (James, J. & Wyckoff, J.)
- "Effects of Teacher Evaluation and Incentives on Student Achievement: Evidence from the District of Columbia" 2017 (M. Adnot, T. Dee, V. Katz, J. Wyckoff)
- "Exit of Effective Teachers: Who Leaves Teaching and Why?" (N. Gao, S. Loeb and J. Wyckoff)
- "Teacher Attrition from High Stakes Testing: Strategic Behavior or the Normal Chaos? (A. Atteberry, L. Miller, S. Loeb and J. Wyckoff)
- "Who Leaves? Teacher Attrition and Student Achievement" (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb) NBER working paper.
- "Attrition of Novice Black Teachers from Virginia Public Schools" (with Patten Mahler)

Other Research

- "The Design and Practice of U.S. Teacher Evaluation" 2019 (Katz, V., Miller, L., Wyckoff, J.) prepared for the Virginia State Board of Education.
- "Improving Student Achievement in Virginia Schools 2018 (L. Miller, D. Player & J. Wyckoff) prepared for the Virginia State Board of Education.
- "State Policies to Improve Teacher Preparation" 2018 (J. Cohen and J. Wyckoff) for the SREB Teacher Preparation Commission. <https://www.sreb.org/teacher-preparation-commission>
- "U.S. Teacher Evaluation in Practice, Some Illustrative Examples" (V. Katz and J. Wyckoff) prepared for the Inter-American Development Bank, 2017.
- "The Redesign of U.S. Teacher Education" (V. Katz and J. Wyckoff) prepared for the Inter-American Development Bank, 2017.

"Teacher Preparation: Expanding the Intersection of Evidence and Policy" (J. Cohen and J. Wyckoff), prepared as a background paper for the Southern Regional Education Board Commission on Teacher Preparation, 2016.

National Academies of Sciences, Engineering, and Medicine. 2015. *Science Teachers Learning: Enhancing Opportunities, Creating Supportive Contexts*. Committee on Strengthening Science Education through a Teacher Learning Continuum, Board on Science Education, Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press.

Using the American Community Survey Data to Expand Access to the School Meals Program (co-authored with members of the NRC Panel on Estimating Children Eligible for School Nutrition Programs using the American Community Survey, National Academy Press, Washington, D.C., 2012.

Preparing Teachers: Building Evidence for Sound Policy (co-authored with members of the NRC Committee on the Study of Teacher Preparation Programs in the U.S.), National Academy Press, Washington, D.C., 2010.

"Measuring Proficiency With Status and Growth Models: How Best to Maximize the Achievement of All Students?" Prepared for the Aspen Congressional Conference, 2007

"Our Next Generation: School Leadership in New York" (with H. Lankford and R. O'Connell), New York State Education Department, 2003.

"School District Expenditures and Fiscal Stress in New York, 1980-2000," (with D. Boyd and H. Lankford) Condition Report, Education Finance Research Consortium, University at Albany, SUNY, 2002.

Small-Area Estimates of School-Age Children in Poverty: Evaluation of Current Methodology, (co-authored with members of the NAS panel). National Academy Press, Washington, D.C., 2000.

Small-Area Income and Poverty Estimates, (co-authored with members of the NAS panel). National Academy Press, Washington, D.C., 2000.

"The Labor Market for Public School Teachers: A Descriptive Analysis of New York State's Teacher Workforce," (with H. Lankford and F. Papa) Condition Report, Education Finance Research Consortium, University at Albany, SUNY, 2000.

"The Allocation of Title 1 Funds to School Districts: Federal Direct Allocations v. Allocations by States" (with F. Papa) in *Small-Area Estimates of School-Age Children in Poverty, Interim Report 3*, National Academy Press, Washington, D.C., 1999.

"High Spending on K-12 Education: How Does New York Differ from Other States? (with H. Lankford) Report submitted to Rockefeller Institute of Government under contract with the New York Office of the State Comptroller, 1998.

"Educational Finance to Support High Learning Standards: A Synthesis," (with M. Naples), *Educational Finance to Support High Learning Standards*, James Wyckoff, ed. New York State Board of Regents, 1997, pp. 1-25.

"The Allocation of Resources in New York State School Districts: 1979-80 to 1993-94" (with H. Lankford), *Cost Effectiveness in Education*, Robert Berne, ed., New York State Board of Regents, 1996, pp. 45-62.

"The Dynamics of Teacher Salary Expense" (with H. Lankford and P. Ochshorn) in *Selected Papers in School Finance*, 1996 National Center for Education Statistics, W.J. Fowler, Jr., ed., NCES 98-217

"Property Taxation, Taxpayer Burden and Local Educational Finance" (with H. Lankford), *Study on the Generation of Revenues for Education, Final Report*, David Monk, ed., New York State Board of Regents, 1995, pp. 48-74.

"Which Teachers Received Real Salary Increases in New York, 1970-94?" (with H. Lankford), *Proceeding from NCES Conference on Putting It All Together*, 1994.

"Tracking the Changing Pattern of School District Expenditures in New York" (with H. Lankford), *The Clearing House*, Nov/Dec 1994, pp. 78-81.

"Where Has the Money Gone? An Analysis of School District Spending in New York, 1979-80 to 1991-92," Report Submitted to the New York State Special Commission on Educational Structure, Policies, and Practices, December 1993.

"To What Extent is Education a Public Good," E. Brown, ed., *Readings, Issues, and Questions in Public Finance*, fourth edition, Homewood, IL: Irwin, 1996, pp. 6-11.

"Accounting for Costs Would Improve State Aid for Education," *Rockefeller Institute Bulletin*, 1991, pp. 27-29.

"Intergovernmental Influences on Medicaid Program Expenditures: Comments and Additional Evidence" (with I. Lurie), *Public Administration Review*, July/August 1989, pp. 402-4.

"Needs Assessment Survey for a Statewide Online Database" (with W. Ferretti), submitted to Regional Information Network Gateway, Rockefeller Institute of Government, March 1987.

"The Effect of Merger on a Firm's Behavior: A Survey," Discussion paper 80-06, Research Triangle Institute, Economics Division, 1980.

"The Benefits Resulting From Implementation of PL 92-500 (The Clean Water Act Amendments)" (with I. Gutmanis and G. Sawdy), Report submitted to the National Commission on Water Quality, 1975.

INVITED PRESENTATIONS and PRESENTATIONS AT CONFERENCES (last five years)

2020:

2019: National Academies of Sciences; Association of Education Finance and Policy Research Conference; Virginia State Board of Education; Association for Public Policy and Management.

2018: Association of Education Finance and Policy Research Conference; Jacksonville University; American Education Research Association; The World Bank; Southern Regional Educational Board Commission on Teacher Preparation; Virginia Business Council

2017: CALDER Research Conference; Association of Education Finance and Policy Research Conference; Southern Regional Educational Board Commission on Teacher Preparation; DC Education Fund; Association for Public Policy and Management Research Conference

2016: Vanderbilt University; CALDER Research Conference; Association of Education Finance and Policy Research Conference; Southern Regional Educational Board Commission on Teacher Preparation; Association for Public Policy and Management Research Conference

2015: CALDER Research Conference; Association of Education Finance and Policy Research Conference; Research conference of the American Education Research Association (invited session); Michigan State University; Association for Public Policy and Management Research Conference

AWARDS, FELLOWSHIPS and HONORS

Excellence in Collaborative Public Service, University of Virginia, 2019

Excellence in Faculty Mentoring Award, University of Virginia, 2017

Raymond Vernon Memorial Award for excellence in research, APPAM, 2015

Outstanding Service Award, AEFPP, 2013

Curry School Outstanding Faculty Member, 2012

Distinguished Research in Teacher Education Award, Association of Teacher Educators, 2007

President, Association for Education Finance and Policy, 2004

ASA/NSF Research Fellow, Census Bureau, Washington DC, 1994-95

GRANTS

"Virginia Policy Partnerships Collaborative" (PI) (with Daphna Bassok, Ben Castleman, Anita McGinty and Amanda Williford), 2019-2021, \$998,895.

"Exploring the Development of Teaching Skills," (with C. Bell and E. Taylor) Spencer Foundation, 2019-2021, \$596,828

"Evaluation of Strada Education Network's National Engagement and Philanthropy Programs", Strada, 2017-20, \$287,000.

"Teacher Quality Research" Virginia Department of Education, 2018-20, \$65,500.

"A DCPS-UVA Research Partnership Proposal to Examine LEAP" (with J. Cohen) The Overdeck Family Foundation, 2016-20, \$600,000.

"A DCPS-UVA Research Partnership Proposal to Examine LEAP" (with J. Cohen) The Schusterman Family Foundation, 2016-20, \$640,000.

"Principal Strategies to Improve Teaching Effectiveness" (with J. Cohen, S. Loeb and L. Miller), Carnegie Corporation of New York, 2015-19, \$500,000.

"Principal Strategies to Improve Teaching Effectiveness: Planning Grant" (with S. Loeb and L. Miller), Carnegie Corporation of New York, 2014-15, \$50,000.

"Examining the Effects of IMPACT on Student Achievement: DCPS-UVA Research Partnership" (with Thomas Dee and Scott Thompson), USDOE Institute for Education Science, 2014-2016, \$399,940.

"Who Enters Teaching?" 2014, Sub-award from Stanford University from the Smith Richardson Foundation, \$50,000.

"Assessing the Effects of IMPACT on DCPS Teacher Quality" (with Tom Dee), Carnegie Corporation of New York, 2013-14, \$49,890.

"The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund (TIF)" (with Tom Dee and Alex Smith) Smith Richardson Foundation, 2013-2014, \$165,490.

"Examining Teacher Labor Markets in NYC and DC" 2012-2017, Sub-award from Center for Analysis of Longitudinal Data in Education Research, AIR is prime contractor from IES, \$780,000.

"Improving Virginia's Education and Workforce Systems," 2012-2014, Virginia Community College System, \$354,000.

"TIF Learning Leaders Initiative in Henrico County Public Schools" US Department of Education, 2010-2015, \$568,000.

"TIF Teacher Incentive Performance Award in Prince William County Public Schools" US Department of Education, 2010-2015, \$568,000.

"Alternative Certification in the Long Run: Student Achievement, Teacher Retention and the Distribution of Teacher Quality in New York City" Noyce Foundation, 2010-2011, \$137,398.

- "Bringing DC into CALDER" Urban Institute (IES is prime contractor) 2009-2011, \$241,160.
- "Examining Teacher Preparation: Does the Pathway Make a Difference—Math for America" (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb), National Science Foundation, 2008-10, \$369,128.
- "Student Achievement and Teacher Retention: The Role of Working Conditions and Professional Development" (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb), National Science Foundation, 2006-11, \$838,475.
- "Education Finance Research Consortium (with W. Duncombe, D. Monk and L. Stiefel) New York State Education Department, 2006-2011, \$1.1 million.
- "Teacher Policy Research: Communicating Findings to Policy Makers" (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb) Carnegie Corporation of New York, 2006-07, \$9200
- "Do Lower Barriers to Entry Affect Student Achievement and Teacher Retention: The Case of Math Immersion," (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb) Institution of Education Sciences, U.S. Department of Education, 2006-2008, \$394,424.
- "Examining Teacher Preparation: An Evaluation of the New York City Teaching Fellows Program" (with D. Boyd, H. Lankford, and S. Loeb) New York State Education Department, 2004-06, \$76,010
- "Symposium on School Finance in New York State," (with David Monk) Regents Research Fund and the Wallace Foundation, 2003-04, \$115,000.
- "Examining Teacher Preparation: Does the Pathway Make a Difference?" (with D. Boyd, P. Grossman, H. Lankford, and S. Loeb)
 City University of New York, 2003-04, \$600,000;
 The Spencer Foundation, 2003-06, \$648,000;
 The New York State Education Department, 2003 \$73,000;
 The Carnegie Corporation, 2003-06, \$799,000;
 The National Science Foundation, 2004-07, \$1,799,000.
- "Education Finance Research Consortium," (with D. Monk and L. Stiefel) New York State Education Department, 2003-04, \$213,000.
- "Identifying the Next Generation of School Leaders" (R. O'Connell and H. Lankford), New York State Education Department, period 2002-2003, \$79,543.
- "Understanding the Dynamics of Teacher Labor Markets: Attracting and Retaining High Quality Teachers in Low Performing Schools," (with D. Boyd, H. Lankford, and S. Loeb), Office of Educational Research and Improvement, US Department of Education, 2001-2003, \$595,227
- "Attracting and Retaining High-Quality Teachers in Low-Performing Schools," (with D. Boyd, H. Lankford, and S. Loeb), Smith Richardson Foundation, 2001-2003, \$206,348.
- "How Can Low-Performing Schools/Districts Attract and Retain High Quality Leaders?" (with H. Lankford) RAND Corporation and New York State Education Department, 2001-2002, \$132,557.
- "Education Finance Research Consortium," (with D. Monk and L. Stiefel) New York State Education Department, 1999-2003, \$644,000.
- "Supply and Demand for Vocational Education Teachers," (with H. Lankford) RAND Corporation, 1999, \$35,000.

“Workshop at the Center for Public Affairs Studies at the Budapest University of Economic Sciences,”
Social Science Curriculum Development Program, International Research and Exchanges, May 1998

Educational Finance Symposium on School Finance for High Standards, New York State Board of Regents, 1997-98 \$71,383.

“High Spending on K-12 Education: How Does New York Differ from Other States? (with H. Lankford)
Report submitted to the Center for the Study of the States, Rockefeller Institute of Government
under contract from the New York State Office of the State Comptroller, 1997, \$12,500.

“The Fiscal Impact of Enrollment and Retirement Increases on School District Budgets” (with H. Lankford
and P. Ochshorn), National Center for Education Statistics, 1996-97, \$20,000.

“The Effects of School Choice and Residential Location on the Educational Environment of K-12
Students” (with H. Lankford), The Spencer Foundation, 1996-97, \$9000.

“A General Model of Public and Private School Choice” (with H. Lankford), National Science
Foundation/American Statistical Association/Bureau Fellowship, 1994-95, \$40,000.

“Where Has the Money Gone? An Analysis of School District Spending in New York, 1979-80 to 1991-
92,” (with H. Lankford) the New York State Special Commission on Educational Structure, Policies,
and Practices, June 1993-January 1994, \$40,000.

“The Financing of Tax-Favored Retirement Savings” (with J. Collins), The Arthur Young Foundation,
\$20,000, May 1989-December 1990.

PROFESSIONAL ACTIVITIES

Editorial Service

Editorial Board, *Journal of Policy Analysis and Management*, 2016-

Editorial Board, *Educational Researcher*, 2015-

Editorial Board, *Education Finance and Policy*, 2005-

Editorial Board, *Economics of Education Review*, 2004-08

Associate Editor, *Economics of Education Review*, 2001-04

National Committee Service

National Research Council Committee, Strengthening Science Education through a Teacher Learning
Continuum, 2012-2015

Panel on the Estimating Children Eligible for School Nutrition Programs Using the American
Community Survey, Committee on National Statistics, 2009-11.

Education Systems and Broad Reform Scientific Review Panel, Institute of Education Sciences,
USDOE, 2008-2011

Committee on the Study of Teacher Preparation Programs in the United States, National Research
Council, 2005-08

Member, Education Systems and Broad Reform Scientific Review Panel, Institute of Education
Sciences, USDOE, 2006-07

Proposal Review Panel, Institute for Education Sciences, USDOE, 2005

National Center for Education Statistics, Technical Review Panel, 2002-2005

National Research Council, Panel on Small Area Estimates of Poverty, 1996-2000.

University of Virginia

Co-chair, Batten School Committee on Centers, 2019-20

Member, Search Committee for Dean of Batten School, 2018-19
 Co-chair, Dan Player promotion committee (Batten School), 2018
 Member, Search Committee, Executive Director Weldon Cooper Center, 2017-18
 Chair, Curry School Faculty Search Committee in Education Policy, 2017-18
 Member, Batten School promotion committee, 2017
 Chair Batten School promotion committee, 2017
 Chair, Curry School Faculty Search Committee in Education Policy, 2016-17
 Member, Batten School Executive Committee, 2016-18
 Member, University Library Committee, 2012-18
 Member, Curry School IRC, 2016
 Member, Batten School Promotion Committee, 2016
 Member, Curry School Faculty Search Committee in Higher Education, 2015-16
 Chair, Batten School Faculty Search Committee, 2015-16
 Chair, IRC Promotion Committee, 2015-16
 Member, Curry Search Committee, Pre-Award Administrator, 2015
 Member, Curry Search Committee, Post-Award Administrator, 2015
 Member, Batten 3rd Year Review Committee, 2014-15
 Co-chair, Batten School Faculty Search Committee, 2014-15
 Chair, Curry School Promotion and Tenure Committee, 2014-15
 Member, Curry School Promotion and Tenure Committee, 2013-16
 Member, Batten School Curriculum Committee, 2013-14
 Member, Batten School Dean's Council, 2010-14
 Chair, Search Committee, Education Policy faculty search, 2012-13
 Member, Internal Review Committee, Curry School, 2012
 Member, Batten Search Committee, Policy Analysis search, 2012-13, 2013-14
 Chair, Batten Search Committee, Policy Analysis search, 2011-12
 Member, PLE Engagement Committee, 2011-13
 Member, Search Committee, RSE junior faculty search, 2011-12
 Member, Search Committee, RSE senior faculty search, 2010-2012
 Chair, Curry School Standing Committee on Doctoral Studies, 2011-2012
 Member, Curry School Standing Committee on Doctoral Studies, 2010-2013
 Chair, Batten School Admissions Committee, Accelerated MPP 2011
 Member, Curry School Faculty Council, 2010-2012
 Member, Batten School Faculty 2010-
 Member, Third Year Review Committee, Patrick Meyer, 2010
 Member, Batten School Faculty Recruitment Committee, Economic Development
 Member, Batten School Faculty Recruitment Committee
 Member, Curry Student Mentor Qualifications and Guidelines committee, 2009
 Member, Batten School Interim Faculty Council, 2009-10
 Director, Center for Education Policy and Workforce Competitiveness, University of Virginia, 2009-
 Associate Program Director, IES-University of Virginia Pre-Doctoral Training Program 2009-
 Chair, Third Year Review Committee, Heather Wathington, 2009
 Chair, search committee, Education Policy, Assistant/Associate Professor, 2008-09
 Co-chair, Research and Assessment in Teacher Education committee, 2008-09
 Member, Search Committee, Director, Medical Education Research Institute, 2008
 Program Coordinator, Education Policy Program, Curry 2008-18
 Member, Search Committee, RSE, Assistant Professor, 2007-2008

University at Albany

Member, Search Committee, Dean, Business School, 2007
 Member, Search Committee, Dean, Rockefeller College, 2005-06
 Member Enrollment and Resource Allocation Committee, 2005
 Member Search Committee for University Provost, 2005
 Member, Rockefeller College Resource Advisory Council, 2004-05
 Member, Ad-Hoc University Governance Committee, 2004
 Member, Provost's Advisory Task Force on Graduate Assistant Stipends, Tuition Scholarships and Targeted Awards, 2001-2002
 Chair, Search Committee, Dean, School of Criminal Justice, 2000-01
 Member, Steering Committee, Capital Plan 2000
 Member, Search Committee, Dean, School of Business, 1998-99
 Chair, Department of Public Administration and Policy, 1996-98.
 Director, MA Public Policy Program, Department of Public Administration and Policy, University at Albany, 1993-94.
 Director, Ph.D. Program, Department of Public Administration and Policy, University at Albany, 1987-91.

Other Professional Service

Member, Technical Working Group, CALDER-Massachusetts Researcher Practitioner Partnership, 2018-2019
 Member, Governor McAuliffe Advisory Commission on Teacher Shortages, 2017
 Member, Technical Working Group, IES/Mathematica Study on Teacher Preparation, 2015-
 Adviser, TNTP, Study to Examine Student Work, 2016-
 Adviser, TNTP, Study to Examine Teacher Improvement, 2013-2015
 Member, Technical Advisory Committee, New York State Education Department Value-Added Measures of Teacher Effectiveness, 2012
 Member, Technical Work Group, Abt Study of Promising Teacher Preparation Programs, 2012-
 Member, Advisory Panel, District of Columbia Public Schools Value-Added Measures of Teacher Effectiveness, 2012-2013
 Member, Technical Work Group, Mathematica Policy Research Study of Teacher for America, 2011-14
 Member, Evaluation Advisory Committee for the NSF Noyce Teacher Scholarship Program 2011-13
 Advisor, The New Teacher Project, Study to Examine the Distribution of Effective Teachers, 2010-12
 Member, Technical Work Group, Mathematica Policy Research Study of Teacher Residency Programs, 2010
 Member, What Works Clearinghouse panel on Teacher Effectiveness and Teacher Evaluation, 2009
 Member, Technical Work Group, Mathematica Policy Research Study of Teachers from Highly Selective Alternative Certification Programs, 2009-12
 Member, APPAM Nominating Committee, 2008, 2009.
 Member, APPAM Research Conference Program Committee, 2008, 2009, 2010.
 Member, Technical Work Group, Alternative Teacher Certification, Mathematica Policy Research, 2008.
 Member, National Advisory Board, U.S. Teacher Education Development Study, 2007-
 Member, NSF Review Panel for the Faculty Early Career Development (CAREER) program, 2007
 Member, Policy Council, Association for Public Policy Analysis and Management (APPAM), 2006-10
 Member, Education Policy Advisory Committee, Spitzer Transition, 2006
 Member, Local Government Research Advisory Committee, Office of the State Comptroller, 2006-08

Member, Committee of Institutional Representatives, APPAM, 2006.

Member, New York Latino Research and Resources Advisory Board, 2005-07

Member, NASPAA Doctoral Committee 2004-2006

President, American Education Finance Association, 2003-04.

Co-chair, New York State Regents Symposium on Financing Education in New York, 2003-04.

Member, Advisory Council on Teacher Education, SUNY, 2001-2005

Director and Governing Board, Educational Finance Research Consortium, 1999-

Member, Review Panel, OERI Field Initiated Grants, U.S. Department of Education, May 2001.

Member, Board of Directors, American Education Finance Association, 1999-2002

Member, Board of Directors, Albany Academy of Finance, Albany High School, 1997-2000

Co-Chair, New York State Regents Technical Study Group on Financing High Learning Standards, 1997-98.

Member, Peer Review Panel, Hubert H. Humphrey Fellowship Program, 1997.

Member, New York State Regents Technical Study Group on Cost-Effectiveness in Education, 1995-96.

Member, New York State Regents Technical Study Group on Local Revenue for Education, 1994-95.

Member, New York State Regents Task Force on State Aid, 1993.

Member, Doctoral Programs Committee, National Association of Schools of Public Affairs and Administration, 1989-91.

Referee/Reviewer, Carnegie Corporation, *Economics of Education Review*, *Education Evaluation and Policy Analysis*, *Education Finance and Policy*, *Journal of Policy Analysis and Management*, *Journal of Human Resources*, *Journal of Labor Economics*, *Journal of Urban Economics*, *Mathematica Policy Research*, National Academy of Science, National Science Foundation, *Science*, Smith Richardson Foundation, Society for Research on Educational Effectiveness.

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Washington, DC 20057

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<https://michaelbailey.georgetown.domains/>
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Fax: (202) 687 5858

Academic Appointments

Georgetown University

Colonel William J. Walsh Professor, Department of Government and McCourt School of Public Policy, 2010 – present
Interim Dean, McCourt School of Public Policy, July 2017 – February 2019
Chair, Department of Government, 2008-09, 2012 – 2015
John G. Winant Visiting Professor of American Government, Rothermere American Institute and Visiting Fellowship, Balliol College, Oxford University 2011-12
Colonel William J. Walsh Associate Professor, Department of Government and Institute for Public Policy, 2005 - 2010
Associate Professor, Department of Government, 2003 - 2005
Assistant Professor, Department of Government, 1997 – 2003

Education

Stanford University

Ph.D. Political Science, September 1997
MA in Economics, June 1996
MA in Political Science, June 1994

Saitama University (Japan), Graduate School of Policy Science

Education Ministry (Monbusho) Research Fellow, 1991-92

University of Notre Dame

Bachelor of Arts in Government and Japanese [*Summa Cum Laude*], May 1991

Research and Teaching Interests

American Politics

Congress, campaign finance, Supreme Court, trade policy, inter-state policy competition, elections

Methodology

Preference measurement, econometrics, positive political theory

Japanese Politics

Books

[The Constrained Court: Law, Politics and the Decisions Justices Make](#). with Forrest Maltzman. Princeton University Press, 2011.

[Real Stats: Using Econometrics for Political Science and Public Policy](#). Oxford University Press, 2015.

[Real Econometrics: The Right Tools to Answer Important Questions](#). Oxford University Press, 2016.

Journal Articles

The Supreme Court and Separation of Powers

“Appointing Extremists” with Matthew Spitzer. *American Law and Economics Review*. 20, 1 (April 2018): 105-137.

- Winner, 2019 [Distinguished Article Prize](#) for the *American Law and Economics Review*

“Is Today's Court the Most Conservative in Sixty Years? Challenges and Opportunities in Measuring Judicial Preferences” *Journal of Politics*, 75, 3 (July 2013): 821 –

834.

“While There's a Breath in My Body: The Systemic Effects of Politically Motivated Retirement from the Supreme Court” with Albert Yoon. *Journal of Theoretical Politics*, 23, 3 (July 2011): 293-316.

“Does Legal Doctrine Matter? Unpacking Law and Policy Preferences on the U.S. Supreme Court” with Forrest Maltzman. *American Political Science Review* 102, 3 (August 2008): 369- 384.

▪ Winner, APSA Law and Courts Section Award for Best Article, 2009

“Comparable Preference Estimates across Time and Institutions for the Court, Congress and Presidency” *American Journal of Political Science* 51, 3 (July 2007): 433-448.

“Signals from the Tenth Justice: The Role of the Solicitor General at the Merits Stage” with Brian Kamoie and Forrest Maltzman. *American Journal of Political Science* 49, 1 (January 2005): 72-85.

“Comparing Presidents, Senators, and Justices: Inter-institutional Preference Estimation” with Kelly Chang. *Journal of Law, Economics and Organization* 17, 2 (October 2001): 477-506.

United Nations

“[A Two-Dimensional Analysis of Seventy Years of United Nations Voting](#)” with Erik Voeten. *Public Choice* 176, 1 (July 2018): 33-55. DOI 10.1007/s11127-018-0550-4

“Estimating Dynamic State Preferences from United Nations Voting Data” with Anton Strezhnev and Erik Voeten. *Journal of Conflict Resolution* 61, 2 (February 2017): 430 - 456.

Campaign Finance

“The (Sometimes Surprising) Consequences of Societally Unrepresentative Contributors on Legislative Responsiveness” *Business and Politics* 6, 3 (2004).

“The Two Sides of Money in Politics: A Synthesis and Framework” *Election Law Journal* 3, 4 (Fall 2004): 653-669.

Trade Politics

“The Politics of the Difficult: The Role of Public Opinion in Early Cold War Aid and Trade Policies” *Legislative Studies Quarterly*. 28, 2 (May 2003): 147-178.

“Quiet Influence: The Representation of Diffuse Interests on Postwar Trade Policy” *Legislative Studies Quarterly* 26, 1 (February 2001): 45-80.

“Heterogeneity and Representation: The Senate and Free Trade” with David Brady. *American Journal of Political Science* 42, 2 (April 1998): 524-544.

“The Institutional Roots of American Trade Policy: The Origin and Effects of the Reciprocal Trade Agreements Act” with Judith Goldstein and Barry Weingast. *World Politics* 49, 3 (April 1997): 309-338.

Ideal Points

“Ideal Point Estimation with a Small Number of Votes: A Random Effects Approach” *Political Analysis* 9, 3 (Summer 2001): 192-210.

Interstate Competition

“Constraining Federalism: Formalizing Expectations about Redistributive Policies in Decentralized Systems” *Publius* 37, 2 (Spring 2007): 135-159.

“Welfare Migration and the Multifaceted Decision to Move” *American Political Science Review* 99, 1 (February 2005): 125- 135.

“A Wider Race? Interstate Competition Across Health and Welfare Programs” with Mark Rom. *Journal of Politics* 66, 2 (May 2004): 326 – 347.

(See also education section)

Presidential Persuasion

“A Two-Way Street on Iraq: On the Interaction of Citizen Policy Preferences and Presidential Approval” with Clyde Wilcox. *American Politics Research*, 44, 1 (2016): 3–27.

“Presidential Persuasion on Social Issues: A Two Way Street?” with Lee Sigelman and Clyde Wilcox. *Political Research Quarterly* 56, 1 (March 2003): 49-59.

Electoral Balancing

“Balancing in the States, 1978-2009” with Elliott Fullmer. *State Politics and Policy Quarterly* 11, 2 (June 2011): 149 – 167.

Tea Party

“Tea Party Influence: A Story of Activists and Elites” with Jon Mummolo and Hans Noel. *American Politics Research* 40, 5 (September 2012): 769 – 804.

Campaign effects

“[Unresponsive and Unpersuaded: The Unintended Consequences of a Voter Persuasion Effort](#)” with Daniel J. Hopkins and Todd Rogers. *Political Behavior* 38, 3 (September 2016): 713-746.

Education

“[Grades and Incentives: Assessing Competing Grade Point Average Measures and Postgraduate Outcomes](#)” with Jeffrey S. Rosenthal and Albert H. Yoon. *Studies in Higher Education* 41, 9 (December 2014): 1548-1562.

“State Competition and Higher Education: A Race to the Top?” with Mark Rom and Matt Taylor. *Economics of Governance*. 5, 1 (April 2004): 53-75.

Edited Book

Campaigns and Elections: Contemporary Case Studies. with Ron Faucheux, Paul Herrnson and Clyde Wilcox. Congressional Quarterly Press, 1999.

Book Chapters

“Measuring Ideology on the Courts” in *The Routledge Handbook of Judicial Behavior*, Robert M. Howard and Kirk A. Randazzo, ed. Routledge Press, 2017.
▪ Winner, C. Neal Tate Award for Best Paper on Judicial Politics, Southern Political Science Association, 2017.

“The Amorphous Relationship between Congress and the Courts” with Forrest Maltzman and Charles Shipan in *The Oxford Handbook of the American Congress*, Francis Lee and Eric Schickler, ed. Oxford University Press, 2011.

“Goldilocks and the Supreme Court: Understanding the Relationship between the Supreme Court, the President, and the Congress” with Forrest Maltzman

in *New Directions in Judicial Politics*, Kevin McGuire, ed. Routledge Press, 2012.

“Money and the Possibility of Democratic Governance” in Stephen Wayne, ed. *Is This Any Way to Run a Democratic Government?* Georgetown University Press, 2004.

“The Other Side of the Coin: The Hidden Benefits of Campaign Finance” in Kollman, Miller and Page, ed. *Computational Political Economy*, MIT Press. 2003.

“Standoff in the House: Democrats Come up Short in the Trenches” with Keiko Ono in Stephen Wayne and Clyde Wilcox, ed. *The Election of the Century*. 2001.

“Going After the Ins: How Two Beatable Senate Incumbents Met Challenger Threats – with Different Outcomes” *Campaigns and Elections* 20, 5 (June 1999): 46 – 53. (Reprinted with additional material in *Campaigns and Elections: Contemporary Case Studies*.)

“Contemporary American Elections: An Overview” with Ronald Faucheux, Paul Herrnson and Clyde Wilcox. In *Campaigns and Elections: Contemporary Case Studies*, 1999: 1-28.

**Other
Publications**

“Teaching Statistics: Going from Scary, Boring, and Useless to, Well, Something Better” *PS: Political Science & Politics*, 1-4. doi:10.1017/S1049096518002044

[The Data Science Corps: Making a Difference by Connecting Experts to Projects.](#)

Technical Report, National Science Foundation. With Christian Conroy and Vandana Janeja (2018).

“Book Review: *Ideology on the Supreme Court*. By Lawrence Baum.” *Perspectives on Politics* 16, 1 (March 2018): 240-242.

“Book Review: *U.S. Supreme Court Opinions and their Audiences* by Ryan C. Black, Ryan J. Owens, Justin Wedeking and Patrick C. Wohlfarth” *Law and Politics Book Review* 27, 3 (April 2017): 47-48.

“Campaign Finance Reform: What Next?” Hoover Institution commentary, published as ad in *The New Republic* (March 17, 2003), *The Weekly Standard* (March 10, 2003), *Reason*, *Commentary*, *National Review*.

“Book Review: *Sizing Up the Senate: The Unequal Consequences of Equal Representation*. By Frances E. Lee and Bruce I. Oppenheimer” *American Political Science Review* 96, 2 (June 2002): 427-428.

“Book Review: Laura D’Andrea Tyson. Who’s Bashing Whom? Trade Conflict in High Technology Industries” *Stanford Journal of International Affairs* 2:2 (Summer 1993): 185 - 188.

Citation Indices <http://www.researcherid.com/rid/B-1282-2009>
<https://scholar.google.com/citations?user=IRX79V4AAAAJ>

**Grants
and Awards**

National Science Foundation, “Data Science Corps”, 2017 (Amount \$49,900)
Winner of the C. Neal Tate Award for the Best Paper in Judicial Politics for the 2016 Southern Political Science Association Annual Meeting.
Visiting Professor, Akita International University, Summer 2015
Hepburn-Shibusawa Distinguished Senior Lecturer, University of Tokyo, Summer 2014
APSA Law and Courts Section Award for Best Article, 2009

Maag Program Fellow, University of Basel, Switzerland, June – July, 2006
 National Science Foundation, “Creating Cross-institutional preference measures: Methodological improvements for studying constraints on the Supreme Court” [SES 0351736]. With Forrest Maltzman, 2004-2006. (Amount \$138,000; approx \$93,000 through Georgetown and \$45,000 through George Washington University).
 Robert Eckles Swain National Fellow, Hoover Institution, Stanford University, 2002-03
 American Political Science Association Congressional Fellow, 2002-03 (declined)
 Nominated for CQ Prize for Best Legislative Paper at 1998 APSA Meetings
 Best Poster in American Politics, APSA Annual Meeting, San Francisco, 1996
 National Science Foundation Graduate Fellowship, 1993-96
 Stanford Graduate Fellowship, Department of Political Science, 1992-93
 Japanese Education Ministry (Monbusho) Fellowship, 1991-92
 Notre Dame Honors Program Outstanding Thesis Award, 1991
 Paul Bartholomew Prize for Best Essay in US Politics, Notre Dame Dept of Govt 1991
 Phi Beta Kappa, University of Notre Dame, 1991

***Invited
 Presentations***

“Selection Sensitive Survey Design: Moving Beyond Weighting to Deal with Survey Non-Response” University of Pennsylvania (November 2016); University of Maryland (March 2017); Midwest Political Science Association (April 2017); American Association of Public Opinion Research (May 2017); Conference for the Society of Political Methodology (University of Wisconsin – Madison; July 2017); American Political Science Association (August 2017); [International Methods Colloquium Series](#) (April 2018); International Total Survey Error Workshop (June 2108).

“Is Today's Court the Most Conservative in Sixty Years? Challenges and Opportunities in Measuring Judicial Preferences” Princeton University (November 2013)

“Unresponsive and Unpersuaded: The Unintended Consequences of Voter Persuasion Efforts” Vanderbilt University (October 2013)

“The Tea Party and Congressional Representation: Tracking the influence of Activists, Groups and Elites” DC-Area American Politics Workshop, American University (June 2011)

“A Constrained Court? Using Interaction and Regression-Discontinuity Preference Estimation Models to Test Separation of Powers Theories Supreme Court” Harris School, University of Chicago (April 2009)

“Law versus Ideology” Emory University (February 2009); Harris School, University of Chicago (June 2008); Columbia University (January 2008); University of Minnesota (December 2007); Cornell University (September 2007); Ohio State University (November 2006)

“Economy and Elections: Outlook for the U.S. in 2008” Waseda University (Tokyo) (June 2008)

“Bridging Institutions and Time” University of Pittsburgh (April 2006); Dartmouth College (February 2004); William and Mary (February 2004); NYU Law School Colloquium on Law, Economics and Politics (September 2003); Ideal Point Estimation Conference, Washington University (September 2002)

“Constraining Federalism” University of Basel, Switzerland (July 2006)

“Welfare Migration and the Multifaceted Decision to Move” Dartmouth College (October 2004)

“Buying Democracy: Indirect Competition and the Two Sides of Money in American Politics” Yale University (November 2003)

“Relationship Polling: Ideas about Using Ideal Point Estimation in Survey Research” Ideal Point Estimation Conference, Washington University (September 2002)

“Depressing Federalism: Re-Assessing Theory and Evidence on the ‘Race to the Bottom’” University of Maryland, Baltimore County (February 2002)

“Do Campaign Contributions Lead to Policies That Favor the Wealthy? An Examination of Taxing and Spending in the American States” George Mason University, Buchanan Center (January 2002)

“Campaign Contributions and Responsive Democracy: A Neo-Pluralist Approach” The Harris School of Public Policy, University of Chicago (November 2001); Aoyama University, Tokyo, Japan (July 2001); University of California at Berkeley, Department of Political Science (February 2000)

“State Competition and Higher Education: A Race to the Top?” with Mark Rom and Matt Taylor. Research Conference on It's Better to Rely on Well-designed Institutions Than on Well-Behaved People, University of California at Los Angeles (May 2001)

“Fund-raising, Mobilization and Electoral Campaigns in the United States: An Overview” The Japan Center for Global Partnership and The Asia Foundation Joint Workshop/Public Symposium on *Money and Politics in Modern Democracy: Comparative Studies on the U.S., Korea and Japan*, Tokyo, Japan (July, 2001)

“The Other Side of the Coin: The Hidden Benefits of Campaign Finance” Computational Political Economy Conference, University of Michigan (October 1998)

“Quiet Influence: The Representation of Exporters and Consumers on Postwar Trade Policy” Northwestern University Department of Political Science (May 1999); George Washington University Department of Political Science (December 1997); Georgetown University Graduate Public Policy Institute (September 1997)

***Selected
Conferences***

2017 Political Methodology Meetings, University of Wisconsin
“Selection Sensitive Survey Design: Moving Beyond Weighting to Deal with Survey Non-Response”

2017 American Association of Public Opinion Research, New Orleans
“Selection Sensitive Survey Design: Moving Beyond Weighting to Deal with Survey Non-Response”

2017 Annual Meeting of the Midwest Political Science Association, Chicago
“Selection Sensitive Survey Design: Moving Beyond Weighting to Deal with Survey Non-Response”

2012 American Politics Group Meeting, Manchester, United Kingdom
“Tea Party Influence: Activists and Elites” with Jon Mummolo and Hans Noel.

2006 Annual Meeting of the American Political Science Association
“Competing Values on the Court” with Forrest Maltzman

	2006 Annual Meeting of the Midwest Political Science Association, Chicago “Separation of Powers Revisited” with Forrest Maltzman
	2004 Conference on Management Strategy and the Business Environment, Wharton “Do Campaign Contributions Lead to Policies That Favor the Wealthy?” School, University of Pennsylvania
	2004 Annual Meeting of the Midwest Political Science Association, Chicago “Welfare Migration and the Multifaceted Decision to Move”
	2003 Annual Meeting of the American Political Science Association, Philadelphia “Institutions, Context and Uncertainty in Supreme Court Nominations”
	2002 Annual Meeting of the Midwest Political Science Association, Chicago “Social Capital and Welfare Migration”
Media and Lectures	Interviewed and quoted on National Public Radio, <i>National Journal</i> , <i>Washington Post</i> , <i>CQ Daily Monitor</i> and other outlets Lectures for foreign diplomats and government employees through Government Affairs Institute, Delphi International and the Woods Institute
Dissertation	“Congressional Representation and U.S. Trade Politics: Understanding the Role of Diffuse and Particular Interests” Committee: Barry Weingast (Chair), Doug Rivers and Judith Goldstein
Teaching	GOVT 008 U.S. Political Systems, Spring 1998 GOVT 229 Intro to Political Science Methods (Honors Program), Spring 1999, 2004 GOVT 235 Legislative Processes, Fall 1997, Spring 1999, Spring 2001, Fall 2001 GOVT 307 U.S. Political Economy, Spring 2011 GOVT 507 Scope and Methods of Political Science, Fall 1999, Fall 2000 GOVT 508 Introduction to Statistics, Fall 2003 GOVT 509 Advanced Statistics, Fall 1997, 1998, Spring 2002, 2004 GOVT 521 Legislative Processes, Spring 2001, Spring 2002, Spring 2006 GOVT 700 Scope and Methods of Political Science, Fall 2009, 2010 GOVT 701 Analysis of Political Data, Fall 2017 PECO 201 Analytical Tools for Political Economy, Fall 2000- 04, 2006-07, 2009-10 PPOL 502 (PPOL 509) Regression Methods for Policy Analysis, Spring 2006, 2014, 2016, 2017 PPOL 503 (formerly PPOL 512) Advanced Regression/Program Evaluation, Fall 2006 - 2010 Scope & Methods, Univ. Nacional de San Martin, Buenos Aires, Argentina, 2000 Graduate Topics in American Politics, Tokyo University, 2014 Introduction to American Politics, Akita International University, 2015
Advisees	Ph.D. mentor: Keiko Ono (2005), Elliott Fulmer (2013), Karin Kitchens (2017), Fouad Pervez (2017) Ph.D. committee member: Manual Mera (2017), Jeremy Horowitz (UCSD 2015), Adela Yomara Guerra Aguijosa (2011), Carl Brenner (2005), Sarah Kropf (2002)
Service and Activities	Department Chair, Department of Government, 2012 - 2015 Director of the M.A. in American Government, 2010-2011 Interim Department Chair, Department of Government, 2008- 2009 Associate Chair & Director of Graduate Studies, Department of Government, 2006- 2008 Planning and Budget Comm. Chair, Department of Government, 2006 Curriculum Committee Chair, GPPI, 2006-2008

American Politics Speaker Series Coordinator, 2004 – 2007, 2009-2010
 Editorial Board, *American Politics Research*, 2010 - ; *Journal of Public Policy* 2013 -
 Reviewer, *American Political Science Review*, *American Journal of Political Science*,
The Journal of Politics, *Legislative Studies Quarterly*, *Journal of Law, Economics and
 Organization*, *Policy Studies Journal*, *Political Research Quarterly*, *Political Analysis*,
Southern Economic Journal, National Science Foundation and others
 Field Chair, American Politics, 2004
 Chair, Search Committee for senior position in American Government, 2004
 Chair, Search Committee for junior position in American Government, 2004, 2007
 Member, faculty hiring committees, Georgetown, various years
 Director, Georgetown Political Economy Working Group, various years
 Government Dept. Merit Review Reform Committee, Georgetown, Fall 1998 - 1999
 Admissions and Fellowships Committee, Georgetown University, 1997-98; 1999-2000
 Local School Restructuring Team (LSRT), Key Elementary School (public), Washington,
 D.C., 2007 – 2009
 Coach, Northwest Washington Little League, 2006 –
 Assistant Coach, Stoddert Soccer League, 2006 - 2010
 Volunteer, Congressional Baseball Game for Charity, 1990, 1993, 2001
 Graduate Senator, Associated Students of Stanford University, 1994-95
 Co-President, Stanford Political Science Graduate Students Association, 1993-94
 Campaign Volunteer
 Presidential caucuses in Iowa and primary in Michigan 1988
 Congressional campaigns: Indiana 1990; California 1992, 1994

Experience

Intern, United States Trade Representative - Japan Section, Summer 1993
 Intern, Minnesota Democratic Party (DFL), St. Paul, MN, Summer 1991
 Intern, Representative Martin Olav Sabo, Washington DC, Summer 1990
 Research Assistant, Bouee Research Institute, Tokyo, Japan, Spring/Summer 1989

Skills

Advanced statistical analysis
 Experienced user of R, Matlab and Stata
 Japanese Language: Able to speak conversationally and read academic material

NaLette M. Brodnax

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Georgetown University
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37th & O St NW
Washington, DC 20057

EDUCATION

PhD in Public Policy and Political Science (Joint) Indiana University, Bloomington, IN	2017
MPP in Public Policy Loyola University, Chicago, IL	2012
BSBA in Finance The Ohio State University, Columbus, OH	2003

ACADEMIC APPOINTMENTS

Assistant Professor , McCourt School of Public Policy Georgetown University, Washington, DC	August 2018 – Present
Visiting Fellow , Institute for Quantitative Social Science Harvard University, Cambridge, MA	July 2018 – Present
Postdoctoral Fellow , Institute for Quantitative Social Science Harvard University, Cambridge, MA	July 2017 – June 2018

PUBLICATIONS

Policy Reports

Nelson, Ashlyn, NaLette Brodnax, and Lauron Fischer. 2016. “The Economic Impacts of Investing in Early Childhood Education in Indiana.” Indiana Early Learning Advisory Committee.

Works in Progress

- Brodnax, NaLette, Ji Su Yoo, and Latanya Sweeney. “State Policies and the US Election Franchise: A Multistage Approach”
- Brodnax, NaLette and Sarah James. “Topics as Outcomes: Using Structural Topic Models to Measure Policy Diffusion”
- Brodnax, NaLette. “Choice Architecture and Human Capital Investment: Evidence from Post-secondary Course Enrollments”
- Brodnax, NaLette. “A Generalized Model of Academic Choice”
- Brodnax, NaLette. “Small-Scale Interventions, Large-Scale Results: Using Behavioral Designs to Close the Gender Gap in Technology”
- Brodnax, NaLette. “The Impacts of Stereotypical and Counter-Stereotypical Imagery on Female and Male Students: Lessons for Implementation”
- Nicholson-Crotty, Jill, Hongseok Lee, NaLette Brodnax, and Kimberly Madsen. “Representation in Networks: A Study of Sexual Assault Reporting on College Campuses”

Brodnax, NaLette and Sean Nicholson-Crotty. “Teacher Evaluation Policy Reform in the US States”

Brodnax, NaLette. “Charter School Competition: Evidence from Illinois Public Schools”

PRESENTATIONS

“State Policies and the US Election Franchise: A Multistage Approach,” with Ji Su Yoo and Latanya Sweeney, *Accepted for Presentation*, American Political Science Association, 2019 Annual Meeting, Washington, DC

“The Impact of Choice Architecture on Postsecondary STEM Enrollment: Evidence from a Randomized Controlled Trial,” Society for Research on Educational Effectiveness, 2019 Spring Research Conference, Washington, DC

“Topics as Outcomes: Using Structural Topic Models to Measure Policy Diffusion,” with Sarah James, Society for Political Methodology, 2018 Annual Meeting, Provo, UT

“The Impacts of Stereotypical and Counter-Stereotypical Imagery on Female and Male Students: Lessons for Implementation,” Society for Research on Educational Effectiveness, 2018 Spring Research Conference, Washington, DC

“Small-Scale Interventions, Large-Scale Results: Using Behavioral Designs to Close the Gender Gap in Technology,” Association for Public Policy Analysis and Management, 2017 Fall Research Conference, Chicago, IL

“The Impacts of a Novel Advising Intervention on the Gender Gap in Technology: A Randomized Controlled Experiment,” Midwest Political Science Association, 2017 Annual Conference, Chicago, IL

“Representation in Networks: A Study of Sexual Assault Reporting on College Campuses,” with Jill Nicholson-Crotty, Hongseok Lee, and Kimberly Madsen, Midwest Political Science Association, 2017 Annual Conference, Chicago, IL

“Teacher Evaluation Policy Reform in the US States,” Midwest Political Science Association, 2016 Annual Conference, Chicago, IL

“Introduction to Web Scraping with Python,” 2016 CEWIT Techie Women Have More Conference, Bloomington, IN

“Charter School Competition: Evidence from Illinois Public Schools,” Midwest Political Science Association, 2013 Annual Conference, Chicago, IL

“Mexican Migration, Acculturation, and the Decision to Remit,” 2011 (New) Debates on Belonging: A Graduate Student Conference on Contemporary Issues in Immigration, New York, NY

“Siguiendo el Dolar (Following the Dollar)” with Maria Vidal de Haymes, 2011 Perspectives on North American Migration Conference, Mexico City, Mexico

AWARDS

President’s Diversity Dissertation Fellowship, Indiana University Bloomington	2017
Philip J. Rutledge Fellowship, Indiana University Bloomington	2016
President’s Diversity Doctoral Fellowship, Indiana University Bloomington	2014
John Glenn Washington Academic Fellowship, The Ohio State University	2003

TEACHING EXPERIENCE

Courses

Applied Statistical Learning (Graduate)
Introduction to Data Science (Graduate)
Statistical Techniques (Undergraduate)

Workshops

Introduction to Python
Introduction to Web Scraping with Python
Introduction to Using APIs with Python

INDUSTRY & CONSULTING EXPERIENCE

Cost-Benefit Analysis Consultant Undisclosed Client, Indianapolis, IN	Summer 2017
Intern , Data Sciences & Solutions Eli Lilly and Company, Indianapolis, IN	Summer 2016
Intern , Center for Applied Cybersecurity Research Indiana University, Bloomington, IN	Summer 2015
Program Evaluation Consultant Indianapolis Chamber of Commerce	Summer 2014
Senior Financial Analyst , Location & Commerce Nokia Corporation, Chicago, IL	2008 – 2012
Financial Analyst , NAVTEQ Nokia Corporation, Chicago, IL	2006 – 2008
Financial Professional Development Program Abbott Laboratories, Abbott Park, IL	2003 – 2006

PROFESSIONAL SERVICE

Referee, Journal of Policy Analysis and Management
Proposal Referee, Methodology Section, Society for Research on Educational Effectiveness
Book Reviewer, Columbia University Press

JESSICA CHIANG

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ACADEMIC POSITIONS

- 2019 - **Georgetown University**
Assistant Professor, Department of Psychology
- 2016 - 2019 **Northwestern University**
Postdoctoral Fellow, Institute for Policy Research

EDUCATION

- 2016 **University of California, Los Angeles**
Ph.D. in Health Psychology, Minor in Quantitative Psychology
- 2011 **University of California, Los Angeles**
M.A. in Health Psychology
- 2007 **Smith College**
B.A. in Psychology and Economics, *magna cum laude*

AWARDS AND FELLOWSHIPS

- 2018 American Psychosomatic Society Young Investigator Scholar
- 2016 - 2019 Ruth L. Kirschstein NRSA Postdoctoral Fellowship, National Heart, Lung, and Blood Institute
- 2015 Dissertation Year Fellowship, UCLA Graduate Division
- 2015 Ursula Mandel Scholarship
- 2014 Philip & Aida Siff Educational Foundation Scholarship
- 2014 American Psychological Association Dissertation Research Award
- 2014 American Psychological Association Division 38 Graduate Student Research Award
- 2014 American Psychosomatic Society Young Scholars Award
- 2013 UCLA Health Psychology Graduate Student Paper Prize
- 2013 APA Basic Psychological Science Research Grant Honorable Mention
- 2012 Association for Psychological Science Student Travel Award
- 2011 Graduate Summer Research Mentorship Fellowship, UCLA Graduate Division

- 2011 - 2014 National Science Foundation Graduate Fellowship
 2010 Edwin W. Pauley Fellowship, UCLA Graduate Division

GRANTS

- 2015-2016 University of California Institute for Mexico and the US (\$11,900)
Understanding disease risk among Mexicans in the U.S.: The impact of early family stress on inflammation and underlying mechanisms.
- 2014-2016 UCLA Cousins Center for Psychoneuroimmunology (\$40,000)
Early family stress and inflammation: Underlying biological and psychosocial mechanisms.
- 2014 UCLA Clinical & Translational Research Center (\$6,000)
Early family stress and inflammation: Underlying biological and psychosocial mechanisms.
- 2011 Foundation for Psychocultural Research – UCLA Center for Culture, Brain, & Development (\$6,000)
The role of culture in the psychological and physiological effects of self-reflection over a stressor.

PEER-REVIEWED PUBLICATIONS

- White, S. F., Voss, J. L., **Chiang, J. J.**, Wang, L., McLaughlin, K. A., & Miller, G. E. (in press). Exposure to violence and low family income are associated with heightened amygdala responsiveness to threat among adolescents. *Developmental Cognitive Neuroscience*.
- Jenkins, L. M., **Chiang, J. J.**, Vause, K., Hoffer, L., Alpert, K., Parrish, T. B., Wang, L., & Miller, G. E. (in press). Subcortical structural variations associated with socioeconomic status in adolescents. *Human Brain Mapping*.
- Kuhlman, K. R., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Seeman, T. E., McCreath, H., Almeida, D. M., Dahl, R. E., & Fuligni, A. J. (in press). Sleep problems in adolescence are prospectively linked to later depressive symptoms via the cortisol awakening response. *Development & Psychopathology*.
- Kuhlman, K. R., Horn, S., **Chiang, J. J.**, & Bower, J. E. (in press). Early life adversity exposure and circulating markers of inflammation in children and adolescents: A systematic review and meta-analysis. *Brain, Behavior, & Immunity*.
- Rahal, D., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Venkatraman, J., & Fuligni, A. J. (in press). Subjective social status and stress responsivity in late adolescence. *Stress*, 23(1), 50-59.
- Kuhlman, K. R., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Dahl, R. E., Almeida, D. M., McCreath, H. E., Seeman, T. E., & Fuligni, A. J. (in press). Persistent low positive affect and sleep disturbance across adolescence moderate the link between stress and depressive symptoms in early adulthood. *Journal of Abnormal Child Psychology*, 48(1), 109-121.

- Park, H., **Chiang, J. J.**, Almeida, D. M., Bower, J. E., Dahl, R. E., Irwin, M. R., & Fuligni, A. J. (2019). Developmental trends in sleep during adolescents' transition to adulthood. *Sleep Medicine*, 60, 202-210.
- Chiang, J. J.**, Cole, S. W., Bower, J. E., Irwin, M. R., Taylor, S. E., Arevalo, J., & Fuligni, A. J. (2019). Depressive symptoms and immune transcriptional profiles in late adolescents. *Brain, Behavior, & Immunity*, 80, 163-169.
- Chiang, J. J.**, Chen, E., Leigh, A. K. K., Hoffer, L. C., Lam, P. H., & Miller, G. E. (2019). Familism and inflammatory processes in African-American, Latino, and White youth. *Health Psychology*, 38(4), 306-317.
- Chiang, J. J.**, Cole, S. W., Bower, J. E., Irwin, M. R., Taylor, S. E., Arevalo, J., & Fuligni, A. J. (2019). Daily interpersonal stress, sleep, and gene regulation during late adolescence. *Psychoneuroendocrinology*, 103, 147-155.
- Chiang, J. J.**, Park, H., Almeida, D. M., Bower, J. E., Cole, S. W., Irwin, M. R., McCreath, H., Seeman, T. E., & Fuligni, A. J. (2019). Psychosocial stress and C-reactive protein from mid-adolescence to young adulthood. *Health Psychology*, 38(3), 259-267.
- Chiang, J. J.**, Ko, A., Bower, J. E., Irwin, M. E., Taylor, S. E., & Fuligni, A. J. (2019). Stress, psychological resources, and HPA and inflammatory reactivity during late adolescence. *Development and Psychopathology*, 31(2), 699-712.
- Lam, P. H., Miller, G. E., **Chiang, J. J.**, Levine, C. S., Le, V., Shalowitz, M. U., Story, R. E., & Chen, E. (2018). One size does not fit all: The health benefits of shift-and-persist on asthma in youth are moderated by perceived family social status and experience of unfair treatment. *Development and Psychopathology*, 30(5), 1699-1714.
- Lam, P. H., Levine, C. L., **Chiang, J. J.**, Shalowitz, M. U., Story, R. E., Hayen, R., Sinard, R. N., & Chen, E. (2018). Family obligations and asthma in youth: the moderating role of socioeconomic status. *Health Psychology*, 27(10), 968-978.
- Chiang, J. J.**, Chen, E. & Miller, G. E. (2018). Midlife social support as a buffer against premature mortality risks associated with abuse during childhood. *Nature Human Behaviour*, 2(4), 261-268.
- Chiang, J. J.**, Turiano, N. A., Mroczek, D. K., & Miller, G. E. (2018). Affective reactivity to daily stress and 20-year mortality risk in adults with chronic illness: Findings from the National Study of Daily Experiences. *Health Psychology*, 37(2), 170-178.
- Huynh, V. W. & **Chiang, J. J.** (2018). Subjective social status and adolescent health: The role of stress and sleep. *Youth & Society*, 50(7), 926-246.
- Chiang, J. J.**, Bower, J. E., Irwin, M. E., Taylor, S. E., & Fuligni, A. J. (2017). Adiposity moderates the relation between early adversity and inflammatory reactivity to acute stress during late adolescence. *Brain, Behavior, and Immunity*, 66, 146-155.
- Chiang, J. J.**, Kim, J., Almeida, D. M., Bower, J. E., Dahl, R. E., Irwin, M. R., McCreath, H. & Fuligni, A. J. (2017). Sleep efficiency modulates associations between family stress and adolescent depressive symptoms and negative affect. *Journal of Adolescent Health*, 61(4), 501-507.

- Kuhlman, K. R., **Chiang, J. J.**, Horn, S., & Bower, J. E. (2017). Developmental psychoneuroendocrine and psychoneuroimmune pathways from childhood adversity to disease. *Neuroscience and Biobehavioral Reviews*, 80, 166-184.
- Guan, A. S., **Chiang, J. J.**, Sherman, L., & Robles, T. (2017). Culture moderates the effect of social support across communication contexts in young adult females. *Computers in Human Behavior*, 75, 775-784.
- Chiang, J. J.**, Tsai K. M., Park, H., Bower, J. E., Almeida, A. M., Dahl, R. E., Irwin, M. R., Seeman, T. E., & Fuligni, A. J. (2016). Family stress and HPA functioning during adolescence: The moderating role of sleep. *Psychoneuroendocrinology*, 71, 43-53.
- Tsai, W., **Chiang, J. J.**, & Lau, A. S. (2016). The effects of self-enhancement and self-improvement on recovery from stress differ across cultural groups. *Social Psychological and Personality Science*, 7(1), 21-28.
- Chiang, J. J.**, Taylor, S. E., & Bower, J. E. (2015). Early adversity, neural development, and inflammation. *Developmental Psychobiology*, 57(8), 887-907.
- Chiang, J. J.**, Almeida, D. M., Bower, J. E., Seeman, T. E., Irwin, M., & Fuligni, A. J. (2015). Socioeconomic status, daily affective and social experiences, and inflammation during adolescence. *Psychosomatic Medicine*, 77(3), 256-266.
- Ortiz Parada, M., Wiley, J., & **Chiang, J. J.** (2014). How stress gets under the skin o como el estrés psicológico se introduce bajo la piel. *Revista Medica de Chile*, 142, 767-774.
- Chiang, J. J.**, Saphire-Bernstein, S., Kim, H. S., Sherman, D. K., & Taylor, S. E. (2013). Cultural differences in the link between supportive relationships and proinflammatory cytokines. *Social Psychological and Personality Science*, 4(5), 511-520.
- Chiang, J. J.**, Eisenberger, N. I., Seeman, T. E., & Taylor, S. E. (2012). Negative and competitive social interactions are related to heightened proinflammatory cytokine activity. *Proceedings of the National Academy of Sciences*, 109, 1878-1882.
- Jackson, B., Twenge, J. M., Souza, C., **Chiang, J.**, & Goodman, E. (2011). Low social status promotes ruminative coping. *Journal of Applied Social Psychology*, 41(10), 2434-2456.

MANUSCRIPTS UNDER REVIEW

- Jenkins, L. M., **Chiang, J. J.**, Vause, K., Hoffer, L., Alpert, K., Parrish, T., Miller, G. E., & Wang, L. (under review). Subcortical protrusion associated with sub-clinical depression symptoms in adolescents.
- Cohen, S., **Chiang, J. J.**, Janicki-Deverts, D., Miller, G. E. (under review). Good relationships with parents during childhood buffer the association between low childhood disadvantage and adult cold risk.

Park, H., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Almeida, D. M., Seeman, T., McCreath, H., & Fuligni, A. J. (under review). Sleep and inflammation during adolescents' transition to young adulthood.

Rahal, D., **Chiang, J. J.**, Levin, M., Fuligni, A. J., Slavich, G. M., & Robles, T. F. (under review). Early life stress, social status, and health during late adolescence.

Lam, P. H., **Chiang, J. J.**, Chen, E., & Miller, G. E. (under review). Race, socioeconomic status, and inflammation across the lifecourse: A mega-analysis.

Chiang, J. J., Lam, P. H., Chen, E., & Miller, G. E. (under review). Psychological stress during childhood and adolescence and its relation with inflammation across the lifespan: A critical review and meta-analysis.

MANUSCRIPTS IN PREPARATION

Chiang, J. J. & Lam, P. H. (in prep). Ecological momentary assessment as a tool for understanding dynamic patterns in child and adolescent health and development.

Chiang, J. J., Nusslock, R., Armstrong, C., Carroll, A., Jenkins, L. M., Wang, L., & Miller, G. E. (in prep). Socioeconomic status, cortical morphology, and insulin resistance in early adolescence.

Chiang, J. J. & Lam, P. H. (in prep). Childhood abuse, chronic disease, and mortality in midlife: the role of daily stress and affect responsivity.

Fuligni, A. J., **Chiang, J. J.** & Tottenham, N. (in prep). Sleep disruption and the long-term impact of early life stress.

Tsai, K., **Chiang, J. J.**, Kim, J. J., & Fuligni, A. J. (in prep). The influence of parental stress and mood on adolescent sleep.

Kim, J. J., **Chiang, J. J.**, & Fuligni, A. J. (in prep). Stress responsivity in everyday life mediates gender and ethnic differences in depressive symptoms.

CONFERENCE PRESENTATIONS (†student mentee)

Chiang, J., Cole, S. W., Bower, J., Irwin, M., Arvealo, J., Taylor, S., & Fuligni, J. (March 2019). Depressive symptoms and transcriptional indicators of immune alterations during late adolescence. Conference symposium, American Psychosomatic Society, Vancouver, Canada.

Lam, P. H., **Chiang, J.**, Schauer, J., Chen, E., & Miller, G. E. (March 2019). Early adversity and tonic measure of inflammation across the lifespan: A meta-analytic review. Conference poster, American Psychosomatic Society, Vancouver, Canada.

Tsai, K., **Chiang, J.**, Kim, J., & Fuligni, A. (March 2019). The influence of parental daily stress and mood on adolescent sleep. Conference paper symposium, Society for Research on Child Development, Baltimore, MD.

- Jenkins, L., **Chiang, J.**, Alpert, K., Wang, L., & Miller, G. (June 2018). Outward subcortical variation associated with higher socioeconomic status in adolescents. Conference poster, Organization for Human Brain Mapping, Singapore.
- Jenkins, L., **Chiang, J.**, Alpert, K., Wang, L., & Miller, G. (May 2018). Outward subcortical deformations associated with sub-clinical depression symptoms in adolescents. Conference poster, Society of Biological Psychiatry, New York, NY.
- Chiang, J.**, Bower, J. E., Taylor, S. E., & Fuligni, A. J. (April 2018). Psychological resources protect against dampened HPA reactivity related to various types of stress during late adolescence. Conference poster, Society for Research on Adolescence, Minneapolis, MN.
- Kim, J., **Chiang, J.**, Irwin, M. R., & Fuligni, A. J. (April 2018). The role of age and family processes in psychological reactivity through adolescence. Conference paper symposium, Society for Research on Adolescence, Minneapolis, MN.
- Rahal, D.[†], **Chiang, J.**, Bower, J. E., & Fuligni, A. J. (April 2018). Subjective social status modulates stress reactivity among late adolescents. Conference poster, Society for Research on Adolescence, Minneapolis, MN.
- Chiang, J.J.**, Chen, E., & Miller, G. E. (March 2018). Childhood abuse, midlife social support, and mortality risk. Conference symposium, American Psychosomatic Society: Louisville, Kentucky.
- Kuhlman, K.R., **Chiang, J.J.**, Bower, J.E., Irwin, M.R., Dahl, R., Seeman, T., McCreath, H., Almeida, D., & Fuligni, A.J. (March 2018). Cortisol awakening response mediates the prospective association between sleep problems in adolescence and depressive symptoms in early adulthood. Conference paper presentation, American Psychosomatic Society: Louisville, Kentucky.
- Griffiths, M.[†], **Chiang, J. J.**, & Guan, S. S. A. (August 2017). Caregiver relationships and general support related to depressive symptoms and BMI. Conference poster, American Psychological Association Division 38 (Society for Health Psychology), Washington, D.C.
- Mroczek, D., Sin, N. L., **Chiang, J.**, Stawski, R., Turiano, N., Almeida, D. M., Miller, G. M., Piazza, J., Spiro III, A., & Neupert, S. (June 2017). Emotional reactivity and mortality risk. Conference symposium, Academy of Behavioral Medicine Research, Santa Fe, Mexico.
- Hernandez, L. M., **Chiang, J.**, Sherman, L. E., Pfeifer, J., & Dapretto, M. R. (June 2017). Inflammatory marker interleukin-6 is associated with altered fronto-limbic activity in neurotypical adolescents. Conference poster, Organization for Human Brain Mapping, Vancouver, Canada.
- Horn, S., **Chiang, J.**, Bower, J., & Kuhlman, K. (May 2017). Methodological approaches of the study of neuroendocrine and inflammatory biomarkers of childhood trauma: A systematic review. Conference poster, Society for Biological Psychiatry, San Diego, CA.

- Chiang, J.,** [†]Ko, A., Bower, J. E., Taylor, S. E., Seeman, T. E., & Fuligni, A. J. (April 2017). Psychological resources protect against heightened inflammation related to social strain and adiposity in late adolescence. Conference poster, Society for Behavioral Medicine, San Diego, CA.
- [†]Ko, A., **Chiang, J. J.,** Bower, J. E., Taylor, S. E., Seeman, T. E., & Fuligni, A. J. (April 2017). Ethnic differences in early family adversity and HPA axis functioning among Latino and European American adolescents. Conference poster, Society for Behavioral Medicine, San Diego, CA.
- Guan, S. S. A., **Chiang, J.,** Sherman, L. E., Nguyen, J., Tsui, Y., & Robles, T. (October 2016). Computer mediated communication and well-being. Conference flash talk, Society for Research on Child Development Special Topic Meeting: Technology and Media in Children's Development, Irvine, CA.
- Chiang, J.,** Tsai, K. M., Park, H., Bower, J. E., Almeida, D. M., Dahl, R. E., Irwin, M. R., Seeman, T. E., & Fuligni, A. J. (March, 2015). Family demands, sleep, and HPA-axis functioning among adolescents. Conference symposium, Society for Research on Adolescence, Baltimore, MD.
- Chiang, J.,** Bower, J. E., Almeida, D. M., Seeman, T. E., & Fuligni, A. J. (March 2015). Daily family stress and risk for cardiovascular disease during adolescence. Conference poster, American Psychosomatic Society, Savannah, GA.
- [†]Kobayashi, J. E., **Chiang, J.,** & Fuligni, A. J. (February 2015). Early adversity and depressive symptoms: The role of social relationships and perceived stress. Conference poster, Society for Personality and Social Psychology, Long Beach, CA.
- [†]Kobayashi, J. E., **Chiang, J.,** & Fuligni, A. J. (May 2014). Early life stress, social relationships, and mental health. Conference poster, Stanford Undergraduate Psychology Conference, Stanford, CA.
- Sherman, L. E., Greenfield, P. M., **Chiang, J.,** Hernandez, L., Beck-Pancer, D., & Dapretto, M. (April 2014). What the brain "likes:" Neural correlates of social media engagement in adolescence. Conference poster, Social & Affective Neuroscience Society, Denver, CO.
- Sherman, L. E., Greenfield, P. M., **Chiang, J.,** Hernandez, L., Beck-Pancer, D., & Dapretto, M. (April 2014). Digital culture in adolescence: Neural correlates of social media use. Conference poster, International Cultural Neuroscience Consortium, Ann Arbor, MI.
- Chiang, J.,** & Fuligni, A. J. (March 2014). Does socioeconomic status affect daily socioemotional experiences to impact adolescent health? Conference paper presentation, American Psychosomatic Society, San Francisco, CA.
- Chiang, J.,** & Fuligni, A. J. (March 2014). Socioeconomic status and inflammation among adolescents. Conference poster, Society for Research on Adolescence, Austin, TX.
- [†]Safdar, Z., [†]Eshaghi, F., **Chiang, J.,** & Dupont, A. (May 2013). Does social support moderate the relationship between acculturation and mental health? Conference poster, UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.

Chiang, J., Saphire-Bernstein, S., Kim, H. S., Sherman, D., & Taylor, S. E. (June 2012). Cultural differences in the link between supportive relationships and proinflammatory cytokine levels. Conference poster, Psychoneuroimmunology Research Society, San Diego, CA.

Chiang, J., Saphire-Bernstein, S., Kim, H. S., Sherman, D., & Taylor, S. E. (May 2012). Cultural differences in the link between supportive relationships and proinflammatory cytokine levels. Conference poster, Association for Psychological Science, Chicago, IL.

Jackson, B., Twenge, J. M., **Chiang, J.**, Souza, C., & Goodman, E. (March 2007). Internalizing social status: An experimental test of ruminative coping among college women. Conference paper, Association for Women in Psychology, San Francisco, CA. Part of the panel entitled “Embodying Social Status: Psychological Processes Implicated in Women’s Health,” chaired by B. Jackson.

Jackson, B., Twenge, J. M., **Chiang, J.**, Souza, C., & Goodman, E. (January 2007). Subjective social status: Psychological consequences in a laboratory setting. Conference poster, Society for Personality and Social Psychology, Memphis TN.

TEACHING EXPERIENCE

Spring 2020	Course Instructor, Health Psychology, Georgetown University
Fall 2019	Course Instructor, Stress, Coping, & Health Seminar, Georgetown University
Spring 2015	Teaching Assistant, Research Methods in Psychology, UCLA
Winter 2015	Teaching Assistant, Methods in Health Psychology, UCLA
Winter 2013	Teaching Assistant, Introduction to Health Psychology, UCLA
Spring 2007	Teaching Assistant, Intermediate Microeconomics, Smith College
Fall 2006	Teaching Assistant, Introductory Psychology, Smith College
Fall 2006	Grader, Introductory Microeconomics, Smith College
Spring 2006	Teaching Assistant, Health Psychology, Smith College
Spring 2005	Tutor, Research Methods, Smith College

PROFESSIONAL SERVICE

Ad-hoc reviewer:

Biological Psychology

European Journal of Pediatrics

Brain, Behavior, and Immunity

Journal of Child Psychology and Psychiatry

Child Development

Nature Human Behaviour

Depression & Anxiety

Psychological Science

Development & Psychopathology

Psychoneuroendocrinology

Emotion

Psychosomatic Medicine

European Child & Adolescent Psychiatry

Sleep Medicine

Reviewer, Society for Research on Adolescence 2018 Biennial Meeting

Reviewer, Association for Psychological Science Student Grant Competition

Graduate student volunteer, UCLA Psychology Undergraduate Research Conference

GEORGETOWN UNIVERSITY SCHOOL OF MEDICINE

CURRICULUM VITAE

Celene Elizabeth Domitrovich, Ph.D.

Department of Psychiatry
Georgetown University
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cd1029@georgetown.edu

1. PERSONAL INFORMATION

A. Education:

Undergraduate: University of Rochester, Rochester, NY, 1986-1990, BA, Psychology
Graduate Education: Pennsylvania State University, State College, PA, 1991-1998, M.A., Ph.D., Child Clinical Psychology
Internship: University of Maryland, Department of Psychiatry, Baltimore, MD, 1996-1997

B. Professional Experience:

Instructor, Department of Psychology; Pennsylvania State University, State College, PA, 1997-1998.

Assistant Director, Prevention Research Center; Pennsylvania State University, State College, PA, 1998-2012.

Research Associate, College of Health and Human Development, Pennsylvania State University, State College, PA, 1998-2015.

Research Assistant Professor of Health and Human Development, Pennsylvania State University, State College, PA, 2011-2015.

Director for Research, Collaborative for Academic, Social, & Emotional Learning (CASEL), Chicago, IL, 2012-2014.

Associate Research Professor, Department of Psychology, University of Illinois at Chicago, Chicago, IL, 2012-2016.

Vice President for Research, Collaborative for Academic, Social, & Emotional Learning (CASEL), Chicago, IL, 2014-2016.

Adjunct Assistant Professor, Department of Mental Health Johns Hopkins Bloomberg School of Public Health, Baltimore MD, 2009-present.

Research Associate Professor of Health and Human Development
Pennsylvania State University, State College, PA, 2015-present.

Senior Scientist, Collaborative for Academic, Social, & Emotional
Learning (CASEL); Chicago, IL, 2016-present.

Director of Research & Innovation, Early Childhood Innovation Network;
Georgetown University, Washington, DC, 2016-present.

Associate Research Professor, Department of Psychiatry, Georgetown
University; Washington, DC 2016-present.

2. RESEARCH AND SCHOLARLY ACTIVITIES

A. Publications:

i. Original Papers in Refereed Journals

Ialongo, N., **Domitrovich**, C., Embry, D., Greenberg, M., Becker, K., & Lawson, A. A randomized controlled trial of the combination of two school-based universal preventive interventions. *Developmental Psychology* (In press).

Meyers, D. D., **Domitrovich**, C. E., Dissi, R., Trejo, J., & Greenberg, M. T. Supporting systemic social and emotional learning with a school-wide implementation model. *Evaluation and Program Planning*, (In press).

Crowder, M. K., Gordon, R. A., Brown, R. D., Davidson, L. A., & **Domitrovich**, C. E. Linking social and emotional learning standards to the social-emotional competency assessment: A Rasch approach. *School Psychology Quarterly*, (In Press).

Bierman, K. L., Mathis, E. T., & **Domitrovich**, C. E. Serving the needs of young children with social, emotional, and behavioral needs: A commentary. *School Mental Health*. 2018:

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ii. Reviews or Editorials in Refereed Journals

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iii. Books or Chapters in Books (indicate if refereed)

Schamberg, R., **Domitrovich**, C., Davidson, L., Hayes, B., Shaffer, T., Gordon, R., Crowder, M., Brown, R. McKay-Bryson, A., LaMarca, P., & Weissberg, R. (2017). The Collaborative for Academic, Social and Emotional Learning (CASEL) and Washoe County School District (WCSD) Social and Emotional Learning Assessment Partnership. In J. W. Owen & A. M. Larson, *Researcher-Policymaker Partnerships: Strategies for Launching and Sustaining Successful Collaborations* (pages of chapter TBD). New York: Routledge.

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vi. Other Publications

Robertson, H.A., Chang, F., Zagha, K., Floyd, K., Mathis, E., & **Domitrovich**, C.E. (2019). *Exploring Community Needs in Ward 8*. Community needs assessment report written for District of Columbia Department of Health (DC).

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Meyers, Gill, Cross, Keister, **Domitrovich**, & Weissberg (2015). *CASEL guide for schoolwide social and emotional learning*. Chicago, IL.

Domitrovich, C. E., Greenberg, M. T., & Kusche, C., & Cortes, R. (2005). *The Preschool PATHS Curriculum*. Channing Bete Publishing Company.

v. Abstracts for Conference papers and posters (Last 5 years)

Mathis, E., Hartz, K., Biel, M., & **Domitrovich**, C. E. (May, 2018). An evaluation of an Early Childhood Mental Health Consultation Model in low-income neighborhoods. Paper presented at the bi-annual meeting of the Society for Research on Child Development, Baltimore, MD.

Hartz, K., Mathis, E., Biel, M., & **Domitrovich**, C. E. (May, 2018). An evaluation of an Early Childhood Mental Health Consultation Model in low-income neighborhoods. Paper presented at the bi-annual meeting of the Society for Research on Child Development, Baltimore, MD.

Mathis, E.T., Berkowitz, M., Carlson, A. McCormick-King, M., & **Domitrovich**, C. (October, 2018). Customization in implementing school-based programming: An adaptive decision-making process for Mental Health Consultation. Paper to be presented at the Annual Conference on Advancing School Mental Health, Las Vegas, NV.

Robertson, H.A., Avent, G., Patterson, J., Mathis, E.T., Baines, J., & **Domitrovich**, C. (June, 2018). Harnessing the power of informal peer support to strengthen families and bridge pediatric and community-based health promotion. Poster presented at the 2018 National Research Conference on Early Childhood, Washington, DC.

Mathis, E.T., Hartz-Mandell, K., **Domitrovich**, C., Biel, M. (June, 2018). Early childhood mental health consultation: Outcomes from a quasi-experimental evaluation in 3-5-year-old classrooms in low-income neighborhoods. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

Mathis, E., Hartz, K., Biel, M., & **Domitrovich**, C. E. (May, 2018). An evaluation of an Early Childhood Mental Health Consultation Model in low-income neighborhoods. Poster presented at the annual meeting of the Society for Prevention Science, Washington, DC.

Mathis, E.T., Webb, A., Hawkins, J., Charlot-Swiley, D., Lingo, K.J., Spencer, T., Trachtenberg, D. P., McPherson, S., **Domitrovich** C., Biel, M. (May, 2018). Developing a mindful parenting intervention for low-income parents of children ages 0-5: Effects on parent mental health, parenting stress and the parent-child relationship. Poster presented at the Society for Prevention Research Conference, Washington, D.C.

Robertson, H.A., Arbit, R., Le, H.N., Danielson, A., Wambach, C., Mathis, E.T., & **Domitrovich**, C.E. (2018). Integrated mental health care in an obstetrics setting in Washington DC: A mixed-method study. Poster presented at the Society for Prevention Research 26th Annual Meeting, Washington, D.C.

Mathis, E., O'Brien, M., Robertson, H., **Domitrovich**, C., Hawkins, J., Biel, M. (Oct, 2017). Training in mindful parenting skills: A feasibility pilot with effects on mindfulness, mood, and parenting in a low-income sample. Poster presented at the American Academy of Child and Adolescent Psychiatry, Washington, D.C.

Anthony, L. G., Robertson, H. A., Seese, S., Verbalis, A. D., **Domitrovich**, C. E., Dickter, C.L. Burk, J., and Anthony, B. J. (May, 2017). Addressing Disparities by Reducing Stigma and Increasing Acceptance: Sesame Street's See Amazing in All Children Online Initiative. Panel presentation at the 2017 International Meeting for Autism Research. San Francisco, CA.

Domitrovich, C. E. (June, 2016). Enhancing Outcomes of a School Support Model to Promote Social and Emotional Learning. An organized/chaired symposium at the Society for Prevention Research. San Francisco, CA.

Meyers, D. C., **Domitrovich**, C. E., & Greenberg, M. T. (June, 2016). Integrating an Evidence-Based Program throughout a School Community using the CASEL Guide to Social and Emotional Learning. Paper presentation at the Society for Prevention Research. San Francisco, CA.

Domitrovich, C. E. (March, 2016). Innovations in Measures for Improving School Data Systems and Promoting Adolescent Achievement. An organized/chaired symposium at the Society for Research on Adolescence. Baltimore, MD.

Gordon, R., Crowder, M., Brown, R., Davidson, L., **Domitrovich**, C. E., Weissberg, R., Hayes, B., & Schaffer, T. (March, 2016). Student self-reported social and emotional learning: An iterative, Rasch-based approach to understanding social and emotional development.

Domitrovich, C. E., Bradshaw, C. P., Berg, J., Pas, E., Becker, K., Musci, R., Embry, D. D., & Ialongo, N. (May, 2015). How Do School-based Prevention Programs Impact Teachers? Findings from a Randomized Trial of Combined Classroom Management and Social-Emotional Programs. Paper presentation at the Society for Prevention Research, Washington, DC.

Domitrovich, C. E., Greenberg, M. T., Williams, J., & Fishbein, D. H. (May, 2015). The challenges of conducting school-based SEL intervention research: Strategies for conducting small scale but high quality evaluations. Paper presentation at the Society for Prevention Research, Washington, DC.

Fishbein, D. H., **Domitrovich**, C. E., Williams, J., Gitukui, S., Shapiro, D., & Greenberg, M. T., (May, 2015). Transdisciplinary approach to predicting differential effects of a model intervention on children's behavior. Paper presentation at the Society for Prevention Research, Washington, DC.

Greenberg, M. T., **Domitrovich**, C. E., Williams, J., Gitukui, S., Shapiro, D., Fishbein, D. H. (May, 2015). Short-term intervention effects of the PATHS curriculum in young low income children: Capitalizing on plasticity. Paper presentation at the Society for Prevention Research, Washington, DC.

Berg, J., Booil, J., Bradshaw, C. P., **Domitrovich**, C. E., & Ialongo, N. S. (May, 2015).

Estimating impacts of the Good Behavior Game with noncompliance on teacher efficacy and burnout: A complier average causal effect application. Paper presentation at the Society for Prevention Research, Washington, DC.

Domitrovich, C. E. (September, 2014). Creating a monitoring system for school systems to promote social, emotional, and academic learning: A researcher-practitioner partnership. An organized/chaired symposium at the Society for Educational Effectiveness Meeting. Washington, D.C.

Domitrovich, C. E. & Weissberg, R. (September, 2014). The Collaborating Districts Initiative: Demonstrating a district-level strategy to promote social and emotional learning in students grades preK to 12.

Domitrovich, C., Bierman, K., Nix, R., Gest, S., Welsh, J., & Gill, S. (July, 2014). *Enriching Head Start classrooms with evidence-based components: Impact on parents and children*. Poster presented at the annual Head Start Research Conference, Washington, D.C.

Domitrovich, C. E., Pas, E., Bradshaw, C., Becker, K., Keperling, J., Embry, D., & Ialongo, N. (May, 2014). Examining Factors Individual and School Organizational Factors that Influence Implementation of the PAX Good Behavior Game Intervention. Poster presentation at the Society for Prevention Research. Washington, DC.

Domitrovich, C. E., Kendziora, K., & Gordon, R. (April, 2014). Developing Valid Assessments of Students' Social and Emotional Competence for Research and Practice. Society for Research in Child Development. Alexandria, VA.

Domitrovich, C. E., Bierman, K.L., Nix, R., Welsh, J., Gest, S. D., Jones, D. E., & Gill, S. (May, 2013). The Head Start REDI Parenting Program: Initial Impacts on Teachers and Children. Poster presented at the Society for Prevention Research. San Francisco, CA.

Becker, K. D., Bradshaw, C. **Domitrovich, C. E., & Ialongo, N.** (May, 2013). Coaching Teachers to Improve the Implementation Quality of Evidence-Based Programs: Linking Coaching with Fidelity in the PATHS to PAX Project. Paper presentation at the Society for Prevention Research. Washington, DC

Bradshaw, C., Becker, K. D., **Domitrovich, C. E., & Ialongo, N. S.,** (May, 2013). Coaching teachers to improve the implementation quality of evidence-based programs: Linking coaching with fidelity in the PATHS to PAX Project.

Bierman, K.L., Heinrichs, B., Nix, R., Welsh, J., Gest, S. D., **Domitrovich, C. E., & Gill, S.** (May, 2013). The Head Start REDI Parenting Program: Extending the Impact of Classroom Intervention. Poster presented at the Society for Prevention Research. San Francisco, CA.

Gest, S. D., Nix, R., Heinrichs, B., Bierman, K.L., Welsh, J., **Domitrovich, C. E., & Gill, S.** (May, 2013). The Head Start REDI Program: Sustained Impact through Third Grade. Poster presented at the Society for Prevention Research. San Francisco, CA.

Novak, M., Mihic, J., **Domitrovich, C. E., & Hosman, C.** (May, 2013). An empirical study of implementation quality of prevention programs in Croatia. Poster presented at the Society for Prevention Research. San Francisco, CA.

Basic, J., Greenberg, M. T., **Domitrovich, C. E., Mihic, J., Novak, M., Grozic-Zivolic, S., & Rovis, D.** (June, 2011). Dissemination of PATHS in Croatia: A research and implementation model. Paper presentation at the Society for Prevention Research. Washington, DC.

Bierman, K.L., Nix, R.L., **Domitrovich**, C.E., Gest, S.D., Welsh, J.A., Jones, D. & Gill, S. (April, 2011). The Impact of the Head Start REDI Intervention on Children's Trajectories of School Adjustment through Third Grade. Paper presentation at the Society for Prevention Research, Denver, CO.

Syertsen, A. K., Harris, A. R., & **Domitrovich**, C. E. (April, 2011). "It don't take a superhero": Urban youths' perceptions of social change. Paper presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Bierman, K. L., Nix, R. L., **Domitrovich**, C. E., Welsh, J. A., Jones, D., & Gill, S. (April, 2011). The impact of the Head Start REDI intervention on children's trajectories of school adjustment through third grade. Paper presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Shah, H., Greenberg, M. T., & **Domitrovich**, C. E. (April, 2011). Executive function and academic competence in low-income elementary school children: Concurrent and longitudinal associations. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Domitrovich, C. E., Bradshaw, C., Poduska, J., Becker, K., & Ialongo, N. (April, 2011). Enhancing the fidelity of a classroom-based, social-emotional intervention through coaching. Paper presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

B. Research Funding:

i. Current Active

Agency: Institute of Education Sciences

Identifying Number: R305A160087

Title of Project: Evaluating an Online System of Supports for the Good Behavior Game

Dates of Project Period: July 1, 2019 – June 30, 2025

Corresponding PI: Nick Ialongo, Ph.D.

Role on Project: Co-Primary Investigator

Total Direct Costs over all years of award: 2,395,877

Total Indirect Costs over all years of award: \$936,592

Total Direct plus Indirect Costs over all years of award: \$3,332,469

Description: Dr. Domitrovich would be responsible for overseeing the training of teachers in the intervention and supervising coaches to ensure intervention fidelity for this RCT testing the relative effectiveness of online versus in person training and coaching in the Good Behavior Game.

Percent Effort: 20%

Total Direct Costs over all years of award: \$179,652

Total Indirect Costs over all years of award: \$99,707

Total Direct plus Indirect Costs over all years of award: \$279,359

Agency: District of Columbia Department of Health

Identifying Number: GUH-40452N61910000

Title of Project: *Early Childhood Place-Based Initiative*

Dates of Project Period: October 1, 2017 – September 30, 2019

Corresponding PI: Celene Domitrovich

Total Direct Costs over all years of award: \$681,921.19

Total Indirect Costs over all years of award: \$68,192.12

Total Direct plus Indirect Costs over all years of award: \$750,113.31

Role on Project: Principal Investigator

Description: This grant is to conduct a place-based health promotion and prevention intervention that targets families with young children (0-5) exposed to high levels of adversity. It builds upon an integrated health and mental health pediatric program by hiring a team of peer support community health workers called Neighborhood Family Champions to help families connect to services and social networks in neighborhoods.

Percent Effort: 20%

Agency: Marriott Foundation

Identifying Number: N/A

Title of Project: *Early Childhood Innovation Network*.

Dates of Project Period: Jan 1, 2016 – December 31, 2020

Corresponding PI: Matt Biel, M.D.

Total Direct Costs over all years of award: \$2,601,332

Total Indirect Costs over all years of award: \$390.200

Total Direct plus Indirect Costs over all years of award: \$2,991,532

Role on Project: Co-Investigator

Description: Manage the research & innovation team and supervise the Assistant Director of Research & Innovation. Oversee the innovation pilots including the development of interventions, monitoring of implementation fidelity, and evaluation of pilot interventions. Develop grant applications, help to write grant reports, and disseminate findings.

Percent Effort: 80%

iii. Previous

Agency: CASEL

Identifying Number: N/A

Title of Project: *Enhancing Outcomes of an Evidence-Based Social and Emotional Program with a School Support Model*.

Dates of Project Period: Jan 1, 2014 – December 31, 2018

Corresponding PI: Mark Greenberg, Ph.D.

Total Direct Costs over all years of award: \$1,499,253

Total Indirect Costs over all years of award: \$1,469,563

Total Direct plus Indirect Costs over all years of award: \$2,968,816

Role on Project: Subcontract PI (and grant Co-PI)

Description: Manage the overall research team, supervise the Project Director, and oversee the implementation of the intervention which is a support model designed to enhance the quality of universal classroom-based social and emotional programs.

Percent Effort: 18%

Dates of Project Period: Jan 1, 2017 – December 31, 2018

Total Direct Costs over all years of award: \$67,953.60

Total Indirect Costs over all years of award: N/A

Total Direct plus Indirect Costs over all years of award: \$67,953.60

Agency: Department of Education
Identifying Number: U411C130091

Title of Project: *Enhancing Outcomes of an Evidence-Based Social and Emotional Program with a School Support Model.*

Dates of Project Period: Jan 1, 2014 – December 31, 2018

Corresponding PI: Mark Greenberg, Ph.D.

Total Direct Costs over all years of award: \$1,499,253

Total Indirect Costs over all years of award: \$1,469,563

Total Direct plus Indirect Costs over all years of award: \$2,968,816

Role on Project: Subcontract PI (and grant Co-PI)

Description: Manage the overall research team, supervise the Project Director, and oversee the implementation of the intervention which is a support model designed to enhance the quality of universal classroom-based social and emotional programs.

Percent Effort: 20%

Dates of Project Period: Jan 1, 2014 – December 31, 2016

Total Direct Costs over all years of award: \$1,283,208

Total Indirect Costs over all years of award: \$346,465

Total Direct plus Indirect Costs over all years of award: \$1,629,668

Agency: Institute of Education Sciences
Identifying Number: R305H130012

Title of Project: *Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership.*

Dates of Project Period: July 1, 2013 – December 31, 2017

Corresponding PI: Roger Weissberg

Total Direct Costs over all years of award: \$352,160

Total Indirect Costs over all years of award: \$44,660

Total Direct plus Indirect Costs over all years of award: \$396,822

Role on Project: Co-PI

Description: Oversee all research activities designed to develop a valid and reliable student self-report assessment of social and emotional learning and monitoring system to identify students who are at academic risk. Disseminate findings.

Percent Effort: 20%

Agency: Institute of Education Sciences
Identifying Number: R305A130701/R305A130060

Title of Project: Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching Process.

Dates of Project Period: July 1, 2013 – June 30, 2015

Corresponding PI: Catherine Bradshaw, Ph.D.

Total Direct Costs over all years of award: \$371,000

Total Indirect Costs over all years of award: \$329,000

Total Direct plus Indirect Costs over all years of award: \$700,000

Role on Project: Investigator

Description: Work with research team to conduct secondary analyses on coaching and implementation data from the PATHS to PAX trial and publish findings.

Percent Effort: 20%

Agency: National Institute of Drug Abuse (NIDA)
Identifying Number: 1R01DA025047-01A2

Title of Project: Transdisciplinary Approach To Understanding Variability In Preventive Interventions

Dates of Project Period: July 1, 2010 – June, 30, 2014

Corresponding PI: Diana Fishbein, Ph.D.

Role on Project: Investigator

Description: Supervised all intervention activities related to this randomized clinical trial of the PATHS Curriculum, a universal, social-emotional intervention and co-authored publications on intervention outcomes and moderators of treatment effects.

Total Direct Costs over all years of award: \$331,346

Total Indirect Costs over all years of award: \$305,857

Total Direct plus Indirect Costs over all years of award: \$637,293

Percent Effort: 40%

Agency: Institute of Education Sciences

Identifying Number: R305A080326

Title of Project: JHU PATHS to PAX Effectiveness Trial

Dates of Project Period: July 1, 2008 – June 30, 2012

Corresponding PI: Nick Ialongo, Ph.D.

Total Direct Costs over all years of award: \$1,417,930

Total Indirect Costs over all years of award: \$1,389,851

Total Direct plus Indirect Costs over all years of award: \$2,807,781

Role on Project: Subcontract PI and Investigator

Description: Oversee the implementation of the PATHS to PAX program, a universal, school-based preventive intervention that is the integration of the Promoting Alternative Thinking Strategies Curriculum and the Paxis version of the Good Behavior Game and collaborate with the research team to analyze the data and publish findings.

Percent Effort: 40%

Total Direct Costs over all years of award: \$164,686

Total Indirect Costs over all years of award: \$161,423

Total Direct plus Indirect Costs over all years of award: \$326,109

Agency: National Institute of Mental Health (NIMH) and National Institute of Drug Abuse (NIDA)

Identifying Number: P30 MH08643

Title of Project: JHU Center for Prevention and Early Intervention

Dates of Project Period: October 1, 2008 – October 1, 2013

Corresponding PI: Nick Ialongo, Ph.D.

Total Direct Costs over all years of award: \$3,768,591

Total Indirect Costs over all years of award: \$3,693,966

Total Direct Costs over all years of award: \$7,462,557

Role on Project: Subcontract PI and Investigator

Description: Developed a middle school version of the Promoting Alternative Thinking Strategies Curriculum and the PATHS to PAX integrated curriculum and worked with JHU team to develop grants to conduct a randomized trial of the enhanced middle school curriculum.

Percent Effort: 40%

Total Direct Costs over all years of award: \$262,121

Total Indirect Costs over all years of award: \$256,931

Total Direct plus Indirect Costs over all years of award: \$519,052

Agency: Department of Education

Identifying Number: Q215S06069

Title of Project: Harrisburg Character Education Project

Dates of Project Period: July 1, 2006 – June 30, 2010

Corresponding PI: Harrisburg School District

Role on Project: Subcontract PI

Description: Conducted an RCT of a middle school social-emotional curriculum in 7th and 8th grade classrooms in an urban school district in Pennsylvania and oversaw all analyses and the dissemination of findings.

Percent Effort: 40%

Total Direct Costs over all years of award: \$241,974

Total Indirect Costs over all years of award: \$237,183

Total Direct plus Indirect Costs over all years of award: \$479,157

Agency: National Institutes of Health (NIH); National Institute of Child Health and Human Development (NICHD)

Identifying Number: R01 HD046064

Title of Project: Head Start REDI2

Dates of Project Period: September 1, 2003 – September 1, 2013

Corresponding PI: Karen Bierman, Ph.D.

Total Direct Costs over all years of award: \$4,290,671

Total Indirect Costs over all years of award: \$4,205,707

Total Direct plus Indirect Costs over all years of award: \$8,496,378

Role on Project: Co-PI

Description: Worked with PI to develop, implement and evaluate a comprehensive preschool intervention program (Head Start REDI) that spans the preschool and kindergarten years to promote school-readiness of socio-economically disadvantaged children.

Percent Effort: 20%

Agency: W.K. Kellogg Foundation

Identifying Number: P0097021

Title of Project: Harrisburg REACH Evaluation

Dates of Project Period: July 1, 2002 – June 30, 2010

Corresponding PI: Mark Greenberg, Ph.D.

Total Direct Costs over all years of award:

Total Indirect Costs over all years of award:

Total Direct plus Indirect Costs over all years of award: \$1,511,941

Role on Project: Co-PI

Description: Served as the overall director of the project which included a longitudinal evaluation of children who participated in a comprehensive preschool program.

Percent Effort: 30%

Agency: Department of Education

Identifying Number:

Title of Project: Tyrone Safe Schools/Healthy Students Project

Dates of Project Period: September 1, 2002 – August 31, 2003

Corresponding PI: Karen Bierman, Ph.D.

Total Direct Costs over all years of award: \$149,247

Total Indirect Costs over all years of award: \$146,291

Total Direct plus Indirect Costs over all years of award: \$295,538

Role on Project: Investigator

Description: Served as a member of the research team that evaluated a comprehensive set of interventions that coordinated education, mental health, and juvenile justice services conducted in a rural school district.

Percent Effort: 20%

Agency: Department of Education

Identifying Number:

Title of Project: Harrisburg Safe Schools/Healthy Students Project

Dates of Project Period: October 1, 2002 – September 30, 2006

Corresponding PI: Mark Greenberg, Ph.D.

Total Direct Costs over all years of award: \$165,568

Total Indirect Costs over all years of award: \$162,289

Total Direct plus Indirect Costs over all years of award: \$327,857

Role on Project: Investigator

Description: Co-direct the implementation and impact outcomes of a comprehensive prevention strategy to coordinate the educational, social service and law enforcement agencies in a prevention efforts to reduce violence, and promote the health of children and families in moderate-sized, urban community.

Percent Effort: 20%

Agency: National Institute of Child Health and Human Development (NICHD)

Identifying Number:

Title of Project: Promoting Social-Emotional and Language Competencies

Dates of Project Period: October 1, 2002 – September 30, 2003

Corresponding PI: Karen Bierman, Ph.D.

Total Direct Costs over all years of award: \$88,946

Total Indirect Costs over all years of award: \$87,184

Total Direct plus Indirect Costs over all years of award: \$176,130

Role on Project: Investigator

Description: Refine Preschool PATHS curriculum and teacher training materials and develop expanded teacher-training materials for the curriculum. Work with research team to develop behavior management module for preschool teachers and literacy program that works in conjunction with social-emotional materials.

Percent Effort: 20%

Agency: Department of Health and Human Services (DHHS)

Identifying Number: 90YD0063

Title of Project: Preschool PATHS Evaluation

Dates of Project Period: 09/99–09/02

Corresponding PI: Mark Greenberg, Ph.D.

Total Direct Costs over all years of award: \$423,350

Total Indirect Costs over all years of award: \$414,966

Total Direct plus Indirect Costs over all years of award: \$838,316

Role on Project: Co-PI

Description: Develop a preschool version of the Promoting Alternative Thinking Strategies (PATHS) program through a partnership with Head Start directors and staff. Evaluate the implementation and effectiveness of the program in a randomized clinical trial in 20 Head Start classrooms.

Percent Effort: 30%

C. Invited Lectures & Presentations

“Social-Emotional Competence: An Essential Factor for Promoting Positive Adjustment and Reducing Risk” Keynote Address at the Mental Health and Education: Building Bridges Meeting, University of Manchester Keynote, Manchester, England. June 2018

“Facilitating Student Social-Emotional Learning with the PATHS Curriculum: Comparing Models of School-wide Support” Keynote Address at the International PATHS Conference, Chicago, IL. May 2018

“Scaling up Social and Emotional Learning Programs: Exploring Strategies for Implementation Quality Monitoring.” Invited discussant at the Society for Prevention Research Annual Meeting, San Francisco, CA. May, 2016.

“Measuring Social and Emotional Skills and Development.” Invited discussant at the Society for Educational Effectiveness Meeting. Washington, D.C. March 2016.

“Leveraging Innovative Technologies in Secondary School Settings to Address Behavior Problems and School Climate.” Invited discussant at the Society for Research on Adolescence Biannual Meeting. Baltimore, MD. March 2016.

“Innovative Coaching Models to Optimize Implementation of School-based Preventive Interventions.” Invited discussant at the Society for Prevention Research Annual Meeting. Washington, DC. May, 2015.

“The Impact of the Head Start REDI on Children’s Trajectories of School Adjustment through Third Grade” Invited presentation at New York University (October, 2013).

“Strategies to Enhance the Social, Emotional and Academic Learning of All Students” Keynote presentation at the International School Psychology Association Meeting Porto, Portugal. July, 2013

“Supporting High Quality Implementation of Preventive Interventions with Coaching.” Invited discussant at the Society for Prevention Research Annual Meeting. San Francisco, CA. May, 2013.

“The Impact of the Head Start REDI on Children’s Trajectories of School Adjustment through Third Grade” Invited presentation at the University of Virginia (March, 2013).

“Social-Emotional Learning in Children and Adolescence: Scientific Evidence and Practical Implications” Invited presentation at the 3rd International Conference on Prevention Programs for Children’s Health and Adjustment. Osaka, Japan. September, 2012

“Social and Emotional Learning in Young Children: Scientific Evidence and Practical Implications.” Invited presentation at the Center for Child and Family Well Being at the University of Washington. Seattle, WA, April, 2012

“Integrating Evidence-based Social-Emotional Interventions: The PATHS to PAX Model.” Invited speaker at the Mental Health Education Integration Consortium Meeting, Columbia, SC. May, 2011.

“Supporting Preschool Teacher Professional Development with Social-Emotional Curricula and Coaching.” Invited speaker at the TIES Summer Institute, State College, PA. May, 2011

Early childhood prevention with Latino immigrant families in primarily rural communities. Invited discussant at the 19th Annual Meeting of the Society for Prevention research. Washington, DC. June, 2011.

Early childhood coaching and consultation: reflections on implementation, scale-up and teacher change. Invited discussant at the 19th Annual Meeting of the Society for Prevention Research. Washington, DC. June, 2011.

Early childhood coaching and consultation: reflections on implementation, scale-up and teacher change. Invited discussant at the 4th Annual NIH Conference on the Science of Dissemination and Implementation. Bethesda, MD., March, 2011.

“Integrating Evidence-based Social-Emotional Interventions: The PATHS to PAX Model.” Invited speaker at the Mental Health Education Integration Consortium Meeting, Columbia, SC. May, 2011.

“Supporting Preschool Teacher Professional Development with Social-Emotional Curricula and Coaching.” Invited speaker at the TIES Summer Institute, State College, PA. May, 2011

Early childhood prevention with Latino immigrant families in primarily rural communities. Invited discussant at the 19th Annual Meeting of the Society for Prevention Research. Washington, DC. June, 2011.

Early childhood coaching and consultation: reflections on implementation, scale-up and teacher change. Invited discussant at the 19th Annual Meeting of the Society for Prevention Research. Washington, DC. June, 2011.

Early childhood coaching and consultation: reflections on implementation, scale-up and teacher change. Invited discussant at the 4th Annual NIH Conference on the Science of Dissemination and Implementation. Bethesda, MD., March, 2011.

“A Multi-Level Framework to Understand Factors Influencing Program Implementation in Schools.” Invited speaker at the Improving Implementation Research Methods for Behavioral and Social Science Meeting sponsored by the Office of Planning, Research and Evaluation, September, 2010.

Increased Understanding About Fidelity and its Role in Moderating Effectiveness in Substance Use Prevention. Invited discussant at the Society for Prevention Research, June, 2010.

“Promoting Alternative Thinking Strategies: A Social-Emotional Curriculum for Preschool and Elementary Age Children” Presentation in Undergraduate Class in Early Education, Penn State University (February, 2010).

“Using a Public Health Approach to Promote Mental Health in Young Children,” Keynote address at the Tomorrow’s Child Conference sponsored by Barnardos, Dublin, Ireland, November, 2008

“An infused approach to character education in middle schools.” Presentation at the Prevention Research Center seminar series. (April, 2008).

“Social-Emotional Learning: Implications for Healthy Students and Schools.” Invited Presentation at the National Coordinating Committee on School Health and Safety, September, 2007.

“Head Start REDI: An Intervention to Promote School Readiness in Preschool-age Children.” Invited presentation at the University of Maryland, Baltimore County, September, 2006.

“PATHS: A universal social-emotional curriculum for preschool and elementary children” Invited presentation at the 1st International Conference: Pedagogies of the Heart Upbringing for Peace, Warsaw, Poland, May, 2005.

“Implementation quality: A critical issue for school-based preventive interventions.” Lecture in Undergraduate Human Development and Family Studies Course, Penn State University (February, 2005)

“Preventing Violence: The Case for Research-based Programs” Invited presentation at the Pennsylvania Safe Schools Initiative Grantees Conference, April, 2002.

D. Editorships, Editorial Boards, and Reviewing Activities

Current:

Institute for Educational Sciences, Grant Reviewer, 2017-present
Editorial Board, Prevention Science, Primary Prevention
Associate Editor (North America), Journal of Children's Services
Ad Hoc Reviewer, Early Childhood Research Quarterly, Journal of Primary Prevention, American Journal of Community Psychology, Development and Psychopathology, Early Education and Development, Journal of Community Psychology
Conference Abstract Reviewer, Society for Educational Effectiveness (SREE)
Conference Abstract Reviewer, Society for Prevention Research (SPR)

Past:

Small Grant Reviewer: Spencer Foundation, 2016-2017
Guest Editor for Special Issue, Prevention Science, 2015
Guest Co-Editor, Early Education and Development, 2006
Adjunct Reviewer, Center for Scientific Review, National Institute of Health, 2004

3. TEACHING, MENTORING, AND ADVISING

A. Teaching Activities

iv. Undergraduate Courses

Name and Course Number: Psychology
Institution: Georgetown University
Role: Instructor
Number of Direct* Contact Hours:
Year(s) Taught: 1
Number of Students: 18
Overall Evaluation Score:

Name and Course Number: Psychology 524
Institution: Pennsylvania State University
Role: Instructor
Number of Direct* Contact Hours: 72
Year(s) Taught: 1
Number of Students: 20
Overall Evaluation Score: N/A

B. Mentoring:

Co-Mentor: David Schultz/Celene Domitrovich
Name of Mentee: Archana Ambike, Ph.D
Dates of Mentorship:
Outcomes: Doctorate in Applied Developmental Psychology, 1 peer-reviewed journal article

Co-Mentor: David Schultz/Celene Domitrovich
Name of Mentee: Jennifer Betkowski, Ph.D.
Dates of Mentorship:
Outcomes: Doctorate in Applied Developmental Psychology

Co-Mentor: Mark Greenberg/Celene Domitrovich
Name of Mentee: Amy Syvertsen, Ph.D.

Dates of Mentorship:

Outcomes: Doctorate in Human Development and Family Studies, 2 peer-reviewed journal articles and presentations at research conferences.

Co-Mentor: Mark Greenberg/Celene Domitrovich

Name of Mentee: Harshini Shah, Ph.D.

Dates of Mentorship:

Outcomes: Doctorate in Human Development and Family Studies, 2 peer-reviewed journal articles, and presentations at research conferences.

Co-Mentor: Mark Greenberg/Celene Domitrovich

Name of Mentee: Julia Moore, Ph.D.

Dates of Mentorship:

Outcomes: Doctorate in Human Development and Family Studies, 3 peer-reviewed journal articles, 1 chapter in an edited book, and presentations at research conferences.

Co-Mentor: Mark Greenberg/Celene Domitrovich

Name of Mentee: Alexis Harris, Ph.D.

Dates of Mentorship:

Outcomes: Doctorate in Human Development and Family Studies, presentations at research conferences.

Co-Mentor: Mark Greenberg/Celene Domitrovich

Name of Mentee: Brittany Rhoades, Ph.D.

Dates of Mentorship: 2003-2009

Outcomes: Doctorate in Human Development and Family Studies, 4 peer-reviewed journal articles, and presentations at research conferences

Mentor: Celene Domitrovich

Name of Mentee: Miranda Novak, Ph.D.

Dates of Mentorship: 2010-2013

Outcomes: Doctorate in Prevention Science from the University of Zagreb, 2 peer-reviewed journal articles

Co-Mentor: Kate Zinsser/Celene Domitrovich

Name of Mentee: Claire Christensen, Ph.D.

Dates of Mentorship: 2012-2014

Outcomes: PhD from University of Illinois at Chicago

Co-Mentor: Roger Weissberg/Celene Domitrovich

Name of Mentee: Amy Mart, Ph.D.

Dates of Mentorship: 2012-2014

Outcomes: PhD from University of Illinois at Chicago, 1 chapter in edited book

Co-Mentor: Abe Wandersman/Celene Domitrovich

Name of Mentee: Duncan Meyers, Ph.D.

Dates of Mentorship: 2012-2016

Outcomes: Doctorate in Clinical and Community Psychology from the University of South Carolina and presentations at research conferences.

Co-Mentor: Sandra Barruco/Celene Domitrovich
Name of Mentee: Franssy Zablah
Dates of Mentorship: 2012-present
Pending: Doctorate in Clinical Psychology from Catholic University

4. SERVICE

A. University Service

B. Medstar or Hospital

C. Professional Service

i. Tenure Reviews

University of Manchester, January 2014
University of Virginia, August 2015
University of California Berkeley, October 2017
New York University, April 2018

ii. Invited Meetings

SAMHSA
Life Course Health Development
Chan Zuckerberg Initiative

iii. Workshops & Trainings

Seeding Disruption

STLP

Preschool PATHS Training, University of Stockholm, Stockholm, Sweden (March, 2015)

Promoting Alternative Thinking Strategies Training, RASTEM Project, Zabgreb, Croatia, August, 2011.

Promoting Alternative Thinking Strategies Training, RASTEM Project, Zabgreb, Croatia, November, 2010.

Preschool PATHS Coach Training, Head Start CARES Project, Chicago, IL, July, 2010

Promoting Social-Emotional Learning in Preschool: The PATHS Curriculum.” Workshop sponsored by the Pennsylvania Key, Scranton, PA, June, 2009.

“Friendship Group Coaching to Promote Social-Emotional Competence and Positive Peer Relations.” Three-day workshop for staff of Barnardos, Dublin, Ireland, July, 2008.

“The Promoting Alternative Thinking Strategies Curriculum: A Social-Emotional Curriculum for Children.” Workshop at the Seeds of Compassion sponsored by the Kirlin Foundation, Seattle, WA, April, 2008.

“Promoting Social-Emotional Skills in Childhood.” Workshop for Early Childhood Teaching Fellows at the Center on Health and Education at Georgetown University, November, 2007.

“Promoting Social-Emotional Skills in Early Childhood”. Workshop at the annual meeting of the New Jersey Association for the Education of Young Children, November, 2007.

“Promoting Social-Emotional Skills in Early Childhood”. Workshop at the annual meeting of the Texas Association for the Education of Young Children, October, 2007.

“Developing Social-Emotional Competence in Young Children” Two-day workshop for teachers sponsored by the Ministry of Education, Republic of Singapore, September, 2007.

“Universal Strategies to Promote Social-Emotional Learning.” 1-day community workshop for Smart Start Centre County, State College, PA, September, 2006.

“Infusing Research-based Cognitive and Social-Emotional Curricula into Head Start” Workshop at the National Head Start Association Training Conference, May, 2006.

5. HONORS AND AWARDS

The Collaborative for Academic, Social, & Emotional Learning (CASEL), The Joseph E. Zins Award for Early Career Contributions Award, 2011.

6. PROFESSIONAL SOCIETY MEMBERSHIP

Current Member, Society for Research in Child Development

Current Member, Society for Prevention Research

Board Member, Training Committee Chair 2006-2008

Chair, Early Career Prevention Network, 2003-2005

Chair, Early Career Prevention Network Training Committee, 1999-2002

Current Member, Society for Research on Educational Effectiveness

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature:



Date: March 1, 2019

William T. Gormley, Jr.

ACADEMIC BACKGROUND

Ph.D. in Political Science, University of North Carolina at Chapel Hill, awarded August 1976

Major field: Public Policy Minor Field: American Government

B.A. (Political Science major, Phi Beta Kappa), University of Pittsburgh, awarded April 1972

PROFESSIONAL EXPERIENCE

University Professor, Georgetown University, August 2002 - present

Co-Director, Center for Research on Children in the U.S., March 2001 – present

Visiting Fellow, Urban Institute, August 2010 – July 2011

Interim Dean, Georgetown Public Policy Institute, July 2008 – August 2010

Associate Dean, Public Policy, Georgetown University, July 2001 – December 2003

Professor of Government and Public Policy, Georgetown University, 1991– present

Distinguished Washington Professor, Political Science Department, Johns Hopkins University,
Spring semester 2000

Faculty Exchange Program with the Technical University of Dresden and the University of Leipzig,
May 1998

Visiting Scholar, Inter-University Consortium for Political and Social Research, University of
Michigan, summer 1993

Professor, Political Science Department and Robert La Follette Institute of Public Affairs, University
of Wisconsin-Madison, 1988 – 1991

Associate Director, La Follette Institute, 1986 – 1989

Associate Professor, Political Science Department and La Follette Institute, 1983 – 1988

Assistant Professor, Political Science Department and Center for Public Policy & Administration,
University of Wisconsin-Madison, 1980 – 1983

Assistant Professor, Political Science Department, State University of New York at Stony Brook,
1977 – 1980

Visiting Assistant Professor, Political Science Department, State University of New York at Buffalo,
1976 – 1977

OFFICE ADDRESS:

McCourt School of Public Policy
305 Old North
Georgetown University
Washington, D.C. 20057

OFFICE PHONE:

(202) 687-6817

DATE OF BIRTH:

August 7, 1950

RESEARCH AND TEACHING INTERESTS

Public Policy Analysis and Evaluation
 Early Childhood Education Policy
 Social Policy and Regulatory Policy
 American Government
 Bureaucratic Politics
 Federalism & Intergovernmental Relations
 Interest Group Politics

BOOKS

The Critical Advantage: Developing Critical Thinking Skills in School (Cambridge, Mass.: Harvard Education Press, 2017)

Bureaucracy and Democracy: Accountability and Performance, with Steven Balla (Washington, D.C.: Congressional Quarterly Press, 2017), 4th edition

Voices for Children: Rhetoric and Public Policy (Washington, D.C.: Brookings Institution, 2012)

Politics and Public Policy, with Carl Van Horn and Donald Baumer (Washington, D.C.: Congressional Quarterly Press, 2001), 3rd edition

Organizational Report Cards, with David Weimer (Cambridge, Mass.: Harvard University Press, 1999)

Everybody's Children: Child Care as a Public Problem (Washington, D.C.: the Brookings Institution, 1995)

Privatization and its Alternatives, ed. (Madison: University of Wisconsin Press, 1991)

Taming the Bureaucracy: Muscles, Prayers, and Other Strategies (Princeton: Princeton University Press, 1989)

The Midwest Response to the New Federalism, ed. with Peter Eisinger (Madison: University of Wisconsin Press, 1988)

The Politics of Public Utility Regulation (Pittsburgh: University of Pittsburgh Press, 1983)

The Effects of Newspaper-Television Cross-ownership on News Homogeneity (Chapel Hill: Institute for Research in Social Science, 1976)

ARTICLES

William Gormley. "Better Citizens Through Critical Thinking," School Administrator (April, 2018), pp. 26-29.

William Gormley, Deborah Phillips, and Sara Anderson. "The Effects of Tulsa's Pre-K Program on Middle School Student Performance," Journal of Policy Analysis and Management (Winter, 2018), pp. 63-87.

William Gormley, "Universal v. Targeted Pre-Kindergarten: Reflections for Policymakers." In Kenneth Dodge, ed., *The Current State of Scientific Knowledge on Pre-Kindergarten Effects*. Washington, D.C.: Brookings, 2017, pp. 51-56

Deborah Phillips, William Gormley, and Sara Anderson. "The Effects of Tulsa's CAP Head Start Program on Middle-School Academic Outcomes and Progress," Developmental Psychology 52 (2016), pp. 1247-61

Carolyn Hill, William Gormley, and Shirley Anderson, "Do the Short-Term Effects of a High-Quality Preschool Program Persist?" Early Childhood Research Quarterly 32 (2015), pp. 60-79

Timothy Bartik, William Gormley, and Shirley Adelstein, "Earnings Benefits of Tulsa's Pre-K Program for Different Income Groups," Economics of Education Review 31 (December, 2012), pp. 1143-61

William Gormley, Deborah Phillips, Katie Newmark, Kate Welti and Shirley Adelstein, "Social-Emotional Effects of Early Childhood Education Programs in Tulsa," Child Development, (November/December, 2011), pp. 2095-2109

William Gormley, "From Science to Policy in Early Childhood Education," Science (August 19, 2011), pp. 978-981

William Gormley, Deborah Phillips, Shirley Adelstein, and Catherine Shaw, "Head Start's Comparative Advantage: Myth or Reality," Policy Studies Journal (August, 2010), pp. 397-418

William Gormley, "Small Miracles in Tulsa: The Effects of Universal Pre-K on Cognitive Development," In Childhood Programs and Practices in the First Decade of Life, Arthur Reynolds et al., eds., (New York: Cambridge University Press, 2010), pp. 188-198

Deborah Phillips, William Gormley, and Amy Lowenstein, "Inside the Pre-K Door: Classroom Climate and Instructional Time Allocation in Tulsa's Pre-K Program," Early Childhood

Research Quarterly 24 (2009), 213-228

William Gormley, "The Effects of Oklahoma's Pre-K Program on Hispanic Students," Social Science Quarterly (December 2008), pp. 916-936

William Gormley, Deborah Phillips and Ted Gayer, "Preschool Programs Can Boost School Readiness," Science (June 27, 2008), pp. 1723-1724 (also supplementary on-line material)

William Gormley, "Early Childhood Care and Education: Lessons and Puzzles," Journal of Policy Analysis and Management (June 2007), pp. 651-689

William Gormley, "Public Policy Analysis: Ideas and Impacts," Annual Review of Political Science (June, 2007), pp. 297-313

William Gormley, "Money and Mandates: The Politics of Intergovernmental Conflict," Publius (Fall 2006), pp. 523-540

William Gormley and Helen Cymrot, "The Strategic Choices of Child Advocacy Groups," Nonprofit and Voluntary Sector Quarterly (March 2006), pp. 102-122

William Gormley, Ted Gayer, Deborah Phillips, and Brittany Dawson, "The Effects of Universal Pre-K on Cognitive Development," Developmental Psychology (November 2005), pp. 872-884

William Gormley, "The Universal Pre-K Bandwagon," Phi Delta Kappan (November 2005), pp. 246-249

William Gormley and Ted Gayer, "Promoting School Readiness in Oklahoma: An Evaluation of Tulsa's Pre-K Program," Journal of Human Resources (Summer 2005), pp. 533-558

William Gormley and Deborah Phillips, "The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications," Policy Studies Journal (February 2005), pp. 65-82

William Gormley, "Using Organizational Report Cards." Joseph Wholey, Harry Hatry, and Kathryn Newcomer, eds., Handbook of Practical Program Evaluation (San Francisco: Jossey-Bass, 2004), pp. 628-648

William Gormley, "Reflections on Terrorism and Public Management." In Governance and Public Security (Syracuse, N.Y.: Campbell Public Affairs Institute, 2002), pp. 1-16

William Gormley and Cristina Boccuti, "HCFA and the States: Politics and Intergovernmental Leverage," Journal of Health Politics, Policy, and Law, 26 (June 2001), pp. 557-580

William Gormley, "Moralists, Pragmatists, and Rogues: Bureaucrats in Modern Mysteries," Public

- Administration Review (March 2001), pp. 184-193
- William Gormley, "Early Childhood Education and Care Regulation: A Comparative Perspective," International Journal of Educational Research 33 (2000), pp. 55-74
- William Gormley, "Regulating Child Care Quality," The Annals of the American Academy of Political and Social Science 563 (May, 1999), pp. 116-129
- William Gormley, "Assessing Health Care Report Cards," Journal of Public Administration Research and Theory (July 1998), pp. 325-352
- William Gormley, "Regulatory Enforcement Styles," Political Research Quarterly (June, 1998), pp. 363-383
- William Gormley, "Witnesses for the Revolution," American Politics Quarterly (April, 1998), pp. 174-195
- William Gormley, "Interest Group Interventions in the Administrative Process: Conspirators and Co-conspirators," in The Interest Group Connection, Paul Herrnson, Ronald Shaiko, and Clyde Wilcox, eds, (Chatham, N.J.: Chatham House, 1998), pp. 213-223
- William Gormley, "Regulatory Enforcement: Accommodation and Conflict in Four States," Public Administration Review (July/August, 1997), pp. 285-293
- William Gormley, "Governance: Child Care, Federalism, and Public Policy," in Reinventing Early Care and Education, Sharon L. Kagan and Nancy Cohen, eds (San Francisco: Jossey-Bass, 1996), pp. 158-174
- William Gormley, "Counter-bureaucracies in Theory and Practice," Administration and Society (November, 1996), pp. 275-298
- William Gormley, "Regulatory Privatization: A Case Study," Journal of Public Administration Research and Theory (April, 1996), pp. 243-260
- William Gormley, "Accountability Battles in State Administration." In Carl Van Horn, ed. The State of the States, 3rd ed. (Washington, D.C.: Congressional Quarterly Press, 1996), pp. 161-178
- William Gormley, "Privatization Revisited," Policy Studies Review (Autumn/Winter 1994-95), Vol. 13, pp. 215-234
- William Gormley, "The U.S. General Accounting Office," in The Encyclopedia of the U.S. Congress, ed. by Donald Bacon et al. (New York: Simon & Schuster, 1994)

- William Gormley and B. Guy Peters, "National Styles of Regulation: Child Care in Three Countries," Policy Sciences (November, 1992), pp. 381-399
- William Gormley, "Public Hearings on Child Care," Young Children (Fall, 1992), pp. 40-42
- William Gormley, "Food Fights: Regulatory Enforcement in a Federal System," Public Administration Review (May/June, 1992), pp. 271-280
- William Gormley, "Day Care in a Federal System," Social Service Review (December, 1991), pp. 582-596
- William Gormley, "The Bureaucracy and its Masters: The New Madisonian System in the U.S.," Governance (January, 1991), pp. 1-18
- William Gormley, "State Regulations and the Availability of Child Care Services," Journal of Policy Analysis and Management, (Winter, 1991), pp. 78-95
- William Gormley, "Regulating Mister Rogers' Neighborhood: The Dilemmas of Day Care Regulation," The Brookings Review (Fall, 1990), pp. 21-28
- William Gormley, "Family Day Care Regulation in Wisconsin: The Bureaucracy Heals Itself," La Follette Issues Paper (Madison: Robert M. LaFollette Institute, 1990)
- William Gormley, "Institutional Policy Analysis: A Course Description," The Political Science Teacher (Spring, 1988), pp. 12-14
- William Gormley, "Institutional Policy Analysis: A Critical Review," Journal of Policy Analysis and Management (Winter, 1987), pp. 153-169
- William Gormley, "Intergovernmental Conflict on Environmental Policy: The Attitudinal Connection," Western Political Quarterly (June, 1987), pp. 285-303
- William Gormley, "Professionalism Within Environmental Bureaucracies: The Policy Implications of Personnel Choices," Occasional Paper (Madison: Robert M. La Follette Institute, 1987)
- William Gormley, "The Representation Revolution: Reforming State Regulation through Public Representation," Administration and Society (August, 1986), pp. 179-196
- William Gormley, "Regulatory Issue Networks in a Federal System," Polity (Summer, 1986), pp. 595-620
- William Gormley, "Wisconsin's Gubernatorial Transition," in, Gubernatorial Transitions in the American States, Thad Beyle ed, (Durham: Duke University Press, 1985)

- William Gormley, John Hoadley and Charles Williams "Potential Responsiveness in the Bureaucracy: Views of Public Utility Regulation," American Political Science Review (September, 1983), pp. 704-717,
- William Gormley, "Policy, Politics, and Public Utility Regulation," American Journal of Political Science (February, 1983), pp. 86-105
- William Gormley, "Alternative Models of the Regulatory Process," Western Political Quarterly (September, 1982), pp. 297-317
- William Gormley, "A Theory of Public Advocacy in Public Utility Commission Proceedings," in Challenges for Public Utility Regulation in the 1980s, Harry Trebing ed, (East Lansing: Michigan State University, 1981), pp. 431-444
- William Gormley, "Alternative Forms of Public Advocacy," Journal of Applied Behavioral Science (December, 1981), pp. 446-462
- William Gormley, "Nonelectoral Participation as a Response to Issue-specific Conditions," Social Science Quarterly (September, 1981), pp. 527-539
- William Gormley, "Statewide Remedies for Public Underrepresentation in Regulatory Proceedings," Public Administration Review (July-August, 1981), pp. 454-462
- William Gormley, "Participation in Public Utility Regulation," Citizen Participation (July-August, 1980), pp. 3-11
- William Gormley, "An Evaluation of the F.C.C.'s Cross-ownership Policy," Policy Analysis (Winter, 1980), pp. 61-83
- William Gormley, "A Test of the Revolving Door Hypothesis at the F.C.C.," American Journal of Political Science (November, 1979), pp. 665-683
- William Gormley, "Coverage of State Government in the Mass Media," State Government (Spring, 1979), pp. 46-51
- William Gormley, "Television Coverage of State Government," Public Opinion Quarterly (Fall, 1978), pp. 354-359
- William Gormley, "How Cross-ownership Affects News-gathering," Columbia Journalism Review (May-June, 1977), pp. 38-46
- William Gormley, "Newspaper Agendas and Political Elites," Journalism Quarterly (Summer, 1975

pp. 304-308

William Gormley "Newspaper Agendas and Political Controversies in North Carolina," in Politics and Policy in North Carolina, Thad Beyle and Merle Black eds, New York: MSS Information Corp., 1975), pp. 54-68

PARTICIPATION IN RECENT PROFESSIONAL MEETINGS

Paper, "Do Magnet Schools Help to Prolong Early Childhood Education Effects?" with Karin Kitchens and Sara Anderson, Annual Meeting, APPAM, Washington, D.C., November 10, 2018

Speech, "The Effects of Tulsa's Early Childhood Education Programs: Short Term and Long Term Impacts," The Urban Institute, June 25, 2018

Speech, "Critical Thinking at a Critical Time: Education, Work, and Citizenship," Duquesne University School of Education, Pittsburgh, Pa., November 9, 2017

Speech, "The Critical Advantage: Developing Critical Thinking Skills in School," George Mason University Book Fair, October 12, 2017

Paper, "The Effects of Tulsa's Pre-K Program on Middle School Outcomes," Federal Reserve Board Conference on Strong Foundations: The Economic Futures of Kids and Communities. Washington, D.C.: March 23, 2017

Panelist, "Trouble in the Land of Early Childhood Education?" Center on Children and Families, the Washington, D.C., Brookings Institution, October 26, 2016

Featured Speaker, "Early Childhood Education: Lessons from Tulsa," Conference on Early Childhood Education, Crane Center, Columbus, Ohio, October 7, 2016

Keynote Speaker, "Early Childhood Education: Investing in the Future," Conference on Education Reform sponsored by Southwest Regional Education Lab and University of Arkansas, Little Rock, Ark., September 14, 2016

Paper, "The Hispanic-White Extracurricular Participation Gap in Middle School," with Karin Kitchens, presented at the Annual Meeting of the Society for Research on Adolescence, Baltimore, Md., April 1, 2016

Paper, "The Effects of Tulsa's Pre-K Program on Middle School Outcomes," with Deborah Phillips and Sara Anderson, presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2016

Panelist, "Does Pre-K Work? A Look at the Research," Washington, D.C., American Enterprise Institute, February 17, 2016

Paper, "The Long Term Effects of Tulsa's Pre-K Program on School Progress," with Deborah Phillips and Sara Anderson, Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2015

Paper, "The Long Term Effects of Tulsa's Early Education Program on Academic Outcomes," with Deborah Phillips and Sara Anderson, presented at the Annual Meeting of the Association for Education Finance and Policy, Washington, D.C., February 26, 2015

Keynote Speaker, "Early Childhood Education Policy: Implications of the President's Proposal," Annual Meeting of the Southern Early Childhood Education Association, Williamsburg, Va.,

January 17, 2014

- Debater, with David Armor, Deborah Phillips, and Grover Whitehurst, "Pre-K Education: What the Research Says," Washington, D.C., the Cato Institute, January 7, 2014
- Presentation, "Evaluating Pre-K," Annual Meeting of the American Evaluation Association, Washington, D.C., October 16, 2013
- Paper, "Evaluation Methodologies for Pre-K-3," Workshop on Pre-K-3. Washington, D.C.: Foundation for Child Development, June 25, 2013.
- Paper, "Arguing for Kids: Issue Frames that Work," Presented at Annual Meeting of the Midwest Political Science Association, Chicago, Ill., April 14, 2013
- Presentation, "Fact v. Fiction: Early Childhood Education in Tulsa, Oklahoma," Annual Meeting of Child Care Alert, Washington, D.C., April 11, 2013
- Paper, "Do the Short-Term Effects of Tulsa's Pre-K Program Persist Over Time?" with Carolyn Hill and Shirley Adelstein, Annual Meeting of the Association for Public Policy Analysis and Management, Baltimore, Md., November 10, 2012
- Discussant, "Using Large Administrative Data to Evaluate the Impacts of Early Childhood Education Programs," Annual Meeting of the Association for Public Policy Analysis and Management, Washington, D.C., November 4, 2011
- Discussant, "Workshop on Regression Discontinuity Design and Pre-K," Cambridge, Mass., Harvard Graduate School of Education, January 20, 2011
- Paper, "Arguing for Kids: Issue Framing Effects," presented at the Annual Meeting of the American Political Science Association, Washington, D.C.: September 3, 2010
- Paper, "Head Start's Comparative Advantage," with Deborah Phillips, Shirley Adelstein, and Catherine Shaw, presented at the Annual Meeting of the American Education Finance Association, Richmond, Va., March 19, 2010
- Paper, "Head Start's Comparative Advantage: Myth or Reality?" with Deborah Phillips, Shirley Adelstein, and Catherine Shaw, presented at the Annual Meeting of the Association for Public Policy Analysis and Management, Washington, D.C., November 6, 2009
- Paper, "How to Write a Policy Brief: Good and Bad Practices," presented at Conference on Global Financial Crisis, China Central Party School, Beijing, China, October 13, 2009
- Presentation, "Early Childhood Care and Education in the U.S.," presented at workshop on Children's Policy, Beijing Normal University, October 11, 2009
- Paper, "Social-Emotional Effects of Early Childhood Education Programs in Tulsa," with Deborah Phillips, Katie Newmark, and Kate Perper, presented at the Bi-Annual Meeting of the Society for Research in Child Development, Denver, Colo., April 3, 2009
- Presentation, "Oklahoma's Pre-K Program," presented at Urban Institute Directors' Meeting, Washington, D.C., February 19, 2009
- Discussant, "Challenges in Addressing Pre-K Policy," Annual Meeting of the Association for Public Policy Analysis & Management, Los Angeles, Calif., November 7, 2008
- Presentation, "Oklahoma's Pre-K Program," National School Board Association, Alexandria, Va., September 8, 2008
- Paper, "The Effects of Oklahoma's Preschool Programs on Cognitive Development," with Deborah Phillips and Ted Gayer, Annual Meeting of the American Political Science Association, Boston, Mass., August 28, 2008

- Presentation, “Preschool Education,” Committee on Social Science Evidence for Use, National Research Council, Washington, D.C., December 14, 2007
- Paper, “Small Miracles in Tulsa: The Effects of Universal Pre-K on Cognitive Development,” Early Childhood Research Conference, sponsored by the Federal Reserve Bank of Minneapolis and the University of Minnesota, Minneapolis, Minn., December 7, 2007
- Paper, “The Effects of Oklahoma’s Pre-K Program on Hispanic Children,” Annual Meeting of the Association for Public Policy Analysis and Management, Washington, D.C., November 8, 2007
- Speech, “The Effects of Oklahoma’s Pre-K Program on Hispanic Children,” Department of Education Reform, University of Arkansas, Fayetteville, Ark., October 26, 2007
- Keynote Address, “An Inside Look at Tulsa’s Early Childhood Classrooms,” Early Childhood Leadership Institute, Tulsa, Ok., October 25, 2007
- Paper, “The Effects of Oklahoma’s Pre-K Program on Hispanic Children,” Annual Meeting of the American Political Science Association, Chicago, Ill, August 31, 2007
- Paper, “Classroom Quality and Time Allocation in Tulsa’s Early Childhood Programs,” with Deborah Phillips and Amy Lowenstein, Meeting of the Society for Research in Child Development, Boston, Mass., March 30, 2007
- Debater, with Jonathan Breul, Laurence Lynn, and Paul Posner, “Is Performance Measurement a Good Thing?” Annual Meeting of the National Academy of Public Administration, Washington, D.C., November 16, 2006
- Paper, “The Relative Effects of Pre-K and Head Start in Tulsa,” with Leah Hendey, Annual Meeting, Association for Public Policy Analysis and Management, Madison, Wisc., November 2, 2006
- Discussant, Panel on Federalism and State Policymaking, American Political Science Association, Annual Meeting, Philadelphia, Pa., August 31, 2006
- Speech, “Expanding Access to Quality Early Education in Grades PK-3,” sponsored by the New America Foundation, Washington, D.C., July 25, 2006
- Speech, “Oklahoma’s Universal Pre-K Program,” with Deborah Phillips, presented at the Head Start Research Conference, Washington, D.C., June 26, 2006
- Speech, “National Perspectives on Universal Pre-School,” sponsored by the UC-Berkeley Goldman School of Public Policy and the Packard Foundation, Berkeley, Calif., March 2, 2006
- Paper, “The Effects of Universal Pre-K on Cognitive Development,” with Ted Gayer, Deborah Phillips, and Brittany Dawson, Annual Meeting of Association for Public Policy Analysis and Management, Washington, D.C., November 5, 2005
- Discussant, “Process Perspectives on Policy Design,” Annual Meeting of Association for Public Policy Analysis and Management, Washington, D.C., November 4, 2005
- Speech, “An Evaluation of Oklahoma’s Universal Pre-K Program,” Conference on Universal Pre-K sponsored by the Rand Corporation, Arlington, Va., October 25, 2005
- Speech, “Oklahoma’s Pre-K Program,” Workshop for State Legislative Leaders, sponsored by National Conference for State Legislatures, Winston-Salem, N.C., October 14, 2005
- Speech, “Oklahoma’s Pre-K Program,” Presentation to Journalism Fellows in Child and Family Policy, College Park, Md., September 30, 2005
- Chair, Panel on “Corporate America and Environmental Policy,” American Political Science Association, Washington, D.C., September 2, 2005

- Speech, "Oklahoma's Pre-K Program," American Federation of Teachers, Washington, D.C., July 4, 2005
- Speech, "Oklahoma's Pre-K Program," National Association for the Education of Young Children, Miami, Fla., June 6, 2005
- Paper, "The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications," with Deborah Phillips, Society for Research in Child Development, Atlanta, Ga., April 8, 2005
- Speech, "Oklahoma's Pre-K Program," Council of Chief State School Officers, Bethesda, Md., March 8, 2005
- Paper, "The Impact of Oklahoma's Universal Pre-K Program on Child Development," with Ted Gayer, Association for Public Policy Analysis and Management, Atlanta, Ga., October 30, 2004
- Discussant, "Performance Measurement and Management Processes," Association for Public Policy Analysis and Management, Atlanta, Ga., October 29, 2004
- Paper, "Promoting School Readiness in Oklahoma: An Evaluation of Tulsa's Universal Pre-K Program," with Ted Gayer, American Political Science Association, Chicago, Ill., September 3, 2004
- Paper, "The Strategic Choices of Child Advocacy Groups," with Helen Cymrot, Midwest Political Science Association, Chicago, Ill., April 15, 2004
- Participant, Roundtable on Teaching Public Policy to Sophomores, Midwest Political Science Association, Chicago, Ill., April 15, 2004
- Organizer, 7th National Public Management Research Conference, Washington, D.C., Georgetown University, October 9-11, 2003
- Paper, "Using Organizational Report Cards," National Public Management Research Conference, Washington, D.C., October 11, 2003
- Discussant, Panel on "Creating Markets: Policies and Outcomes," American Political Science Association, Philadelphia, Pa., August 1, 2003
- Participant, Roundtable on Regulatory Enforcement, Annual Meeting of the Association for Public Policy Analysis and Public Management, Dallas, Tex., November 7, 2002
- Speech, "Differential Reimbursement and Child Care Accreditation," National Association of State Child Care Administrators, Kansas City, Mo., October 28, 2002
- Chair, Panel on "Children, the Family, and Public Policy," American Political Science Association Annual Meeting, Boston, Mass., August 30, 2002
- Discussant, Panel on "The National Policymaking Process in a Federal System," American Political Science Association Annual Meeting, Boston, Mass., August 29, 2002
- Speech, "Reflections on Performance Measurement," OMB/NSF Workshop on Strengthening Program Effectiveness Measurement of Federal Programs, Arlington, Va., May 21, 2002
- Speech, "Reflections on Terrorism and Public Management," Workshop on Governance and Public Security, Syracuse, N.Y., January 18, 2002
- Speech, "Organizational Report Cards," Brookings Institution Executive Training Program for Senior Government Officials, Washington, D.C., December 5, 2001
- Paper, "Differential Reimbursement Policies and Child Care Accreditation," Annual Meeting of the Association for Public Policy and Management, Washington, D.C., November 1, 2001

- Speech, “A Political Science Perspective on Child Advocacy,” Meeting of Child Advocacy Groups, sponsored by the Ford Foundation, Denver, Colo., October 29, 2001
- Paper, “The Changing Nature of Federalism in the U.S.,” Meeting of the National Public Management Research Conference, Bloomington, Ind., October 19, 2001
- Paper, “An Evolutionary Approach to Federalism in the U.S.,” Annual Meeting of the American Political Science Association, San Francisco, Calif., August 31, 2001
- Speech, “Bureaucrats in Modern Mysteries,” Brookings Institution Training Seminar for Senior Government Officials, Charlottesville, Va., June 14, 2001
- Public Policy Section Head, Annual Meeting of the Midwest Political Science Association, Chicago, Ill., April 19-22, 2001 (organized 26 panels)
- Discussant, “Panel on Regulatory Policy Enforcement,” Annual Meeting of the Midwest Political Science Association, Chicago, Ill., April 20, 2001
- Moderator, “Panel on School Vouchers,” Annual Meeting of the Midwest Political Science Association, Chicago, Ill., April 21, 2001
- Paper, “Environmental Performance Measures in the Federal System,” Annual Meeting of the Association for Public Policy and Management, Seattle, Wash., November 3, 2000
- Speech, “Differential Reimbursement and Accreditation,” Conference on Shaping the Future, Administration for Children and Families, HHS, Philadelphia, Pa., September 27, 2000
- Paper, “HCFA and the States: Politics and Intergovernmental Leverage,” with Cristina Boccuti, Annual Meeting of the American Political Science Association, Washington, D.C., August 31, 2000
- Panelist, “Toward Policy-Oriented Management in Budget-Making and Program Administration,” NIRA-NAPA Joint Conference on Sustainable Development, Environmental Conditions, and Public Management,” Tokyo, Japan, July 26, 2000
- Speech, “Child Care Financing,” Annual Meeting of the National Conference of State Legislatures, Chicago, Ill., July 16, 2000

RECENT CONSULTING AND PUBLIC SERVICE

- Consulting on Critical Thinking, The Reboot Foundation, summer 2019
- Presentation to State Legislators, Indiana. “Early Childhood Education.” Family Impact Seminar, Indianapolis, Ind., November 18, 2014
- Presentation to State Legislators, Missouri, “Early Childhood Education: An Investment in Missouri’s Children,” Family Impact Seminar, Jefferson City, Mo., March 26, 2014
- Briefing on Early Childhood Education Research, U.S. Secretary of Education Arne Duncan and senior staff, April 23, 2013
- Presentation to University of Denver School of Public Affairs, “Voices for Children,” Denver, Colo., February 27, 2013
- Presentation to Columbia University School of Social Work, “Voices for Children,” New York, N.Y., February 20, 2013
- Member, Faculty Hiring Committee, Nazarbayev University, Republic of Kazakhstan, December 2012-January 2013

Participant, Forum of Experts, “Initiative for Improving Effectiveness of Monitoring of Early Childhood Programs,” Administration for Children and Families, U.S. Department of Health and Human Services, May 24, 2012

Moderator, “Strengthening Elementary Education,” Family Impact Seminar, Washington, D.C., National Press Club, April 18, 2012

Presentation to Oklahoma Department of Education, with Carolyn Hill, “Do the Effects of a Strong Pre-K Program Persist Through 3rd Grade?” Oklahoma City, February 8, 2012

Presentation, “Arguing for Children,” Moms Congress, Washington, D.C., April 11, 2011

Member, Fellows Nominating Committee, National Academy of Public Administration, March 2010 to March 2012

Participant, Roundtable Discussion, “Congress and the U.S. Education Deficit.” Washington, D.C.: Woodrow Wilson Center for International Scholars, January 24, 2011.

Member, Outside Evaluation Panel, Public Affairs Programs, University of Utah, Salt Lake City, October 2010

Moderator, “Promise Neighborhoods: Lessons from the Harlem Children’s Zone,” Family Impact Seminar, National Press Club, January 25, 2010

Moderator, “The Nurse-Family Partnership Program,” Family Impact Seminar, Georgetown University, September 21, 2009

Member, Educators’ Advisory Panel, Comptroller General, U.S. Government Accountability Office, 2009-2011

Chair, Outside Evaluation Panel, Department of Public Policy, University of North Carolina, Chapel Hill, N.C., January 2009

Speech, “Building Cognitive Skills: New Findings from Oklahoma,” meeting with state legislators sponsored by the National Conference of State Legislatures, Atlanta, Ga., December 10, 2008

Speech, “Evaluating Pre-K,” First 5 LA, Los Angeles, Calif., July 15, 2008

Speech, “Oklahoma’s Pre-K Program,” meeting with Texas state legislators, sponsored by Raise Your Hand Texas, Austin, Tex., February 13, 2008

Speech, “Pre-K Evidence: Lessons for Virginia,” Governor Tim Kaine’s Early Childhood Summit, Richmond, Va., August 16, 2007

Member, Evaluation Task Force, Governor Tim Kaine’s Strong Start Pre-K Initiative, November 2006 - July 2007

Participant, Congressional Briefing, “New Research on Preschool Education,” sponsored by the National Institute for Early Education Research, Washington, D.C., June 18, 2007

Speech, “The Relative Effects of Pre-K and Head Start in Tulsa,” Administration on Children, Youth, and Families, U.S. Department of Health and Human Services, Washington, D.C., November 16, 2006

Member, Advisory Panel on Early Child Assessment, Pennsylvania Pre-K Study, Harrisburg, Pa., May 15-16, 2006

Speech, “Early Childhood Education: The Oklahoma Experience,” Family Impact Seminar, Pennsylvania State Legislature, Harrisburg, Pa., June 14, 2005

Moderator, “Children of Prisoners,” Family Impact Seminar, Washington, D.C., Georgetown University, April 26, 2005

Speech, “Oklahoma’s Pre-K Program,” Community Service Council of Tulsa, Tulsa, Oklahoma,

November 29, 2004

Speech, "Methodologies for Evaluating Pre-K Effects," Los Angeles Universal Preschool Evaluation Symposium, Los Angeles, Calif., October 7-8, 2004

Panelist, "Child Advocacy in Hard Times," Family Impact Seminar, Washington, D.C., Georgetown University, March 31, 2004

Moderator, "D.C. Family Court: How is it Working?" Family Impact Seminar, Washington, D.C., Georgetown University, January 8, 2003

Speech, "Reflections on Performance Measurement," OMB-NSF Workshop on Strengthening Program Effectiveness Measurement of Federal Programs, Arlington, Va., May 21, 2002

Testimony before the Judith Hoyer Blue Ribbon Commission on Early Child Care and Education, Annapolis, Md., January 22, 2001

Author, "Environmental Performance Measures in a Federal System," Report prepared for the National Academy of Public Administration, June, 2000

Author, "Medicare, Accountability, and Structural Reform," Report prepared for the Assistant Secretary of Planning and Evaluation, Department of Health and Human Services, June, 2000

Member, National Commission to Reinvent Accreditation by the National Association for the Education of Young Children, December 1999-March 2002

COURSES TAUGHT

Graduate

Introduction to Policy Analysis

The American Policymaking Process

Federalism & Intergovernmental Relations

Child Development & Public Policy

Environmental Politics & Policy

Policy Research Methods

Policy Evaluation

Institutional Policy Analysis

Regulatory Politics

Undergraduate

Introduction to American Politics

Administrative Law

Administration of Public Policy

Children, Politics & Public Policy

Bureaucratic Politics

Legislative Politics

Mass Media in American Politics

State and Local Politics

AWARDS, FELLOWSHIPS, MEMBERSHIPS

- Principal Investigator, with Sara Anderson, Katherine Magnuson, and Amy Claessens, “The Effects of Tulsa’s Early Childhood Education Programs on High School Outcomes,” made possible by a \$460,000 grant from the Heising-Simons Foundation, August 1, 2018 to July 31, 2021
- Principal Investigator, with Deborah Phillips, “Do the Effects of the Tulsa Pre-K Program Persist Through 8th Grade?” made possible by a \$254,945 grant from the Heising-Simons Foundation, July 1, 2015 – June 30, 2017
- Principal Investigator, with Deborah Phillips, “Do the Effects of the Tulsa Pre-K Program Persist Through 8th Grade?” made possible by a \$149,991 grant from the Stranahan Foundation, January 1, 2015 – December 31, 2016
- Principal Investigator, with Deborah Phillips, “Do the Effects of the Tulsa Pre-K Program Persist Through 8th Grade?” made possible by a \$175,000 grant from the Foundation for Child Development, July 1, 2014 – June 30, 2016
- Principal Investigator, with Deborah Phillips, “Do the Effects of the Tulsa Pre-K Program Persist Through 8th Grade?” made possible by a \$114,832 grant from the Heising-Simons Foundation, July 1, 2014 – June 30, 2015
- Theodore Lowi Award, Public Policy Section, American Political Science Association, for Best Article published in the Policy Studies Journal 2010 (“Head Start’s Comparative Advantage: Myth or Reality?”), with Deborah Phillips, Shirley Adelstein, Catherine Shaw, August 2011
- Principal Investigator, with Deborah Phillips, “The Effectiveness of Tulsa’s Pre-K Program,” made possible by a \$115,000 grant from the David and Lucile Packard Foundation, March 1, 2008 - April 30, 2011
- Principal Investigator, “Oklahoma’s Universal Pre-K program,” supplementary grant (\$17,250) from the Foundation for Child Development, March 1, 2008 - April 30, 2009
- Principal Investigator, “The Tulsa Pre-K Project,” supplementary grant (\$10,000) from the A.L. Mailman Family Foundation, January 1, 2008 - December 31, 2008
- Member, Editorial Board, Publius, 2008 - present
- Member, Executive Committee, Federalism & Intergovernmental Relations Section, American Political Science Association, 2006 - present
- Principal Investigator, “Oklahoma’s Universal Pre-K Program,” made possible by a \$39,670 grant from the A.L. Mailman Family Foundation, May 1, 2006 - April 30, 2007
- Principal Investigator, “Oklahoma’s Universal Pre-K Program,” made possible by a \$50,950 supplementary grant from the Foundation for Child Development, March 2, 2006 - October 31, 2006
- Co-Principal Investigator, with Deborah Phillips, “Teaching for Success in Oklahoma’s Universal Pre-K Program,” made possible by a \$156,750 grant from the Spencer Foundation, January 1, 2006 - December 31, 2007
- Principal Investigator, with Deborah Phillips and Carolyn Hill, “Oklahoma’s Universal Pre-K Program: Assessing Quality and Outcomes in the Context of Diversity,” made possible by a \$100,000 grant from the David and Lucile Packard Foundation, October 1, 2005 - September 30, 2007
- Principal Investigator, with Deborah Phillips and Carolyn Hill, “Oklahoma’s Universal Pre-K

- Program,” made possible by a \$403,999 grant from the Foundation for Child Development, June 1, 2005 - May 31, 2007
- Principal Investigator, “An Evaluation of Tulsa’s Pre-K Program,” made possible by a \$150,098 contract from the National Institute for Early Education Research, Rutgers University, January 1, 2004-December 31, 2004.
- President, Public Policy Section, American Political Science Association, September 2002-August 2003
- Award for Best Paper on Federalism and Intergovernmental Relations, presented by the Federalism Section of the American Political Science Association, for “An Evolutionary Approach to Federalism in the U.S.,” September 1, 2002
- Principal Investigator, with Deborah Phillips, “Center for Research on Children in the U.S.,” made possible by a \$460,540 grant from the Foundation for Child Development, March 1, 2003 - present
- Principal Investigator, “An Evaluation of Oklahoma’s Universal Pre-Kindergarten Program,” made possible by a \$148,102 contract from the National Institute for Early Education Research, Rutgers University, January 1, 2003 - December 31, 2003
- Principal Investigator, with Deborah Phillips, “Children and Public Policy,” made possible by a \$174,752 grant from the Foundation for Child Development, March 1, 2001 - February 28, 2003
- President-Elect, Public Policy Section, American Political Science Association, September 2001 - August, 2002
- Fellow, Woodrow Wilson International Center for Scholars, 2000-01
- Fellow, National Academy of Public Administration, 2000-present
- Member, Policy Council, Association for Public Policy and Management, 1999 - 2003
- Principal Investigator, “Environmental Performance Measurement: State Progress and Federal Oversight,” made possible by a \$44,000 contract from the National Academy of Public Administration, March 1 - December 31, 1999
- Principal Investigator, “Differential Reimbursement as a Child Care Improvement Strategy,” made possible by a \$80,505 grant from the Foundation for Child Development, August 1, 1998 - August 31, 2000
- Summer Research Grant, Graduate School, Georgetown University, summer, 1998
- Marshall Dimock Award, for best lead article in the Public Administration Review 1997, from the American Society for Public Administration, May, 1998
- Member, Editorial Board, Policy Studies Journal, 2003-present
- Member, Editorial Board, Journal of Public Administration, Research and Theory, 1997-2007
- Member, Editorial Board, State Politics and Policy Quarterly, 2000-2003
- Resident Fellow, Villa Serbelloni, Rockefeller Foundation, Bellagio Italy, June 21-July 20, 1996
- Member, Executive Committee, Public Policy Section, American Political Science Association, 1994 - 1997
- Member, Executive Committee, Public Administration Section, American Political Science Association, 1993 - 1996
- Principal Investigator, "Child Care Regulatory Enforcement," made possible by a \$70,928 grant from the Smith Richardson Foundation, August 1, 1993-December 31, 1995

The Louis Brownlow Book Award, from the National Academy of Public Administration, to recognize Taming the Bureaucracy as the best book of the year in public administration, November 9, 1990

Principal Investigator, "Child Care Regulations from the Provider's Perspective," made possible by a \$62,864 grant from the Spencer Foundation, August 15, 1989-Dec. 31, 1991

Vilas Associate in the Social Sciences, University of Wisconsin, 1989-1991

Andrew Mellon Postdoctoral Fellow, University of Pittsburgh, 1985-1986

Member, Editorial Board, American Journal of Political Science, 1983-1985

Principal Investigator, "The Effects of Public Intervention in Public Utility Regulatory Proceedings," made possible by two grants totalling \$185,508 from the National Science Foundation, Sept. 1, 1978-Jan. 31, 1983

Award for Distinction, 8th Annual International Technical Communications Competition, Report on Newspaper-Television Cross-ownership, awarded May 1977, Raleigh, N.C.

Samuel Chastain Award for Best paper presented by a graduate student at the 1975 annual convention of the Southern Political Science Association, awarded Nov. 1976, Atlanta, Ga.

ARCO Young Leader Fellowship, Aspen Institute for Humanistic Studies, Program on Communications & Society, Aspen, Colo., July-August 1976

Principal Investigator, "The Effects of Newspaper-Television Cross-ownership on News Homogeneity," made possible by a \$20,425 grant from the John and Mary Markle Foundation, Jan. 1, 1975 to May 31, 1976

Anna D. Johnson

Curriculum Vitae

Georgetown University
Department of Psychology
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Washington, DC 20057
(202)687-5320 (p); (202)687-6050 (f); Anna.Johnson@georgetown.edu
www.annadjohnson.com

BACKGROUND

Education and Training:

- | | |
|------|---|
| 2013 | Post-doctoral Fellowship, Department of Psychology
Georgetown University, Washington, DC
Mentors: Deborah A. Phillips, Ph.D. & Rebecca M. Ryan, Ph.D. |
| 2010 | Ph.D., Developmental Psychology, <i>with distinction</i>
Columbia University, New York, NY |
| 2008 | M.P.A., Social Policy
Columbia University, New York, NY |
| 2002 | B.A., Psychology and Government, <i>with highest honors</i>
Wesleyan University, Middletown, CT |

Professional Experience:

- | | |
|---------------------|---|
| May, 2019 – present | Associate Professor with Tenure
Department of Psychology
Georgetown University, Washington, DC |
| 2015 – present | Research Fellow,
Early Childhood Research Area
Child Trends, Bethesda, MD |
| 2013 – 2018 | Assistant Professor,
Department of Psychology
Georgetown University, Washington, DC |
| 2011 – 2013 | Post-doctoral Research Fellow,
Department of Psychology
Georgetown University, Washington, DC |
| 2004 – 2010 | Graduate Research Fellow,
National Center for Children and Families
Teachers College, Columbia University, New York, NY |

2002 – 2003 Trial Preparation Assistant,
Family Violence and Child Abuse Bureau
Office of the Manhattan District Attorney, New York, NY

Honors and Awards:

2017 Young Scholars Award
Foundation for Child Development

2016 Victoria S. Levin Award for Early Career Success in Young
Children's Mental Health
Society for Research in Child Development

2016; 2018 College Honors recipient
Georgetown College Academic Council

2016 Self-Sufficiency Research Clearinghouse Emerging Scholar
Office of Policy Research and Evaluation, Administration for
Children and Families, Department of Health and Human Services

2015 Early Career Research Contributions Award
Society for Research in Child Development

2011 Best Dissertation Award
American Psychological Association, Division 37

2009 – 2010 Columbia University Population Research Center Fellowship
Columbia University

2009 Betty Fairfax Professional Development Award
Teachers College, Columbia University

2009 Edward Zigler Research Scholarship
National Head Start Association

2008 Urie Bronfenbrenner Student Travel Award
Association for Public Policy Analysis and Management

2007 Christopher J. Hill MPA Award for Public Service Internship
School of International and Public Affairs, Columbia University

2004 – 2007 Scholarship Recipient, TC General Scholarship
Teachers College, Columbia University

2002 Walkley Prize for Excellence in the Psychology Major
Wesleyan University

2001 Howard Hughes Medical Institute Summer Research Fellowship
Wesleyan University

Professional Affiliations:

Association for Public Policy Analysis and Management
Society for Research in Child Development
American Psychological Association, Division 37
Work-Family Research Network
Child Care and Early Education Policy Research Consortium

SCHOLARSHIP AND RESEARCH

*denotes post-doctoral, graduate, or undergraduate student (at the time)

Peer Reviewed Publications:

Zanoni, W., & **Johnson, A.D.** (Accepted). Child care subsidy use and children's outcomes in middle school. *AERA Open*.

Schochet, O.N.*, & **Johnson, A.D.** (In press). The impact of child care subsidies on mothers' education outcomes. *Journal of Household and Economic Issues*.
doi.org/10.1007/s10834-019-09628-0

Johnson, A.D., Finch, J.E.*, & Phillips, D.A. (2019). Associations between publicly funded preschool and low-income children's kindergarten readiness: The moderating role of child temperament. *Developmental Psychology*, 55, 623-636.

Johnson, A.D., & Padilla C.* (2019). Child care instability and maternal depression: Exploring new avenues for supporting maternal mental health. *Academic Pediatrics*, 19, 18-26.

Johnson, A.D., & Markowitz, A.J.* (2018). Food insecurity and family wellbeing outcomes among households with young children. *The Journal of Pediatrics*, 196, 275-282.

Johnson, A.D., & Markowitz, A.J.* (2018). Associations between household food insecurity in early childhood and children's kindergarten skills. *Child Development*, 89, e1-e17.

Ha, Y., Ybarra, M., & **Johnson, A.D.** (2017). Variation in early cognitive development by maternal immigrant documentation status. *Early Childhood Research Quarterly*, 41, 184-195.

Johnson, A.D., Padilla, C.*, & Votruba-Drzal, E. (2017). Predictors of public early care and education use among children of low-income immigrants. *Children and Youth Services Review*, 73, 24-36.

Johnson, A.D., Markowitz, A.J.*, Hill, C.J., & Phillips, D.A. (2016). Variation in impacts of Tulsa pre-k on cognitive development in kindergarten: The role of instructional support. *Developmental Psychology*, 52, 2145-2158.

Johnson, A.D., & Ryan, R.M. (2015). The role of child care subsidies in the lives of low-income children. *Child Development Perspectives*, 9, 227-232.

Finch, J.E.*, **Johnson, A.D.**, & Phillips, D.A. (2015). Is sensitive caregiving in child care associated with children's effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly*, 31, 125-134.

Johnson, A.D., Han, W.J., & Ruhm, C., & Waldfogel, J. (2014). Child care subsidies and the school readiness of children of immigrants. *Child Development*, 85, 2140-2150.

Johnson, A.D., Martin, A., & Ryan, R.M. (2014). Child care subsidies and child care choices over time. *Child Development*, 85, 1843-1851.

Markowitz, A.J.*, Ryan, R.M., & **Johnson, A.D.** (2014). Child care subsidies and child care choices: What role does household structure play? *Children and Youth Services Review*, 36, 230-240.

Johnson, A.D., & Herbst, C.M. (2013). Can we trust parental reports of child care subsidy receipt? *Children and Youth Services Review*, 35, 984-993.

Johnson, A.D., Martin, A., & Brooks-Gunn, J. (2013). Child care subsidies and school readiness in kindergarten. *Child Development*, 84, 1806-1822.

Johnson, A.D., Ryan, R.M., & Brooks-Gunn, J. (2012). Child care subsidies: Do they impact the quality of care children experience? *Child Development*, 83, 1444-1461.

Holod, A., **Johnson, A.D.**, Martin, A., Gardner, M., & Brooks-Gunn, J. (2012). Contracts, vouchers, and child care subsidy stability: A preliminary look at associations between subsidy payment mechanism and stability of subsidy receipt. *Child and Youth Care Forum*, 41, 343-356.

Johnson, A.D., Martin, A., & Brooks-Gunn, J. (2011). Who uses child care subsidies? Comparing recipients to eligible non-recipients on family background characteristics and child care preferences. *Children and Youth Services Review*, 33, 1072-1083.

Ryan, R. M., **Johnson, A.D.**, Rigby, D.E., & Brooks-Gunn, J. (2011). The impact of child care subsidy use on child care type and quality. *Early Childhood Research Quarterly*, 26, 320-331.

Johnson, A.D., Martin, A., Brooks-Gunn, J., & Petrill, S.A. (2008). Order in the house! Associations among household chaos, the home literacy environment, maternal reading ability, and children's early reading. *Merrill-Palmer Quarterly*, 54, 445-472.

Book Chapters and Invited Reviews:

Johnson, A.D. (2017). Child Care and child development in the United States: Where have we come from, what do we know now, and where are we going? In E. Dearing & E. Votruba-Drzal (Eds.), *The Handbook of Early Childhood Development Programs, Practices, and Policies* (pp. 261-285). Oxford, UK: Wiley-Blackwell Publishers.

Johnson, A.D., & Brooks-Gunn, J. (2012). Child care and early education for low-income families: Choices and consequences. In V. Maholmes & R. King, (Eds.), *Oxford Handbook of Poverty and Child Development* (pp. 354-371). New York, NY: Oxford University Press.

Johnson, A.D., & Ryan, R.M. (2012). The impact of child care subsidies on the quality of care that two-year-old children experience. In A. Kalil, R. Haskins, & J. Chesters (Eds.), *Investing in children: Work, education, and social policy in two rich countries* (pp. 100-126). Washington, DC: The Brookings Institution.

Philipsen Hetzner, N.M., **Johnson, A.D., & Brooks-Gunn.** (2010). Poverty, effects on social and emotional development. In P. Petersen, E. Baker, & E. McGraw (Eds.), *International Encyclopedia of Education, 3rd edition* (pp. 643-652). Oxford: Elsevier.

Brooks-Gunn, J., **Johnson, A.D., & Leventhal, T.** (2010). Disorder, turbulence, and resources in children's homes and neighborhoods. In G.W. Evans & T.D. Wachs (Eds.), *Chaos and its influence on children's development: An ecological perspective* (pp. 155-170). Washington, DC: American Psychological Association.

Johnson, A.D., & Brooks-Gunn, J. (2009). Child care: Effects on the child. In R.A. Shweder (Ed.), *The Child: An Encyclopedic Companion*. (pp. 156-158). Chicago, IL: University of Chicago Press.

Johnson, A.D., Tarrant, K., & Brooks-Gunn, J. (2008). Early childhood education and care: An opportunity to enhance the lives of poor children. In D.R. Crane & T.B. Heaton (Eds.), *Handbook of Families and Poverty*. (pp. 82-103). Thousand Oakes, CA: Sage Publications.

Brooks-Gunn, J., & **Johnson, A.D.** (2006). G. Stanley Hall's contribution to science, practice, and policy: The Child Study, Parent Education, and Child Welfare Movements. *History of Psychology*, 9, 247-258.

Under Review/Revision:

Johnson, A.D., & Martin, A., & Schochet, O.N.* (Under 2nd review). Inside the classroom door: Understanding variation in classroom and workforce characteristics across publicly-funded center-based preschool settings.

Johnson, A.D., & Martin, A., & Schochet, O.N.* (Invited resubmission). How do early care and education workforce and classroom characteristics differ across subsidized center-based settings?

Johnson, A.D., Phillips, D.A., Schochet, O.N.*, Castle, S., & the Tulsa SEED Study Team. (Under 2nd review). To whom little is given, much is expected: ECE teacher stressors and supports as determinants of classroom quality

Johnson, A.D., Phillips, D.A., Partika, A.*, Castle, S., & the Tulsa SEED Study Team. (Under review). Everyday heroes: The personal and economic stressors of Early Care and Education teachers serving low-income children. (Under review).

Martin, A., **Johnson, A.D.**, & Castle, S. (Invited resubmission). Can high-quality public preschool improve low-income children's health?

Reilly, S.E.*, **Johnson, A.D.**, & Luk, G. (Under 2nd review). Head Start instructional quality and experiences for DLL children: What predicts kindergarten language and literacy skills?

Schochet, O.N.*, **Johnson, A.D.**, & Phillips, D.A. (Under review). Estimating the impacts of early care and education settings on the kindergarten outcomes of low-income children with or at-risk for special needs.

In Preparation:

Johnson, A.D., Phillips, D.A., Partika, A., Hutchison, J., Horm, D., & the Tulsa SEED Study Team. Stress begets stress? Associations between pre-k teacher stress and pre-k students' cognitive and behavioral self-regulatory skills.

Markowitz, A.J., & **Johnson, A.D.** Unpacking associations between food insecurity, family stress, and children's kindergarten skills: An exploration using national data.

Phillips, D.A., **Johnson, A.D.**, Hutchison, J., & Horm, D. & the Tulsa SEED Study Team. Pre-k classroom self-regulatory supports and children's self-regulatory skills.

Phillips, D.A., **Johnson, A.D.**, Hutchison, J., & Horm, D. & the Tulsa SEED Study Team. Patterns of migration and enrollment across the 3- and 4-year old preschool years among low-income children in public center-based settings.

Schochet, O.N.* & **Johnson, A.D.** Increases in maternal education across early childhood predict enhanced child cognitive, social, and health outcomes in kindergarten.

Reports, Policy Briefs, and Working Papers:

Johnson, A.D., Phillips, D.A., & Schochet, O.N.* (2018). *An Evaluation Roadmap for Optimizing Pre-K Programs*. Washington, DC: The Brookings Institution.

Phillips, D.A., **Johnson, A.D.**, Weiland, C., & Hutchison, J.E. (2017). *Public preschool in a more diverse America: Implications for next generation evaluation research*. Poverty Solutions Working Paper Series, #2-17. Ann Arbor, MI: University of Michigan.

Johnson, A.D., & Herbst, C.M. (2012). *Can we trust parental reports of child care subsidy receipt?* Washington, DC: Office of Policy Research and Evaluation, U.S. Department of Health and Human Services.

Ha, Y., & **Johnson, A.D.** (2012). *Studying child care subsidies with secondary data sources*. Washington, DC: Office of Policy Research and Evaluation, U.S. Department of Health and Human Services.

Invited Talks:

Johnson, A.D. (2017, November 16). *Correlates and outcomes of early childhood food insecurity for low-income families and children*. Catholic Health Initiatives, St. Joseph's Children's Health, Lancaster, PA.

Johnson, A.D. (2017, May 5). *Correlates and outcomes of early childhood food insecurity for low-income families and children*. Building Health Communities Initiative, Del Norte County and Adjacent Tribal Lands, Del Norte, CA.

Johnson, A.D. (2016, October 18). *The role of child care subsidies in the lives of low-income children*. University of Virginia, Department of Psychology.

Johnson, A.D. (2016, September 14). *The role of child care subsidies in the lives of low-income children*. University of Maryland, program in Human Development and Quantitative Methodology.

Johnson, A.D. (2016, May 25). *The role of child care subsidies in the lives of low-income children*. Emerging Scholars Presentation, Child Trends/Office of Policy Research and Evaluation, Administration for Children and Families, U.S. Dept. of Health and Human Services.

Johnson, A.D. (2016, April 27). *The role of child care subsidies in the lives of low-income children*. George Mason University, program in Applied Developmental Psychology.

Johnson, A.D. (2015, December). *The role of child care subsidy policy in promoting child care quality and stability*. Child Care Policy Research Consortium, Washington, DC.

Johnson, A.D., Martin, A., & Ryan, R. M. (2014, July). *Longitudinal associations between child care subsidy receipt and child care choices*. Invited panel presented at the Head Start Research Conference, Washington, DC.

Johnson, A.D. (2012, October). *Early childhood programs*. American University School of Public Affairs. Guest lecture, Program Evaluation.

Johnson, A.D. & Ryan, R.M. (2011, January). *The impact of child care subsidies on the quality of care 2-year-old children experience*. Advancing Child and Family Policy through Research conference, Canberra, Australia (presented by Rebecca Ryan).

Johnson, A.D., & Ryan, R.M. (2009, November). Varying approaches for estimating effects of child care subsidies on child care experiences. Child Care Policy Research Consortium, Washington, DC.

Conference Presentations (last 10 years only):

Johnson, A.D., Schochet, O.N., Partika, A., Castle, S., Horm, D., & Phillips, D.A. (March, 2019). *To Whom Little Is Given, Much Is Expected: ECE Workforce Supports and Wellbeing and the Classroom Processes They Drive*. Paper presented at the Society for Research in Child Development biennial meeting, Baltimore, MD.

Phillips, D.A., Hutchison, J., Castle, S., Schochet, O.N., & **Johnson, A.D.** (March, 2019). *Patterns of Enrollment, Migration, and Classroom Experiences across 3- and 4-year-old Publicly-Funded Preschool*. Paper presented at the Society for Research in Child Development biennial meeting, Baltimore, MD.

Partika, A., **Johnson, A.D.**, Schochet, O.N., Hutchison, J., Dericks, A., & Castle, S. (March, 2019). *Effects of Preschool Classroom Supports on the Language Skills of Dual Language Learners*. Paper presented at the Society for Research in Child Development biennial meeting, Baltimore, MD.

Johnson, A.D., & Markowitz, A.J. (March, 2019). *Understanding Associations Between Food Insecurity And Family And Child Wellbeing*. Paper presented at the Society for Research in Child Development biennial meeting, Baltimore, MD.

Castle, S., Hutchison, J.*, Phillips, D.A., Schochet, O.N.*, & **Johnson, A.D.** (November, 2018). *Patterns of Enrollment, Migration, and Classroom Experiences across 3- and 4-Year-Old Publicly-Funded Preschool in Tulsa, OK*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Schochet, O.N.*, & **Johnson, A.D.** (2018, November). *Increases in maternal education across early childhood enhance children's cognitive, social, and health outcomes in kindergarten*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Schochet, O.N.*, & **Johnson, A.D.** (2018, June). *Child care subsidies and low-income mothers' human capital improvement*. Paper presented at the National Research Conference on Early Education, Arlington, VA.

Johnson, A.D., Decker, C., & Phillips, D. (2017, November). *Project SEED: A Researcher-Practitioner Partnership in Tulsa, OK*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Chicago, IL.

Schochet, O.N.*, & **Johnson, A.D.** (2017, November). *Impacts of child care subsidies on low-income mothers' educational attainment*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Chicago, IL.

Zanoni, W., & **Johnson, A.D.** (2017, November). *Child care subsidies and the long-term achievement of low-income children*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Chicago, IL.

Johnson, A.D., & Markowitz, A.J. (2017, April). *What explains negative effects of food insecurity on children? Identifying family-level mechanisms*. Paper presented at the Society for Research in Child Development biennial meeting, Austin, TX.

Johnson, A.D., Martin, A., & Schochet, O.N.* (2017, April). *Variation in ECE workforce characteristics across subsidized arrangements*. Paper presented at the Society for Research in Child Development biennial meeting, Austin, TX.

Johnson, A.D., & Padilla, C.* (2017, April). *Child care instability and maternal depression: Exploring a new policy pathway for supporting family wellbeing*. Paper presented at the Society for Research in Child Development biennial meeting, Austin, TX.

Zanoni, W., & **Johnson, A.D.** (2017, April). *Child care subsidies and the long-term achievement of low-income children*. Paper presented at the Society for Research in Child Development biennial meeting, Austin, TX.

Johnson, A.D., & Markowitz, A.J.*. (2016, November). *What explains negative effects of food insecurity on children? Identifying family-level mechanisms*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, D.C. (panel chair).

Padilla, C.*, & **Johnson, A.D.** (2016, November). *Prevalence of and associations between child care instability and maternal depression among low-income Hispanic families*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, D.C.

Johnson, A.D., Finch, J.E.*, & Phillips, D.A. (2015, November). *Publicly-funded preschool and school readiness for low-income children: The moderating role of child temperament*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Miami, FL.

Johnson, A.D., Markowitz, A.J.*, & Gordon, R.A. (2015, November). *Patterns and predictors of food assistance and food insecurity across early childhood*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Miami, FL.

Johnson, A.D., Finch, J.E.*, & Phillips, D.A. (2015, April). *Associations between child care experiences and kindergarten readiness in a low-income sample: Moderation by child*

temperament. Poster, biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Johnson, A.D., & Phillips, D. A. (2015, April). *Publicly-funded center-based early care and education and the school readiness of special needs children*. Paper presented at the Society for Research in Child Development biennial meeting, Philadelphia, PA.

Reilly, S.E.* & **Johnson, A.D.** (2015, April). *Head Start instructional quality and experiences for DLL children: What predicts kindergarten language and literacy skills?* Poster, biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

Johnson, A.D. & Markowitz, A.J.* (2014, November). *Is food insecurity in early childhood associated with kindergarten school readiness outcomes?* Paper presented at the Association for Public Policy Analysis and Management annual meeting, Albuquerque, NM.

Johnson, A.D., Markowitz, A.J.*, & Gordon, R.A. (2014, November). *Catch you before you fall? Combining food assistance programs to reduce school readiness gaps*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Albuquerque, NM.

Pilkauskas, N.V. & **Johnson, A.D.** *Associations between material hardship and school readiness*. (2014, November). Paper presented at the Association for Public Policy Analysis and Management annual meeting, Albuquerque, NM.

Johnson, A.D., & Markowitz, A.J.* (2014, April). *Is food insecurity in early childhood associated with kindergarten school readiness outcomes?* Poster, Society for Research in Child Development Special Topics Meeting on Policy and Practice, Alexandria, VA.

Johnson, A.D., & Phillips, D.A. (2013, November). *Center-based early care and education and the school readiness of children with special needs*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Johnson, A.D., Markowitz, A.J.*, Hill, C.J., & Phillips, D.A. (2013, November). *How does high-quality public pre-k influence academic gains?* Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Johnson, A.D., & Markowitz, A.J.* (2013, November). *Is food insecurity in early childhood associated with kindergarten school readiness outcomes?* Poster, annual meeting of the Association for Public Policy Analysis and Management, Washington, DC.

Johnson, A.D., Finch, J.E.*, & Phillips, D.A. (2013, April). *Associations between child care experiences and kindergarten readiness in a low-income sample: Moderation by child temperament*. Paper presented at the Society for Research in Child Development biennial meeting, Seattle, WA.

Johnson, A.D., & Votruba-Drzal, E. (2013, April). *Early care and education among low-income children of immigrants: Determinants and consequences*. Paper presented at the Society for Research in Child Development biennial meeting, Seattle, WA.

Johnson, A.D., Martin, A., & Ryan, R.M. (2012, November). *Child care subsidies and child care choices over time*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Baltimore, MD.

Johnson, A.D., & Votruba-Drzal, E. (2012, November). *Publicly-funded early care and education use among low-income immigrant families*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Baltimore, MD.

Markowitz, A.J., Ryan, R.M., & **Johnson, A.D.** (2012, November). *Child care subsidies and child care choices: What role does household structure play?* Paper presented at the Association for Public Policy Analysis and Management annual meeting, Baltimore, MD.

Johnson, A.D., & Ryan, R.M. (2012, May). *Child care subsidies and child care quality: Can subsidies shift children in higher quality care?* Paper presented at the Administration for Children and Families (ACF) Welfare Research and Evaluation Meeting, Washington, DC.

Johnson, A.D., & Phillips, D.A. (2012, March). *Center-based early care and education and the school readiness of special needs children*. Paper presented at the Eastern Psychological Association meeting, Pittsburgh, PA.

Johnson, A.D., Han, W., Ruhm, C., & Waldfogel, J. (2011, November). *Child care subsidies and school readiness in kindergarten: Getting inside the black box*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Johnson, A.D. & Votruba-Drzal, E. (2011, November). *Immigrant families and child care subsidy receipt*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Washington, DC.

Johnson, A.D. & Ryan, R.M. (2010, November). *Child care subsidies and child care quality: Effects at age 2 and preschool*. Paper presented at the Association for Public Policy Analysis and Management annual meeting, Boston, MA.

Johnson, A.D. & Ryan, R.M. (2010, June). *Child care subsidies and child care quality: Effects at age 2 and preschool*. Paper presented at the Head Start Research Conference biennial meeting, Washington, DC.

Johnson, A.D. (2010, March). *Child care subsidies: Do they impact the quality of care children experience?* Paper presented at the American Education Finance Association annual meeting, Richmond, VA.

Johnson, A.D. (2009, November). *Who uses child care subsidies? Comparing recipients to eligible non-recipients on Family characteristics and child care preferences*. Poster, annual meeting of the Association for Public Policy Analysis and Management, Washington, DC. (Winner of 1 of 3 “Best Poster” awards).

Johnson, A.D. (2009, October). *Who uses child care subsidies? Comparing recipients to eligible non-recipients on family characteristics and child care preferences*. Poster, annual meeting of the Child Care Policy Research Consortium, Department of Health and Human Services, Washington, DC.

Johnson, A.D., & Brooks-Gunn, J. (2009, April). *Patterns of child care subsidy use among low-income working families in New York City*. Poster, biennial meeting of the Society for Research in Child Development, Denver, CO.

Ryan, R.M., **Johnson, A.D.,** Rigby, E., & Brooks-Gunn, J. (2009, April). *The impact of child care subsidy use on child care type and quality in Fragile Families*. Paper presented at the Society for Research in Child Development biennial meeting, Denver, CO.

Tarrant, K.C., **Johnson, A.D.,** & Philipsen, N. (2009, April). *Creating a comprehensive early childhood quality assessment system: An analysis of three measures*. Paper presented at the Society for Research in Child Development biennial meeting, Denver, CO.

External Research Grants (total direct + indirect costs in parenthesis):

Summary: Since arriving at Georgetown in 2013, my research has been continuously grant-funded for a total of over \$5 million.

Current Support

2018 – 2023	Principal Investigator , Eunice Kenney Shriver National Institute of Child Health and Human Development (NICHD) R01 HD092324-01A1 “The role of self-regulation and classroom self-regulatory supports in early education” (\$2,700,000)
2017 – 2021	Principal Investigator , Spencer Foundation Lyle Spencer Research Program “Up, up, and away: Malleable features of pre-k and primary classrooms and their contributions to sustained benefits for vulnerable children.” (\$1,000,000)
2017 – 2020	Principal Investigator , Foundation for Child Development Young Scholars Program “Understanding the publicly funded ECE workforce’s experiences and wellbeing: Implications for vulnerable children’s school readiness” (\$222,000)

2017 – 2018	Co-Investigator , Heising-Simons Foundation “Capturing the next stage of pre-k education: A study of four-year olds in Tulsa, Oklahoma” (\$494,761)
2016 – 2017	Co-Investigator , Heising-Simons Foundation “Capturing the first stage of pre-k education: A study of three-year olds in Tulsa, Oklahoma” (\$447,017)
2015 – 2018	Principal Investigator , Department of Health and Human Services, Administration for Children and Families “Inside the classroom door: Understanding child care workforce and classroom characteristics experienced by children in subsidized care” (\$146,913) (no-cost extension through February, 2018)
2015 – 2017	Co-Investigator , Department of Health and Human Services, Administration for Children and Families “Child care subsidies and the long-term achievement of low-income children” (\$149,994)
2015 – 2017	Co-Investigator , Russell Sage Foundation “Inequality in parental investments by biological vulnerability: Implications for the socioeconomic gap in children’s school readiness” (\$84,725)
Prior Support	
2014 – 2015	Principal Investigator , Institute for Research on Poverty RIDGE Center for National Food and Nutrition Assistance “Patterns of food assistance program participation across early childhood and associations with food insecurity and kindergarten wellbeing” (\$40,000)
2011 – 2013	Principal Investigator , Eunice Kenney Shriver National Institute of Child Health and Human Development (NICHD) Individual National Research Service Award (NRSA) “Child care quality and school readiness: the role of child-level vulnerability” (\$143,670)
2009 – 2011	Principal Investigator , Department of Health and Human Services, Administration for Children and Families “Child care subsidies: Who uses them and what do they buy low-income children and families?” (\$43,817)
2009 – 2010	Principal Investigator , Horowitz Foundation for Social Policy “Child care subsidies: Who uses them and what do they buy low-income families and children?” (\$5,000)

Internal Research Grants:

2015	Principal Investigator , Georgetown University Summer Academic Grant "Child care stability and maternal depression: A preliminary exploration of a protective factor for maternal mental illness" (\$9,500)
2014 – 2015	Principal Investigator , Georgetown University Reflective Engagement in the Public Interest Grant "Informing the next decade of public pre-kindergarten design and evaluation" (\$29,400)
2014	Principal Investigator , Georgetown University Summer Academic Grant "Center-based early care and education for children with special needs" (\$9,500)
2009 – 2010	Principal Investigator , Office of Policy and Research Teachers College, Columbia University (\$6,000)
2009	Principal Investigator , Dean's Grant for Student Research Teachers College, Columbia University (\$2,000)

Journal Reviewer:

Child Development
Children and Youth Services Review
Child and Youth Care Forum
Developmental Psychology
Early Childhood Research Quarterly
Maternal and Child Health Journal
Social Science Research
Journal of Family Issues
Demography

TEACHING ACTIVITIES

Courses:

2012 – present	Children, Science, and Policy – PSYC 365 (Undergraduate seminar course – Fall 2012, Fall 2013, Fall 2014, Fall 2015, Spring 2017, Spring 2018, Fall 2018)
2014 – present	Lifespan Development – PSYC 153 (Undergraduate lecture course – Fall 2014, Fall 2017, Fall 2018)

2014 – present General Psychology – PSYC 001 (Undergraduate lecture course – Fall 2014, Spring 2015, Fall 2015, Spring 2017, Spring 2018)

Mentorship:

Graduate

2018 – present Anne Partika
 2016 – present Owen Schochet
 2015 – present Christina Padilla (primary mentor: Rebecca Ryan)
 2013 – 2016 Anna J. Markowitz; currently post-doctoral fellow, University of Virginia Curry School of Education (primary mentor: Rebecca Ryan)

Undergraduate

Honors thesis primary mentor

2017 Bria Marley (graduated May 2017)

 2015 Shannon Reilly (now in Ph.D. graduate program at the University of Virginia)

 2013 Jenna Finch (beginning faculty position in fall 2018, Department of Psychology, University of Nebraska – Lincoln)
 *primary mentor while Deborah Phillips was on leave, 2012-2013

Other research advisement

2018 Regan Donecker, Summer Undergraduate Research Fellow, McDonough School of Business

 2018-2019 Ariella Grosse, independent research project
 2018-2019 Elizabeth Capobianco, independent research project

SERVICE

University:

2018 – 2020 Georgetown University Graduate Research Steering Committee

Department:

2017 – Present Director, Georgetown Undergraduate Honors Program

 2017 – 2018 Co-Director, Georgetown Psi Chi, the National Undergraduate Honors Society in Psychology

	Member, Psychology Department Search Committee, Assistant Professor in Health and Context
2017	Organized non-academic careers information session for Psychology majors and other interested undergraduates
2015 – 2016	Faculty liaison to the Georgetown University Library
2014 – 2015	Organized graduate school information session for Psychology majors
2013	Panelist, information session on careers in Psychology
<u>Community:</u>	
2018 – present	Consultant, PowerPacks Project/Hunger Free Lancaster initiative Lancaster, PA
2017	Advisor, Building Healthy Communities, Del Norte and Adjacent Tribal Lands, CA
January 2017	Member, technical review panel, National Household Education Survey (NHES)
2016 – 2017	Consultant, Oklahoma Department of Human Services, Child Care Services
2016 – present	Consultant, MDRC (Supporting Working Families Initiatives Evaluation, Dept. of Labor).
2015	Consultant (informal), Government Accountability Office, Education, Workforce, and Income Security Issues department
2015 – present	Research Fellow, Child Trends (early childhood research area)
2009 – 2012	Steering Committee member, University-based Child and Family Policy Consortium
2009 – 2013	Student/Early Career representative, Committee on Policy and Communications, Society for Research in Child Development
2008 – 2016	Steering Committee member, Child Care Policy Research Consortium

AMY O'HARA
Curriculum Vitae

Massive Data Institute
Georgetown University
Washington DC 20057

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amy.ohara@georgetown.edu

EMPLOYMENT

Georgetown University

Research Professor, Massive Data Institute, 2018 - present
Director, Federal Statistical Research Data Center, 2018 - present

Stanford University

Senior Research Scholar, Stanford Institute for Economic Policy Research, 2017- 2018
Associate Director for Data, Stanford Center for Population Health Sciences, 2017-2018

U.S. Census Bureau

Chief, Center for Administrative Records Research and Applications, 2014-2017
Acting Chief, Center for Administrative Records Research and Applications, 2011-2014
Economist and Statistician, 2004-2011

EDUCATION

University of Notre Dame

Ph.D. in economics, 2003
M.A. in economics, 1998

State University of New York College at Buffalo

B.S. in economics, 1996

PUBLICATIONS

Medalia, Carla, Bruce Meyer, Amy O'Hara, and Derek Wu. 2019. "Linking Survey and Administrative Data to Measure Income, Inequality, and Mobility." *International Journal of Population Data Science*, 4(1):1-8.

Massey, Catherine, Katie Genadek, J. Trent Alexander, Todd Gardner, and Amy O'Hara. 2018. "Linking the 1940 U.S. Census with Modern Data." *Historical Methods: A Journal of Quantitative and Interdisciplinary History*, 51(4):246-257.

O'Hara, Amy, and Carla Medalia. 2018. "Data Sharing in the Federal Statistical System: Impediments and Possibilities." *The ANNALS of the American Academy of Political and Social Science*, 675(1):138-150.

Culbertson, Adam, Satyender Goel, Amy O'Hara et al. 2017. "The Building Blocks of Interoperability: A Multisite Analysis of Patient Demographic Attributes Available for Matching." *Applied Clinical Informatics* 8(2):322-336.

O'Hara, Amy, Rachel Shattuck, and Robert Goerge. 2017. "Linking Federal Surveys with Administrative Data to Improve Research on Families." *The ANNALS of the American Academy of Political and Social Science* 669(1):63-74.

Jarmin, Ron, and Amy O'Hara. 2016. "Big Data and the Transformation of Public Policy Analysis" and "Counterpoint to 'Big Data For Public Policy: The Quadruple Helix.'" *Journal of Policy Analysis and Management* 35(3): 715-721 and 725-727.

Jones, Maggie, and Amy O'Hara. 2016. "Do Doubled-Up Families Minimize Household-Level Tax Burden?" *National Tax Journal* 69(3): 613-640.

Johnson, David, Catherine Massey, and Amy O'Hara. 2014. "The Opportunities and Challenges of Using Administrative Data Linkages to Evaluate Mobility." *The ANNALS of the American Academy of Political and Social Science* 657(1): 247-264.

WORKS IN PROGRESS

Fidler, Fiona, Simine Vazire, Alexander Etz, Gary Klein, Richard Lempert, Arthur Lupia, Amy O'Hara et al. "Developing, Validating, and Obtaining Stakeholder Buy-in for Criteria for Applying Social Science to Policymaking." OSF Preprints.

O'Hara, Amy. "Administrative Data Censuses in US States." In preparation.

O'Hara, Amy and Quentin Brummet. "The Differential Privacy Corner: What Has the US Backed Itself Into?" In preparation.

O'Hara, Amy. "Observing and Linking Household Relationships Across US Data Sources." In preparation. Uses decennial census, IRS 1040, Medicare, and Social Security Administration data.

REPORTS AND PERMANENT WORKING PAPERS

Postsecondary Data Infrastructure: What is Possible Today. Institute for Higher Education Policy. June 2019.

Developing, Validating, and Obtaining Stakeholder Buy-in for Criteria for Applying Social Science to Policymaking. With Fiona Fidler, Simine Vazire, Alexander Etz, Gary Klein, Richard Lempert, and Arthur Lupia. OSF Preprints. November 2018.

Preliminary Research for Replacing or Supplementing the Income Question on the American Community Survey with Administrative Records. With C. Adam Bee and Joshua Mitchell. 2016. American Community Survey Research and Evaluation Report Memorandum Series #ACS16-RER-6.

Using the Census to Evaluate Administrative Records and Vice Versa. With J. David Brown and Jennifer H. Childs. 2015. Proceedings of the 2015 Federal Committee on Statistical Methodology Research Conference.

Challenges to Evidence-Based Policy Making in the Decentralized U.S. Statistical System. With Nancy Potok and Ron Jarmin. 2014. Invited Paper for the Ninth International Conference on Teaching Statistics.

Person Matching in Historical Files using the Census Bureau's Person Validation System. With Catherine G. Massey. 2014. Center for Administrative Records Research and Applications Working Paper No. 2014-11.

The Nature of the Bias When Studying Only Linkable Person Records: Evidence from the American Community Survey. With Brittany J. Bond, J. David Brown, and Adela Luque. 2014. Center for Administrative Records Research and Applications Working Paper No. 2014-08.

2010 Census Match Study. With Sonya Rastogi. 2012. 2010 Census Program of Evaluations and Experiments, 2010 Census Planning Memoranda Series No. 247.

Taking Account of Housing in Measures of Household Income. With Kathleen Short and Scott Susin. 2007. Social, Economics, and Household Statistics Division Working Paper No. 2007-02.

The Effects of Taxes and Transfers on Income and Poverty in the United States: 2005. With Joseph Dalaker. 2007. P-60 Census Bureau Report.

Allocated Values in Linked Files. 2007. Proceedings of the 2007 Federal Committee on Statistical Methodology Research Conference.

Tax Variable Imputation in the Current Population Survey. 2006. Proceedings of the 2006 IRS Research Conference.

Evaluation of CPS Tax Simulation Using Administrative IRS Data. 2005. Proceedings of the 2005 Federal Committee on Statistical Methodology Research Conference.

New Methods for Simulating CPS Taxes. 2004. Census Bureau Working Paper.

ORIGINAL DATA RESOURCES

Census Longitudinal Infrastructure Project (CLIP), Preliminary Release. U.S. Census Bureau. 2015. Co-founded CLIP to provide linked microdata from three decennial censuses, two household surveys (Current Population Survey and American Community Survey), and administrative records files from seven federal programs for researchers.

Parent-Child Pointer File (Census Kidlink), Preliminary Release. U.S. Census Bureau. 2013. The Census Kidlink file consists of parent-child linkages observed in Social Security card application data validated with IRS 1040 data. Census Bureau linkage keys are appended to mother-child and father-child relationships. The data are currently used in research projects, survey operations, and decennial census operations.

INVITED PRESENTATIONS

How Might Government Data be Leveraged for the Public Good? Brown Policy Lab, Rhode Island Office of Management and Budget. June 2019.

Supporting Data Access Within and Across Agencies. Committee for National Statistics. National Statistics for Public Policy Seminar. May 2019.

Implementation Issues for Secure Multiparty Computation. Will Secure Multiparty Computation Reshape Data Privacy? Open Technology Institute. April 2018.

Merging “Organic” and Administrative Data with Traditional Social Science Data. National Science Foundation Directorate for Social, Behavioral, and Economic Sciences Advisory Committee Meeting. October 2017.

The New Multiple Data Sources Paradigm for Federal Statistics: Progress and Prospects. Joint Statistical Meetings. August 2017.

The U.S. Census Bureau's Linkage Infrastructure: Overview and New Challenges. Data Linkage: Techniques, Challenges, and Applications, Newton Institute for Mathematical Sciences. September 2016.

The Opportunities and Challenges of Using and Linking Data. White House Office of Social Innovation Workshop. September 2016.

The Census Bureau Linkage Infrastructure. Joint Statistical Meetings. August 2016.

The Census Bureau Linkage Infrastructure. Pay for Success Convening, U.S. Department of Education. June 2016.

Use of Administrative Records to Reduce Burden and Improve Quality. Workshop on Respondent Burden in the American Community Survey. March 2016.

Census Bureau Efforts to Utilize and Share Data. The Promises and Challenges of Administrative Data in Social Policy Research, Department of Health and Human Services. October 2015.

Person Identification Validation System: the 2010 Census and the Coverage of Administrative Records. Inter-American Development Bank Conference on the Statistical Use of Administrative Registers. September 2015.

American Community Survey Administrative Records Research, Association of Public Data Users. September 2015.

Help Wanted. Keynote for Federal Computer Assisted Survey Information Collection Workshop. March 2015.

Data Integration to Evaluate Food Security Programs. Staff briefing for House Agriculture Committee. March 2015.

Data Access for Statistical Use of the National Directory of New Hires. Staff briefing for Senate Finance Committee. May 2015.

Information is Driving Innovation: How the Census Bureau is Integrating Administrative Records in the 2020 Census and Beyond. Staff briefing for House Appropriations Committee. March 2015.

Census Bureau Uses of New Data Sources. Privacy Working Group. February 2014.

Acquiring and Protecting Administrative Records: Current Programs and the Future. Future of Privacy Forum. September 2014.

GRANTS AND INSTITUTIONAL AWARDS

State Population Estimate Benchmarking (Co-Principal Investigator), funding by the Alfred P. Sloan Foundation, 2019-2021, \$600,000

Administrative Data Research Institute (Principal Investigator), funded by the Alfred P. Sloan Foundation, 2018-2020, \$1.7 million

2013 Gold Medal, U.S. Department of Commerce

2012 Arthur S. Flemming Award for Leadership and Management in Government Service

2010 Bronze Medal, U.S. Department of Commerce

PROFESSIONAL SERVICE

Invited Member, Health and Retirement Survey Data Monitoring Committee, 2019-2021

Invited Member, Evaluation Advisory Group, Future Skills Centre, 2019-2024

Canadian Future Skills Centre Evaluation Advisory Committee, 2019-present

Dutch Open Data Infrastructure for Social Science and Economic Innovations Advisory Board, 2020-2024

Invited Member, Panel on Improving Consumer Data for Food and Nutrition Policy Research for the Economic Research Service, 2018-present

Member, National Bureau of Economic Research Conference on Research in Income and Wealth

Invited Member, Panel on Modernizing the Nation's Crime Statistics, National Academies of Science, Engineering, and Medicine, 2013-2018

Criminal Justice Administrative Records System Board of Directors, University of Michigan, 2016-present

Manuscript reviewer for Journal of Human Resources, International Journal of Population and Data Science, Journal of Research on Educational Effectiveness, and Statistics and Public Policy

GEORGETOWN UNIVERSITY SCHOOL OF MEDICINE

***CURRICULUM VITAE* TEMPLATE
APPLICATIONS FOR
FACULTY APPOINTMENT/PROMOTION**

Deborah F. Perry, Ph.D., MA

Center for Child and Human Development

Georgetown University

3300 Whitehaven Street, NW

Suite 3300

Washington DC 20007

202-687-5062; 202-687-8899 (f)

dfp2@georgetown.edu

1. PERSONAL INFORMATION

A. Education:

Undergraduate: Vassar College, Poughkeepsie NY, 1981-1985, BA, psychology

Graduate Education: New School for Social Research, NYC NY, 1986-1987, MA, psychology

Johns Hopkins Bloomberg School of Public Health, Baltimore MD, 1996-
2000, PhD, Maternal and Child Health

B. Professional Experience:

Research Professor, Georgetown University Center for Child and Human Development, July
2016 to present

Research Associate Professor, Georgetown University Center for Child and Human
Development, January 2009 through July 2016

Adjunct Lecturer, Department of Population and Family Health Sciences, Johns Hopkins
Bloomberg School of Public Health, January 2009 to May 2011

Assistant Professor, Department of Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health, September 2006 to January 2009

Research Assistant Professor, Center for Child and Human Development, Georgetown University, September 2000 to August 2006

Adjunct Lecturer, Department of Population and Family Health Sciences, Johns Hopkins Bloomberg School of Public Health, September 2000 to August 2006

Research Assistant, Department of Maternal and Child Health, Johns Hopkins Bloomberg School of Public Health, September 1996 to June 2000

Senior Policy Analyst, Health Policy Studies Division, National Governors' Association, September 1994 to July 1996

Research Instructor, Center for Child and Human Development, Georgetown University, November 1991 to September 1994

Policy Analyst, National Association of State Directors of Special Education, May 1998 to November 1991

Research Assistant, Psychology Department, New School for Social Research, September 1986-December 1987

Budget and Policy Analyst, Special Education Division, New York City Board of Education, September 1985-December 1986

E. Languages Spoken: *Spanish (intermediate level)*

2. RESEARCH AND SCHOLARLY ACTIVITIES

A. Publications:

i. Original Papers in Refereed Journals

Tandon, S.D., **Perry, D.F.**, Edwards, K., Mendelson, T.; SCRIPT Advisory Panel. (2019, November). Developing a Model to Address Mental Health, Substance Use, and Intimate Partner Violence Among Home Visiting Clients. *Health Promotion and Practice*. DOI: 10.1177/1524839919886293.

Tandon, S. D., Leis, J. A., Ward, E. A., Snyder, H., Mendelson, T., **Perry, D. F.**, Carter, M., Hamil, J. & Le, H. N. (2018). Adaptation of an evidence-based postpartum depression intervention: feasibility and acceptability of mothers and babies 1-on-1. *BMC pregnancy and childbirth*, 18(1), 93.

Conners-Burrow, N., McKelvey, L.M., **Perry, D.F.**, Whiteside-Mansell, L., Kraleti, S., Mesman, G., Holmes, K., & Kyzer, A. Low-level symptoms of depression in mothers of young children are associated with behavior problems in middle childhood. *Maternal and Child Health Journal*. (2016); 20:516-524.

Le, L. T., Anthony, B. J., Bronheim, S. M., Holland, C. M., & **Perry, D. F.** A technical assistance model for guiding service and systems change. *The Journal of Behavioral Health Services & Research*, (2016); 43: 380-395.

Perry, D. F., Le, H. N., Villamil, C., Yengo, J., & Boateng, A. O. Policy and practice: integrating perinatal depression screening into WIC at a federally qualified health center. *Progress in Community Health Partnerships: Research, Education, and Action*, (2015); 9:253-260.

Le, H.N., **Perry, D.F.**, Mendelson, T., Tandon, S.D., & Munoz, R. Preventing perinatal depression in high risk women: moving the Mothers and Babies course from clinical trials to community implementation. *Maternal and Child Health Journal*. (2015); 19: 2102-2110.

Leis, J.A., Solomon, B.S., Wasserman, K.E., Carter, T.N., Mendelson, T., **Perry, D.F.**, Tandon, S.D. Preventing postpartum depression in a pediatric primary care clinic: A pilot study. *Clinical Pediatrics*. (2015); 43:487-90.

Joseph, H.* , Le, H. N., & **Perry, D.F.** The relationship between maternal weight pre-pregnancy, weight gain during pregnancy and risk for early childhood obesity in Latina immigrant women. *Journal of Women's Health*. (2015); 24: 22-23.

Lieberman, K*., Le, H. N., & **Perry, D.F.** A systematic review of perinatal depression interventions for adolescent mothers. *Journal of Adolescence*. (2014); 37: 1227-1235.

Gonzales, F. A.* , Le, H. N., & **Perry, D.F.** Using an optimality index to understand perinatal health disparities: A pilot study with Latina immigrants. *Journal of Transcultural Nursing*. (2014); 25: 265-272.

Alexander, L. A., Rodríguez, M. F., **Perry, D.F.**, & Le, H. N. The latent symptom structure of the Beck Depression Inventory: Second edition in Latina pregnant women. *Maternal and Child Health Journal*. (2014); 18: 1132-1141.

Goodson, B.D., Mackrain, M., **Perry, D.F.**, O'Brien, K., & Gwaltney, M.K. Enhancing home visiting with mental health consultation. *Pediatrics*. (2013); 132: S180-190.

Mendelson, T., Leis, J., **Perry, D.F.**, Stuart, E.A., & Tandon, S.D. Impact of a preventive intervention for perinatal depression on mood regulation, social support, and coping. *Archives of Women's Mental Health*. (2013); 16: 211-218.

Le, H. N., **Perry, D.F.**, Genovez, M*., & Cardeli, E.* In their own voices: Latinas' experiences with a randomized controlled trial to prevent perinatal depression. *Qualitative Health Research*. (2013); 23: 834-846.

Pooler, J., **Perry, D.F.** & Ghandour, R. Prevalence and Risk Factors for Postpartum Depressive Symptoms Among Women Enrolled in WIC. *Maternal and Child Health Journal*. (2013); 10: 1969-80.

Kaufmann, R., **Perry, D.F.**, Hepburn, K., & Duran, F. Moving toward fidelity: defining the essential features of effective early childhood mental health consultation programs. *Infant Mental Health Journal*. (2012); 33: 274-282.

Tandon, S.D., Cluxton-Keller, F., Leis, J., Le, H.N., & **Perry, D.F.** A comparison of three screening tools to identify perinatal depression among low-income African American women. *Journal of Affective Disorders*. (2012); 136: 155-162.

Tandon, S.D., **Perry, D.F.**, Mendelson, T., Leis, J. & Kemp, K. Preventing perinatal depression in low-income home visiting clients: a randomized controlled trial. *Journal of Consulting and Clinical Psychology*. (2011); 79: 707-712.

Perry, D.F., Nicholson, W., Christensen, A.*, Riley, A. Building a Public Health-Clinical Collaboration to Address Perinatal Depression. *International Journal of Mental Health Prevention*. (2011); 13: 5-15.

Leis, J.A.*, Mendelson, T., **Perry, D.F.**, & Tandon, S.D. Perceptions of mental health services among low-income, perinatal African American women. *Women's Health Issues*. (2011); 21: 314-319.

Hochhausen, L.*, Le, N.H., & **Perry, D.F.** Community-based mental health service utilization among low-income immigrant Latinas. *Community Mental Health Journal*. (2011); 47: 14-23.

Ghandour, R.M.*, **Perry, D.F.**, Kogan, M.D., & Strickland, B.B. The medical home as a mediator of the relation between mental health symptoms and family burden among children with special health care needs. *Academic Pediatrics*. (2011); 11: 161-169.

Perry, D.F., Ettinger, A.*, Mendelson, T., & Le, H. N. Prenatal depression predicts postpartum maternal attachment in low-income Latina mothers with infants. *Infant Behavior and Development*. (2011); 34: 339-350.

Christensen, A.L.*, **Perry, D.F.**, Le, H. N. & Ahmed, S. Correlates of unintended birth among low-income Hispanic immigrants at high risk for depression. *Journal of Immigrant Minority Health*. (2011); 13: 478-486.

Christensen, A.L.*, Stuart, E.A., **Perry, D.F.**, & Le, H. N. Unintended pregnancy and perinatal depression trajectories in low-income, high-risk Hispanic immigrants, *Prevention Science*. (2011); 12: 289-299.

Le, H.N., **Perry, D. F.**, & Stuart, E. A. Randomized controlled trial of a preventive intervention for perinatal depression in high-risk Latinas. *Journal of Consulting and Clinical Psychology*. (2011); 79: 135-141.

Perry, D.F., Allen, M.D., Brennan, E., Bradley, J. Establishing the evidence base for early childhood mental health consultation: a research synthesis of child outcomes. *Early Education and Development*. (2010); 21: 795-824.

Le, N.H., Zmuda, J.*, **Perry, D.F.**, & Munoz, R.F. Transforming an evidence-based intervention to prevent perinatal depression for low-income Latina immigrants. *American Journal of Orthopsychiatry*. (2010); 80: 34-45.

Ghandour, R.*, Kogan, M.D., Blumberg, S.J., & **Perry, D.F.** Prevalence and Correlates of Internalizing Mental Health Symptoms among Children with Special Health Care Needs. *Pediatrics*. (2010); 125: e269-e277.

Hochhausen, L.*, **Perry, D.F.**, Le, H.N. Neighborhood Context and Acculturation among Central American Immigrants. *Journal of Immigrant & Minority Health*. (2010); 12: 806-809.

Le, H.N., **Perry, D.F.** & Ortiz, G. The Postpartum Depression Screening Scale-Spanish version: examining the psychometric properties and prevalence for risk for postpartum depression. *Journal of Immigrant and Minority Health*. (2010); 12: 249-258.

Sheng, X.*, Le, H.N. & **Perry, D.F.** The Social Support System of Latinas at Risk for Postpartum Depressive Symptoms. *Journal of Transcultural Nursing*. (2010); 21: 35-44.

Guyer, B., Ma, S., Grason, H., Frick, K., **Perry, D.F.**, Sharkey, A., & McIntosh, J. Early childhood health promotion and its life course health consequences. *Academic Pediatrics*. (2009); 9: 142-149.

Le, H.N., **Perry, D.F.** & Sheng, X.* Using the internet to screen for postpartum depression. *Maternal and Child Health Journal*. (2009); 13: 213-221.

Leis, J.*, Mendelson, T., Tandon, S.D., & **Perry, D.F.** A systematic review of home-based interventions to prevent & treat postpartum depression. *Archives of Women's Mental Health*. (2009); 12: 3-13.

Hochhausen, L.*, **Perry, D.F.**, & Le, H.N. From the inside out: understanding limited mental health service use among Latina immigrants. *The Community Psychologist*. (2008); 41: 49-53.

Stuart, E.A., **Perry, D.F.**, Le, H.N., Ialongo, N. Estimating intervention effects of prevention programs: Accounting for noncompliance. *Prevention Science*. (2008); 9: 288-298.

Brennan, E., Bradley, J., Allen, M.D.,* **Perry, D.F.** The evidence base for mental health consultation in early childhood settings: research synthesis addressing staff and program outcomes. *Early Education and Development*. (2008); 19: 982-1022.

Le, H.N., Lara, A. & **Perry, D.F.** Recruiting Latino women in the U.S. and women in Mexico in postpartum depression prevention research. *Archives of Women's Mental Health*. (2008); 11: 159-169.

Long, T., & **Perry, D.F.** (2008). Pediatric physical therapists' perceptions of their training in Assistive Technology. *American Journal of Physical Therapy*. (2008); 88: 629-639.

Perry, D.F., Dunne, M.C., O'Neill, L. and Campbell, D. Reducing the risk for preschool expulsion: mental health consultation for young children with challenging behaviors. *Journal of Child and Family Studies*. (2008); 17: 44-54.

Long, T., Woolverton, M., **Perry, D.F.**, and Thomas, J. Training needs of pediatric occupational therapists in assistive technology. *The American Journal of Occupational Therapy*. (2007); 61: 345-354.

Horen, N., **Perry, D.F.** and Woodbridge, M. Taking it to the streets: residents' role transformation in the North Capitol Community. *Apuntes de Psicología*. (2003); 21: 509-519.

Perry, D.F., Sherwood-Puzzello, C.M., Hadadian, A., and Wilkerson, S. Challenges in infant mental health: meeting the needs of parents and professionals in early intervention. *International Journal of Special Education*. (2002); 17: 52-58.

Perry, D.F., Greer, M., Mackey-Andrews, S.D. and Goldhammer, K. Fulfilling the promise of early intervention: Rates of delivered IFSP services. *Journal of Early Intervention*. (2001); 24: 90-102.

Perry, D.F. and Ireys, H.T. Maternal perceptions of pediatric providers for children with chronic illnesses. *Maternal and Child Health Journal*. (2001); 5: 15-20.

Wilkerson, S., Sherwood-Puzzello, C.M., **Perry, D.F.**, and Hadadian, A. Parents of infants and young children with special needs: what do they want to know about infant mental health? *Exceptionality Canada*. (2001); 11: 25-38.

Sherwood-Puzzello, C.M., **Perry, D.F.**, Wilkerson, S. and Hadadian, A. Infant mental health training needs of service providers in early intervention programs. *Infant Toddler Intervention: A Transdisciplinary Journal*. (2000); 10: 205-214.

Perry, D.F., DiPietro, J. and Costigan, K. Are women carrying basketballs really having boys? Testing pregnancy folklore. *Birth*. (1999); 26: 172-177.

* Indicates student co-author

iii. Books or Chapters in Books (indicate if refereed)

Edited Volumes:

Perry, D.F., Kaufmann, R. & Knitzer, J. (2007). Early Childhood Social and Emotional Health: Building Bridges between Services and Systems Baltimore, MD: Paul Brookes Publishing, Inc.

Book Chapters:

Knitzer, J. & Perry, D.F. (2009). Poverty and infant and toddler development: facing the complex challenges. In Zeanah, C. (Ed.) Handbook of Infant Mental Health (3rd Edition). New York: Guilford Press.

Perry, D.F., Kaufmann, R., Zundel, C., & Hoover, S. (2008). Services for young children and their families in systems of care. In Stroul, B., & Blau, G. (Eds.) The System of Care handbook: Transforming Mental Health Services for Children, Youth and Families. Baltimore, MD: Paul Brookes Publishing, Inc.

Perry, D.F., Kaufmann, R.K., & Knitzer, J. (2007). Building bridges: linking services, strategies and systems for young children and their families. In Perry, D., Kaufmann, R. & Knitzer, J. (Eds.) Early Childhood Social and Emotional Health: Building Bridges between Services and Systems Baltimore, MD: Paul Brookes Publishing, Inc.

Perry, D.F., Woodbridge, M., & Rosman, E. (2007). Evaluating outcomes in systems delivering early childhood mental health services. In Perry, D., Kaufmann, R. & Knitzer, J. (Eds.) Early Childhood Social and Emotional Health : Building Bridges between Services and Systems Baltimore, MD: Paul Brookes Publishing, Inc.

Perry, D.F. (2007). Strategic financing of early childhood mental health services. In Perry, D., Kaufmann, R. & Knitzer, J. (Eds.) Early Childhood Social and Emotional Health: Building Bridges between Services and Systems Baltimore, MD: Paul Brookes Publishing, Inc.

vi. Other Publications

Invited Papers

Rabinovitz, L., Kaye, S., Aquino, A., & Perry, D.F. (2016). Challenges to retaining participants in evidence-based home visiting programs: A review of the literature. *Emotional & Behavioral Disorders in Youth*, 16(3), 55-63.

Perry, D. F., & Conners-Burrow, N. (2016). Addressing early adversity through mental health consultation in early childhood settings. *Family Relations*, 65(1), 24-36.

Le, H. N., & Perry, D. F. (2016). Postpartum depression can be prevented in low-income mothers using interpersonal psychotherapy. *Evidence Based Nursing*, ebnurs-2016.

Perry, D.F., Tandon, S.D., Edwards, K. and Mendelson, T. (2014) Preventing perinatal depression through home visiting: the Mothers and Babies Course. *Zero To Three*, 34(5): 45-53.

Hepburn, K., Perry, D.F., Shivers, E. & Gilliam, W. (2013). Early childhood mental health consultation as an evidence-based practice: Where does it stand? *Zero to Three*, 33(5): 10-19.

Kaufmann, R.K., Perry, D.F., Hepburn, K.S. & Hunter, A. (2013). Early childhood mental health consultation: reflections, definitions and new directions. *Zero to Three*, 33(5): 4-9.

Perry, D. F., Holland, C., Darling-Kuria, N. & Nadiv, S. (2011). Challenging Behavior and Expulsion from Child Care: The Role of Mental Health Consultation. *Zero to Three*, 32(2): 4-11.

Sturm, L.A., Perry, D.F. (2007). Integrated behavioral health services: improving access to mental health care. *Zero to Three*, 27(3): 35-42.

Perry, D.F. (2007). A missed opportunity: categorical programs fail to meet the needs of young children and their caregivers. *Journal of Early Intervention*, 29(2): 107-111.

Kaufmann, R. and Perry, D. F. (2002). Promoting the social-emotional development in young children: promising approaches at the national, state, and community levels. *Kauffman Early Education Exchange*, 1: 80-99.

Striffler, N., Perry, D.F., and Kates, D. (1997). Planning and implementing a finance system for early intervention services. *Infants and Young Children*, 10(2): 57-64.

Brown, C., Perry, D.F. and Kurland, S. (1994) Funding policies that affect children: what every early interventionist should know. *Infants and Young Children*, 6(4): 1-12.

v. Refereed Conference papers and posters (selected as examples)

Lavin, K.*, Aquino, A. K., Le, L., Shivers, E. M., Perry, D. F., Horen, N. M., (2018). Supporting the mental health of family, friend, & neighbor care providers and the children in their care. Poster presented at The National Research Conferences on Early Childhood (NRCEC) 2018 conference, Arlington, VA.

Aquino, A. K., Lavin, K*., Le, L. Shivers, E. M., Perry, D. F., & Horen, N. M. (2018). Applying an ecological and sociocultural lens to Family Friend and Neighbor (FFN) Care to inform quality improvement efforts in states and communities. Poster presented at The National Research Conferences on Early Childhood (NRCEC) 2018 conference, Arlington, VA.

Kaye, S., Aquino, A.K., Perry, D.F., Rabinovitz, L., & Zablah, F.* (2017). Recruiting and retaining high-risk families in evidence-based home visiting programs implemented by community-based organizations: Including community-level effects. Poster symposium presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.

Kaye, S., Rabinovitz, L., Aquino, A.K., & Perry, D.F. (2016, May-June). Recruiting and retaining high-risk families in evidence-based home visiting programs. Poster presented at the 15th world congress of the World Association for Infant Mental Health. Prague, Czech Republic.

Kaye, S., Rabinovitz, L., Aquino, A.K., & Perry, D.F. (2016, July). Recruiting and retaining high-risk families in evidence-based home visiting programs implemented by community-based organizations. Poster presented at the Administration for Children and Families' 2016 National Research Conference on Early Childhood. Washington, DC.

Kaye, S., Rabinovitz, L., Aquino, A.K., & Perry, D.F. (2016, May-June). Recruiting and retaining high-risk families in evidence-based home visiting programs implemented by community-based organizations. Paper presented at the 24th annual meeting of the Society for Prevention Research. San Francisco, CA.

Le, H.N., Perry, D.F., & Yengo, J. (2014, September). Preventing perinatal depression in low-income Latinas: Lessons learned from a decade of academic and community partnerships. A paper presented at the Avance 1st Annual Latino Health Disparities Conference, at the George Washington University, Washington DC.

Perry, D. F., & Le, H. N. (2014, June). Preventing perinatal depression: The Mothers and Babies Course. Paper presented at the World Association of Infant Mental Health Association, Edinburgh, Scotland.

Perry, D.F. & Kaye, S. (2014, April). Improving the quality of home visiting services in Washington DC: A Utilization-focused evaluation partnership between the DC Department of Health and the Georgetown University Center for Child and Human Development. Paper presented at the Special Topics Meeting of the Society for Research on Child Development, Alexandria VA.

Ortiz-Hernandez, S.*, Pérez, C., Perry, D. F., & Le, H. N. (November, 2013). Latina mothers' perspectives about their partners' emotional experiences during the perinatal period. Poster presented at the Perinatal Mental Health Conference, Chicago, IL.

Snyder, H.*, Lorente Molina, M. T., Perry, D. F., & Le, H. N. (November, 2013). Fidelity evaluation of a cognitive-behavioral based course preventing perinatal depression. Poster presented at Perinatal Mental Health Conference, Chicago, IL.

Le, H. N., Perry, D. F., & Villamil, C. (May, 2013). Embedding perinatal depression screening and prevention services for Latina immigrants into WIC. Paper presented as part of a symposium at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Alexander, L. A., Rodríguez, M. F., Perry, D. F., & Le, H. N. (March, 2013). Evaluating the symptom structure of the BDI-II among pregnant Latinas. Paper presented at the Eastern Psychological Association, New York, N.Y.

Perry, D. F., Le, H. N., Yengo, J., & Lieberman, K.* (2012, October). Integrating screening of perinatal depression into the Women, Infants, and Children's (WIC) Program: Lessons learned from a Federally Qualified Health Center. Paper presented as part of a symposium at the bi-annual meeting of the Marcé Society for Perinatal Mental Health, Paris, France.

Perry, D.F., Tandon, S.D., Leis, J.A., Mendelson, T., & Edwards, K. (2012, October). Validating the Maternal Mood Screener in low-income African American perinatal women. Paper presented at the 2012 International Biennial Congress of the Marcé Society, Paris, France.

Tandon, S.D., Leis, J.A., Mendelson, T., Perry, D.F., & Edwards, K. (2012, October). Efficacy of a 6-week cognitive behavioral intervention for perinatal women enrolled in home visitation programs. Paper presented at the 2012 International Biennial Congress of the Marcé Society, Paris, France.

Lieberman, K.*, Le, H. N., & Perry, D. F. (2012, October). Systematic review of perinatal depression interventions for teen mothers. Poster presented at the bi-annual meeting of the Marcé Society for Perinatal Mental Health, Paris, France.

Tandon, S.D., Mendelson, T., Perry, D.F., Leis, J.A., & Kemp, K. (2012, June). A cognitive-behavioral intervention to prevent postpartum depression in home visiting clients: Findings from the Baltimore Mothers and Babies RCT. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.

Perry, D. F., Le, H. N., Alexander, L., Borowski, S., & Bertucci, A. (2012, May). Barriers to integrating perinatal depression screening and referrals into the Women, Infants, and Children's program. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Snyder, H.*, Lieberman, K., Le, H. N., & Perry, D. F. (2011, March). Latina WIC women's experiences with perinatal depression. Poster presented at the annual meeting of the Eastern Psychological Association. Cambridge, MA.

Gonzales, F. A.*, Le, H. N., & Perry, D. F. (2010, December). Perinatal complications among Latina immigrants. In V. Bettegowda (Chair), *Starting it out right: Birth outcomes and the life-*

course perspective. Symposium presented at the 16th annual Maternal and Child Health Epidemiology Conference, San Antonio, Texas.

Christensen, A.*, Stuart, E., Perry, D., & Le, H. N. (2010, November). An application of growth mixture modeling in MCH: Unintended pregnancy and perinatal depression trajectories among Hispanic immigrants. Paper presented at the 138th APHA Annual Meeting and Expo, Denver, CO.

Gonzales, F. A.*, Le, H. N., & Perry, D. F. (2010, November). The Latino/a paradox: A test of the healthy migrant and acculturation hypotheses. Poster presented at the 138th APHA Annual Meeting and Expo, Denver, CO.

Tandon, S.D., Mendelson, T., Perry, D., Kemp, K., & Leis, J. (2010, October). Preventing perinatal depression among low-income home visiting clients. Paper presented at the Marcé Society Annual Meeting, Pittsburgh, PA.

Le, H. N., Hochhausen, L. & Perry, D. F. (2010, October). Retention of low-income Latinas in a perinatal depression prevention trial. Poster presented at the bi-annual Marcé conference, Pittsburgh, PA.

Lieberman, K.*, Le, H. N., & Perry, D. F. (2010, October). Correlates of maternal interactive behavior in Latina Immigrants and their one year-old infants. Poster presented at the bi-annual Marcé conference, Pittsburgh, PA.

Christensen, A.*, Perry, D. F., Stuart, E., & Le, H. N. (2010, June). Social support among low-income Latina immigrants during the perinatal period: Resilience against perinatal depression. Paper presented at the meeting of the Head Start Research Conference, Washington, DC.

Riskie, C., Lieberman, K.*, Le, H. N., & Perry, D. F. (2010, March). Understanding the strengths and stressors of Latina immigrant mothers. Paper presented at the annual meeting of the Eastern Psychological Association. New York, NY.

Le, H. N., & Perry, D. F. (2009, May). Relationships matter: The effects of a preventive intervention for perinatal depression from the “usual care” group’s perspective. Paper presented as part of symposium at the annual meeting of the Society for Prevention Research, Washington, DC.

Leis, J., Tandon, S.D., Mendelson, T., & Perry, D. (2009, May). Perceptions of mental health services among home visiting program participants. Paper presented at the 17th Annual Meeting of the Society for Prevention Research, Washington, D.C.

Perry, D. F., Le, H. N., & Christensen, A. L., (2009, May). Impact of a Preventive Intervention for Postpartum Depression on Latina Infant Outcomes. In H. N. Le (Chair), Preventing and treating

depression: Impact on child outcomes. Paper presented as part of symposium at the annual meeting of the Society for Prevention Research, Washington, DC.

Bolletino, A. F., Hochhausen, L.*, Le, H. N., Perry, D. F. (April, 2009). Predictors of obstetric complications and poor birth outcomes in low-income pregnant Latinas. Poster presented at the George Washington University Annual Research Day, Washington, DC.

Le, H. N., Perry, D. F., & Ortiz, G. (2007, July). Preventing postpartum depression in a community health setting in Washington DC, U.S.A. Paper presented as part of symposium at the Xth European Congress of Psychology, Prague, Czech Republic.

Perry, D. F., Le, H. N., & Ortiz, G. (2007, May). Preventing postpartum depression in high-risk Latinas. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Perry, D. F., Le, H. N., & Yengo, J. (2007, May). Listening and learning: An authentic dialogue between researchers and community members. Paper presented as part of symposium at the annual meeting of the Society for Prevention Research, Washington, DC.

B. Research Funding:

i. Current Active

Agency: DC Department of Behavioral Health

Identifying Number: AWD-7772704

Title of the Project: Evaluation of the DC SEED Project

Dates of the Project Period: 6/20/17 - 6/19/21

Corresponding PI: Deborah Perry, PhD

Total Direct Costs over all years: \$476,190

Total Indirect Costs over all years: \$123,810

Total Direct plus Indirect over all years of award: \$600,000

Agency: American Institutes for Research

Identifying Number: AWD-7772317

Title of the Project: Welcome Baby Impact Study

Dates of the Project Period: 5/9/16 - 12/31/19

Corresponding PI: Deborah Perry, PhD

Total Direct Costs over all years: \$159,365

Total Indirect Costs over all years: \$39,820

Total Direct plus Indirect over all years of award: \$199,185

Agency: DC Department of Health

Identifying Number: AWD-7771575

Title of the Project: Innovation Award/DC BRIDGE Project

Dates of the Project Period: 2/15/15 - 9/30/18

Corresponding PI: Deborah Perry, PhD

Total Direct Costs over all years: \$1,854,712

Total Indirect Costs over all years: \$165,630

Total Direct plus Indirect over all years of award: \$2,020,342

Agency: Robert Wood Johnson Foundation

Identifying Number: AWD-7772046

Title of the Project

Dates of the Project Period: 08/14/16 - 12/15/18

Corresponding PI: Neal Horen, PhD (Perry, co-PI)

Total Direct Costs over all years: \$464,412

Total Indirect Costs over all years: \$52,259

Total Direct plus Indirect over all years of award: \$516,671

ii. Submitted (Not yet funded)

iii. Previous

Agency: DC Department of Health

Identifying Number: GR409562

Title of Project: Home Visiting Evaluation and Training

Dates of Project Period: 2/19/2013-2/14/2017

Corresponding PI: Deborah Perry, PhD

Total Direct Costs over all years of award: \$ 602,487

Total Indirect Costs over all years of award: \$ 150,967

Total Direct plus Indirect Costs over all years of award: \$ 753,454

Agency: DC Government
Identifying Number: GR410851
Title of Project: Evaluation of Maternal, Infant & EC Home Visiting
Dates of Project Period: 2/13/2015 - 9/30/2016
Corresponding PI: Deborah Perry, Ph.D.
Total Direct Costs over all years of award: \$ N/A
Total Indirect Costs over all years of award: \$ N/A
Total Direct plus Indirect Costs over all years of award: \$ 473,354

Agency: Education Development Center, Inc.
Identifying Number: GR409795
Title of Project: Home Visiting Collaboration
Dates of Project Period: 11/01/2013-8/31/2016
Corresponding PI: Deborah Perry, Ph.D.
Total Direct Costs over all years of award: \$ 57,293
Total Indirect Costs over all years of award: \$ 14,142
Total Direct plus Indirect Costs over all years of award: \$ 71,435

Agency: Fight for Children Foundation
Identifying Number: GR409287
Title of Project: Adapting an Evidence-Based ECMHC Model
Dates of Project Period: 6/1/2014-8/31/2016
Corresponding PI: Deborah Perry, Ph.D.
Total Direct Costs over all years of award: \$ 157,715
Total Indirect Costs over all years of award: \$ 38,677
Total Direct plus Indirect Costs over all years of award: \$ 196,392

Agency: Maryland State Government, University of Maryland-Baltimore
Identifying Number: GR409831
Title of Project: Project LAUNCH Evaluation
Dates of Project Period: 11/01/2013-9/29/17
Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 87,868
Total Indirect Costs over all years of award: \$ 21,633
Total Direct plus Indirect Costs over all years of award: \$ 109,501

Agency: Florida State University

Identifying Number: RX4285796

Title of Project: Partners for a Healthy Baby (PHB) Evaluation

Dates of Project Period: 10/01/2012-9/30/2014

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 57,398

Total Indirect Costs over all years of award: \$ 14,343

Total Direct plus Indirect Costs over all years of award: \$ 71,141

Agency: DC Department of Behavioral Health

Identifying Number: RX4285894

Title of Project: ECMHC Project Evaluation

Dates of Project Period: 07/01/2010-06/27/2014

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 137,068

Total Indirect Costs over all years of award: \$ 33,099

Total Direct plus Indirect Costs over all years of award: \$ 170,166

Agency: George Washington University

Identifying Number: RX4285899

Title of Project: Linking MCH and WIC

Dates of Project Period: 02/01/2010-01/31/2014

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 88,614

Total Indirect Costs over all years of award: \$ 22,000

Total Direct plus Indirect Costs over all years of award: \$ 110,614

Agency: Johns Hopkins University

Identifying Number: RX4285794

Title of Project: Integration Mental Health Model for Home Visitation

Dates of Project Period: 10/01/2012-09/14/2013

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 32,072

Total Indirect Costs over all years of award: \$ 7,938

Total Direct plus Indirect Costs over all years of award: \$ 40,010

Agency: Johns Hopkins University

Identifying Number: RX4285901

Title of Project: Video Voices

Dates of Project Period: 06/01/2011-09/25/2012

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 31,522

Total Indirect Costs over all years of award: \$ 7,828

Total Direct plus Indirect Costs over all years of award: \$ 39,350

Agency: Johns Hopkins University

Identifying Number: RX4285764

Title of Project: National Children's Study

Dates of Project Period: 01/01/2009-09/27/2011

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 31,186

Total Indirect Costs over all years of award: \$ 7,835

Total Direct plus Indirect Costs over all years of award: \$ 39,021

Agency: DC Government

Identifying Number: RX4285891

Title of Project: Early Childhood Mental Evaluation

Dates of Project Period: 07/01/2009-06/30/2010

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 8,018
Total Indirect Costs over all years of award: \$ 1,982
Total Direct plus Indirect Costs over all years of award: \$ 10,000

Agency: George Washington University

Identifying Number: RX4285599

Title of Project: Preventing Post-Partum Depression

Dates of Project Period: 01/01/2004-08/04/2006

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 159,195

Total Indirect Costs over all years of award: \$ 58,880

Total Direct plus Indirect Costs over all years of award: \$ 218,075

Agency: Maryland State Government, Queens Anne County

Identifying Number: RX4285268

Title of Project: Families First Play to Learn Center

Dates of Project Period: 09/30/2003-9/29/2005

Corresponding PI: Deborah Perry, Ph.D.

Total Direct Costs over all years of award: \$ 60,000

Total Indirect Costs over all years of award: \$ 0

Total Direct plus Indirect Costs over all years of award: \$ 60,000

C. Invited Lectures (selected):

Regional training workshop, National TACC, Maternal Infant and Early Childhood Home Visiting Program, New York City, July 2015

Statewide Training, Colorado Department of Human Services, Office of Early Childhood, Denver, August, 2014 and June 2015

Keynote, Arkansas Association of Infant Mental Health, Little Rock, AR, June 2015

Plenary Panel, 12th National Head Start Research Conference, Washington DC, July 2014

Symposium, 12th National Head Start Research Conference, Washington DC, July 2014

Institute, Georgetown University Training Institutes on Systems of Care, National Harbor, Maryland, July 2014

Keynote, Florida Association of Infant Mental Health, Tampa Florida, April 2014.

Panel Presentation, 4th Pew National Summit on Home Visiting, Washington DC, January 2014.

Guest Instructor, George Washington University, School of Public Health and Health Services, Washington DC, November 2012; 2013; 2014).

Guest Instructor, Georgetown University, Washington DC, May 2014; 2015.

Guest Instructor, Georgetown University School of Foreign Service, Washington DC, April 2013.

Guest Instructor, Department of Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health, Baltimore Maryland, October 2007; 2008

Guest Lecturer, University of Maryland, Center for Infant Study, Baltimore Maryland, May 2008; December 2008; May 2009.

Guest Lecturer, Department of Health Policy, Johns Hopkins Bloomberg School of Public Health, Baltimore Maryland, March 2008

Guest Lecturer, Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, April 2008 and April 2009

Guest Lecturer, Department of Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health, Baltimore Maryland, May 2008

E. Editorships, Editorial Boards, and Reviewing Activities

Associate Editor: Infant Mental Health Journal (June 2012-December 2019)

Peer Reviewer for the journals: Child Development; Social Development; Early Childhood Research Quarterly; Journal of Behavioral Health Services and Research. (September 2000-present)

Grant Reviewer: Administration for Children and Families (OPRE) Toxic Stress research grants; Child Care Bureau grants; Head Start grants; Office of Special Education Programs grants. (September 2000-present)

Reviewed abstracts for the 2007 and 2008 International Conference on Infant Studies; National Council on Family Relations annual conference 2008.

3. TEACHING, MENTORING, AND ADVISING

A. Teaching Activities

Johns Hopkins Bloomberg School of Public Health

Name and Course Number: Child Health and Development 2

Role: Lead Instructor

Number of Direct Contact Hours: 48 hours

Year(s) taught: 2007; 2008

Number of Students: 37; 42

Overall Evaluation Score: N/A

Name and Course Number: Development and Intervention for At-Risk Infants, Toddlers and Young Children

Role: Co-Instructor

Number of Direct Contact Hours: 24

Year(s) taught: 2001-2005

Number of Students: 25

Overall Evaluation Score: N/A

v. Teaching Recognition/Awards (include both nominations and awards)

Nominated: Golden Apple Teaching and Mentoring Award, Johns Hopkins Bloomberg School of Public Health, 2007-8.

B. Mentoring:

Undergraduates

Mentor: Deborah Perry (Minority Health Disparities SOAR)

Mentee: Beemnet Neway

Dates of Mentorship: School Years 2014-2015

Outcome: Long abstract published in GU undergraduate journal

Co-Mentor: Deborah Phillips/Deborah Perry (Honors Thesis GU Psychology)

Mentee: Katerina Maylock

Dates of Mentorship: School Year 2015-2016

Outcome: Honor thesis for undergraduate psychology degree; poster

Masters

Mentor: Deborah Perry (Capstone Advisor)

Mentee: Jennifer Lemmer, MPH

Dates of Mentorship: School Year 2006-7

Outcome: MPH Capstone at Johns Hopkins Bloomberg School of Public Health

Mentor: Deborah Perry (Academic Advisor and Capstone Advisor)

Mentee: Kathleen (Kate) Lindenstruth, MPH

Dates of Mentorship: School Year 2007-8

Outcome: MPH Capstone at Johns Hopkins Bloomberg School of Public Health

Mentor: Deborah Perry (Academic Advisor and Capstone Advisor)

Mentee: Jessika Zmuda, MPH

Dates of Mentorship: School Year 2007-8

Outcome: MPH Capstone at Johns Hopkins Bloomberg School of Public Health; peer-reviewed publication

Mentor: Deborah Perry (Internship Preceptor)

Mentee: Liz Holland, MHS

Dates of Mentorship: School Years 2006-8

Outcome: translational research brief at Johns Hopkins Bloomberg School of Public Health

Co-Mentor: Margaret Caughy/Deborah Perry

Mentee: Carmen Ochoa, MPH

Dates of Mentorship: Summer 2012

Outcome: translational research brief as intern The University of Texas, School of Public Health

Mentor: Deborah Perry

Mentee: Sarah Nativ, MSW

Dates of Mentorship: 2013 to present

Outcome: several funded grants; 1 invited publication

Co-Mentor: Kathleen Roche/Deborah Perry (MPH capstone advisor)

Mentee: Kathleen Murphy

Dates of Mentorship: School Year 2016-2017

Outcome: Culminating Experience paper completed

Doctoral Students

Co-Mentor: Eileen Brennan/Deborah Perry

Mentee: Mary Dallas Allen, PhD

Dates of Mentorship: School Years 2006-2008

Outcome: 2 peer-reviewed publications

Co-Mentor: Donna Strobino/Deborah Perry

Mentee: Reem Ghandoor, DrPH

Dates of Mentorship: School Years 2008-2009

Outcome: dissertation defense Johns Hopkins Bloomberg School of Public Health; 3 peer-reviewed publications

Co-Mentor: S. Ahmed/Deborah Perry

Mentee: Anna Christensen, PhD

Dates of Mentorship: School Years 2008-2010

Outcome: dissertation defense Johns Hopkins Bloomberg School of Public Health; 3 peer-reviewed publications

Co-Mentor: Tamar Mendelson/Deborah Perry

Mentee: Julie Leis, PhD

Dates of Mentorship: School Years 2009-2010

Outcome: 6 peer-reviewed publications

Co-Mentor: Mimi Le/Deborah Perry

Mentee: Laila Hochhausen, PhD

Dates of Mentorship: School Years 2006-2010

Outcome: dissertation defense George Washington University; 3 peer-reviewed publications

Co-Mentor: Mimi Le/Deborah Perry

Mentee: Kate Lieberman

Dates of Mentorship: School Years 2011-2018

Outcome: doctoral preliminary oral exam George Washington University; 1 peer-reviewed publication; final dissertation defense.

Co-Mentor: Sandra Barrueco/Deborah Perry

Mentee: Annie Davis

Dates of Mentorship: Summer 2014 & 2015; 2016-present

Outcome: 3 state ECMHC evaluation reports; co-author on ECMHC manual; peer-reviewed paper submitted for review; juried academic presentations at international and national meetings

Co-Mentor: Mimi Le/Deborah Perry (dissertation committee)

Mentee: Hannah Synder

Dates of Mentorship: School Years 2015-2018

Outcome: doctoral preliminary oral exam George Washington University; 1 peer-reviewed publication under review; final dissertation defense.

Co-Mentor: Elizabeth Steed/Deborah Perry (dissertation committee)

Mentee: Sarah Davidon

Dates of Mentorship: School Years 2016-2017

Outcome: doctoral preliminary oral exam University of Colorado, Denver; final dissertation defense completed

Co-Mentor: Kathleen Roche/Deborah Perry (dissertation committee)

Mentee: Amy Gedal Douglass

Dates of Mentorship: School Year 2014-2015

Outcome: final dissertation defense completed George Washington University, School of public Health; paper submitted for peer-review

Co-Mentor: Alexis Pozen/Deborah Perry (dissertation committee)

Mentee: Shirley Berger

Dates of Mentorship: 2014-2018

Outcome: doctoral preliminary oral exam City of New York, School of Public Health; final dissertation defense.

Kelly Lavin (CUA, doctoral student)

Georgette Saad (Smith College, doctoral student)

Erin Snowden (doctoral student)

4. SERVICE

A. University Service:

i. Department

Center for Child and Human Development, Georgetown University:

Mentor: Spring/Summer Opportunities for Achievement in Research (SOAR) Minority Health and Health Disparities (2014-15)

Member/Chair: Research and Evaluation Committee (2009 to present; Chair as of July 2016)

Member: Early Childhood Division (2009 to present)

Advisory Board Member: National Head Start Center for Health, early childhood mental health consultation professional development initiative (2014-2015)

Member: Planning committee, family trauma research conference with GU Department of Psychiatry (2014)

Population, Family and Reproductive Health, Johns Hopkins Bloomberg School of Public Health:

Departmental Directorate Committee (2006-2008)

Doctoral Admissions Committee (2007-2009)

Departmental Self Study (2008): Member, Research Working Group; Diversity Working Group.

Department of Maternal and Child Health, Johns Hopkins University, School of Hygiene and Public Health: Served as the student representative on the:

Departmental Self-Study Committee (SY1996-97);

Curriculum Committee (SY1997-99);

Admissions Committee (SY1998-99; SY1999-2000); and

Ad hoc planning committee to develop a new program area on Human Growth and Development within the Department of Population and Family Health Sciences (resulting from the merger of the departments of Maternal and Child Health with Population Dynamics (SY1998-99)

ii. School

Committee Member: President's Health Disparities Longitudinal Initiative (2018-present)

Committee Member: Georgetown University Community Engagement Committee (2016-present)

Committee Member: Department of Pediatrics, Georgetown University Medical Center:

Research Committee for Child Health and Human Development. (2004-2005) Developing a strategic, inter-departmental effort to fund collaborative research on child health and development.

C. Professional Service:

Member: AAMC/MedStar Health Research Institute, AHEAD Project (2017-present)

Member/Steering Committee Member, Network of Infant Toddler Researchers (2014-present)

Co-Chair RAINE (2010-present): a national think tank on early childhood mental health consultation practice policy and research.

DC Home Visiting Council, co-Chair Evaluation CQI committee (2012-4)

Member Maryland State Department of Education, Research Advisory Group (2011-2014)

5. HONORS AND AWARDS

Alice-Chenoweth Pate Fellowship (1999-2000). Johns Hopkins University, School of Hygiene and Public Health, Department of Maternal and Child Health

Donald Cornely Research Award (1998-99). Johns Hopkins University, School of Hygiene and Public Health, Department of Maternal and Child Health

Doctoral Training Fellowship (1996-2000). Johns Hopkins University, School of Hygiene and Public Health, Department of Maternal and Child Health

Vassar College: General and departmental honors, elected Phi Beta Kappa.

6. PROFESSIONAL SOCIETY MEMBERSHIP

Association of Maternal and Child Health Programs (2005-present)

World Association of Infant Mental Health (2002-2005; 2012-present)

Society for Prevention Research (2011-present)

Marce Society (2011-present)

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature: _____ Date: _____

DEBORAH A. PHILLIPS

Professor, Department of Psychology
Affiliated Faculty, McCourt School of Public Policy
Co-Director, Center for Research on Children in the U.S.
Georgetown University
Deborah.dap4@gmail.com

Education

B.A. Psychology, Stanford University, 1975
M.A. Developmental Psychology, Yale University, 1978
Ph.D. Developmental Psychology, Yale University, 1981
Dissertation Advisor: Edward Zigler

Academic Positions

2017-present Vice Dean of Faculty, Georgetown College, Georgetown University
2000-present Professor of Psychology
Affiliated Faculty, McCourt School of Public Policy
Co-Director, Center for Research on Children in the U.S., Georgetown University
2000-2006 Chair, Department of Psychology, Georgetown University
Externally hired as chair (8/00-7/03); Re-elected (8/03-8/06)
2007 (Jan-Jul) Visiting Scholar, Flinders University, Adelaide, South Australia
2016-17 Research Professor, Center for Education Research, University of New Mexico
1991-1995 Associate Professor of Psychology, University of Virginia (on leave 9/93-5/95)
1987-1991 Assistant Professor of Psychology, University of Virginia
1982-1984 Assistant Professor of Psychology, University of Illinois at Urbana-Champaign

Non-Profit and Policy Positions

2017- Member, Research Advisory Board, Committee on Economic Development
2012-2013 President, Foundation for Child Development (on leave from Georgetown University)
1999-2000 Study Director, Committee on Integrating the Science of Early Childhood Development (*Neurons to Neighborhoods*), National Research Council/Institute of Medicine
1993-1999 Executive Director, Board on Children, Youth, and Families
National Research Council/Institute of Medicine, National Academies
1984-1986 Executive Director, Child Care Information Service, National Association for the Education of Young Children (Initiative funded by the Carnegie Corporation of New York)
1981-1982 SRCD Congressional Science Fellow in Child Development, Office of Congressman George Miller and Congressional Budget Office (funded by FCD and W.T. Grant Foundation)

Editorial and Other Board Positions

2015-	Member, Advisory Board, Bill & Melinda Gates Foundation, PreK Effectiveness Research Center
2015-	Member, Child Well-being Program Advisory Board of the Doris Duke Charitable Foundation
2015-	Advisory Board Member, Cooney Center and New America project on Fostering STEM Trajectories: Bridging ECE Research, Practice, & Policy funded by the National Science Foundation.
2014 -	Member, Advisory Board, Bridging the Word Gap National Network, funded by the U.S. Health Resources and Services Administration (June 2014 to present)
2014 -	Board of Directors, National Board for Education Sciences, U.S. Department of Education (Presidential appointment)
2013 - 2015	Board Member, Norlien Foundation: Alberta Family Wellness Initiative
2012 - 2014	Editorial Board, <i>Journal of Psychology, Public Policy and Law</i>
2011-2012	Notebusters Children's Choir, collaborative endeavor of the DC schools and the U.S. Military.
2007-2012	Hydrocephalus Association (Vice-President, 2008-10; Secretary, 2007-08)
2004-2007	St. Columba's Preschool, Washington, DC
2000-2005	Child Trends, Inc.,
1997-1998	Broadcaster's Child Development Center, Washington, DC
1992-1994	Senate Child Care Center, Washington, DC

Scientific and Professional Organizations

American Psychological Association

- Member, Divisions 9 (social issues)
- Fellow, Divisions 7 (developmental), 27 (community)
- Elected Member, Credentials Committee (Division 7)
- Co-Chair, Task Force on Public Policy of Division 27, 1987 to 1990
- Member, 1988-90, Division 27 Nominations Committee
- Elected Division 7 Representative to APA Council, 2000-2003

Eastern Psychological Association

- Elected Fellow, 2011

American Psychological Society

- Elected Fellow, 1994

Society for Research in Child Development

- Member, Committee for Child Development, Public Policy, and Public Information, 1995 to 1997.
- Member, Committee on Social Policy, 1985 to 1989
- Member, Selection Committee, Congressional Science Fellowship Program, 1984-89
- Member, Public Information Committee, 1986 to 1989
- Member, Selection Committee for Director of the Washington Office, 2002

Awards and Recognition

- 2014 Presidential appointment to the *Board of Directors of the National Board for Education Sciences* (US Department of Education)
- 2012, 2015, 2016 *Georgetown College Honors Awardee* (Georgetown College Academic Council)
Recognizes faculty who have been nominated by the student body as having “shaped their experience at Georgetown in a meaningful way”
- 2012, 2017 *Senior Faculty Research Fellowship*
Georgetown University
- 2011 *Distinguished Contributions to Education in Child Development Award*
Society for Research in Child Development
- 2011 Lowi Award for best article in the *Policy Studies Journal*: “Head Start's Comparative Advantage: Myth or Reality?” Awarded by the Policy Section of the American Political Science Association.
- 1997 National Research Council *Staff Recognition Award*
- 1996 National Research Council *Group Recognition Award* to the Board on Children, Youth, and Families
- 1989 *Boyd McCandless Early Career Award*
Division 7 (Developmental) of the American Psychological Association

Recent Professional Activities

Member, Research Advisory Committee, Committee for Economic Development (Jan 2017 – present)

Member, Advisory Group, Zaentz Early Learning Study, Harvard University (Jan 2017 – present)

Member, National Survey of Early Care and Education Advisory Committee, Office of Child Care, USDHHS (Sept. 2013 to present)

Member, National Academics Selection Panel for the Ford Foundation Education Fellowship Program, 2014 applicants.

Invited participant, U.S. Departments of Health and Human Services and Education discussion of “Policies and strategies that can most effectively prepare young children and their families for success in school and life”. Washington, DC: April 4, 2012.

Member, Welfare and Family Self-Sufficiency Research Technical Working Group, Administration for Children and Families, Office of Planning, Research and Evaluation (Sept. 2013 to June 2016)

Member, Head Start FACES Redesign Advisory Committee, U.S. Department of Health and Human Services (2011 – 2012)

Member, Advisory Board, NIMH Early Experience, Stress, and Neurodevelopment Center, Megan Gunnar, University of Minnesota, PI. (Jan. 2010 to 2014)

Member, National Advisory Committee for the Maternal, Infant, and Early Childhood Home Visiting Program Evaluation. U.S. Department of Health and Human Services (Jan. 2010 to 2014)

Member, Steering Committee, School Reform and Beyond Study, Center for Advancing Research and Solutions for Society, University of Michigan (2005-2012)

Member, National Forum on Early Childhood Program Evaluation (Harvard University) (2007-2009). (Contributing Member, 2010-2012)

Member, National Scientific Council on the Developing Child (Harvard University) (2003-2009). (Contributing Member, 2010-2012)

Member, Planning Committee, From Neurons to Neighborhoods Anniversary: Ten Years Later, National Institute of Medicine, National Academies (Jan.-Nov. 2010).

Founder and Steering Committee Member, *Consortium of University-Based Child and Family Policy Programs* (2003 - 2010)

Member, Advisory Council, Child Care and Early Education Research Collaboration and Archive (CCEERCA), National Center for Children in Poverty, Columbia University (2004 - 2008).

Appointed Member (Presidential Appointment), Federal Advisory Committee, National Children's Study of Environmental Effects on Health, National Institute of Child Health and Human Development (April 1, 2003 to June 1, 2005)

Member, Scientific Review Panel, Study of Latino Children, Preschooling, and Early Development, University of California at Berkeley, University of California at Los Angeles, and Teachers' College, Columbia University (December 2003 to 2005)

Member, Selection Committee, Robert Wood Johnson Health Policy Fellowship Program, Institute of Medicine, National Academy of Sciences (2002 to 2008)

Supplemental Member, Social Sciences, Nursing, Epidemiology and Methods Integrated Review Group, National Institutes of Health, February 2001

Member, Board of Directors, *Child Trends*, Washington, DC, May 2000 to May 2005.

Member, Board of Directors, *St. Columba's Preschool*, Washington, DC, Sept. 2005 to 2007

Member, Board of Directors, *Hydrocephalus Association*, 2006 to present (Vice-President, 2007-09; Secretary, 2009-present.)

Major Research Grants (Principal or Co-Principal Investigator)

- 1979-1981 *Bermuda Day Care Study* (with Sandra Scarr & Kathleen McCartney; funded by the W.T. Grant Foundation and the Bermuda government). First effort to examine variation in quality of care as it affects children's development.

- 1989-1990 *National Child Care Staffing Study* (with Marcy Whitebook & Carollee Howes; funded by the Carnegie Corporation, Foundation for Child Development, A.L. Mailman Family Foundation, Ford Foundation, Smith-Richardson Foundation). Examination of the role of the work/compensation environment of child care across five states as it affects quality of care for children.

- 1989-1993 *Socio-emotional Effects of Center-Based Child Care* (with Sandra Scarr, Kathleen McCartney, & Martha Abbott-Shim; funded by NIMH). Examination of quality of center care in three state policy environments; impacts on quality of care and child development.

- 1989-1993 *NICHD Study of Early Child Care and Youth Development* (part of 10-university consortium). Prospective, longitudinal study of the developmental impacts of infant child care.

- 2000-2001 *Follow-up of National Child Care Staffing Study* (with Marcy Whitebook; funded by the Administration on Children and Families, Child Care Bureau). Longitudinal follow-up of NCCSS sample.

- 2004-2007 *Child Care and Children's Temperaments Over Time* (with Nathan Fox, funded by NICHD and the Administration on Children and Families, Child Care Bureau). Study of role played by individual differences in temperament in children's adjustment to and effects of child care.

- 2005-2009 *Evaluation of Tulsa Oklahoma's Pre-Kindergarten Program* (with William Gormley, funded by Foundation for Child Development, Spencer Foundation, David and Lucile Packard Foundation). Multi-cohort study of the cognitive and

social-emotional impacts of universal pre-k in largest school district in Oklahoma, including work on children with special needs.

- 2011-2013 *Social, Emotional, and Cognitive Understanding and Regulation Intervention: Pre-K to 1st Grade* (with Stephanie Jones [Harvard University], funded by the National Institute of Child Health and Human Development). Development and piloting of a school-based intervention targeting inter-related school readiness outcomes of children's social-emotional and academic development, in the context of whole school reform (*Success for All*), and bridging preschool and elementary school grades/contexts.
- 2012- *Tulsa Pre-K Final Analyses* (with Carolyn Hill, Georgetown University), funded by the National Institute of Child Health and Human Development to examine the impacts of the program on children with special needs and to examine pathways to positive outcomes leading from teacher characteristics to classroom quality to early learning.
- 2014- *Demonstration and Research in Early Mathematics Education Network (DREME)*, funded by the Heising-Simons Foundation to advance research on early mathematics learning. Based at Stanford University.
- 2014- *Tulsa Pre-K Eighth Grade Follow-up of Program Participants* (with William Gormley, Georgetown University), funded by the Foundation for Child Development, the Heising-Simons Foundation, and the Stranahan Foundation to examine the long-term impacts of a high-quality pre-kindergarten program.
- 2015-2-17 *The changing landscape of publicly-funded center-based child care: 1990 and 2012* (with Rupa Datta and Ellen Kiser), funded by the Administration on Children and Families, US DHHS. This study will compare two national surveys of child care providers in the U.S. conducted 22 years apart to examine trends in the children and families who are served, the workforce, and the funding structures that support child care in the U.S.
- 2016- *Capturing the First Stage of Pre-K Education: A Study of Three-Year Olds in Tulsa, Oklahoma & Capturing the Next Stage of Pre-K Education: A Study of 4-Year Olds in Tulsa, Oklahoma.* (with Anna Johnson, Georgetown University and Diane Horm, University of Oklahoma-Tulsa), funded by the Heising-Simons Foundation. This longitudinal study examines the impact of pre-k education on the self-regulatory and cognitive development of low-income children, and seeks to identify the active ingredients of pre-k environments that produce both immediate and longer term impacts.

2017- *Up, up, and away: Malleable features of pre-k and primary classrooms and their contributions to sustained benefits for vulnerable children* (Co-PI, funded by the Spencer Foundation). This study will follow a cohort of children enrolled and not enrolled in the Tulsa, OK pre-k program through 2nd grade to assess program impacts on academic, social, and self-regulatory development.

Recent Research Grants Awarded (since 2000)

Spencer Foundation. *Up, up, and away: Malleable features of pre-k and primary classrooms and their contributions to sustained benefits for vulnerable children* (PI, Anna Johnson, Co-PI's, Deborah Phillips and Diane Horm). Sept 1, 2017-Aug 31, 2018.

Heising-Simons Foundation. *Capturing the Next Stage of Pre-K Education: A Study of 4-Year Olds in Tulsa, OK*. (PI, Deborah Phillips, Co-Is: Anna Johnson, Georgetown University; Diane Horm, University of Oklahoma-Tulsa.) August 1, 2017-July 30, 2018.

Heising-Simons Foundation. *Capturing the First Stage of Pre-K Education: A Study of Three-Year Olds in Tulsa, Oklahoma*. (PI, Deborah Phillips, Co-Is: Anna Johnson, Georgetown University; Diane Horm, University of Oklahoma-Tulsa.) August 1, 2016-July 30, 2017.

U.S. DHHS, Administration for Children and Families, Office of Planning and Evaluation. *The changing landscape of publicly-funded center-based child care: 1990 and 2012*. (PI, Deborah Phillips, Co-I's: Rupa Datta, NORC and Ellen Kisker, Independent consultant.) Oct 1, 2015 – April 30, 2017.

Foundation for Child Development, Heising-Simons Foundation, and Stranahan Foundation. *Long-term effects of the Tulsa PreK program*. (Co-PIs: William Gormley and Deborah Phillips). July 7, 2014 – June 30, 2016

National Institute of Child Health and Human Development. *Beneficial Impacts of Pre-K Education: Under What Conditions and For Whom?* (Co-PIs: Deborah Phillips and Carolyn Hill). March 3, 2012 – February 28, 2014.

National Institute of Child Health and Human Development. *School Reform and Beyond: Pre-to 1st Grade* (Co-I: Deborah Phillips, subcontract from Harvard University), July 1, 2011 – April, 30, 2013.

Foundation for Child Development Jane Dustan Fund (Principal Grantee: Deborah Phillips on behalf of the Consortium) to develop a business plan for the *Consortium of University-Based Child and Family Policy Programs*. Nov. 2010 – Apr. 2011.

National Institute of Child Health and Human Development. *Child Care and Children's Temperaments*. (Principal Investigator: Deborah Phillips). April 1, 2005 - June 30, 2007.

U.S. Department of Health and Human Services, Child Care Bureau. *Child Care and Children's Temperaments*. (Principal Investigator: Deborah Phillips), March 1, 2004 – Jan. 30, 2005.

Foundation for Child Development. Oklahoma's Universal Pre-K Program: New Research Initiatives (CO-PIs: William Gormley, Deborah Phillips, & Carolyn Hill), 6/1/05-5/31/07
The Spencer Foundation. Teaching for Success in Oklahoma's University Pre-K Program. (Co-PIs: Deborah Phillips & William Gormley), 1/1/06-12/31/07

David and Lucile Packard Foundation. Oklahoma's University Pre-K Program: Assessing Quality and Outcomes of Pre-K in the context of Diversity. (Co-PIs: Deborah Phillips & William Gormley). 10/1/05-9/30/07

Foundation for Child Development. *Georgetown University Program in Child Development and Public Policy*. (Principal Investigators: Deborah Phillips and William Gormley), March 1, 2001 – May 30, 2005.

National Institute of Child Health and Human Development. *Child Care and Parental Employment Among Fragile Families*. (Principal Investigator: Jeanne Brooks-Gunn; Co- PI: Deborah Phillips).

Georgetown University Grants

Georgetown University Reflective Engagement in the Public Interest Grant “Informing the next decade of public pre-kindergarten design and evaluation” July 1, 2014-June 30, 2015 Role: Co-PI (Anna Johnson, PI)

Senior Faculty Research Fellowships

Spring 2012: *Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention*

Spring 2017: *Setting the Stage to Examine Fade-Out in Pre-K Education*

Selected Publications: Peer-Reviewed Papers

Phillips, D. (1987). Socialization of perceived academic competence among highly competent children. *Child Development*, 58, 1308-1320.

- Phillips, D., McCartney, K., & Scarr, S. (1987). Child-care quality and children's social development. *Developmental Psychology*, 23, 537- 543.
- Phillips, D., Lande, J., & Goldberg, M. (1990). The state of child care regulation: A comparative analysis. *Early Childhood Research Quarterly*, 5, 151-179.
- Phillips, D., Howes, C., & Whitebook, M. (1991). Child care as an adult work environment: Implications for job satisfaction, turnover, and quality of care. In S. Hofferth & D. Phillips (Eds.), *Child care: A policy research perspective*. *Journal of Social Issues*, 47, 49-70.
- Phillips, D., Howes, C., & Whitebook, M. (1992). The social policy context of childcare: Effects on quality. *American Journal of Community Psychology*, 20, 25-51.
- Phillips, D., Voran, M., Kisker, E., Howes, C., & Whitebook, M. (1994). Child care for children in poverty: Opportunity or inequity, *Child Development*, 65, 472-492.
- Phillips, D., & Bridgman, A.. (1999). Frontiers of Research on Children, Youth, and Families: Initiative recognizes young and mid-career scholars. *Journal of Community Psychology*, 27, 511-516.
- Phillips, D., Mekos, M., Scarr, S., McCartney, K., Abbott-Shim, M. (2001). Within and beyond the classroom door: Assessing quality in child care centers. *Early Childhood Research Quarterly*, 15, 475-496.
- Phillips, D., & Adams, G. (2001). Child care and our youngest children. In *The Future of Children*, 11(1), 35-51.
- Phillips, D. (2002). Collisions, logrolls, and psychological science. *American Psychologist*, 57(3), 219-221.
- Phillips, D., Prince, S., & Schiebelhut, L. (2004). Elementary school children's responses three months after the September 11th terrorist attacks: A study in Washington, D.C. *American Journal of Orthopsychiatry*, 74, 000-000.
- Phillips, D., Featherman, D., & Liu, J. (2004). Children as an evocative influence on adults' reactions to terrorism. *Applied Developmental Science*, 8(4), 195-210.
- Gormley, W., & Phillips, D. (2005). The effects of universal pre-k in Oklahoma: Research highlights and policy implications. *Policy Studies Journal*, 33(1), 65-82.

- Gormley, W., Gayer, T., Phillips, D., & B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, 41(6), 872-884.
- Kryzer, E.M., Kovan, N., Phillips, D.A., Donagall, L., & Gunnar, M.R. (2007). Toddlers' and Preschoolers' Experience in Family Child Care Settings: Age Differences and Behavioral Correlates, *Early Childhood Research Quarterly*, 22, 452-466.
- Gormley, W.T., Phillips, D., & Gayer, T. (2008). Preschool programs can boost school readiness. *Science*, 320, 1723-1724.
- Ludwig, J. & Phillips, D. (2008). Long-term effects of Head Start on low-income children. *Annals of the New York Academy of Sciences*, 1136, 256-268.
- Phillips, D.A., Gormley, W., & Lowenstein, A. (2009). Inside the classroom door: Quality in Tulsa, Oklahoma's Pre-K Programs. *Early Childhood Research Quarterly*, 24, 213-228.
- Gunnar, M.R., Kryzer, E., Van Ryzin, M.J., & Phillips, D.A. (2010). The rise in cortisol in family day care: Associations with aspects of care quality, child behavior, and child sex. *Child Development*, 81(3), 853-870.
- Gormley, W.T., Phillips, D.A., Adelstein, S., & Shaw, C. (2010). Head Start's Comparative Advantage: Myth or Reality? *Policy Studies Journal*, 38(2), 397-418.
- Gormley, W.T., Phillips, D.A., Newmark, K., & Perper, K. (2011). Socio-emotional effects of early childhood education programs in Tulsa. *Child Development*, 82(6), 2095-2109.
- Watanabe, S.E., Phillips, D., Morrissey, T.W., McCartney, K., & Bub, K. (2011). Double jeopardy: Poorer Social-emotional outcomes for children in the NICHD SECCYD experiencing home and child care environments that confer risk. *Child Development*, 82(1), 48-65.
- Phillips, D., Fox, N., & Gunnar, M. (2011). Same place, different experiences: Bringing individual differences to research in child care. *Child Development Perspectives*, 5(1), 44-49.
- Gunnar, M., Kryzer, E., Van Ryzin, M., & Phillips, D. (2011). The Import of the Cortisol Rise at Child Care Differs as a Function of Behavioral Inhibition. *Developmental Psychology*, 47(3), 792-803.
- Almas, A., Degnan, K., Fox, N., Phillips, D., Hane, A., Moas, O.L., & Henderson, H. (2011). The relations between infant negative reactivity, non-maternal child care, and children's interactions with familiar and unfamiliar peers. *Social Development*.

- Winer, A., & Phillips, D. (2011). Boys, girls, and the “two worlds” of child care. *Merrill-Palmer Quarterly*, 58(1), 22-49
- Phillips, D., Crowell, N.A., Gunnar, M., Fox, N., Hane, A., Sussman, A., & Bisgaier, J. (2012). Reactive temperament and sensitivity to context in child care. *Social Development*, 21(3), 628-643.
- Phillips, D. & Meloy, M.E. (2012). High-Quality School-Based Pre-K Can Boost Early Learning for Children with Special Needs. *Exceptional Children*, 78(4), 471-490.
- Meloy, M.E., & Phillips, D. (2012). Rethinking the Role of Early Care and Education in Foster Care. *Children and Youth Services Review*, 34, 882-890.
- Meloy, M.E. & Phillips, D. (2012). Foster children and placement stability: The role of child care assistance. *Journal of Applied Developmental Psychology*, 33, 252-259.
- Floyd, L. & Phillips, D.A. (2013). Child care and other support programs. *Future of Children*, 23(2), 79-98.
- Finch, J.E., Johnson, A., & Phillips, D.A. (2015). Is sensitive caregiving in child care associated with children's effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly*, 31, 125–134.
- Phillips, D., Gormley, W., & Anderson, S. (2016). The effects of Tulsa’s CAP Head Start program on middle-school academic outcomes and progress. *Developmental Psychology*, 52(8), 1247-1261.
- Phillips, D., Whitebook, M. & Austin, L. (2016). The early care and education workforce. *Future of Children*, 26(2), 11-30.
- Johnson, A., Markowitz, A., Hill, C. & Phillips, D.A. (2017). Variation in pre-k impacts: The role of instructional support. *Developmental Psychology*, 52, 2145-2158.
- Anderson, S., Phillips, D., & Gormley, W. (2017). The dog that didn’t bark: Preschool education and middle- school attitudes in Tulsa. *Applied Developmental Science*, 1-17.
- Phillips, D., Anderson, S. & Gormley, W. (2017). Is pre-K classroom quality associated with kindergarten and middle-school academic skills? *Developmental Psychology*, 53, 1063-1078.

- Phillips, D. (in press). Beyond more of the same: Sustaining the benefits of preschool education. *Journal of Consulting Psychology and Psychiatry*, 50(2), 138-139.
- Gormley, W., Phillips, D., & Anderson, S. (2017). The effects of Tulsa's pre-K program on middle school outcomes. *Journal of Policy Analysis and Management*. DOI: 10.1002/pam.22023.
- Finch, J., Johnson, A., & Phillips, D. (submitted). Associations between publicly-funded center-based preschool programs and low-income children's school readiness: The role of child temperament.
- Phillips, D., Johnson, A., Anderson, S., & Meloy, M.E. (in preparation). Can high-quality school-based pre-K boost social skills for children with special needs?
- Phillips, D., Datta, R., Kisker, E., & Anderson, S. (in preparation). The changing landscape of publicly-funded child care centers in the U.S.: 1990-2012.

Selected Publications: Chapters

- Phillips, D. (1991). Day care for young children in the United States. In P. Moss and E. Melhuish, Eds, *Daycare for young children: International perspectives* (pp. 161-184). London, England: Tavistock.
- Phillips, D. (1991). With a little help: Children in poverty and child care. In A. Huston (Ed.), *Children in Poverty: Child Development and public policy* (pp. 158-189). NY: Cambridge University Press.
- Phillips, D., & Stipek, D. (1993). Early formal schooling: Are we promoting achievement or anxiety? *Applied and Preventive Psychology: Current Scientific Directions*, 2, 141-150. New York: Cambridge University Press.
- Phillips, D.A., & Love, J.M. (1997). Indicators for school readiness, schooling and child care in early to middle childhood. In R. Hauser, B. Brown, & W. Prosser, (Eds.), *Indicators of Children's Well-Being*. (pp. 125-151). New York: Russell Sage Foundation.
- Phillips, D. (2000). Social and public policy. (pp. 397-420). In J. Rappaport & E. Seidman, (Eds.), *Handbook of Community Psychology*, New York: Plenum.
- White, S.H., & Phillips, D.A. (2001). Designing Head Start: Roles Played by Developmental Psychologists. (pp. 83-118) In D.L. Featherman and M. Vinofskis (Eds). *Social Science and Policy Making*. Ann Arbor, MI: University of Michigan

Press.

- Phillips, D., & White, S.H. (2004). New Possibilities for Research on Head Start. In E. Zigler & S. J. Styfco (Eds.), *The Head Start Debates*. (pp. 263-278) Baltimore, MD: Brookes Publishing.
- Phillips, D., & McCartney, K. (2005). The disconnect between research and policy on child care. In D. Pillemer and S. White (Eds.), *Developmental Psychology and Social Change: Research, History and Policy*. (pp. 104-139). Cambridge University Press.
- Phillips, D., Sussman, A., & Woolard, J. (2005). Public policy. In Salkind, N. (Ed.), *Encyclopedia of Human Development*. NJ: Sage Publishing.
- Phillips, D., McCartney, K., and Sussman, A. (2006). Child care and early development. In McCartney, K., & Phillips, D. *The Handbook of Early Child Development*. (pp. 471-489). Blackwell Publishers.
- Phillips, D., & Gershoff, E.T. (2006). Youth activism responses to terrorism. In L. Sherrod, C. Flanagan, & R. Kassimir (Eds.). *Youth Activism: An International Encyclopedia*. (pp. 739-747). Westport, CT: Greenwood Publishing.
- Phillips, D. (2006). Child care as risk or protection in the context of welfare reform. In Cabrera, N., Peters, L., & Hutchens, B. (Eds.). *From Welfare to Child Care*. (pp. 261-266). Mahwah, NJ: Erlbaum Publishers.
- Phillips, D., & Styfco, S. (2006). Child development research and public policy: Triumphs and setbacks on the way to maturity. In J.L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Philips (Eds.). *Child development and social policy: Knowledge for action*. Washington, DC: American Psychological Association.
- Ludwig, J. & Phillips, D. (2010, Sept). Leave No (Young) Child Behind: Prioritizing Access in Early Childhood Education. (pp. 49-58). In R. Haskins & W.S. Barnett (Eds), *Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy*. Washington, DC: Brookings Institution.
- Phillips, D., & Lowenstein, A. (2011). Structure and Goals of Preschool Educational Settings. In S.T. Fiske, D.L. Schacter, S.E. Taylor (Eds.), *Annual Review of Psychology*, 62, 483-495. Palo Alto, CA: Annual Reviews.
- Phillips, D. (2014). What Can We Learn by Focusing on Children's Experiences with Instability? In Adams, G. (ed). *Insights on Instability and Children's Development*, 8. Washington, DC: Urban Institute.

- Phillips, D. (2016). Integrating enriched learning and protection from toxic stress in early education settings. In S. Jones & N. Leseau (Eds.). *Leading Edge in Early Childhood Education*, (pp. 7-28). Cambridge, MA: Harvard University Press.
- Phillips, D. & McCartney, K. (2017). Foreword. E. Dearing and E. Votruba-Drzal (Eds.). *Handbook of Early Childhood Programs, Practices, and Policies*, (pp. xx-xxiv). Hoboken, NJ: Wiley-Blackwell.
- Phillips, D., Lipsey, M., Dodge, K., Haskins, R., Bassok, D., Burchinal, M., Duncan, G., Dynarski, M., Magnuson, K., & Weiland, C. (2017). Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects. A consensus statement. In K Dodge (Ed.), *Issues in pre-kindergarten programs and policy*. (pp. 19-30). Washington DC: The Brookings Institution.

Selected Publications: Books

- Phillips, D., & Crowell, N.A. (Eds.) (1994). *Cultural Diversity and Early Education*. Washington, DC: National Academy Press.
- Phillips, D. (Ed.) (1995). *Child Care for Low-Income Families*. Washington, DC: National Academy Press.
- Phillips, D., & Bridgman, A. (Eds.) (1995). *New Findings on Children, Families, and Economic Self-Sufficiency*. Washington, D.C.: National Academy Press.
- Phillips, D., and Cabrera, N. (1996). *Beyond the Blueprint: Directions for Research on Head Start's Families*. Washington, DC: National Academy Press.
- Bridgman, A., & Phillips, D. (1997). *New Findings on Welfare and Children's Development*. Washington, D.C.: National Academy Press.
- Shonkoff, J., & Phillips, D. (Eds.). (2000) *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: National Academy Press.
- McCartney, K., & Phillips, D. (Eds.) (2006). *The Handbook of Early Child Development*. Blackwell Publishers.
- Aber, J.L., Bishop-Josef, S.J., Jones, S.M., McLearn, K.T., & Philips, D.A. (Eds.). (2006). *Child development and social policy: Knowledge for action*. Washington, DC: American Psychological Association.

Selected Publications: Other Reports

- Whitebook, M., Howes, C., & Phillips, D. (1989). *Who Cares? Child Care Workers and the Quality of Care in America. Final report of the National Child Care Staffing Study*. Berkeley, CA: Child Care Employee Project.
- Whitebook, M., Howes, C. & Phillips, D. (1998). *Worthy Work, Unlivable Wages. The National Child Care Staffing Study, 1988-1997*. Washington, D.C.: Center for the Child Care Workforce.
- Ludwig, J. & Phillips, D.A. (2007). *The Benefits and Costs of Head Start*. National Bureau of Economic Research, Working Paper #12973
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M.R., Espinoza, L.M., Gormley, W.t., Ludwig, J., Magnuso, K.A., Phillips, D., Zaslow, M.J. (2013). *Investing in our future: The evidence base on preschool education*. Washington, DC: Society for Research in Child Development and the Foundation for Child Development.
- Whitebook, M., Phillips, D. & Howes, C. (2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Berkeley, CA: Center for the Study of Child Care Employment.
- Phillips, D. (2015). Facts, Fantasies, and the Future of Child Care Revisited. *The Observer*. American Psychological Association.

Recent Presentations

Professional Presentations

- Phillips, D. and Styfco, S. (March 30, 2003). *Child development research and public policy: History through a personal lens*. Invited presentation at Child Development and Social Policy: Knowledge for Action: A Festschrift in Honor of Edward Zigler. Washington, DC: Georgetown University.
- Phillips, D. (April, 2003). *Learning from Tragedy: Children, Terrorism, and Psychological Science*. Discussant comments for the symposium on “Reactions of Children and Youth to the World Trade Center Disaster”, Meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.

- Phillips, D., Schiebelhut, L., & Prince, S. (April, 2003). *Children's responses to the terrorist attacks of September 11th: An exploratory study*. Paper presented as part of symposium on "The Aftermath of September 11th, 2001: Developmental Effects and Policy Implications," J. Aber and D. Phillips (Chairs). Meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.
- Phillips, D., & Whitebook, M. (April 2003) *Who Leaves? Who Stays? Stability and Quality of the Child Care Workforce through Time*. Paper presented at the meetings of the Society for Research in Child Development, Tampa, FL, April 24-27, 2003.
- Forster, H., Sussman, A., Hane, A., Phillips, D., & Fox, N. (April, 2004). *Child care arrangements and temperament styles*. Poster presented at the Conference on Human Development. Arlington, VA (George Mason University).
- Phillips, D. (August, 2004). *The development of interdisciplinary programs in child development and public policy*. Presentation as part of the Mentor Award Symposium: A Tribute to Ed Zigler – Preparing Graduate students for Careers in Social Policy for Children and Families. Annual Meeting of the American Psychological Association, Honolulu, Hawaii.
- Crowell, N.A., Phillips, D.A., & Whitebook, M. (April 2005). *Literacy of early care and education providers: Links to quality of care*. Poster presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 8, 2005.
- Sussman, A.L., & Phillips, D.A. (April 2005). *Patterns of child care use and quality of children of differing temperaments*. Symposium paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Phillips, D. (April 2005). *Dandelions, Orchids, and Children's Temperaments*. Discussant comments for the symposium, "Patterns of child care use and quality of children of differing temperaments," presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Phillips, D. (April 2005). *Child care and school readiness*. Discussant comments for the symposium, "Quality and Auspice in Early Care and Education: Association with School Readiness" presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.
- Gayer, T., Gormley, W., McGill, B., & Phillips, D. (April 2005). The effects of universal pre-kindergarten on cognitive development. Symposium paper presented at the 2005 Biennial Meeting of the Society for Research in Child Development, Atlanta, GA. April 9, 2005.

- Gormley, T.W., & Phillips, D. (October, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation at the Annual Meeting of the American Association for Public Policy Analysis and Management, Washington, D.C., October 2006.
- Gormley, T.W., & Phillips, D. (February, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation to the Department of Psychology, Georgetown University.
- Phillips, D. (March, 2006). *The Effects of Oklahoma's Universal Pre-Kindergarten Program on School Readiness*. Presentation to the Developmental and Community Psychology Area Lunch, University of Virginia, March 13, 2006.
- Gormley, W.T., & Phillips, D. (June, 2006). *The Effects of Oklahoma's Universal Pre-K Program*. Presentation to the Annual National Head Start Research Conference. Washington, DC: June 27, 2006.
- Phillips, D. (October, 2005). *Early Experience and the Developing Brain*. Invited keynote presentation. Annual meeting of the Montana Association for the Education of Young Children. Bozeman, MT: October 14, 2006.
- Lowenstein, A. E., & Phillips, D. A. (2006). *Associations between family characteristics and child care quality in the Fragile Families and Child Wellbeing Study*. Poster presented at the 2006 Conference on Human Development, Louisville, KY, April 28-30.
- Lowenstein, A. E., & Phillips, D. A. (2006). *Associations between family characteristics and child care quality*. Paper presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD, March 16-19.
- Gormley, W., Phillips, D., & Lowenstein, A. (2007, April). *Inside the Pre-K Door: Classroom Quality in the Tulsa Pre-K Program*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Boston, MA.
- Phillips, D.A. (Chair) (April 3, 2009). *Preschool experiences contribute to children's social-emotional and academic competence*. Paper Symposium at the 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.
- Gormley, W. & Phillips, D. (April 3, 2009). *Socio-emotional effects of early childhood education programs in Tulsa*. Paper presented as part of the symposium on "Preschool

experiences contribute to children's social-emotional and academic competence". 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Phillips, D.A. (April 4, 2009). *Translating research into policy guidance*. Paper presented as part of the symposium on "The Board on Children, Youth, and Families at the NRC and IOM: Opportunities and Challenges in Using Research to Guide Policy. 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Lowenstein, A.E., Phillips, D.A., & Gormley, W. (April 4, 2009). *Fostering the socio-emotional adjustment of low-income children: The effects of universal pre-K and Head Start in Oklahoma*. Paper presented as part of the symposium on "Public pre-kindergarten in three states: Individual- and systems-level outcomes and impacts". 2009 Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Phillips, D. (Chair). (April 1, 2009). SRCD Pre-Conference Symposium: *Child Development Science and Policy: Where have been? Where are we going?* The biennial meeting of the Society for Research in Child Development, Denver: CO.

Corrington, M., & Phillips, D. (2009, October). *The effects of the Tulsa Pre-K program for children with special educational needs*. Poster presented at the Division of Early Childhood 25th Annual International Conference on Young Children with Special Needs and Their Families, Albuquerque, NM.

Corrington M., & Phillips, D. (2009, July). *Child development at the intersection of early education and child welfare: A developmental perspective on quality child care as a protective factor for foster children*. Paper presented at the Second National Research Conference on Child and Family Programs and Policy, Bridgewater, MA.

Phillips, D. (2010, November). Discussant. *Impact of At-Scale Early Childhood Programs on Children's Behavioral and Academic School Readiness*. Symposium at the Annual Meeting of the Association of Public Policy Analysis and Management, November 5, 2010 (unable to attend).

Phillips, D. (2010, November). Discussant. *Who Gets It? Describing Participants and Non-Participants in Early Childhood Programs Service Delivery and Receipt*. Symposium at the Annual Meeting of the Association of Public Policy Analysis and Management, November 5, 2010 (unable to attend).

Phillips, D., Crowell, N., & Almas, A. N. (April 2, 2011). *Infant-Toddler Child Care Experience Moderates Continuity in Behavior Inhibition*. Paper presented at the Biennial Meeting of the Society for Research in Child Development. Montreal, Canada.

- Gunnar, M.R., Van Ryzin, M.J., & Phillips, D.A. (April 2, 2011). Elevations in Cortisol at Child Care Predict Differentially to Outcomes as a Function of Behavioral Inhibition. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.
- Meloy, M. & Phillips, D. (2011, August). Foster parent childcare subsidy receipt in Illinois: Impacts on placement stability. Poster presented at the 2011 National Child Welfare Evaluation Summit. Washington, DC.
- Phillips, D., (2011, November). *Early care and education: Research, policy and the well-being of children*. Presentation to the Community Psychology program, University of Virginia, Charlottesville, VA, November 29, 2011.
- Meloy, M. & Phillips, D. (2011, November). Pre-Kindergarten Boosts Early Learning for Children with Special Needs. Poster presented at the Division for Early Childhood's 27th Annual International Conference on Young Children with Special Needs & their Families, National Harbor, MD.
- Meloy, M.E., & Phillips, D. A. (November 19, 2011). Pre-Kindergarten Boosts Early Learning for Children with Special Needs. Poster presented at the Annual Meeting of the DEC. Washington, DC.
- Phillips, D. (March 2, 2012). (Chair). *Predictors of Child Care Use Among Special Populations*. Symposium presented at the Annual Meeting of the Eastern Psychological Association, Pittsburgh, PA,
- Phillips, D. (2012, July). Discussant for symposium on "Differential Effects of Early Child Care on Child Socio-emotional Development". International Society for the Study of Behavioral Development Biennial Meeting. Edmonton, Alberta, Canada: July 12, 2012.
- Phillips, D. (2013, Feb.). Moderator, "Toward Accelerating School Readiness and Cumulative Academic Performance from Birth to Age 10." American Association for the Advancement of Science, Boston, February 14, 2013.
- Johnson, A., & Phillips, D. (2013, April). "Associations between Child Care Experiences and Kindergarten Readiness in a Low-Income Sample: Moderation by Child Temperament." Society for Research in Child Development, Seattle, WA, April 20, 2013.
- Phillips, D. (2013, April). "The Next Big Challenge: Integrating Neurobiological and Environmental Conceptions of Risk." Presentation as part of the SRCD pre-conference session honored Edward Zigler. Seattle, WA, April 17, 2013.

- Johnson, A., & Phillips, D. (2013, November). "Center-based early care and education and the school readiness of special needs children." Annual Meeting of the Association for Public Policy Association and Management, Washington, DC, November 8, 2013.
- Johnson, A., Hill, C., Finch, J.E., Phillips, D., & Markowitz, A.J. (2013, November). "How does high-quality public pre-k influence academic gains?" Annual Meeting of the Association for Public Policy Association and Management, Washington, DC, November 9, 2013.
- Phillips, D. (2014, November). Commentary for symposium on Persistence of Pre-K Impacts. Association for Public Policy Analysis and Management Annual Meeting, Albuquerque, NM, Nov. 6, 2014.
- Gormley, W., Phillips, D., & Anderson, S (2015, February). *The long-term effects of Tulsa's pre-K program on academic outcomes*. Paper presented at the Annual Meeting of the Association for Education Finance and Policy. Washington DC: February 26, 2015.
- Phillips, D., Gormley, W., & Anderson, S. (2015, March). *The long-term effects of Tulsa's pre-K program on school progress*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness. Washington DC: March 5, 2015.
- Phillips, D. (2015, March). Discussant, paper symposium: *Kindergarten in Transition: School Readiness, Instructional Practices, and Student Outcomes*. Elise Chor, Chair. SRCD Biennial Conference, Philadelphia, March 19, 2015.
- Phillips, D. (2015, March). Chair, paper symposium: *The Developmental Impacts of Pre-Kindergarten Programs for Children with Special Needs*. SRCD Biennial Conference, Philadelphia, March 19, 2015.
- Phillips, D., Johnson, A.D. & Meloy, B. (2015, April). *Impact of the Tulsa pre-K program on the social development of children with special needs*. Annual Meeting of the Society for Research in Child Development, Philadelphia, PA, March 19, 2015.
- Johnson, A., Finch, J., & Phillips, D. (2015, March). *Child care experiences and school readiness for low-income children: Moderation by child temperament*. Poster session. SRCD Biennial Conference, Philadelphia, March 21, 2015.
- Anderson, S., & Phillips, D. (2015, Nov.). *The Long-Term Effects of Pre-k: Moderation by Pre-k Quality?* Paper presented at the Association for Public Policy Analysis and Management Annual Meeting, Washington, DC, November 12, 2015.
- Finch, J.E., Johnson, A.D., & Philips, D.A. (2015). *Publicly funded preschool and school readiness for low-income children: The moderating role of child temperament*. Paper

presented at the Association for Public Policy Analysis and Management Annual Meeting, Washington DC, Nov 14, 2015.

Phillips, D., Datta, R., Kisker, E., & Anderson, S. (2015, Dec.). *The changing landscape of publicly-funded center-based child care: 1990-2012*. Paper presented at the meeting of grantees for the Secondary Analysis of Data on Early Care and Education, Office of Planning, Research and Evaluation, U.S. DHHS, Dec. 4, 2015.

Gormley, W., Phillips, D., & Anderson, S. (2016, March). *The Effects of Tulsa's Pre-K Program on Middle School Outcomes*. Paper presented at the Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2016.

Phillips, D. (2016, March). Chair, panel on *Do Pre-K Program Effects Persist Over Time or Fade Away?* Annual Meeting of the Society for Research on Educational Effectiveness, Washington, D.C., March 5, 2016.

Phillips, D. (2016, July). *Executive Function Mapping: Making More of Math*. Member of panel on "EF Mapping to inform Programs, Policies and Assessments". National Research Conference on Early Childhood, Washington, DC, July 12, 2016.

Anderson, S., Kitchens, K., & Phillips, D. (2016, October). *School-based mechanisms of differential school-based pre-K effects among black and white youth*. Paper presented as part of symposium, "Educational interventions and policies and boys of color," Society for Research in Child Development Special Topic Meeting: Babies, Boys, and Men of Color. October 7, 2016, Tampa, FL.

Phillips, D., Datta, R., Kisker, E., & Anderson, S. (2017, March). *Early childhood workforce research: Trends from 1990 to 2012*. Paper presented at the annual meeting of the Child Care and Early Education Policy Research Consortium. Washington, DC: March 1, 2017.

Phillips, D. (Chair) (2017, April). *The early childhood workforce: A look at over-time trends and contemporary status and well-being*. Symposium presented at the biennial meeting of the Society for Research in Child Development, April 6, 2017, Austin, TX.

Clements, L., LeMahieu, R., Chan, J., Hutchison, H. J., Prager, E., Mazzocco, M., Phillips, D., & Dearing, E. (2017, April). *Parents' Management Language and Beliefs about their Young Children's Math and Reading*. Poster presented at the biennial meeting of the Society for Research in Child Development, April 8, 2017, Austin, TX.

Phillips, D. (2017, April). *SRCD Policy Fellowship Panel*. Chair (substituting for Marty Zaslow), symposium on the SRCD Fellowship program at the biennial meeting of the Society for Research in Child Development, April 6, 2017, Austin, TX.

Invited Presentations/Keynotes

Phillips, D. (May, 2003). *Improving Early Childhood Education*. Invited presentation as part of the Senate Democratic Policy Committee Spring Issues Conference, Cambridge, MA, May 2, 2003.

Phillips, D. (Nov. 2004). *Neurons to Neighborhoods: Implications for Early Childhood Education*. Invited presentation to the tenth anniversary meeting of the International Step by Step Association titled, "10 years of Step by Step. Decade of Change: Stepping into the Future". Budapest, Hungary.

Phillips, D. (March 2006). Invited presentation to the Jacobs Foundation Workshop on Research Frontiers. Marbach Castle, Germany, March 29-31, 2006. (one of eight American scholars invited).

Phillips, D. (June 2006). *Tribute to Sheldon White*. Invited presentation at the Head Start National Research Conference. Washington, DC.

Phillips, D. (July 2006). *From Neurons to Neighbourhoods: 6 years on*. Invited keynote address. Annual meeting of the International Society for the Study of Behavioral Development. Melbourne, Australia, July 3, 2006.

Phillips, D. (2007, March). *Seizing Opportunities for Young Children: Investments that Count in the Early Years*. Invited presentation at the conference, Our Children The Future. Adelaide, South Australia, March 2, 2007.

Phillips, D. (2007, March). *From Neurons to Neighbourhoods: 6 years on*. Invited Seminar for the Australian Institute for Family Studies, Melbourne, Australia, March 22, 2007.

Phillips, D. (2007, March). *Seizing Opportunities for Young Children: Investments that Count in the Early Years*. Invited presentation at the conference, Our Children, The Future. Adelaide, South Australia, March 2, 2007.

Phillips, D. (June, 2008). *From the Academy to Policy: Honoring the Career of Edward Zigler*. Invited inaugural speaker for the Edward Zigler Master Lecture. Head Start National Research Conference. Washington, DC.

Phillips, D. (January, 2008). *A science-based framework for early childhood policy*. Invited keynote address to the Birth to Five Policy Alliance. Washington, DC.

- Phillips, D. (May, 2008). *A science-based framework for early childhood policy*. Invited talk to the Congressional Panel Discussion (sponsored by the Rand Corporation) on “What does economics tell us about early childhood policy?” Washington, DC.
- Phillips, D. (2010, October). 10 Years Post-Neurons to Neighborhoods: What’s at Stake, and What Matters in Child Care? Invited keynote address at the Child Care and Development Block Grant 20th Anniversary Symposium. Sponsored by the Office of Child Care, U.S. Department of Health and Human Services. Washington, DC: Oct. 19, 2010.
- Phillips, D. (2010, November). *Closing Remarks. From Neurons to Neighborhoods Anniversary: Ten Years Later*. Meeting at the Institute of Medicine, National Academies. Washington, DC: October 27, 2010.
- Phillips, D. (2010, November). Moderator for Panel: What We’ve Learned: The Impact and Promise of Early Childhood Service. *From Neurons to Neighborhoods Anniversary: Ten Years Later*. Meeting at the Institute of Medicine, National Academies. Washington, DC: October 28, 2010.
- Phillips, D. (March 16, 2010). *Growing brains, early environments, and human investment*. Invited presentation to the Board of the Pew Charitable Trusts, Philadelphia, PA.
- Phillips, D. (June 22, 2011). *Lessons learned from the Tulsa Pre-K Program*. Invited presentation to the Spencer Foundation Board.
- Phillips, D. (2011, November). Opening speaker: *Foundations of Healthy Child Development*. Workshop on the Scientific Study of Military Children. November 17, 2011, Washington, DC.: Uniform Services University.
- Phillips D. (2011, December). Keynote speaker: 26th Annual Training Institute, National Center for Clinical Infant Programs. *Returning to the Neighborhood (and the Neurons) 12 Years Later*. Washington, DC: December 8, 2011.
- Phillips, D. (2012, May). Plenary speaker: National Governor’s Association Policy Institute. *The Research Case for a Comprehensive B-3rd Grade Policy Agenda*. Arlington, VA: May 9, 2012.
- Phillips, D. (2012, May). Invited Faculty Member/Speaker: Norlien Foundation Early Brain and Biological Development Science in Society Symposium. *Interventions in Executive Functioning*. Banff, Alberta, Canada: May 29, 2012.

- Phillips, D. (2012, June). Plenary speaker: Early Head Start National Resource Center 16th Annual Birth to Three Institute: “Growing Minds and Hearts: Children, Families, and Communities. Washington, DC: June 12, 2012.
- Phillips, D. (2013, April). Opening introduction to panel, “Prenatal to Third Grade: Innovations in Policy and Practice.” “Water Cooler” Conference, Sacramento, CA, April 11, 2013.
- Phillips, D. (2013, October). Opening introduction to panel, “Investing in our future: The evidence base on preschool education.” Washington, DC: New America Foundation, October 16, 2013.
- Phillips, D. (2013, Dec.). Plenary speaker: National Science Foundation – STEM Smart meeting: “New evidence on effective learning in the early years”. Washington, D.C., December 3, 2013.
- Phillips, D. (2013, Dec.). Panelist. Reclaiming the promise of public education: Conversation series. Early Childhood Education: The Word Gap & the Common Core. Albert Shanker Institute and the American Federation of Teachers. Washington, DC: Dec. 11, 2103.
- Phillips, D. (2014, Jan.). Panelist. *Quality Rating and Improvement Systems: Thoughts on promoting children’s early learning*. National and State Child Care Advocates 26th Annual Meeting. Baltimore, MD: January 6, 2014
- Phillips, D. (2014, Jan.). Invited speaker. *Investing in our future: The evidence base for preschool education*. CATO Institute Policy Forum. Preschool Education: What the Research Says. Washington, DC: January 7, 2014.
- Phillips, D. & Zaslow, M (2014, Jan.). Featured speakers: *Investing in our future: The evidence base for preschool education*. Webinar for the University-based Child and Family Policy Consortium. January, 24, 2104.
- Phillips, D. (2014, April). Invited keynote. *Integrating neurobiological and environmental conceptions of risk to inform policy*. SRCD Special Topic Meeting: Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria, VA: April 5, 2014.
- Phillips, D. (2014, March). Invited Keynote. *We are all neurosurgeons: How parents and teachers shape early brain and behavioral development*. The Barrie School and Institute for Advanced Montessori Studies. Silver Spring, MD: March 1, 2014

- Phillips, D. (2014, May). Invited presentation. *Preschool and early education*. Workshop for the Administration on Children, DHHS: *Intergenerational Social and Economic Mobility (ISEM): What Do We Know? What Can We Do?* Washington, DC: May 16, 2014.
- Phillips, D. (2014, Oct.). Invited keynote address. *From the Brain to the Classroom: The Research Case for a Comprehensive Early Childhood Policy Agenda*. The Pennsylvania Association for Infant Mental Health. Harrisburg, PA: Oct. 17, 2014
- Phillips, D. (2014, Oct.). Workshop presentation. *Current Evidence on Preschool Education*. The Pennsylvania Association for Infant Mental Health. Harrisburg, PA: Oct. 17, 2014
- Phillips, D. (2014, Dec.). Invited presentation. *Integrating enriched learning and protection from toxic stress in early education settings*. Harvard Graduate School of Education conference: *The Leading Edge in Early Childhood Education*. Cambridge, MA: Dec. 12, 2014.
- Phillips, D. (2014, March). Invited panelist. *Continuing to Strengthen Connections: The intersection of child development research with policy and practice at the federal level*. Sponsored by the Office of Planning, Research and Evaluation, Administration for Children and Families, U. S. Department of Health and Human Services. Annual Meeting of the Society for Research in Child Development, Philadelphia, March 18, 2015.
- Phillips, D. (April 23, 2015). Invited presentation. *Integrating enriched learning and protection from toxic stress in early education settings*. Early Childhood Education and Health Symposium. University of New Mexico: Robert Wood Johnson Foundation Center for Health Policy. Albuquerque, NM.
- Phillips, D. (August 5, 2015). Invited presentation. *From the Brain to State Legislatures: What science now tells us about early education*. Annual Meeting of the National Conference of State Legislatures. Seattle, WA.
- Phillips, D. (Aug. 25, 2015). *Preschool as an Engine of Success*. Invited presentation at “The Early Years – Why Quality of Daycare Matters” conference, National Center for Infant Mental Health, Oslo, Norway.
- Phillips, D. (Aug. 25, 2015). *The Effects 10 Years Later On Child Development of a High Quality PreKindergarten Program in Tulsa, Oklahoma*. Invited presentation at The Early Years – Why Quality of Daycare Matters conference, National Center for Infant Mental Health, Oslo, Norway.

Phillips, D. (Oct. 5, 2015). *Worthy Work, STILL Unlivable Wages*. Invited keynote to the Early Childhood Educational Leadership Development Summit. Washington, DC.

Phillips, D. (Nov 17, 2015). *Lessons learned from evaluating preschool education in Tulsa*. Invited presentation to the Gates Foundation Panel on Prek-K Effectiveness. Seattle, WA (participation via teleconference).

Phillips, D. (Feb. 2, 2016). *Child care and biological sensitivity to context*. Grand Rounds presentation to the Department of Child and Adolescent Program, Georgetown University Medical School.

Phillips, D. (Feb 26, 2016). *Lessons from Tulsa, OK: Preschool as a Step towards life-long success*. Presentation to the City Club of Cleveland, Cleveland, OH, Feb, 26, 2016).

Phillips, D. (My 18, 2016). *Early care and education, and the neurobiological underpinnings of development*. Grand Rounds presentation, Children's National Hospital, Washington DC.

Phillips, D. (May 31, 2016). *The ECE Ecosystem and Early Childhood STEM Research*. Keynote presentation to the New America Foundation forum, "Fostering STEM Trajectories: Bridging ECE Research, Practice, & Policy." Washington, DC: New America Foundation.

Phillips, D. & Anderson, S. (July 28, 2016). *The changing Landscape of Publicly-Funded Center-Based Child Care: 1990 and 2012*. Presentation to the Child Care and Early Education Policy Research Consortium Steering Committee via WebEx online.

Phillips, D. (Feb. 2, 2017). *Policy Considerations for an Early Math Action Agenda*. Invited presentation to the Save the Children Action Network. Washington, DC.

Phillips, D. (Feb. 9, 2017). *Early care and education & the neurobiological underpinnings of development*. Keynote presentation to the Oklahoma Partnership for School Readiness Foundation, Inc. Oklahoma City, OK.

Phillips, D. (Feb. 16, 2016). Presenter, Mayor's webinar on Preschool Education, Santa Fe, NM.

Phillips, D. (Feb. 21, 2016). *Next Stage Research on Early Education*. Presentation to the Board of the Heising-Simons Foundation, Palo Alto, CA.

Gormley, W., Phillips, D. & Anderson, S. (March 28, 2017). *The Effects of Tulsa's Pre-K Program on Middle School Outcomes*. Invited Presentation to the Federal Reserve Bank Conference, Washington, DC.

Phillips, D. (May 1, 2017). Keynote speaker for Worthy Wage Day, Santa Fe, NM (held at the Playschool for the Arts).

Phillips, D. (June 7, 2017). *What we know about the effects of pre-K: six consensus statements from a group of leading researchers*. Webinar presentation to the Consortium of University-Based Child and Family Policy Programs.

Phillips, D. & Kendall-Taylor, N. (Sept. 22, 2017). *The Media and You*. Presentation to Developmental Lunch, Georgetown University.

Recent Media Interviews/Op Eds

Phillips, D. (2014, Jan.). “Obama Expected To Propose Expanding Preschool Programs” National Public Radio, Morning Edition, January 28, 2014.

Phillips, D. (2014, Jan.). “Military gets child care right”. National Public Radio. January 31, 2014. (re-aired Sept. 7, 2015).

Phillips, D. & Weiland, C. (2014, Oct). *Seattle Times*. Op Ed on Seattle’s Proposition 1B to expand preschool education.

Phillips, D. (2015, Sept). “Long-term Impacts of Tulsa Pre-K” National Public Radio, Morning Edition, September 8, 2015.

Phillips, D. (2015, Sept). “Arlington School District adds seven pre-kindergarten sites,” Arlington (TX) Citizen-Journal, Sept. 16, 2015

Phillips, D. (2017, Jan). “Military child care”. Public Broadcasting Corporation NewsHour.

Phillips, D. (2017, Jan). “Military child care”. ThinkProgress (online news publication: <https://thinkprogress.org/>)

Phillips, D. (2017, March). Interview with reporter (Alia Wong) from *The Atlantic* on Tulsa Pre-K Research.

Phillips, D. (2017, May). *Pre-K: Decades Worth of Studies, One Strong Message*. Interviewed for NPR Education blog appearing on May 3, 2017.

Congressional Testimony and Other Policy Presentations

Phillips, D. (March 13, 2002). *Child care from the child's perspective: exposure and experiences*. Presentation for the Congressional Briefing on the NICHD Study of Early Child Care

Phillips, D. (Jan. 23, 2008). Testimony before the Committee on Education and Labor, U.S. House of Representatives, Hearing titled, "Investing in Early Education: Paths to Improving Children's Success."

Phillips, D. (February 26, 2008). Invited presentation for the Congressional Media Roundtable on the Youth Promise Act. U.S. House of Representatives.

Phillips, D. (May 12, 2008). *A science-based framework for early childhood policy*. . Invited talk to the Congressional Panel Discussion (sponsored by the Rand Corporation) on "What does economics tell us about early childhood policy?" Washington, DC.

Phillips, D. (June 27, 2013). *The Child Well-Being Index: 2012*. Opening presentation at the Congressional Briefing on the Foundation for Child Development Child Well-Being Index. Washington, DC.

Phillips, D. (March 5, 2014). *High Quality Early Childhood Learning*. Invited participant to symposium organized by the Democratic Steering and Outreach Committee, U.S. Senate.

Phillips, D. (April 29, 2014). *The Tulsa Success Story*. Presentation at the Senate HELP Committee and the House Education and the Workforce Committee lunch briefing on *High Quality Preschool Expansion: What Does Research Say?* (co-sponsored by SRCD and FCD).

Phillips, D., Whitebook M., and Austin, L. (Nov. 18, 2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Public Release, New America Foundation, Washington, DC. (600 webcast reviewers, 2000 downloads of the report within 48 hours)

Phillips, D., Whitebook M., and Austin, L. (Nov. 20, 2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing*. Webinar, Department of Health and Human Services, Administration for Children and Families, Washington, DC (136 attendees).

Phillips, D. (Dec. 10, 2014). *Invited Panelist: Quality in Early Care and Education*. White House Summit on Early Education.

Phillips, D. (Sept. 25, 2015). Panel moderator, "*Building strength in numbers: How do early interventions in math instruction add up?*", Congressional briefing sponsored by the Society for Research in Child Development.

Phillips, D. (Nov. 14, 2015). *Worthy work, still unlivable wages: Compensation in the child care workforce*. Testimony at the Special Hearing on Early Care and Education, D.C. City Council. Washington, DC.

Phillips, D. (May 24, 2017). *The current state of scientific knowledge on pre-kindergarten effects*. Webinar for the National Conference of State Legislators (attendees from 33+ states and DC).

Phillips, D. (June 7, 2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects*. Webinar for the Society for Research in Child Development.

Phillips, D. (July 18, 2017). *Puzzling it out: What we know about pre-k impacts and why business should care*. Webinar for the Council for Economic Development.

Phillips, D. (Aug. 6, 2017). *The current state of scientific knowledge on pre-kindergarten effects*. Invited presentation to the Summit Meeting of the National Conference of State Legislators, Boston, MA.

Douglas S. Reed
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Education

Graduate: PhD in Political Science, May 1995, Yale University
MPhil in Political Science, May 1992, Yale University
MA Political Science, May 1991, Yale University
Undergraduate: BA in Politics and History (Double Major), June 1987,
University of California, Santa Cruz

Academic Positions Held

Professor, Department of Government, Georgetown University, 2017-present
Founding Director, Program in Educational Transformation, 2016-present
Co-Founder and Director, Program on Education, Inquiry and Justice, Georgetown University, August 2012 to August 2016
Fellow, Woodrow Wilson Center for International Scholars, 2013-14
Associate Professor, Department of Government, Georgetown University, August 2003 to 2017
Assistant Professor, Department of Government, Georgetown University, August 1995 to 2003
Acting Instructor, Yale University, Fall 1994 and Fall 1991

Writings and Publications

Books

Building the Federal Schoolhouse: Localism and the American Education State, Oxford University Press, 2014.

On Equal Terms: The Constitutional Politics of Educational Opportunity, Princeton University Press, 2001. 2nd printing and paperback release 2003.

Book Projects in Progress

Paolo Freire Goes to Court: Mexican-American Studies in Arizona and the Future of Ethnic Studies

Edited Volumes

The Elementary and Secondary Education Act at Fifty and Beyond, David Gamson, Kathryn McDermott and Douglas S. Reed, editors. Themed issue of *RSF: The Russell Sage Foundation Journal of the Social Sciences*, (December 2015).

Articles in Peer-Reviewed Journals

"The Elementary and Secondary Education Act at Fifty: Aspirations, Effects and Limitations," (with David Gamson and Kathryn McDermott) *RSF: The Russell Sage Foundation Journal of the Social Sciences*, vol. 1, no. 3, pp1-29. (Dec. 2015).

"State-Building as Standardization: ESEA at 50 from the Perspective of American Political Development," *History of Education Quarterly* vol. 56, no. 2. (May 2016).

"Is There an Expectations Gap? Educational Federalism and the Demographic Distribution of

Proficiency Cut Scores,” *American Educational Research Journal*, vol. 46, no. 3, pp718-742. (Sept. 2009).

“Not in My Schoolyard: Localism and Public Opposition to Funding Schools Equally,” *Social Science Quarterly* vol. 82, no. 1, pp34-50. (March 2001).

“Twenty-Five Years After *Rodriguez*: School Finance Litigation and the Impact of the New Judicial Federalism,” *Law and Society Review*, vol. 32, no. 1, pp175-220 (March 1998).

Peer-Reviewed Articles Under Review

“Common Core Politics: Policy Feedback, Political Pushback and the Role of Legitimation.” Under Review at *Political Science Quarterly* (revise and resubmit).

Legal and Pedagogical Contexts of English Learners: Defining “Appropriate Action” under the Equal Educational Opportunity Act (with Sabrina Wesley-Nero and Edom Tesfa). Revise and resubmit at *Educational Policy*

Law Review Articles

"Judging Schools: Courts and the Structure of American Education" (a review of James Ryan's *Five Miles Away, A World Apart*) *Tulsa Law Review*, vol. 47, no. 1, pp265-72. (Summer 2011).

“Popular Constitutionalism: Toward a Theory of State Constitutional Meanings,” *Rutgers Law Review*, vol. 30, no. 4, pp871-932. (Summer 1999).

“The People v. The Court: School Finance Reform and the New Jersey Supreme Court,” *Cornell Journal of Law and Public Policy*, vol. 4, no. 1, pp137-198. (Fall 1994).

Book Chapters

“Civil Rights for Individuals and Groups” (with Douglas Mitchell and Tedi Mitchell) in *Shaping Education Policy*, 2nd edition (Routledge 2017), Robert Crowson, Dorothy Shipps and Douglas Mitchell, eds.

“Building the Federal Schoolhouse in Alexandria, Virginia: A Local Perspective on the Political Development of Education,” in *To Educate a Nation: Federal and National Strategies for School Reform*, Carl F. Kaestle and Alyssa Lodewick, eds. (University Press of Kansas, 2007), pp41-63.

“Public Education, Democratic Life and the American Courts,” in *American Institutions of Democracy: The Judicial Branch*, Kermit L. Hall and Kevin T. McGuire, eds. (Oxford University Press, 2005), pp459-484.

“Judicial Review and the Stages of *Marbury*,” in *Arguing Marbury v. Madison*, Mark V. Tushnet, ed. (Stanford University Press, 2005), pp88-103.

“The Juridico-Entertainment Complex: A New Constitutional Regime,” in *Popular Culture and Law*, Richard K. Sherwin, ed. International Library of Essays in Law and Society, (Ashgate Publishing, 2006).

“Montgomery County: A Tale of School Choice” in *Leaving No Child Behind: Options for Kids in Failing Schools*, Frederick Hess and Chester Finn, eds. (Palgrave, 2004), pp263-86

Court-Ordered School Finance Equalization: Judicial Activism and Democratic Opposition,” in *Developments in School Finance 1996*, William J. Fowler, ed. (National Center for Educational

Statistics: Washington, DC), pp93-120.

Articles and Chapters Forthcoming

“Policy Ideas and Political Ideas in U.S. Education Reform: Localism and National Reforms” in *How Ideas Shape Urban Political Development*, edited by Richardson Dilworth and Timothy Weaver (University of Pennsylvania Press, 2020)

Current Funding Proposals Pending

Spencer Foundation, Small Grant Program, \$50,000 for release time for research on The Connected High School Network and the Race, Class and Linguistic Politics of a High School Re-Design.

Research Support and Fellowships Received (in reverse chronological order)

Summer Academic Grant, 2019, Graduate School of Arts & Sciences, Georgetown for research on The Connected High School Network and the Race, Class and Linguistic Politics of a High School Re-Design. Awarded March 2019

Co-PI, Mind, Math and Multiliteracies Institute Summer Workshop, \$350,000 from the Office of the State Superintendent of Education for the District of Columbia to mount a summer institute for secondary level special educators on math, language arts and socio-emotional learning of special needs students. Awarded December 2018

Presidential Award, Russell Sage Foundation, New York, NY, \$35,000 to fund a conference on the 50th Anniversary of Elementary and Secondary Act, December 2014. Awarded June 2014.

Fellow, Woodrow Wilson International Center for Scholars, Washington, DC 2013-14

Senior Faculty Fellowship, Spring 2010, Graduate School of Arts and Sciences, Georgetown Univ. (to complete the “Building the Federal Schoolhouse” manuscript)

Summer Research Grant, Graduate School of Arts & Sciences, Georgetown Univ., 2006 (for an analysis of educational politics in Alexandria, VA)

Carnegie Scholar, Carnegie Corporation of New York, 2004-2006, \$100,000 (to fund research on the federal role in public education)

Advanced Studies Fellowship, Brown University, 2003-04 (to fund a full year of research on implementation of the No Child Left Behind Act)

Summer Research Grant, Graduate School of Arts & Sciences, Georgetown Univ., 2001. (Research support for new project on the politics of the right-to-die movement)

Junior Faculty Fellowship, Graduate School of Arts & Sciences, Georgetown Univ., Fall 1998 (for completion of *On Equal Terms* book manuscript)

National Academy of Education Spencer Post-Doctoral Fellowship, 1996-1997 (for research and writing of *On Equal Terms*)

Brookings Institution Research Fellowship, Washington, DC 1993-94 (dissertation research and

writing)

Yale University Dissertation Fellowship, 1993-94 (dissertation research and writing)

Spencer Foundation Dissertation Year Fellowship, 1992-93 (dissertation research and writing)

Selected Invited Presentations

University of California, Santa Cruz, Department of Politics, "Building the Federal Schoolhouse," February 4, 2015

University of Wisconsin, Madison, Wisconsin Center for the Study of Liberal Democracy. "Is It Time to Rewrite the Constitution?" November 7 & 8th, 2014.

Syracuse University, Sawyer Law & Politics Research Seminar, "Building the Federal Schoolhouse," November 14, 2014.

"Reflections on Ferguson," Office of the President, Gaston Hall, Georgetown University, August 28, 2014.

Woodrow Wilson Center for International Scholars, Washington, DC. "Politics of Proficiency: Implementing the Common Core," March 11, 2014

Center for Education Policy, George Washington University, March 26, 2014.

Brown University, Advanced Studies Fellowship Program and the Annenberg Institute for School Reform. June 2005. Conference on Federal and National Strategies for School Reform, "Building the Federal Schoolhouse in Alexandria, Virginia: A Local Perspective on the Political Development of Education."

American Enterprise Institute, January 2004, Conference on Choice and Supplemental Services in No Child Left Behind, "The Experience of Montgomery County, Maryland, 2001-03"

Harvard University, October 2003, Conference on the Politics of School Boards, "Whither Localism: The Politics of Implementing No Child Left Behind"

Princeton University, October 2002, Politics Department, Public Law Symposium

Woodrow Wilson International Center for Scholars, Washington, DC, March 2002.

University of California, Berkeley, Department of Political Science, December 2000

Selected Conference Papers

"Academic Help-Seeking Networks of Recently Arrived Adolescents: Teacher Supports Across Disciplines" American Educational Research Association Annual Meeting, Toronto Canada, April 2019.

"Legal and Pedagogical Contexts of English Learners: The Legality of Linguistic Isolation and

Developmental Needs,” American Educational Research Association Annual Meeting, April 8-12, 2016.

“Schooling the State: Policy Uncertainty and National Education Reform,” Social Science History Association, Baltimore, MD, November 13, 2015.

“ESEA at 50: Education as Statebuilding” Plenary Session, Invited Speaker, History of Education Society, November 6, 2015.

“Ideologies of a Common Education: Ideological and Interest-Group Opposition to Common Core State Standards,” May American Educational Research Association Annual Meeting, Chicago, IL, April 17, 2015

“What is the Education State? Understanding the Nature of the Federal Schoolhouse,” Paper presented at the Annual Meetings of the American Political Science Association Washington, DC August 29, 2014

“Institutions, Interests and Ideologies: Common Core Implementation and the Limited Politics of Reversal,” Paper presented at the Annual Meetings of the American Political Science Association Washington, DC August 31, 2014

“Localism and the Education State: English Language Learners and the Politics of Incorporation,” Paper presented at the Annual Meeting of the American Educational Research Association Annual Meeting, April 6, 2014.

“Educational Spending and Interstate Variation in Proficiency Cut Scores: Lessons for the Implementation of Common Core Standards,” American Educational Research Association Annual Meeting, San Francisco, CA April 2013

“From Massive Resistance to IDEA: Desegregation, Integration and the Construction of Special Education in Alexandria, Virginia, 1959-1989,” American Educational Research Association Annual Meeting, San Francisco, CA April 2013

"Parents Involved in Community Schools, Economic Segregation and School District Capacity to Integrate," co-authored with Andrea Mayer, Paper presented at American Educational Research Association Annual Meeting, Vancouver, British Columbia, March 2012

"Do We Aim at What We Pay For? Proficiency Expectations and Educational Resources" Paper presented at the Annual Meetings of the American Political Science Association, Seattle Washington, Sept. 1-4, 2011

“The Judge in the School House Door: Courts and the Regulation of School Membership,” Paper presented at the Annual Meetings of the American Political Science Association, Washington, DC September 2-5, 2010

“Local Regimes and the Reception of Federal Education Reforms: Litigation and Political Authority over Public Education,” Paper presented at Annual Meetings of the Law and Society Association, May 27-30, 2010, Chicago, Illinois

Of Islands, Dead-Ends, Gateways and Loops: Migration and the Boundaries of U.S. Public Education,
Paper presented at “Redefining America: Race, Migration and the Politics of Inclusion”
A Conference Sponsored by The Americas Initiative of Georgetown College, April 10-11, 2008

“Building the Federal Schoolhouse in Alexandria, VA: The Indirect Policy Effects of School
Desegregation,” American Educational Research Association Annual Meeting, March 24, 2008

“Vouchers, Desegregation and the Segregationist Academies: A Spatial Examination of the Racial
Effects of School Vouchers, in Alexandria, VA, 1960-1964.” Policy History Conference,
Charlottesville, VA Spring 2006 and American Political Science Association Annual meeting,
Summer 2006

“The Judicial Management of Crisis: The Case of Alleged Fugitive Slaves in Antebellum District of
Columbia,” Western Political Science Association Annual Meeting, Denver, CO, March 2003.

“The Juridico-Entertainment Complex: A New Constitutional Regime,” presented at the Law and
Society Annual Meetings, Chicago, IL, May 1999

Rebecca M. Ryan
Curriculum Vitae
October 2017

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<http://faculty.georgetown.edu/rmr64/>

BACKGROUND

Education

- 2006* **Columbia University, Teachers College**, New York, NY
Ph.D., Developmental Psychology
Dissertation: "Are Two Parents Always Better Than One? The Moderating Effect of Parental Risk Factors on Associations Between Family Structure and Early Child Outcomes"
Advisor: Jeanne Brooks-Gunn
- 1998* **Harvard Graduate School of Education**, Cambridge, MA
M.Ed., Human Development and Psychology
Advisor: Barbara Pan
- 1994* **Princeton University**, Princeton, NJ
A.B. with Honors, U.S. History
Thesis: "The Sex Right: A Legal History of the Marital Rape Exemption"
Advisor: Hendrik Hartog

Professional positions

- 2017-
present* **Provost's Distinguished Associate Professor**
Department of Psychology
Georgetown University, Washington DC
- 2015-
2017* **Associate Professor**
Department of Psychology
Georgetown University, Washington DC
- 2009-
2015* **Assistant Professor**
Department of Psychology
Georgetown University, Washington DC
- 2010-
present* **Affiliated Faculty**
McCourt School of Public Policy
Georgetown University, Washington DC
- 2006-
2009* **Post-Doctoral Fellow**
Harris School of Public Policy Studies
University of Chicago, Chicago IL

Mentor: Ariel Kalil

2000- **Graduate Research Fellow**
2006 Teachers College, Columbia University
National Center for Children and Families
Directors: Jeanne Brooks-Gunn and Sharon Lynn Kagan

1998- **Interviewer/Child Assessor**
2000 Harvard Graduate School of Education
Early Head Start Research and Evaluation Project
Supervisor: Barbara Pan, Ph.D.

Honors and Awards

2017- Awarded Provost's Distinguished Associate Professorship

2016 – National Science Foundation MAPWISELY Faculty Fellowship
2018

2012-14 Nominated for Georgetown College Academic Council Award for Excellence in Teaching

2011- Steering Committee of the Network of Infant/Toddler Researchers (NITR)
present

2015- Editorial Board of the *Journal of Research on Adolescence*
present

2010- Editorial Board of the *Journal of Marriage and Family*
present

2011 Men-in-Families Best Research Article Award, National Council on Family Relations, for the article, "When fathers' supportiveness matters most: maternal and paternal parenting and children's school readiness," published in 2010 in the *Journal of Family Psychology* (with co-authors Anne Martin and Jeanne Brooks-Gunn).

1994 Outstanding Thesis Prize in Ethics and Human Values, Princeton University

Professional Affiliations

Society for Research in Child Development
Population Association of America
Association for Public Policy Analysis and Management
National Council on Family Relations
American Psychological Association

SCHOLARSHIP AND RESEARCH

**Papers with doctoral students or post-doctoral mentees as co-authors.*

Peer reviewed publications

- Mendle, J., Ryan, R., & McKone, K. (in press). Age at menarche, depression, and antisocial behavior in adulthood. *Pediatrics*.
- Martin, A., Ryan, R. M., Riina, E. M., & Brooks-Gunn, J. (2017). Coresidential father transitions and biological parents' coparenting quality in early and middle childhood. *Journal of Family Issues*, 38(5), 677-699.
- Ryan, R. M., Ziol-Guest, K., Kalil, A., & *Padilla, C. (2016). Socioeconomic gaps in parents' discipline strategies: Changes over time from 1988 – 2011. *Pediatrics*, 138(6), e20160720 - e20160720
- *Markowitz, A. & Ryan, R. M. (2016). Nonresident fatherhood and adolescent psychopathology: Variation by age at father departure. *Journal of Marriage and Family*, 78, 1300-1314.
- Kalil, A., Ziol-Guest, K., Ryan, R. M., & *Markowitz, A. (2016). Changes in income-based gaps in parent activities with young children from 1988-2012. *AERA Open*, 2(3).
- Ryan, R. M., Mendle, J., & *Markowitz, A. (2015). Early childhood maltreatment and adolescent sexual behavior: The mediating role of pubertal timing. *Journal of Adolescent Health*, 57(3), 342-347.
- Johnson, A. & Ryan, R. M. Child care subsidies, child care quality, and child well-being. (2015). *Child Development Perspectives*, 9(4), 227-232.
- Mendle, J. & Ryan, R. M., McKone, K. M. (2015). Early childhood maltreatment and pubertal development: Replication in a nationally representative sample. *Journal of Research on Adolescence*.
- *Markowitz, A. Ryan, R. M., & Marsh, A. (2015). The behavioral expression of callous and unemotional traits: Moderation by neighborhood resources. *European Child and Adolescent Psychiatry*.
- Ryan, R. M. (2015). Nonresident fatherhood and adolescent sexual behavior: A comparison of siblings approach. *Developmental Psychology*, 51, 211-223.
- Ryan, R. M., Claessens, A., & *Markowitz, A. (2015). Associations between family structure changes and children's behavioral trajectories: The moderating effect of family income. *Child Development*, 86, 112-127.
- Johnson, A., Martin, A., & Ryan, R. M. (2014). Longitudinal associations between child care subsidy receipt and child care choices. *Child Development*, 85, 1843-1851.
- Kalil, A., Ryan, R. M., Chor, E. (2014). Time investments in children across family structures. *The Annals of the American Academy of Political and Social Science*, 654, 150-168.
- *Markowitz, A., Ryan, R. M., & Johnson, A. (2014). Child care subsidies and child care choices: The moderating effect of household structure. *Children and Youth Services Review*, 36, 230-240.
- Ryan, R. M., & Claessens, A. (2013). Associations between family structure changes and children's behavior problems: The moderating effects of timing and marital birth. *Developmental Psychology*, 49(7), 1219-1231.
- Martin, A., Ryan, R. M., & Brooks-Gunn, J. (2013). Longitudinal associations among interest, persistence, supportive parenting, and achievement in early childhood. *Early Childhood Research Quarterly*, 28, 658-667.

- Kalil, A., Ryan, R. M., & Corey, M. (2012). Diverging destinies: Maternal education and the developmental gradient in time with children. *Demography*, 49, 1361-1383.
- Ryan, R. M. (2012). Marital birth and early child outcomes: The moderating influence of marriage propensity. *Child Development*, 83, 1085-1101.
- *Johnson, A., Ryan, R. M., & Brooks-Gunn, J. (2012). Child care subsidies: Do they impact the quality of care children experience? *Child Development*, 83, 1444-1461.
- Ryan, R. M., *Johnson, A., Rigby, E., & Brooks-Gunn, J. (2011). The impact of child care subsidy use on child care quality. *Early Childhood Research Quarterly*, 26, 320-331.
- Kalil, A., & Ryan, R. M. (2010). Mothers' Economic Conditions and Sources of Support in Fragile Families. *Future of Children*, 20(2), 39-61.
- Martin, A., Ryan, R. M., & Brooks-Gunn, J. (2010). When fathers' supportiveness matters most: maternal and paternal parenting and children's school readiness. *Journal of Family Psychology*, 24(2), 145-155.
- Leininger, L. J., Ryan, R. M., & Kalil, A. (2009). Low-income mothers' social support and children's injuries. *Social Science and Medicine*, 68(12), 2113-2121.
- Ryan, R. M., Kalil, A., & Leininger, L. J. (2009). Unwed mothers' private safety nets and children's socioemotional wellbeing. *Journal of Marriage and Family*, 71, 278-297.
- Ryan, R. M., Tolani-Brown, N. & Brooks-Gunn, J. (2009). Relationship trajectories, parenting stress, and unwed mothers' transition to a new baby. *Parenting: Science and Practice*, 9, 160-177.
- Ryan, R. M., Kalil, A., & Ziol-Guest, K. (2008). Longitudinal patterns of nonresident fathers' involvement: The role of resources and relations. *Journal of Marriage and Family*, 70, 962-977.
- Cabrera, N. J., Ryan, R. M., Mitchell, S. J., Shannon, J. D., & Tamis-LeMonda, C. (2008). Low-income, nonresident father involvement with toddlers: Variation by fathers' race and ethnicity. *Journal of Family Psychology*, 22, 643-647.
- Martin, A., Ryan, R. M., & Brooks-Gunn, J. (2007). The joint influence of mother and father parenting on child cognitive outcomes at age 5. *Early Childhood Research Quarterly*, 22, 423-439.
- Rigby, E., Ryan, R. M., & Brooks-Gunn, J. (2007). Child care quality in various state policy contexts. *Journal of Policy Analysis and Management*, 26, 887-907.
- Ryan, R. M., Martin, A., & Brooks-Gunn, J. (2006). Is one good parent good enough? Mothering, fathering and child cognitive outcomes in the Early Head Start Research and Evaluation Project. *Parenting: Science and Practice*, 6, 211-228.
- Cabrera, N. J., Ryan, R. M., Shannon, J. D., Brooks-Gunn, J., Vogel, C., Raikes, H., & Tamis-LeMonda, C., (2004). Low-income biological fathers' involvement in their toddlers lives: The Early Head Start Research and Evaluation Study. *Fathering*, 2, 5-30.
- Ryan, R. M., Brady-Smith, C., & Brooks-Gunn, J. (2004). Videotaped parent-child interactions in the Early Head Start Research and Evaluation Project. *Evaluation Exchange*, 10, 24-25.

Ryan, R. M. (1995). The sex right: A legal history of the marital rape exemption. *Journal of Law and Social Inquiry*, 20, 1175-1199.

Chapters in books

Ryan, R. M. & *Padilla, C. (forthcoming). The transition to parenthood. In M. Bornstein (Ed.), *The Handbook of Parenting*. Lawrence Erlbaum.

Ryan, R. M. & *Padilla, C. (forthcoming). Public policy and family psychology. In B. Fiese (Ed.), *The APA Handbook of Contemporary Family Psychology*. ScholarOne.

Ryan, R. M., & *Padilla, C. (forthcoming). Public programs for children and families. In J. Lansford (Ed.), *The Sage Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage.

*Padilla, C., & Ryan, R. M. (2017). Blended families. In D. L. Couchenour & K. Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: Sage.

*Brito, N., Ryan, R. M., & Barr, R. (2014). Methods for assessing parent-child interactions in large-scale studies. In O. Saracho & B. Spodek (Eds.), *Handbook of research method on early childhood education*, Volume II, p. 147-189. Mahwah, NJ: Lawrence Erlbaum Associates.

Ryan, R. M., Fauth, R. C., & Brooks-Gunn, J. (2012). Childhood poverty: Implications for school readiness and public policy. In O. Saracho & B. Spodek (Eds.), *Handbook of research on the education of young children*, 3rd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

*Johnson, A. & Ryan, R. M. (2012). The impact of child care subsidies on the quality of care that 2-year old children experience. In A. Kalil, R. Haskins, & J. Chesters (Eds.), *Advancing Child and Family Policy through Research* (pp. 100- 126). Washington, DC: Brookings Institution Press.

Ryan, R. M., Fauth, R. C., & Brooks-Gunn, J. (2005). Childhood poverty: Implications for school readiness and early childhood education. In O. Saracho & B. Spodek (Eds.), *Handbook of research on the education of young children*, 2nd ed. (pp. 323-346). Mahwah, NJ: Lawrence Erlbaum Associates.

Under review

*Moore, S., Mendle, J., & Ryan, R. M. (Under review). Candidate Genes as Markers of Environmental Sensitivity? A Longitudinal Investigation of Divergence in Depression Scores in Twin Pairs.

Ryan, R. M., Kalil, A., Ziol-Guest, K., & *Hines, C. Socioeconomic gaps in parenting attitudes: Changes over time from 1986 to 2016.

*Padilla, C., & Ryan, R. M. (Under review). Associations between child temperament and mothers' and fathers' parenting in a low-income sample.

*Padilla, C., & Ryan, R. M. (Under review). School readiness among children of immigrants: The interplay between parental cognitive stimulation and early care and education.

In preparation

Ryan, R. M. & Padilla, C. Nonresident fatherhood and adolescent sexual behavior: The moderating effects of biological father involvement.

- Ryan, R. M., Hines, C., & Padilla, C. Variation in parental investments by biological vulnerability and socioeconomic status.
- Ryan, R. M., Hines, C., & Padilla, C. Variation in the effects of neonatal health on children's cognitive and behavioral outcomes by socioeconomic status.
- Ryan, R. M., Hines, C., & Padilla, C. Variation in the effects of temperament on children's behavioral outcomes by socioeconomic status.
- Hines, C., Ryan, R., Kalil, A., & Ziol-Guest, K. Changes in parents' attitudes towards corporal punishment by social class and region, 1986 to 2016.
- Mendle, J., Ryan, R., & McKone, K. Age at menarche and depression in early adulthood: the mediating effects of physical and sexual assault.

Invited speaker

- Ryan, R. M., Kalil, A., Zio-Guest, K., Markowitz, A., & Padilla, C. (April, 2016). *Socioeconomic gaps in parenting behavior: Changes over time from 1988 – 2012*. Invited talk at American University's School of Public Affairs, Washington, DC.
- Johnson, A., Martin, A., & Ryan, R. M. (2014, July). *Longitudinal associations between child care subsidy receipt and child care choices*. Invited panel presented at the Head Start Research Conference, Washington, DC.
- Ryan, R. M., & Claessens, A. (2013, July). *Associations between family structure change and child behavior: The moderating effect of family income*. Paper presented at University of Wisconsin's Institute for Research on Poverty's Family Complexity Workshop.
- Kalil, A., Ryan, R. M., & Chor, E. (2013, July). *Variation in time investments in children across complex family structures*. Paper presented at University of Wisconsin's Institute for Research on Poverty's Family Complexity Workshop.
- Ryan, R. M. (2013, May). *Nonresident fatherhood and adolescent sexual development*. Invited talk at the University of Virginia, Community Psychology program.
- Ryan, R. M. (2013, May). *Nonresident fatherhood and adolescent sexual development*. Invited talk at George Mason University, Psychology Department.
- Ryan, R. M. (2012, May). *The quantity and quality of resident fathers' parenting: Toward a unified research agenda*. Invited talk at the conference on Fathers and Fathering in Contemporary Contexts, hosted by the National Center for Marriage and Family Research, National Institutes of Health, Bethesda, MA
- Ryan, R. M. (2012, February). *Are two (married) parents always better than one? The moderating influence of marriage propensity and child age*. Invited talk at St. Mary's College, Psychology Department, St. Mary's, MD.
- Ryan, R. M. (2011, February). *Are two (married) parents always better than one? The moderating influence of marriage propensity and child age*. Invited talk at Princeton University, Program in American Studies Workshop, Princeton, NJ.

Johnson, A. & Ryan, R. M. (2011, January). *Child care subsidies: Do they impact the quality of care toddlers experience?* Invited talk at the Advancing Child and Family Policy Through Research Conference: Canberra, Australia.

Ryan, R. M., Kalil, A., & Corey, M. (2010, March). *Diverging destinies: Maternal education and the developmental gradient in time with children.* Invited presentation at the Georgetown Public Policy Institute.

Ryan, R. M. (2009, February). *Are two parents always better than one? Marital birth, child outcomes, and the propensity to marry.* Invited presentation at the Institute of Government and Public Affairs at the University of Illinois at Chicago.

Ryan, R. M. (2010, September). *Are two (married) parents always better than one? The moderating influence of marriage propensity.* Invited talk at George Mason University, Psychology Department, Fairfax, VA.

Ryan, R. M. (2010, November). *Are two (married) parents always better than one? The moderating influence of marriage propensity.* Invited talk at University of Virginia, Psychology Department, Charlottesville, VA.

Ryan, R. M. (2010, November). *Are two (married) parents always better than one? The moderating influence of marriage propensity.* Invited talk at University of Maryland, Psychology Department, College Park, MD.

Conference presentations

Ryan, R., *Padilla, C., & *Hines, C. (April, 2017). Differential parenting with biologically vulnerable versus non-vulnerable children across socioeconomic status. Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX. *Panel Chair

Ryan, R., *Hines, C., Kalil, A., & Ziol-Guest, K. (April, 2017). Income-based gaps in parents' attitudes toward corporal punishment, 1986 – 2014. Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

Mendle, J., Ryan, R., & McKone, K. (April, 2017). Age at menarche and depression in early adulthood: the mediating effects of physical and sexual assault. Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

Ryan, R. (April, 2017) Understanding parenting through social media data: What are parents tweeting about breastfeeding? Paper presented at the Society for Research in Child Development Biennial Conference, Austin, TX.

Ryan, R., Kalil, A., Ziol-Guest, K. & *Hines, C. (May, 2017). Socioeconomic gaps in parenting attitudes: Changes over time from 1986 to 2016. Paper presented at the annual conference of the Population Association of America, Chicago, IL.

Ryan, R., *Padilla, C., & *Hines, C. (May, 2017). Differential parenting with biologically vulnerable versus non-vulnerable children across socioeconomic status. Poster presented at the annual conference of the Population Association of America, Chicago, IL.

Ryan, R. M., Ziol-Guest, K., Kalil, A., & *Padilla, C. (April, 2016). Socioeconomic gaps in parents' discipline strategies: Changes over time from 1988 – 2011. Paper presented at the Population Association of America Annual Conference, Washington, DC.

- Ryan, R. M., Ziol-Guest, K., Kalil, A., & *Padilla, C. (March, 2016). Socioeconomic gaps in parents' discipline strategies: Changes over time from 1988 – 2011. Paper presented at the SREE Spring Conference, Washington, DC.
- Kalil, A., Ziol-Guest, K., Ryan, R. M., & *Markowitz, A. (November, 2015). Changes in Income-based Gaps in Parent Activities with Young Children from 1988-2012. Paper presented at the Association for Public Policy Analysis and Management Annual Conference, Miami, FL.
- *Markowitz, A., & Ryan, R. M. (2015, March). *Nonresident fatherhood and adolescent psychopathology: Variation by age at father departure*. Paper presented at the Society for Research in Child Development's Biennial Conference, Philadelphia, PA.
- Ryan, R. M. & *Padilla, C. (2014, November). *Nonresident fatherhood and adolescent sexual behavior: The moderating effect of father involvement*. Paper presented at the Society for Research in Child Development's conference on New Conceptualizations in the Study of Parenting-at-Risk, San Diego, CA. (panel chair).
- Ryan, R. M., Mendle, J., & *Markowitz, A. (2014, November). *Early childhood maltreatment and adolescent sexual behavior: The mediating role of pubertal timing*. Paper presented at the Society for Research in Child Development's conference on New Conceptualizations in the Study of Parenting-at-Risk, San Diego, CA. (panel chair).
- Mendle, J. & Ryan, R. M. (2014, November). *Early childhood maltreatment and pubertal development: Replication in a nationally representative sample*. Paper presented at the Society for Research in Child Development's conference on New Conceptualizations in the Study of Parenting-at-Risk, San Diego, CA. (panel chair).
- *Padilla, C., & Ryan, R. M. (2014, November). The differential effects of child temperament on mother and father parenting in a low-income sample. Poster presented at the Society for Research in Child Development's conference on New Conceptualizations in the Study of Parenting-at-Risk, San Diego, CA.
- Ryan, R. M. (2014, May). *Nonresident fatherhood and adolescent sexual development*. Paper presented at the Population Association of America Annual Meeting, Boston, MA.
- Ryan, R. M. (2013, April). *Nonresident fatherhood and adolescent sexual development*. Paper presented at the Society of Research in Child Development Biennial Conference, Seattle, WA.
- Ryan, R. M., Mendle, J., Carlson, M. & Harden, K. P. (2013, April). *Early childhood maltreatment and risky sexual behavior: Patterns of gene by environment interaction across quantitative genetic and candidate gene models*. Paper presented at the Society of Research in Child Development Biennial Conference, Seattle, WA. (Panel chair).
- *Markowitz, A., Ryan, R. M., & Johnson, A. (November, 2012). *Child care subsidies and child care choices: The moderating effect of household structure*. Association for Public Policy Analysis and Management Annual Conference, Washington, DC.
- Ryan, R. M., *Markowitz, A. & Johnson, A. (June, 2012). *Child care subsidies and child care choices: The moderating effect of household structure*. Work and Family Researchers Network Inaugural Conference, New York, NY.

- Ryan, R. M., & Claessens, A. (2012, May). *Associations between family structure change and child behavior: The moderating effects of timing and marital birth status*. Paper presented at the Population Association of America Annual Meeting: San Francisco, CA
- Ryan, R. M., Kalil, A., & Corey, M. (2012, May). *Diverging destinies: Parental education and the developmental gradient in time with children*. Paper presented at the Population Association of America Annual Meeting: San Francisco, CA.
- *Kennedy, E. & Ryan, R. M. (2012, April). *Father absence, neighborhood reproductive context, and adolescent sexual behavior*. Poster presented at the Society for Research in Adolescence Biennial Conference: Vancouver, Canada.
- Ryan, R. M. & *Horne, M. (2012, April). *Nonresident fatherhood, father involvement, and adolescent romantic ideals*. Poster presented at the Society for Research in Adolescence Biennial Conference: Vancouver, Canada.
- Ryan, R. M., & Claessens, A. (2011, November). *Associations between family structure change and child behavior: The moderating effects of timing and marital birth status*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference: Washington, DC.
- Johnson, A. & Ryan, R. M. (2010, November). *Child care subsidies: Do they impact the quality of care children experience?* Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference: Boston, MA.
- Ryan, R. M., Kalil, A., & Corey, M. (2010, July). *Diverging destinies: Parental education and the developmental gradient in time with children*. Paper presented at the 32nd International Association of Time Use Research Conference: Paris, France.
- Johnson, A. & Ryan, R. M. (2010, June). *Child care subsidies: Do they impact the quality of care children experience?* Paper presented at Head Start's Tenth National Research Conference: Washington, DC.
- Black, D., Charles, K., Ryan, R. M., & Saunders, S. (2009, November). *The problem with men: The rising gender gap in test scores*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference: Washington, DC.
- Ryan, R. M., Kalil, A., & Corey, M. (2009, June). *Diverging destinies: Maternal education and the developmental gradient in time with children*. Paper presented at the American Time Use Research Conference at University of Maryland, College Park, MD.
- Ryan, R. M., Johnson, A., Rigby, E., & Brooks-Gunn, J. (2009, April). *The impact of child care subsidy use on child care quality*. Paper presented at the Biennial Meeting of the Society for Research in Child Development: Denver, CO.
- Ryan, R. M., Johnson, A. D., Rigby, E., & Brooks-Gunn, J. (2008, November). *The impact of child care subsidy use on child care choices*. Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference: Los Angeles, CA.
- Ryan, R. M. (2008, April). *Family structure and early child outcomes: The moderating influence of paternal education*. Paper presented at the Population Association of America (PAA) Annual Meeting: New Orleans, LA.

- Ryan, R. M., Kalil, A., & Leininger, L. J. (2008, February). *Unwed mothers' private safety nets and children's socioemotional wellbeing*. Paper presented at the National Poverty Center, University of Michigan: Ann Arbor, MI.
- Ryan, R. M., Kalil, A., & Ziol-Guest, K. M. (2007, November). *Patterns of nonresident father involvement: The role of extended family relations*. Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management: Washington, DC.
- Ryan, R. M., Rigby, E., Johnson, A., & Brooks-Gunn, J. (2007, March). *Associations between child care quality, child care type, and children's behavioral outcomes in Fragile Families*. Poster presented at the Biennial Meeting of the Society for Research in Child Development: Boston, MA.
- Martin, A., Ryan, R. M., & Brooks-Gunn, J. (2005, April). *The joint influence of mother and father parenting on child cognitive outcomes at age 5*. Paper presented at the Biennial Meeting of the Society for Research in Child Development: Atlanta, GA.
- Cabrera, N., Ryan, R. M., Shannon, J. D., & Brooks-Gunn, J. (2005, April). *Nonresident fathers in the Early Head Start National Research Evaluation Study: Stability of parenting over time*. Paper presented at the Biennial Meeting of the Society for Research in Child Development: Atlanta, GA.
- Tolani, N., Ryan, R. M., & Brooks-Gunn, J. (2005, April). *The impact of caregiver burden on maternal parenting stress*. Poster presented at the Biennial Meeting of the Society for Research in Child Development: Atlanta, GA.
- Ryan, R. M., Brady-Smith, C., & Brooks-Gunn, J. (2004, June). *Associations between Family Structure and Child Cognitive Outcomes in the First Three Years of Life*. Poster presented at Head Start's Seventh National Research Conference: Washington, DC.
- Ryan, R. M., Tolani, N., & Shannon, J. D. (2003, April). *Associations between Relationship Status and Parent-Child Interactions among Low-Income Mothers and Fathers*. Paper presented at the Biennial Meeting of the Society for Research in Child Development: Tampa, FL.
- Brady-Smith, C., Fauth, R., Ryan, R. M., & Brooks-Gunn, J. (2002, June). *Parenting in Context, Parenting as Context: Patterns of Parenting and Child Outcomes among Low-Income Families*. Poster presented at Head Start's Sixth National Research Conference: Washington, DC.
- Fauth, R. & Ryan, R. M. (2002, April). *They're moving out, are they moving up? The impact of moving to low-rise, low-density public housing on adolescent children*. Poster presented at the Society for Research on Adolescence: New Orleans, LA.
- Collins, T., Katz, J., & Ryan, R. M. (2001, April). *Through a qualitative lens: Portraits of Early Head Start families in rural New England*. Poster presented at the Biennial Meeting of the Society for Research in Child Development: Minneapolis, MN.

External Research Grants (total direct + indirect costs in parenthesis)

Current support

- 2016- **Co-Principal Investigator**, National Institute of Child Health and Human Development
2018 “Early Pubertal Timing and Psychosocial Outcomes in Adulthood” (\$145,000)

2017- **Co-Principal Investigator**, MIDAS Data Science Challenge Grant. “A Social Science Collaboration
2020 for Research on Communication and Learning based upon Big Data.” (\$200,000 for Georgetown)

Prior support

2015- **Principal Investigator**, Russell Sage Foundation
2017 “Inequality in Parental Investments by Biological Vulnerability: Implications for the Socioeconomic Gap in Children’s School Readiness” (\$84,725)

2015- **Co-Investigator**, Spencer Foundation
2017 “Inequality at Home: The Evolution of Class-based Gaps in Young Children’s Home Learning Environments and School Readiness Skills from 1986 to 2012” (\$225, 000)

2014 – **Co-investigator**, National Science Foundation
2016 “IBSS-Ex: Relationships Among Parenting Approaches, Home Environments, and the Development of Children's Skills” (\$247,501).

2014 – **Co-investigator**, Russell Sage Foundation & Washington Center for Equitable Growth
2016 “Inequality at Home: The Evolution of Class-based Gaps in Young Children’s Home Environments and Pre-School Age Skills from 1986 to 2012” (\$97,860).

2012- **Principal Investigator**, National Institute of Child Health and Human Development
2014 “The Impact of Nonresident Fatherhood on Adolescent Sexual Development” (\$155,500).

2012- **Principal Investigator**, Institute for Research on Poverty, University of Wisconsin
2013 Madison, Emerging Scholars Grant
“Associations between Family Structure Change and Child Development” (\$19,775).

2006- **Principal Investigator**, Ruth L. Kirschstein National Research Service Award,
2009 National Institute of Health F32 Post-Doctoral Fellowship
“Cohabitation, Child Wellbeing and Parental Investments” (\$114,278).

2006- **Principal Investigator**, Center for Human Potential and Public Policy Post-Doctoral
2009 Fellowship, Harris School for Public Policy Studies, University of Chicago
“Cohabitation, Child Wellbeing and Parental Investments” (\$31,555).

2005- **Co-Investigator**, Institute for Social and Economic Research and Policy Research “A new
2006 coding scheme for the Five Minute Speech Sample in the Fragile Families and Child Wellbeing Study” (\$10,000).

2004- **Principal Investigator**, Columbia University Public Policy Fellowship
2005 “Are Two Parents Always Better Than One? The Moderating Effect of Parental Risk Factors on Associations between Family Structure and Early Child Outcomes” (\$5,000).

Internal Research Grants

2017- **Co-Principal Investigator**, Georgetown Reflective Engagement Initiative Grant. “Families
2018 Connect: Coparenting, Nurturing and Engaging Children Together” (\$25,000)

2016- **Principal Investigator**, McCourt School of Public Policy, Massive Data Institute Seed Grant
2017 “Parenting and Social Media: Sources of Parenting Information and Misinformation on Twitter.”

(\$37,784)

- 2014 **Principal Investigator**, Georgetown University Summer Research Grant
“The Impact of Early Childhood Environment on Sexual Behavior in Adolescence: Patterns of Gene by Environment Interaction across Quantitative Genetic and Candidate Gene Models” (\$9,500).
- 2012 Junior Faculty Research Fellowship (Spring semester)
- 2011 **Principal Investigator**, Georgetown University Summer Research Grant
“The Impact of Nonresident Fatherhood on Risky Sexual Behavior in Adolescence” (\$9,500).
- 2010 **Principal Investigator**, Georgetown University Summer Research Grant
“Parental education and the developmental gradient in time with children: A cross-national comparison” (\$9,500).

Journal Reviewer

Child Development
Demography
Developmental Psychology
Early Childhood Research Quarterly
Family Relations
Infancy
Journal of Adolescent Health
Journal of Applied Developmental Psychology
Journal of Family Issues
Journal of Marriage and Family
Journal of Policy Analysis and Management
Journal of Research on Adolescence
Parenting: Science and Practice
Pediatrics
Social Development
Social Forces
Social Indicators Report

Current scientific collaborations

- Abigail Marsh, Ph.D. Department of Psychology, Georgetown University – environmental and genetic contributors to adolescent conduct problems
- Anna Johnson, Ph.D. Department of Psychology, Georgetown University – impact of early child care and education on child development in at-risk contexts
- Rachel Barr, Ph.D. Department of Psychology, Georgetown University – influence of parenting on cognitive development during infancy
- Deborah Perry, Ph.D. Center for Child and Human Development, Georgetown University Medical School – maternal and child mental health in at-risk contexts
- Amy Claessens, Ph.D. Harris School for Public Policy Studies, University of Chicago – influence of early home and school contexts on children’s skill development

Jane Mendle, Ph.D.	Department of Human Development, Cornell University – contributions of early life experiences to pubertal timing and transitions
K. Paige Harden, Ph.D.	Department of Psychology, University of Texas at Austin – interplay between genetic factors and family environments in atypical development
Ariel Kalil, Ph.D.	Harris School for Public Policy Studies, University of Chicago – parental investments and child development in at-risk contexts
Greg Duncan, Ph.D.	School of Education, University of California at Irvine – family economic conditions, public policy, and child development through the lifespan
Sean Reardon, Ph.D.	Graduate School of Education, Stanford University – causes, patterns, trends, and consequences of social and educational inequality
Kathleen Guest, Ph.D.	Department of Humanities and Social Sciences, New York University – influence of early socioeconomic conditions on later educational outcomes
Anne Martin, Ph.D.	National Center for Children and Families, Teachers College, Columbia University – parenting in at-risk contexts and children’s self regulation

TEACHING ACTIVITIES

Courses

<i>2016 – present</i>	Advanced Topics in Regression Analyses – PSYC522 (Seminar course, 3 credits – Spring 2016)
<i>2010 – present</i>	Research Methods and Statistics – PSYC002 (Lecture course, 4 credits – Spring 2010, Fall 2010, Spring 2011, Fall 2012, Fall 2013, Spring 2014)
<i>2009 – present</i>	Lifespan Development – PSYC153 (Lecture course – Fall 2009, Spring 2010, Spring 2011, Spring 2012)
<i>2012 – present</i>	Early Child Development – PSYC262 (Lecture course – Spring 2013, Spring 2014)
<i>Spring 2011</i>	Tutorial in Child Development (PSYC301) – Topics on teenage parenthood (1 student)
<i>Spring 2013</i>	Research Tutorial (PSYC412) (2 students)

Georgetown Sponsored Workshops

<i>Spring 2010</i>	Participated in Center for New Designs in Leadership and Scholarship Teaching Circle led by John Rakestraw and Steven Sabat
<i>Spring 2011</i>	Sponsored Writing Fellows program in Research Methods and Statistics in which Masters students in English supported students’ science writing and helped develop “thresholds concepts” for writing in Psychology.

Summer 2011 Participated in the Center for New Designs in Leadership and Scholarship Teaching, Learning and Innovation Summer Institute on identifying and addressing Bottlenecks and Threshold Concepts in disciplines.

Mentorship

Post-doctoral fellows

2011 – 2013 Co-mentor, Anna Johnson, Post-doctoral Fellow, Psychology Department, Georgetown University – received Ruth L. Kirschstein National Research Service Award, National Institute of Health F32 Post-Doctoral Fellowship; Deborah Phillips, primary mentor.

Graduate

Primary dissertation mentor

2016 – present Caitlin Hines, Human Development and Public Policy Track, Department of Psychology, Georgetown University

2013 – present Christina Padilla, Human Development and Public Policy Track, Department of Psychology, Georgetown University

2011 – 2016 Anna Markowitz, Human Development and Public Policy Track, Department of Psychology, Georgetown University

Committee (dissertation / qualifying exam orals) member

2016 Elise Cardinale, Lifespan Cognitive Neuroscience Track, Department of Psychology, Georgetown University (now an NIH post-doctoral fellow under the mentorship of Daniel Pine as part of his intramural lab)

2014 Sarah Vidal, Human Development and Public Policy Track, Department of Psychology, Georgetown University (now a NIDA T32 Postdoctoral Fellow in the Division of Prevention and Community Research in the Department of Psychiatry at Yale School of Medicine)

2013 Cristina Novoa, Human Development and Public Policy Track, Department of Psychology, Georgetown University (now a research associate for SRI in San Francisco, CA)

Undergraduate

Honors thesis primary mentor

2011 Melissa Horne, Department of Psychology (now in MA. graduate program at University of Chicago) (awarded Georgetown Undergraduate Research Opportunities Program summer fellowship)

2011 Margaret Massimo, Department of Psychology (awarded Georgetown Undergraduate Research Opportunities Program summer fellowship)

2012 Erin Kennedy, Department of Psychology (completed Ed.M. graduate program at the Harvard Graduate School of Education) (awarded Georgetown Undergraduate Research Opportunities Program summer fellowship)

2014 Aarohi Vora, Department of Psychology

Honors thesis co-mentor

2013 Jenna Finch, Department of Psychology (awarded Georgetown Undergraduate Research Opportunities Program summer fellowship)

SERVICE

Department

2017-2018 Director of Undergraduate Studies

2016-2018 Merit Committee

2016-2017 Co-Director of Graduate Studies

2015-2016 Co-Director of Undergraduate Studies

2015 Search Committee Member, Assistant Teaching Professor in Psychology (hire: Dr. Paul Merritt)

2012 – 2013 Search Committee Chair, Visiting Professor in Human Development and Public Policy Track (hire: Visiting Professor Steven Holochwost)

2010/12/13 Organized yearly graduate school information session for Psychology majors

2009, 2011 Panelist on yearly graduate school information session for Psychology majors

2011 – *present* Faculty Liaison to Graduate Association of Students in Psychology (GASP)

2012 – *present* Co-developer of new graduate curriculum in quantitative methods

University

2017 – *present* Provost's Faculty Advisory Committee

2017 – *present* Member, Survey Oversight Committee

2017 – *present* Member, College Executive Committee

2016 – 2017 Member, Graduate Executive Committee and subcommittee on graduate stipends

2012 – *present* University liaison to the University-Based Child and Family Policy (CFP) Consortium

2012 – *present* Founding Member, Provost's initiative to support quantitative sciences: Georgetown Quantitative Analysis and Data Science group (GQUADS)

<i>2013 – 2015</i>	Faculty representative from Psychology for Integrated Writing Advisory Committee
<i>2012 – 2014</i>	Participant in Senior Vice President Dimolitsas' Focus Groups for Enhancing Research at Georgetown
<i>Fall 2014</i>	Invited Speaker, Dean's College Board of Advisors meeting on undergraduate admissions
<i>Spring 2014</i>	Invited Speaker, Georgetown Admissions Ambassador Program (GAAP) Faculty Showcase
<i>Fall 2013</i>	Member, Admissions Committee for Early Action Applicants
<i>Spring 2013</i>	Representative of Psychology Department at Dean's Office meetings on cross-department coordination of statistics courses
<i>Fall 2013</i>	Speaker, Faculty Panel at the "Dissertation Boot Camp" sponsored by the Graduate Student Organization, Georgetown University
<i>Fall 2013</i>	Gave presentation on using child-level fixed effects models in hierarchical linear model framework to Georgetown Quantitative Models Working Group (GQ Models)
<i>Spring 2012</i>	Discussant for panel on child and family policy research for Undergraduate Research Conference, Georgetown University

Community

<i>2016-2017</i>	Panel Co-chair for the Society for Research in Child Development's Biennial Conference: Family processes panel.
<i>2016-present</i>	Member of the National Longitudinal Surveys Technical Review Committee, Bureau of Labor Statistics
<i>2011-2015</i>	Steering Committee Member, Network of Infant Toddler Researchers (NITR); co-planned annual meeting in January 2014 to present work to the Department of Health and Human Services' Office of Planning, Research, and Evaluation
<i>Spring 2014</i>	Advised White House Council on Women and Girls and Office of the Vice President in developing discussion on Fathers in Working Families as a lead-up to the first White House Summit on Working Families
<i>2011-2012</i>	Consulted with the State of Maine and researchers at the University of Southern Maine on a Child Care Bureau-funded study of their child care subsidy program
<i>Spring 2011</i>	Invited to present to the Australian equivalent of the Department of Health and Human Services in Canberra, Australia on child care subsidies and their role in early education
<i>Spring 2010</i>	Presentation on advanced statistical modeling for estimating causal effects of child care programs to the U.S. Child Care Bureau

Kristin A. Sinclair, PhD
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401-474-6564 • kristin.sinclair@georgetown.edu

APPOINTMENTS

Educational Transformation, Georgetown University
Assistant Teaching Professor

2019 - present

EDUCATION

College of Education, University of Maryland-College Park
PhD, Education Policy and Leadership: Sociocultural Foundations of Education

2019

Harvard University Graduate School of Education
C.A.S. School Adjustment/Mental Health Counseling
M.Ed. Risk and Prevention

2008

2007

Brown University
B.A. Public Policy and American Institutions

2004

PUBLICATIONS

Journal Articles

- Butler, A. & **Sinclair, K.** (2020). Place matters: A critical review of place inquiry and spatial methods in education research. *Review of Research in Education*, 44, 0-0. (Accepted).
- **Sinclair, K.**, & Malen, B. (2019). Student based budgeting as a mechanism for promoting democratic decision-making: Testing the theory of action. *Educational Policy*, 0(0), 1-27. <https://doi.org/10.1177/0895904819843601>
- Swalwell, K., Schweber, S., **Sinclair, K.**, Gallagher, J, & Schirmer, E. (2017). In the aftermath of Act 10: The changed state of teaching in a changed state. *Peabody Journal of Education*, 92(4), 486-504.

Book Chapters

- ***Sinclair, K.**, Ackerberg, A., & Wheatley, B. (In progress). The “duality of life” in elite sustainability education: Pitfalls, missed opportunities, and recommendations for practice. In Swalwell, K. & Spikes, D. (Eds). *Educating elites for social justice: Promising practices and lessons learned in K-12 schools*. New York, NY: Teachers College Press.
- **Sinclair, K.**, & Swalwell, K. (2017). Becoming a “better” elite: The proliferation and discourses of educational travel programmes for elite youth. In Gunter, H. M., Hall, D., & Apple, M. W. (Eds). *Corporate elites and the reform of public education* (pp. 89-103). Bristol, UK: Policy Press.

Commissioned Papers, Monographs, Policy Reports

- Malen, B., Curtis, K., **Sinclair, K.**, Croninger, R. G., Garcia, A., and Egan, L. (2013) In Pursuit of Equity, Autonomy, and Improvement: A Study of the Student-Based Budgeting Initiative in Prince George’s County Public Schools. A research monograph prepared for the Prince George’s County Public School System: Prince George’s County, MD.

*Denotes manuscript written with K12 teachers or other practitioners.

REFEREED CONFERENCE PAPERS

- **Sinclair, K.** (April 2020). *Whose neighborhood, whose city?: Competing notions of place and missed opportunities for critical social change in place-based education*. Paper to be presented at the 50th Urban Affairs Association Conference, Washington, DC.
- **Sinclair, K.** (November 2019). “You can make a difference in your city:” *The possibilities and limitations of place-based education as a tool for nurturing youth sociopolitical action and activism*. Paper presented at the Annual Conference of the College and University Faculty Assembly of the National Council for the Social Studies, Austin, TX.

- **Sinclair, K.** (July 2019). *"Places are pedagogical": Unpacking the literature on place-based education and developing a theory of change*. Paper presented at the 41st Annual Meeting of the International Standing Conference for the History of Education, Porto, Portugal.
- **Sinclair, K.** (April 2019). *Balancing student interest and community need: Challenges and benefits of community partnerships in place-based education*. Paper presented at the annual meeting of the American Education Research Association, Toronto, CA.
- **Sinclair, K.** (November 2018). *Theorizing place and spatial justice as tools for sociopolitical action*. Paper presented at the annual meeting of the National Association for Multicultural Education, Memphis, TN.
- **Sinclair, K.** (April 2016). *"Starting where you are": Pre-service teachers' exploration of place-based education*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- **Sinclair, K., & Malen, B.** (April 2016). *Student based budgeting as a mechanism for promoting democratic decision-making: Testing the theory of action*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- **Swalwell, K., & Sinclair, K.** (April 2015). *Howard Zinn's A People's History and K-12 U.S. History curriculum: Data from the classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- **Swalwell, K., Schweber, S., & Sinclair, K.** (April 2015). *Fear and loathing in Wisconsin: Teaching in a de-unionized state*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- **Swalwell, K., Schweber, S., & Sinclair, K.** (December 2014). *"Our Teacher Voice Is Gone": The Impact of De-Unionization on Teachers' Classroom Practices & Work Lives in Post-Act 10 Wisconsin*. Paper presented at the annual meeting of the American Anthropological Association, Washington, DC.
- **Curtis, K., Sinclair, K., & Malen, B.** (March 2014). *Student-Based Budgeting (SBB) as an Education Reform Strategy: Theory and Evidence*. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX.
- **Sinclair, K., Garcia, A., Egan, L., & Malen, B.** (March 2014). *The impact of student-based budgeting (SBB) resource allocations at the site level*. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX.

UNIVERSITY-LEVEL TEACHING EXPERIENCE

Assistant Teaching Professor

2019 – present

Educational Transformation, Georgetown University

- *EDTR515: Organizational Change in Education (Spring 2020)*
- *EDTR509: Policy Residency II (Spring 2020)*
- *EDTR508: Policy Analysis in Education (Fall 2019)*
- *EDTR506: Policy Residency I (Fall 2019)*

Adjunct Instructor

2019

Educational Transformation, Georgetown University

- *EDTR501: Social Justice in Education*

Instructor of Record

2012– 2018

Department of Teaching and Learning, Policy and Leadership, College of Education, University of Maryland-College Park

- *EDCI424: Equitable Classrooms (Fall 2013, 2014, 2015, 2017, and 2018 as TLPL475)*
- *EDCI425: Equity and Pedagogy (Spring 2014, 2015, 2016, and 2018)*
- *EDPS301: Foundations of Education (Spring 2018)*
- *EDCI288L: Exploring Teaching As a Career (Fall 2012 and Spring 2013)*

Teaching Assistant

2014 – 2017

Department of Teaching and Learning, Policy and Leadership, College of Education, University of Maryland-College Park

- *Core I and II (EDPS788P and EDPS788T): Foundations of Educational Research (2014-2015 and 2015-2016)*
- *EDPS301: Foundations of Education (Fall 2017)*

Instructor of Record

2014

Department of Curriculum and Instruction, Loyola University, Maryland

- *ED608: Creative Thinking, Collaboration, and Educational Change*

Teaching Fellow

2007 – 2010

Harvard Graduate School of Education, Cambridge, MA

- *Cross Cultural Counseling (Spring 2008, Spring 2009, Spring 2010)*
- *Preventative and Developmental Group Counseling (Fall 2007, Fall 2008)*

K12 TEACHING AND COUNSELING EXPERIENCE

Dean of Academics, History and Literature Teacher The Cape Eleuthera Island School, Eleuthera, Bahamas	2010 – 2012
School Adjustment Counselor Therapeutic Learning Program, Medford High School, Medford, MA	2008 – 2010
Assistant Instructor Thompson Island Outward Bound Education Center (TIOBEC), Boston, MA	2007 – 2010
Adjustment Counseling Intern Curtis Tufts Alternative High School, Medford, MA	2007 – 2008
Prevention Practitioner RALLY (Responsible Advocacy for Life and Learning in Youth), Mary Curley Middle School, Jamaica Plain, MA	2006 – 2007
High Flight Chief Instructor MetroWest YMCA, Framingham, MA	2004 – 2006

INSTITUTIONAL SERVICE

- AERA Reviewer, Critical Educators for Social Justice SIG (2019), Environmental Education SIG (2016, 2019)
- Teaching and Learning, Policy and Leadership Department Representative (2016-2017), College of Education Graduate Student Organization (GSO), University of Maryland, College Park.
- Elected graduate student representative (2015-2016), College of Education Assembly, University of Maryland, College Park
- Member (2015-2016), Co-Chair (2014-2015), Graduate Student Association (GSA), Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park.
- Graduate student representative (2013-2014), Department Assembly, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park.

AWARDS AND FELLOWSHIPS

○ Outstanding Doctoral Student Award, University of Maryland College of Education	2019
○ Dean's Fellowship, Department of Teaching and Learning, Policy and Leadership (\$2,500)	2018
○ SPARC Dissertation Grant, University of Maryland College of Education (\$1,000)	2018
○ Outstanding Graduate Assistant, University of Maryland Graduate School	2018
○ AERA Division B (Curriculum Studies) Vice Presidential Graduate Student Seminar	2018
○ Graduate Student Summer Research Fellowship, University of Maryland Graduate School (\$5,000)	2015
○ Outstanding Graduate Assistant, University of Maryland Graduate School	2015
○ Dean's Fellowship, Department of Teaching and Learning, Policy and Leadership (\$25,000)	2012

PROFESSIONAL ORGANIZATIONS

- **American Educational Research Association (AERA)**
- **College and University Faculty Assembly of the National Council of the Social Studies (CUFA)**
- **National Association for Multicultural Education (NAME)**

Sabrina Wesley-Nero, Ph.D.
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202.744.7680

Education

Ph.D. in Education
George Mason University, Fairfax, VA 2008
Dissertation: "A study of the effectiveness of an alternative certification program for urban elementary teachers of English language learners"
Dissertation Chair: Dr. Marjorie Haley

M.Ed. in Curriculum and Instruction
George Mason University, Fairfax, VA 1997
Area of Concentration: Multilingual and Multicultural Education

Bachelor of Science
Georgetown University, Washington, DC 1995
Major: Latin American International Relations

Current position

Associate Teaching Professor, Georgetown University
Director, Georgetown University, Program in Education, Inquiry, and Justice
Assistant Director, Georgetown University, Graduate Program in Educational Transformation

Georgetown University Affiliations

Engelhard Faculty Fellow (addressing issues related to student wellness through the curriculum)
Faculty Fellow, Center for Social Justice (supporting the integration of community-based learning pedagogy)
Faculty Fellow, Diversity Curriculum Assessment Committee

Publications and Presentations

Wesley-Nero, S. (2019). *Education and Social Justice*. [Invited presentation at the Social Justice, Language Diversity and Globalization Conference.]

Wesley-Nero, S. (2019) We don't dream: Black women emerging scholars in post-apartheid South Africa. [Invited presentation at the Georgetown University Gender + Justice Colloquium.]

Wesley-Nero, S. (2019). *Cross-Boundary Leadership Development And Urban Education Reform*. [Under review.]

Reed, D. and Wesley-Nero, S. (2019) *Legal and Pedagogical Contexts of English Learners: Defining "Appropriate Action" under the Equal Educational Opportunity Act*. [Revise and Resubmit]

Wesley-Nero, S. *Bridging School Leadership and Central Office Personnel: Expanding and integrating leadership preparation for urban education reform*. [Paper presented at 2018 American Educational Research Association Annual Conference.]

Wesley-Nero, S. *Interdisciplinary, Collaborative and Equity-focused: A graduate preparation program for teacher candidates and aspiring policy actors*. [Paper presented at 2018 Association of Teacher Educators Annual Conference.]

Reed, D., Wesley-Nero, S. and Tesfa, E. (2016) *Legal and Pedagogical Contexts of English Learners: The legality of linguistic isolation and developmental needs*. [Paper presented at the 2016 American Educational Research Association Annual Conference]

Grants

(2018) DC OSSE Special Education Teacher Preparation Grant - \$350,000 – Mind, Math, and Multiliteracies Institute

University-level Teaching Experience

Georgetown University, Washington, DC

EDIJ 156 Philosophy of Education
EDIJ 241 Seminar in Education, Inquiry, and Justice
EDIJ 242 Teaching the Whole Child
EDIJ 251 Social Transformation in South Africa
EDIJ 401 Capstone: Program in Education, Inquiry, and Justice
EDTR 502 Culturally Relevant Approaches in Education I
EDTR 503 Teaching Residency I
UNXD 050 Mastering the Hidden Curriculum

George Mason University, Fairfax, VA

EDRD 620 Teaching Reading and Writing in the Foreign/World Language Classroom
EDUC 537 Foundations of Multicultural Education
EDCI 516 Bilingualism and Language Acquisition Research

Center for Inspired Teaching, Washington, DC

EDEL 520 Teaching Exceptional Learners: Culturally, Linguistically, and Ability Diverse Learners
ECDR 561 Teaching Beginning Readers and Writers: Literacy in the Early Childhood Classroom

Professional Service

Council for the Accreditation of Educator Preparation – Program Reviewer

District of Columbia State Education Teacher Certification - Program Reviewer

American Educational Research Association - Proposal Reviewer

- Division C Section 2b: Learning and Motivation in Social and Cultural Contexts

Georgetown University Invited Lectures

- Equity in Education: The History and Context of Special Education in the US (2019)
- Pedagogical Approaches to Seminar Teaching (2018)
- Educating the Whole Person for Beginners (2017)
- Engaging Difference and Diversity (2017)
- Education, Social Justice and the 2016 election (2016)
- Facilitating Secondary Student Engagement in Area Studies (2016)
- Instructional Planning for English Language Learners: An introduction (2015)
- Learner-centered Instruction: Pedagogy and Student Learning (2015)
- Language and Literacy: Instructional Strategies for English Language Learners (2015)
- Trends in US Education Policy (2015)
- Thrive – Don't Just Survive (First Year Student Orientation) (2014)
- Asset-based Instruction: Teaching with the Learner in Mind (2014)
- English as a Second Language: Stages and Strategies (2013)
- *Cura Personalis*: Whole Person Education (2013)

- Urban Learning, Teaching, and Research SIG

Professional Organizations

American Educational Research Association, Association of Teachers to Speakers of Other Languages

JESSICA CHIANG

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ACADEMIC POSITIONS

- 2019 - **Georgetown University**
Assistant Professor, Department of Psychology
- 2016 - 2019 **Northwestern University**
Postdoctoral Fellow, Institute for Policy Research

EDUCATION

- 2016 **University of California, Los Angeles**
Ph.D. in Health Psychology, Minor in Quantitative Psychology
- 2011 **University of California, Los Angeles**
M.A. in Health Psychology
- 2007 **Smith College**
B.A. in Psychology and Economics, *magna cum laude*

AWARDS AND FELLOWSHIPS

- 2018 American Psychosomatic Society Young Investigator Scholar
- 2016 - 2019 Ruth L. Kirschstein NRSA Postdoctoral Fellowship, National Heart, Lung, and Blood Institute
- 2015 Dissertation Year Fellowship, UCLA Graduate Division
- 2015 Ursula Mandel Scholarship
- 2014 Philip & Aida Siff Educational Foundation Scholarship
- 2014 American Psychological Association Dissertation Research Award
- 2014 American Psychological Association Division 38 Graduate Student Research Award
- 2014 American Psychosomatic Society Young Scholars Award
- 2013 UCLA Health Psychology Graduate Student Paper Prize
- 2013 APA Basic Psychological Science Research Grant Honorable Mention
- 2012 Association for Psychological Science Student Travel Award
- 2011 Graduate Summer Research Mentorship Fellowship, UCLA Graduate Division

- 2011 - 2014 National Science Foundation Graduate Fellowship
 2010 Edwin W. Pauley Fellowship, UCLA Graduate Division

GRANTS

- 2015-2016 University of California Institute for Mexico and the US (\$11,900)
Understanding disease risk among Mexicans in the U.S.: The impact of early family stress on inflammation and underlying mechanisms.
- 2014-2016 UCLA Cousins Center for Psychoneuroimmunology (\$40,000)
Early family stress and inflammation: Underlying biological and psychosocial mechanisms.
- 2014 UCLA Clinical & Translational Research Center (\$6,000)
Early family stress and inflammation: Underlying biological and psychosocial mechanisms.
- 2011 Foundation for Psychocultural Research – UCLA Center for Culture, Brain, & Development (\$6,000)
The role of culture in the psychological and physiological effects of self-reflection over a stressor.

PEER-REVIEWED PUBLICATIONS

- White, S. F., Voss, J. L., **Chiang, J. J.**, Wang, L., McLaughlin, K. A., & Miller, G. E. (in press). Exposure to violence and low family income are associated with heightened amygdala responsiveness to threat among adolescents. *Developmental Cognitive Neuroscience*.
- Jenkins, L. M., **Chiang, J. J.**, Vause, K., Hoffer, L., Alpert, K., Parrish, T. B., Wang, L., & Miller, G. E. (in press). Subcortical structural variations associated with socioeconomic status in adolescents. *Human Brain Mapping*.
- Kuhlman, K. R., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Seeman, T. E., McCreath, H., Almeida, D. M., Dahl, R. E., & Fuligni, A. J. (in press). Sleep problems in adolescence are prospectively linked to later depressive symptoms via the cortisol awakening response. *Development & Psychopathology*.
- Kuhlman, K. R., Horn, S., **Chiang, J. J.**, & Bower, J. E. (in press). Early life adversity exposure and circulating markers of inflammation in children and adolescents: A systematic review and meta-analysis. *Brain, Behavior, & Immunity*.
- Rahal, D., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Venkatraman, J., & Fuligni, A. J. (in press). Subjective social status and stress responsivity in late adolescence. *Stress*, 23(1), 50-59.
- Kuhlman, K. R., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Dahl, R. E., Almeida, D. M., McCreath, H. E., Seeman, T. E., & Fuligni, A. J. (in press). Persistent low positive affect and sleep disturbance across adolescence moderate the link between stress and depressive symptoms in early adulthood. *Journal of Abnormal Child Psychology*, 48(1), 109-121.

- Park, H., **Chiang, J. J.**, Almeida, D. M., Bower, J. E., Dahl, R. E., Irwin, M. R., & Fuligni, A. J. (2019). Developmental trends in sleep during adolescents' transition to adulthood. *Sleep Medicine*, 60, 202-210.
- Chiang, J. J.**, Cole, S. W., Bower, J. E., Irwin, M. R., Taylor, S. E., Arevalo, J., & Fuligni, A. J. (2019). Depressive symptoms and immune transcriptional profiles in late adolescents. *Brain, Behavior, & Immunity*, 80, 163-169.
- Chiang, J. J.**, Chen, E., Leigh, A. K. K., Hoffer, L. C., Lam, P. H., & Miller, G. E. (2019). Familism and inflammatory processes in African-American, Latino, and White youth. *Health Psychology*, 38(4), 306-317.
- Chiang, J. J.**, Cole, S. W., Bower, J. E., Irwin, M. R., Taylor, S. E., Arevalo, J., & Fuligni, A. J. (2019). Daily interpersonal stress, sleep, and gene regulation during late adolescence. *Psychoneuroendocrinology*, 103, 147-155.
- Chiang, J. J.**, Park, H., Almeida, D. M., Bower, J. E., Cole, S. W., Irwin, M. R., McCreath, H., Seeman, T. E., & Fuligni, A. J. (2019). Psychosocial stress and C-reactive protein from mid-adolescence to young adulthood. *Health Psychology*, 38(3), 259-267.
- Chiang, J. J.**, Ko, A., Bower, J. E., Irwin, M. E., Taylor, S. E., & Fuligni, A. J. (2019). Stress, psychological resources, and HPA and inflammatory reactivity during late adolescence. *Development and Psychopathology*, 31(2), 699-712.
- Lam, P. H., Miller, G. E., **Chiang, J. J.**, Levine, C. S., Le, V., Shalowitz, M. U., Story, R. E., & Chen, E. (2018). One size does not fit all: The health benefits of shift-and-persist on asthma in youth are moderated by perceived family social status and experience of unfair treatment. *Development and Psychopathology*, 30(5), 1699-1714.
- Lam, P. H., Levine, C. L., **Chiang, J. J.**, Shalowitz, M. U., Story, R. E., Hayen, R., Sinard, R. N., & Chen, E. (2018). Family obligations and asthma in youth: the moderating role of socioeconomic status. *Health Psychology*, 27(10), 968-978.
- Chiang, J. J.**, Chen, E. & Miller, G. E. (2018). Midlife social support as a buffer against premature mortality risks associated with abuse during childhood. *Nature Human Behaviour*, 2(4), 261-268.
- Chiang, J. J.**, Turiano, N. A., Mroczek, D. K., & Miller, G. E. (2018). Affective reactivity to daily stress and 20-year mortality risk in adults with chronic illness: Findings from the National Study of Daily Experiences. *Health Psychology*, 37(2), 170-178.
- Huynh, V. W. & **Chiang, J. J.** (2018). Subjective social status and adolescent health: The role of stress and sleep. *Youth & Society*, 50(7), 926-246.
- Chiang, J. J.**, Bower, J. E., Irwin, M. E., Taylor, S. E., & Fuligni, A. J. (2017). Adiposity moderates the relation between early adversity and inflammatory reactivity to acute stress during late adolescence. *Brain, Behavior, and Immunity*, 66, 146-155.
- Chiang, J. J.**, Kim, J., Almeida, D. M., Bower, J. E., Dahl, R. E., Irwin, M. R., McCreath, H. & Fuligni, A. J. (2017). Sleep efficiency modulates associations between family stress and adolescent depressive symptoms and negative affect. *Journal of Adolescent Health*, 61(4), 501-507.

- Kuhlman, K. R., **Chiang, J. J.**, Horn, S., & Bower, J. E. (2017). Developmental psychoneuroendocrine and psychoneuroimmune pathways from childhood adversity to disease. *Neuroscience and Biobehavioral Reviews*, 80, 166-184.
- Guan, A. S., **Chiang, J. J.**, Sherman, L., & Robles, T. (2017). Culture moderates the effect of social support across communication contexts in young adult females. *Computers in Human Behavior*, 75, 775-784.
- Chiang, J. J.**, Tsai K. M., Park, H., Bower, J. E., Almeida, A. M., Dahl, R. E., Irwin, M. R., Seeman, T. E., & Fuligni, A. J. (2016). Family stress and HPA functioning during adolescence: The moderating role of sleep. *Psychoneuroendocrinology*, 71, 43-53.
- Tsai, W., **Chiang, J. J.**, & Lau, A. S. (2016). The effects of self-enhancement and self-improvement on recovery from stress differ across cultural groups. *Social Psychological and Personality Science*, 7(1), 21-28.
- Chiang, J. J.**, Taylor, S. E., & Bower, J. E. (2015). Early adversity, neural development, and inflammation. *Developmental Psychobiology*, 57(8), 887-907.
- Chiang, J. J.**, Almeida, D. M., Bower, J. E., Seeman, T. E., Irwin, M., & Fuligni, A. J. (2015). Socioeconomic status, daily affective and social experiences, and inflammation during adolescence. *Psychosomatic Medicine*, 77(3), 256-266.
- Ortiz Parada, M., Wiley, J., & **Chiang, J. J.** (2014). How stress gets under the skin o como el estrés psicológico se introduce bajo la piel. *Revista Medica de Chile*, 142, 767-774.
- Chiang, J. J.**, Saphire-Bernstein, S., Kim, H. S., Sherman, D. K., & Taylor, S. E. (2013). Cultural differences in the link between supportive relationships and proinflammatory cytokines. *Social Psychological and Personality Science*, 4(5), 511-520.
- Chiang, J. J.**, Eisenberger, N. I., Seeman, T. E., & Taylor, S. E. (2012). Negative and competitive social interactions are related to heightened proinflammatory cytokine activity. *Proceedings of the National Academy of Sciences*, 109, 1878-1882.
- Jackson, B., Twenge, J. M., Souza, C., **Chiang, J.**, & Goodman, E. (2011). Low social status promotes ruminative coping. *Journal of Applied Social Psychology*, 41(10), 2434-2456.

MANUSCRIPTS UNDER REVIEW

- Jenkins, L. M., **Chiang, J. J.**, Vause, K., Hoffer, L., Alpert, K., Parrish, T., Miller, G. E., & Wang, L. (under review). Subcortical protrusion associated with sub-clinical depression symptoms in adolescents.
- Cohen, S., **Chiang, J. J.**, Janicki-Deverts, D., Miller, G. E. (under review). Good relationships with parents during childhood buffer the association between low childhood disadvantage and adult cold risk.

Park, H., **Chiang, J. J.**, Bower, J. E., Irwin, M. R., Almeida, D. M., Seeman, T., McCreath, H., & Fuligni, A. J. (under review). Sleep and inflammation during adolescents' transition to young adulthood.

Rahal, D., **Chiang, J. J.**, Levin, M., Fuligni, A. J., Slavich, G. M., & Robles, T. F. (under review). Early life stress, social status, and health during late adolescence.

Lam, P. H., **Chiang, J. J.**, Chen, E., & Miller, G. E. (under review). Race, socioeconomic status, and inflammation across the lifecourse: A mega-analysis.

Chiang, J. J., Lam, P. H., Chen, E., & Miller, G. E. (under review). Psychological stress during childhood and adolescence and its relation with inflammation across the lifespan: A critical review and meta-analysis.

MANUSCRIPTS IN PREPARATION

Chiang, J. J. & Lam, P. H. (in prep). Ecological momentary assessment as a tool for understanding dynamic patterns in child and adolescent health and development.

Chiang, J. J., Nusslock, R., Armstrong, C., Carroll, A., Jenkins, L. M., Wang, L., & Miller, G. E. (in prep). Socioeconomic status, cortical morphology, and insulin resistance in early adolescence.

Chiang, J. J. & Lam, P. H. (in prep). Childhood abuse, chronic disease, and mortality in midlife: the role of daily stress and affect responsivity.

Fuligni, A. J., **Chiang, J. J.** & Tottenham, N. (in prep). Sleep disruption and the long-term impact of early life stress.

Tsai, K., **Chiang, J. J.**, Kim, J. J., & Fuligni, A. J. (in prep). The influence of parental stress and mood on adolescent sleep.

Kim, J. J., **Chiang, J. J.**, & Fuligni, A. J. (in prep). Stress responsivity in everyday life mediates gender and ethnic differences in depressive symptoms.

CONFERENCE PRESENTATIONS (†student mentee)

Chiang, J., Cole, S. W., Bower, J., Irwin, M., Arvealo, J., Taylor, S., & Fuligni, J. (March 2019). Depressive symptoms and transcriptional indicators of immune alterations during late adolescence. Conference symposium, American Psychosomatic Society, Vancouver, Canada.

Lam, P. H., **Chiang, J.**, Schauer, J., Chen, E., & Miller, G. E. (March 2019). Early adversity and tonic measure of inflammation across the lifespan: A meta-analytic review. Conference poster, American Psychosomatic Society, Vancouver, Canada.

Tsai, K., **Chiang, J.**, Kim, J., & Fuligni, A. (March 2019). The influence of parental daily stress and mood on adolescent sleep. Conference paper symposium, Society for Research on Child Development, Baltimore, MD.

- Jenkins, L., **Chiang, J.**, Alpert, K., Wang, L., & Miller, G. (June 2018). Outward subcortical variation associated with higher socioeconomic status in adolescents. Conference poster, Organization for Human Brain Mapping, Singapore.
- Jenkins, L., **Chiang, J.**, Alpert, K., Wang, L., & Miller, G. (May 2018). Outward subcortical deformations associated with sub-clinical depression symptoms in adolescents. Conference poster, Society of Biological Psychiatry, New York, NY.
- Chiang, J.**, Bower, J. E., Taylor, S. E., & Fuligni, A. J. (April 2018). Psychological resources protect against dampened HPA reactivity related to various types of stress during late adolescence. Conference poster, Society for Research on Adolescence, Minneapolis, MN.
- Kim, J., **Chiang, J.**, Irwin, M. R., & Fuligni, A. J. (April 2018). The role of age and family processes in psychological reactivity through adolescence. Conference paper symposium, Society for Research on Adolescence, Minneapolis, MN.
- Rahal, D.[†], **Chiang, J.**, Bower, J. E., & Fuligni, A. J. (April 2018). Subjective social status modulates stress reactivity among late adolescents. Conference poster, Society for Research on Adolescence, Minneapolis, MN.
- Chiang, J.J.**, Chen, E., & Miller, G. E. (March 2018). Childhood abuse, midlife social support, and mortality risk. Conference symposium, American Psychosomatic Society: Louisville, Kentucky.
- Kuhlman, K.R., **Chiang, J.J.**, Bower, J.E., Irwin, M.R., Dahl, R., Seeman, T., McCreath, H., Almeida, D., & Fuligni, A.J. (March 2018). Cortisol awakening response mediates the prospective association between sleep problems in adolescence and depressive symptoms in early adulthood. Conference paper presentation, American Psychosomatic Society: Louisville, Kentucky.
- Griffiths, M.[†], **Chiang, J. J.**, & Guan, S. S. A. (August 2017). Caregiver relationships and general support related to depressive symptoms and BMI. Conference poster, American Psychological Association Division 38 (Society for Health Psychology), Washington, D.C.
- Mroczek, D., Sin, N. L., **Chiang, J.**, Stawski, R., Turiano, N., Almeida, D. M., Miller, G. M., Piazza, J., Spiro III, A., & Neupert, S. (June 2017). Emotional reactivity and mortality risk. Conference symposium, Academy of Behavioral Medicine Research, Santa Fe, Mexico.
- Hernandez, L. M., **Chiang, J.**, Sherman, L. E., Pfeifer, J., & Dapretto, M. R. (June 2017). Inflammatory marker interleukin-6 is associated with altered fronto-limbic activity in neurotypical adolescents. Conference poster, Organization for Human Brain Mapping, Vancouver, Canada.
- Horn, S., **Chiang, J.**, Bower, J., & Kuhlman, K. (May 2017). Methodological approaches of the study of neuroendocrine and inflammatory biomarkers of childhood trauma: A systematic review. Conference poster, Society for Biological Psychiatry, San Diego, CA.

- Chiang, J.**, [†]Ko, A., Bower, J. E., Taylor, S. E., Seeman, T. E., & Fuligni, A. J. (April 2017). Psychological resources protect against heightened inflammation related to social strain and adiposity in late adolescence. Conference poster, Society for Behavioral Medicine, San Diego, CA.
- [†]Ko, A., **Chiang, J. J.**, Bower, J. E., Taylor, S. E., Seeman, T. E., & Fuligni, A. J. (April 2017). Ethnic differences in early family adversity and HPA axis functioning among Latino and European American adolescents. Conference poster, Society for Behavioral Medicine, San Diego, CA.
- Guan, S. S. A., **Chiang, J.**, Sherman, L. E., Nguyen, J., Tsui, Y., & Robles, T. (October 2016). Computer mediated communication and well-being. Conference flash talk, Society for Research on Child Development Special Topic Meeting: Technology and Media in Children's Development, Irvine, CA.
- Chiang, J.**, Tsai, K. M., Park, H., Bower, J. E., Almeida, D. M., Dahl, R. E., Irwin, M. R., Seeman, T. E., & Fuligni, A. J. (March, 2015). Family demands, sleep, and HPA-axis functioning among adolescents. Conference symposium, Society for Research on Adolescence, Baltimore, MD.
- Chiang, J.**, Bower, J. E., Almeida, D. M., Seeman, T. E., & Fuligni, A. J. (March 2015). Daily family stress and risk for cardiovascular disease during adolescence. Conference poster, American Psychosomatic Society, Savannah, GA.
- [†]Kobayashi, J. E., **Chiang, J.**, & Fuligni, A. J. (February 2015). Early adversity and depressive symptoms: The role of social relationships and perceived stress. Conference poster, Society for Personality and Social Psychology, Long Beach, CA.
- [†]Kobayashi, J. E., **Chiang, J.**, & Fuligni, A. J. (May 2014). Early life stress, social relationships, and mental health. Conference poster, Stanford Undergraduate Psychology Conference, Stanford, CA.
- Sherman, L. E., Greenfield, P. M., **Chiang, J.**, Hernandez, L., Beck-Pancer, D., & Dapretto, M. (April 2014). What the brain "likes:" Neural correlates of social media engagement in adolescence. Conference poster, Social & Affective Neuroscience Society, Denver, CO.
- Sherman, L. E., Greenfield, P. M., **Chiang, J.**, Hernandez, L., Beck-Pancer, D., & Dapretto, M. (April 2014). Digital culture in adolescence: Neural correlates of social media use. Conference poster, International Cultural Neuroscience Consortium, Ann Arbor, MI.
- Chiang, J.**, & Fuligni, A. J. (March 2014). Does socioeconomic status affect daily socioemotional experiences to impact adolescent health? Conference paper presentation, American Psychosomatic Society, San Francisco, CA.
- Chiang, J.**, & Fuligni, A. J. (March 2014). Socioeconomic status and inflammation among adolescents. Conference poster, Society for Research on Adolescence, Austin, TX.
- [†]Safdar, Z., [†]Eshaghi, F., **Chiang, J.**, & Dupont, A. (May 2013). Does social support moderate the relationship between acculturation and mental health? Conference poster, UCLA Psychology Undergraduate Research Conference, Los Angeles, CA.

Chiang, J., Saphire-Bernstein, S., Kim, H. S., Sherman, D., & Taylor, S. E. (June 2012). Cultural differences in the link between supportive relationships and proinflammatory cytokine levels. Conference poster, Psychoneuroimmunology Research Society, San Diego, CA.

Chiang, J., Saphire-Bernstein, S., Kim, H. S., Sherman, D., & Taylor, S. E. (May 2012). Cultural differences in the link between supportive relationships and proinflammatory cytokine levels. Conference poster, Association for Psychological Science, Chicago, IL.

Jackson, B., Twenge, J. M., **Chiang, J.**, Souza, C., & Goodman, E. (March 2007). Internalizing social status: An experimental test of ruminative coping among college women. Conference paper, Association for Women in Psychology, San Francisco, CA. Part of the panel entitled “Embodying Social Status: Psychological Processes Implicated in Women’s Health,” chaired by B. Jackson.

Jackson, B., Twenge, J. M., **Chiang, J.**, Souza, C., & Goodman, E. (January 2007). Subjective social status: Psychological consequences in a laboratory setting. Conference poster, Society for Personality and Social Psychology, Memphis TN.

TEACHING EXPERIENCE

Spring 2020	Course Instructor, Health Psychology, Georgetown University
Fall 2019	Course Instructor, Stress, Coping, & Health Seminar, Georgetown University
Spring 2015	Teaching Assistant, Research Methods in Psychology, UCLA
Winter 2015	Teaching Assistant, Methods in Health Psychology, UCLA
Winter 2013	Teaching Assistant, Introduction to Health Psychology, UCLA
Spring 2007	Teaching Assistant, Intermediate Microeconomics, Smith College
Fall 2006	Teaching Assistant, Introductory Psychology, Smith College
Fall 2006	Grader, Introductory Microeconomics, Smith College
Spring 2006	Teaching Assistant, Health Psychology, Smith College
Spring 2005	Tutor, Research Methods, Smith College

PROFESSIONAL SERVICE

Ad-hoc reviewer:

Biological Psychology

European Journal of Pediatrics

Brain, Behavior, and Immunity

Journal of Child Psychology and Psychiatry

Child Development

Nature Human Behaviour

Depression & Anxiety

Psychological Science

Development & Psychopathology

Psychoneuroendocrinology

Emotion

Psychosomatic Medicine

European Child & Adolescent Psychiatry

Sleep Medicine

Reviewer, Society for Research on Adolescence 2018 Biennial Meeting

Reviewer, Association for Psychological Science Student Grant Competition

Graduate student volunteer, UCLA Psychology Undergraduate Research Conference

DYLAN CONGER

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ACADEMIC EMPLOYMENT

Professor, GWU, 2016–present
Director of PhD Program, 2017-present
Associate Professor, 2011-2015
Assistant Professor, 2004-2010
Director of MPP Program, 2011-2015

EDITORIAL POSITIONS AND OTHER AFFILIATIONS

Co-Editor, *Journal of Policy Analysis and Management*, 2017-present
Managing Editor, *Journal of Policy Analysis and Management*, 2015-2017
Editorial Board, *Journal of Research on Educational Effectiveness*, 2017-present
Editorial Board, *American Educational Research Journal*, 2016-present
Editorial Board, *Educational Researcher*, 2013-present
Editorial Board, *Educational Evaluation and Policy Analysis*, 2012-2016
Research Affiliate, George Washington Institute of Public Policy, 2004-present
Research Affiliate, Institute for Education and Social Policy, New York University, 2004-present
Visiting Appointment, University of California at Berkeley Graduate School of Education, 2011

NATIONAL SERVICE

Association for Public Policy Analysis and Management, Member, Policy Council, 2017-2020
National Academy of Sciences, Member, Committee on Fostering School Success for English Learners, 2015-2016
Institute of Education Sciences, U.S. DOE, Member, Scientific Review Panel, 2014-present
National Center for Education Statistics High School Transcript Study, U.S. DOE, Member, Technical Panel, 2011-2016
Association for Education Finance and Policy, Member, Board of Directors, 2011-2014

EDUCATION

Ph.D.	New York University Robert F. Wagner Graduate School of Public Service, 2004
M.P.P.	University of Michigan Gerald Ford School of Public Policy, 1995
B.A.	University of California at Berkeley, 1992

PUBLICATIONS

Refereed Journal Articles and Book Chapters

“The Effect of Price Shocks on Undocumented College Students’ Attainment and Completion.” with Lesley Turner. *Journal of Public Economics* 148, 92-114, 2017.

“Gender Imbalance in Higher Education: Insights for College Administrators and Researchers.” with Lisa Dickson. *Research in Higher Education* 58: 214-230, 2017.

“Educating the Children of Immigrants in the United States.” with Rebecca Hinze-Pifer. Chapter 6 in Douglas J. Besharov and Mark H. Lopez (eds.) *Adjusting to a World in Motion: Trends in Global Migration and Migration Policy*. Oxford, United Kingdom: Oxford University Press, 2016.

“High School Grades, Admissions Policies, and the Gender Gap in College Enrollment.” *Economics of Education Review* 46: 144-147, 2015.

“Foreign-born Peers and Academic Achievement.” *Demography* 52: 569-592, 2015.

“The Effect of Grade Placement on English Language Learners’ Academic Achievement.” *Educational Evaluation and Policy Analysis* 35(4): 395-412, 2013.

“Gender Gaps in College Enrollment: The Role of Gender Sorting Across Public High Schools.” with Mark C. Long. *Educational Researcher* 42(7): 371-380, 2013.

“Undocumented College Students in the United States: In-State Tuition Not Enough to Ensure Four-Year Degree Completion.” with Colin C. Chellman. *Education Finance and Policy* 8(3): 364-377, 2013.

“Gender Sorting Across K-12 Schools in the U.S.” with Mark C. Long. *American Journal of Education* 119(3): 349-372, 2013

“Effects of High School Courses on Test Scores, High School Graduation, and Postsecondary Entry.” with Patrice Iatarola and Mark C. Long. *American Educational Research Journal* 49(2): 285-322, 2012.

“The Academic Development of Black Foreign-born Students in Miami-Dade.” with Megan Hatch. Chapter 10 in Randy Capps and Michael Fix (eds.) *Young Children of Black Immigrants in America*. Washington, DC: Migration Policy Institute, 2012.

“Determinants of High Schools' Advanced Course Offerings.” with Patrice Iatarola and Mark C. Long. *Educational Evaluation and Policy Analysis* 33(3): 340-359, 2011.

“The Effect of Immigrant Communities on Foreign-born Student Achievement.” with Amy Ellen Schwartz and Leanna Stiefel. *International Migration Review* 45(3): 675-701, 2011.

- “Immigrant Gateway Type and the Immigrant Paradox.” with Meghan Salas Atwell. Chapter 10 in Cynthia García Coll and Amy Marks (eds.) *The Immigrant Paradox in Children and Adolescents: Is Becoming an American a Developmental Risk?* Washington, DC: American Psychological Association Books, 2011.
- “Does Bilingual Education Interfere with English Language Acquisition?” *Social Science Quarterly* 91(4): 1103-1122, 2010.
- “Age of Entry and the High School Performance of Immigrant Youth.” with Amy Ellen Schwartz and Leanna Stiefel. *Journal of Urban Economics* 67(3): 303-314, 2010.
- “New Directions in Measuring Racial Isolation in School.” *Education and Urban Society* 42(3): 307-334, 2010.
- “Why Are Men Falling Behind? Gender Gaps in College Performance and Persistence.” with Mark C. Long. *The ANNALS of the American Academy of Political and Social Science* 627(1): 184-214, 2010.
- “Using Statistics in Evaluation.” with Kathryn E. Newcomer. Chapter 20 in Harry P. Hatry, Joseph S. Wholey, and Kathryn E. Newcomer (eds.) *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey-Bass, 2010.
- “Explaining Race, Gender, and Poverty Disparities in Advanced Course-Taking.” with Patrice Iatarola and Mark C. Long. *Journal of Policy Analysis and Management* 28(4): 555-576, 2009.
- “Testing, Time Limits, and English Learners: Does Age of Entry Affect How Quickly Students Can Learn English?” *Social Science Research* 38(2): 383-396, 2009.
- “Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses.” with Patrice Iatarola and Mark C. Long. *Education Finance and Policy* 4(1): 1-33, 2009.
- “Immigration and Urban Schools: The Dynamics of Demographic Change in the Nation’s Largest School District.” with Ingrid Gould Ellen and Katherine O'Regan. *Education and Urban Society* 41(3): 295-316, 2009.
- “Special Educational Needs of Children in Immigrant Families.” with Elena L. Grigorenko. Chapter 9 in Elena L. Grigorenko and Ruby Takanishi (eds.) *Immigration, Diversity, and Education*. New York, NY and Abingdon, UK: Routledge/Taylor and Francis Group, 2009.
- “Undergraduate and Doctoral Education in Public Policy: What? Why? Why not? Whereto?” with Joseph Cordes, Helen Ladd, and Michael Luger. *Journal of Policy Analysis and Management* 27(4): 1009-1029, 2008.
- “Immigrant and Native-born Differences in School Stability and Special Education: Evidence from New York City.” with Amy Ellen Schwartz and Leanna Stiefel. *International Migration Review* 41(2): 402-431, 2007.

“Project Confirm: An Outcome Evaluation of a Program for Children in the Child Welfare and Juvenile Justice Systems.” with Timothy Ross. *Youth Violence and Juvenile Justice: An Interdisciplinary Journal* 4(1): 97-115, 2006.

Reprinted in *Child Welfare: The Challenge of Integration*. Washington, DC: Urban Institute Press, 2009.

“Which Schools Have the Most Segregated Classrooms? A Look Inside New York City Schools.” Chapter 2 in Barbara A. Arrighi and David J. Maume (eds.) *Child Poverty in America Today: The Promise of Education*. Westport, CT: Praeger Perspectives, 2007.

“Within-School Segregation in an Urban School District.” *Educational Evaluation and Policy Analysis* 27(3): 225-244, 2005.

“Foster Care and School Mobility.” with Marni Finkelstein. *Journal of Negro Education* 72(1): 1-9, 2003.

“Bridging Child Welfare and Juvenile Justice.” with Timothy Ross. *Child Welfare: Journal of Policy, Practice, and Program* 81(3): 471-494, 2002.

Reprinted in *Child Welfare: The Challenge of Integration*. Washington, DC: Urban Institute Press, 2009.

“Victim Needs and Services.” in David Levinson (ed.) *The Encyclopedia of Crime and Punishment, Volume 4*. with Robert C. Davis. Thousand Oakes, CA: Sage Publications, 2002.

Papers under Review and In Progress

“The Effect of College Networks on Immigrant and Minority Labor Market Outcomes.” with Lesley Turner and Colin Chellman.

“The Effects of Advanced Placement® Science Courses on Students’ Science Interest, Confidence, and Skill.” with Mark C. Long and Raymond McGhee.

“Gender and Race Differences in the Effects of Advanced Placement® Science Courses.” with Mark C. Long, Alec Kennedy, and Raymond McGhee.

“The Effects of Advanced Placement® Courses on College Application and Enrollment.” with Mark C. Long and Raymond McGhee.

“Measuring High School Students’ Scientific Inquiry Skills.” with Mark C. Long, Raymond McGhee, Kavita Seeratan, Kevin McElhaney, and Jessica Mislevy.

“Implementation Evaluation of Advanced Placement® Science Courses.” with Mark C Long and Raymond McGhee.

“Miami Public Pre-K and English Language Learners.” with Chloe Gibbs, Yuuko Uchikoshi, and Adam Winsler.

Reports and Policy Briefs

Promoting the Educational Success of Children and Youth Learning English: Promising Futures. The National Academies of Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press, 2017.

The Educational Experiences and Outcomes of Undocumented College Students. with C. Chellman. City University of New York Office of Policy Research, 2012.

How Long Does it Take Students To Reach Minimum English Proficiency? Implications for NCLB Reauthorization. with M. Hatch, J. McKinney, M.S Atwell, and A. Lamb. *Institute for Education and Social Policy Brief*, 2012.

Overcoming the Overlap Problem in the Child Welfare and Juvenile Justice Populations: Implementing, Evaluating, and Institutionalizing Project Confirm. with T. Ross, Z. Chahine, and J. van Straaten. *Community Mental Health Report* 4(3). Civic Research Institute, 2004.

Who are Our Students? A Statistical Portrait of Immigrant Students in New York City Elementary and Middle Schools. with A.E. Schwartz & L. Stiefel. New York University, 2003.

Language Proficiency and Home Languages of Students in New York City Elementary and Middle Schools. with A.E. Schwartz & L. Stiefel. New York University, 2003.

Alternative Regional Classifications of New York City's Immigrant Students. with A.E. Schwartz and L. Stiefel. New York University, 2003.

How Children's Foster Care Experiences Affect Their Education. with A. Rebeck. New York, NY: Vera Institute of Justice, 2001.

Reducing the Foster Care Bias in Detention Decisions: The Impact of Project Confirm. with T. Ross. New York, NY: Vera Institute of Justice, 2001.

Bridging Child Welfare and Juvenile Justice: The Implementation Evaluation of Project Confirm. with T. Ross. New York, NY: Vera Institute of Justice, 2000.

Sustaining Employment: Factors Associated with Job Retention Among Ex-offenders. New York, NY: Vera Institute of Justice, 1999.

72-Hour Child Safety Conference Program: Assessing Implementation and Planning for Evaluation. New York, NY: Vera Institute of Justice, 1998.

Follow-up Study of the National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program. with B. Gamse. Cambridge, MA: Abt Associates, Inc, 1997.

Follow-up Study of Families in the Even Start In-Depth Study: Final Report. with B. Gamse, D. Elson, and M. McCarthy. Cambridge, MA: Abt Associates, Inc, 1997.

Evaluation of the Head Start Family Service Center Demonstration Projects: Final Report. with J. Swartz, L. Bernstein, M. Levin, and L. Geitz. Cambridge, MA: Abt Associates, Inc, 1997.

RESEARCH GRANTS

External

National Science Foundation. “Evaluation of the Sustainability and Effectiveness of Inquiry-Based Advanced Placement Science Courses: Evidence from an In-Depth Formative Evaluation & Randomized Controlled Study,” Co-Principal Investigator with Mark C. Long (PI) and Raymond McGhee (Co-PI). 2012-2017.

Foundation for Child Development. “The Cumulative Effect of the Primary School Experience on English Language Learners,” Principal Investigator with Co-PI Yuuko Uchikoshi. 2009-2011.

U.S. Department of Education Institute of Education Sciences. “The Implications of High School Course Availability and Course-Taking for Achievement Graduation, and Postsecondary Enrollment,” Co-Principal Investigator with Patrice Iatarola (PI) and Mark C. Long (Co-PI). 2007-2009.

Foundation for Child Development. “Time to English Proficiency for Young English Language Learners,” Principal Investigator. 2007-2009.

Spencer Foundation. “Trajectories of Immigrant Performance Over Time,” Co-Principal Investigator with Amy Ellen Schwartz (PI) and Leanna Stiefel (Co-PI). 2006-2009.

University of Michigan National Poverty Center. “The Effect of Source-Country on the Academic Achievement of Foreign-born Students in New York City Public Schools,” Principal Investigator. 2005-2006.

Internal

George Washington Institute of Public Policy, Policy Research Scholar Grant, “Employability of Graduates with Online Degrees: Evidence from a Field Experiment,” Principal Investigator. 2014-2015.

George Washington University Columbian College Facilitating Fund. “Employability of Graduates with Online Degrees: Evidence from a Field Experiment,” Principal Investigator with Co-PIs Stephanie R. Cellini and Rajeev Darolia. 2014-2015.

George Washington University Columbian College Facilitating Fund. “English Language Learners and Immigrants,” Principal Investigator. 2009-2010.

George Washington Institute of Public Policy, Policy Research Scholar Grant, “Immigrant Incorporation,” Principal Investigator. 2006-2007.

SELECTED ACADEMIC ACKNOWLEDGEMENTS AND AWARDS

Leslie A. Whittington Excellence in Teaching Award from the National Association of Schools of Public Affairs and Administration (NASPAA), 2012

Outstanding Reviewer Award, *Educational Evaluation and Policy Analysis*, 2009, 2011

Foundation for Child Development Young Scholar Award, 2007-2009 (also listed under grants)

Honorable Mention, American Education Finance Association Dissertation Award, 2005

Semi-finalist, Spencer Foundation Doctoral Fellowship, 2003

Doctoral Fellowship, New York University, 1999-2001

Teaching Assistantship in Econometrics, University of Michigan (declined), 1995

Teaching Assistantship in Microeconomics, University of Michigan, 1994

Honors Distinction, University of California at Berkeley, 1992

CONFERENCE PARTICIPATION AND INVITED TALKS

Government, Think Tanks, Nonprofits, and Applied Research Centers: National Academy of Sciences, American Council on Education, Federal Reserve Bank of New York, City University of New York, The College Board, United Way of the National Capital Area, Ethiopian Community Development Council, Inc., Public Policy Institute of California, National Academy of Public Administration Social Equity Leadership Conference, Institute of Education Sciences STATS- DC Conference, Urban Institute Roundtable on Immigrant Children, Brookings/George Washington Institute of Public Policy/Urban Institute Roundtable, Child Welfare League of America, New York City Administration for Children's Services/Board of Education

Universities: Brown University, University of Virginia, Migration Policy Institute, University of California at Irvine, George Washington University Economics Department, University of Texas at Austin, American University, Harvard University Center for Education Policy Research Strategic Data Project (webinar), University of Chicago, University of California at Berkeley, University of Vermont, University of Maastricht, New York University, Princeton University, University of Maryland at Baltimore County, University of California at Davis, City University of New York, University of Michigan, New York University

Professional Associations: Association for Education Finance and Policy, American Educational Research Association, Association for Public Policy Analysis and Management, Population Association of America, Southern Economic Association, Society for Research on Educational Effectiveness, Society for Research on Adolescents, Society for Research on Child Development, North American Regional Science Association

TEACHING EXPERIENCE

George Washington University: Econometrics for Policy Research I, Research Methods and Applied Statistics, Policy Analysis and Evaluation
New York University: Statistical Methods, Multiple Regression (TA)
University of Michigan: Microeconomics (TA)

PROFESSIONAL SERVICE AND MEMBERSHIP

Association for Public Policy Analysis and Management: Policy Council, 2017-2020; Program Committee, International Conference on Inequality, 2015; Program Committee, Fall Conference, 2005, 2011-2016; Raymond Vernon Memorial Award for Best Article in *JPAM* Committee 2012, 2013
Association for Education Finance and Policy: Board of Directors Member, 2011-2014
Society for Research on Educational Effectiveness: Program, 2012, 2014, 2016
American Educational Research Association: Program, 2005-2009
American Society for Public Administration: Program, 2008
Occasional Proposal/Report Reviewer: National Institute of Justice, Pew Charitable Trusts, Russell Sage Foundation, College Board

Member: American Economic Association, American Educational Research Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management, Population Association of America, Society for Research on Educational Effectiveness

Manuscript Reviewer: American Educational Research Journal, American Journal of Education, American Sociological Review, B.E. Journal of Economic Analysis & Policy, Child Development, Children and Youth Services Review, Demography, Early Childhood Research Quarterly, Economics of Education Review, Education Administration Quarterly, Education Economics, Education Finance and Policy, Educational Evaluation and Policy Analysis, Educational Researcher, Ethnic and Racial Studies, European Sociological Review, Journal of Applied Research on Children, Journal of Labor Economics, Journal of Policy Analysis and Management, Journal of Poverty, Journal of Public Economics, Journal of Public Policy, Journal of Research on Educational Effectiveness, Population Research and Policy Review, Public Budgeting and Finance, Review of Educational Research, Social Science Quarterly, Social Science Research, Social Service Review, Sociological Forum, Sociological Perspectives, Sociology of Education, Urban Education

SELECTED UNIVERSITY SERVICE

Dissertation Chair: Seth Brown, 2017-present; Mike DiDominico, 2015-present; Abhishek Saurav, 2014-present; Megan Hatch, 2014; Meghan Salas Atwell, 2011; Ana Karruz, 2010.

Dissertation Committee Member, Melissa McShea, 2015-present; Drew Atchison, 2016; Rajeev Darolia, 2012 (*Winner-Best Dissertation Prize, Association for Education Finance and Policy*); Lina Martinez (University of Maryland Baltimore County Public Policy Department), 2012; Jennifer Whitson (Graduate School of Education and Human Development), 2015 *Winner- Best Dissertation Prize, American Educational Research Association Division H*; Cristina Novoa (Georgetown Psychology), 2014; Diana Hincapie, 2013; Paul Binkley, 2012; Elaine Weiss, 2011; Steven Hemelt (University of Maryland Baltimore County Public Policy Department), 2009 *Winner – Best Dissertation Prize, Association for Public Policy Analysis and Management*; Jennifer Mccombs, 2007; Tracy Vericker, 2010.

Dissertation Reader: Josette Arevalo, 2017; Kijoo Lee, 2012; Jen Kates, 2012; Doug Hess, 2012; Patricia Troppe, 2005; Jelenova Teodorovic (Graduate School of Education and Human Development), 2005.

Director, PhD Program, Spring 2017

Director, MPP Program, 2011-2015

Doctoral comprehensive exam grader, 2008-present

Doctoral selection committee, 2007-present

Field Advisor, Social Policy and Education Policy Concentrations of the MPP Program and the PhD Program, 2006-present

MPP & MPA curriculum committee, 2004-present

Search committee, faculty member in public policy/public administration, 2009-2010, 2011-2012, 2012-2013, 2016-17.

University Commencement Speaker Selection Committee, 2016-17

Appointment, Promotion, and Tenure revisions committee, 2006, 2011, 2016

Panel Member, Office of the Vice President for Research Panel on Responsible Conduct, 2015

Search committee member, Urban Economics, Economics Department, 2005-2006

OTHER EMPLOYMENT

Research Assistant, New York University, New York, NY, 2001-2004

Consultant, Annie E. Casey Foundation, New York, NY, 2003

Research Associate, Vera Institute of Justice, New York, NY, 1997-2001

Research Analyst, Abt Associates Inc., Cambridge, MA, 1995-1997

Consultant, Family Preservation Evaluation Project, Tufts University, Somerville, MA, 1995

Consultant, Greater Boston Housing and Shelter Alliance, Boston, MA, 1995

Research Assistant, University of Michigan, Ann Arbor, MI, 1994-1995

Intern, San Francisco AIDS Foundation, San Francisco, CA, 1994

Intern, Representative Ronald Dellums, Oakland, CA, 1992

HOWARD UNIVERSITY

School of Education Faculty Expertise

Dean

Dawn Williams, Ph.D.

Dean

202.806.7334

dgwilliams@howard.edu

Research interests: School choice policies and practices; STEM education research on underrepresented populations

Department of Curriculum and Instruction

Joy Banks, Ph.D.

Associate Professor

Chair, Department of Curriculum and Instruction

202.806.7343

joy.banks@howard.edu

Research interests: Social justice; disability critical race theory; and culturally responsive pedagogy

****Featured programs:**

**B.S. in
Elementary
Education**

**Secondary Education
Minor**

Master's Degrees:

Elementary Education

Secondary Education

Special Education

Kenneth Alonzo Anderson, Ph.D.

Professor

Associate Dean for Research and Sponsored Programs

202.806.7523

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Research interests: School safety; education policy and equity; curriculum and teacher development; computational literacy

Helen Bond, Ph.D.

Associate Professor of Elementary Education

202.806.0870

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Research interests: Education in emergencies; international education and curriculum development; human rights and peace education; education of women and girls

Scott Jackson Dantley, Ph.D.

Professor of Science Education

Associate Dean for Academic Affairs

202.806.5334

scott.dantley@howard.edu

Research interests: Understanding STEM knowledge development; international science performance; black male identity, international accreditation and impact of science policy

Marilyn M. Irving, Ed.D.

Professor of Elementary and Secondary Education

202.806.5051

mirving@howard.edu

Research interests: Increasing the number of underrepresented students in STEM; teaching methodologies in science education; STEM curriculum development; professional development of secondary teachers in science content and pedagogy

James Jackson, Ph.D.

Associate Professor of Special Education Coordinator of the Special Education Program

202.806.6703

jt_jackson@howard.edu

Research interests: Stress in children and youth and its relationship to education and behavior; classroom ecology and its effect on learning; using the arts as a teaching tool for students in both regular and special education classes; and effective strategies to promote inclusive education for students with special needs

Deena Khalil, Ph.D.

Associate Professor of Mathematics Education

202.806.6501

deena.khalil@howard.edu

Research interests: Recruitment, development, and retention of highly effective teachers, particularly STEM teachers, who prefer to serve in either urban schools or in education systems with a predominantly marginalized student population

Catherine Quinlan, Ed.D.

Assistant Professor

202.806.5299

catherine.quinlan@howard.edu

Research interests: Student learning, self-efficacy, and identity in K-16 settings; nature of science; Next Generation Science Standards and best practices; underrepresented minorities in science; African origins and STEM curriculum integration

Department of Educational Leadership and Policy Studies

****Featured programs:**

M.Ed. in Educational Leadership and Policy Studies

Certificate of Advanced Graduate Studies

Ph.D. in Higher Education Leadership and Policy Studies

Ed.D. in Educational Leadership and Policy Studies

Robert T. Palmer, Ph.D.

Associate Professor

Chair, Department of Educational Leadership and Policy Studies

202.806.7342

robert.palmer@howard.edu

Research interests: Access, equity, retention, persistence, and the college experience of racial ethnic minorities, particularly within the context of historically-black colleges and universities (HBCUs)

Melanie Carter, Ph.D.

Associate Professor

202.806.7988

melcarter@howard.edu

Research interests: Leadership in higher education

Leslie T. Fenwick, Ph.D.

Professor

202.806.7354

lfenwick@howard.edu

Research interests: Education policy, superintendency and principalship, higher education leadership, urban school reform

Lisa Grillo, Ed.D.

Assistant Professor

202.806.9178

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Research interests: Leadership in higher education

Sosanya Jones, Ed.D.

Assistant Professor

202.806.9178

sosanya.jones@howard.edu

Research interests: Equity and diversity in higher education policy; policy implementation; politics of diversity

Cristóbal Rodríguez, Ph.D.

Assistant Professor

Director of Graduate Studies

202.806.6015

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Research interests: Policy development, implementation, and outcomes access throughout the educational pipeline for diverse populations

Kmt G. Shockley, Ph.D.

Associate Professor

202.806.7060

kmt.shockley@howard.edu

Research interests: Black education; African centered education; maroons; research on educational leadership; transformative leadership and transformative education; socioemotional needs in education; education and culture

D. Jason DeSousa, Ed.D.

Associate Professor

202.806.5782

danilo.desousa@howard.edu

Research interests: Academic and student affairs leadership and administration; strategic enrollment management; high impact practices organized around students' year-to-year persistence; students with learning differences

Department of Human Development and Psychoeducational Studies

****Featured programs:**

**B.S. in Human
Development**

**M.Ed. in School
Psychology and
Counseling Services**

Ph.D. Programs:

School Psychology

Counseling Psychology

Educational Psychology

Dr. Kimberley Edelin Freeman, Ph.D.

Professor

Chair, Department of Human Development and Psychoeducational Studies

202.806.7350

kefreeman@howard.edu

Research interests: motivation and achievement of African American children and adolescents; equity and access to academic resources; teacher training; and the nature of learning contexts in impoverished schools serving African American students

Shareefah Al'Uqdah, Ph.D.

Associate Professor of Counseling Psychology

Coordinator of the Counseling Psychology Doctoral Program

202.806.5633

shareefah.aluqdah@howard.edu

Research interests: African American Muslim mental health issues and treatment; community violence and its impact on parenting; racial and religious microaggressions; parenting in the face of trauma

Jacqueline Caemmerer, Ph.D.

Assistant Professor of School Psychology

202.806.7339

jacqueline.caemmere@howard.edu

Research interests: Social and cognitive influences on students' academic achievement; psychological assessment; structure of intelligence; structural equation modeling

Gizelle Carr, Ph.D.

Assistant Professor

202.806.6510

gvcarr@howard.edu

Research interests: Immigrant mental health; xenophobia, mental health of girls in the juvenile justice system; culturally competent assessment; construct validity issues of assessment measures in the forensic setting; therapeutic jurisprudence; intersectionality

Mercedes E. Ebanks, Ph.D.

Associate Professor of Counseling Services

Coordinator of Counseling Services and School Psychology Masters Programs

202.806.5780

mebanks@howard.edu

Research interests: Effective co-parenting practices; parent and teacher trainings on behavior modification strategies; father involvement; early detection and intervention of social, emotional, and behavior disorders in children; identification and treatment of behavior and learning disorders in children in the Latin American Cuban education system

Salman Elbedour, Ph.D.

Professor of School Psychology

202.806.6412

selbedour@howard.edu

Research interests: Psychopathology; maltreatment; abuse and neglect of children; children exposed to political unrest; family conflict; school and community violence; the Israeli-Arab conflict

Constance M. Ellison, Ph.D.

Professor of Educational Psychology

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Research interests: Reflective teacher practice; classroom ecology; student academic enhancement

Angela Ferguson, Ph.D.

Associate Professor of Counseling Psychology

202.806.6410

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Research interests: Therapeutic implications of race, gender and sexual orientation; identity and values in counseling psychology

Velma LaPoint, Ph.D.

Professor of Human Development

202.806.6514

vlapoint@howard.edu

Research interests: Secondary school reform; student college-career readiness and career development; youth and consumer culture; advertising/marketing to ethnic group youth of color; youth placed at risk and their resiliency

Celeste Malone, Ph.D.

Associate Professor

Coordinator of School Psychology Doctoral Program

202.806.7345

celeste.malone@howard.edu

Research: Multicultural competence in the training and practice of professional psychology; personal and professional characteristics related to the development of multicultural competence in school psychology trainees; identification of specific learning disabilities; cognitive assessment in children with chronic health conditions; social skills training for children and adolescents

Kyndra Middleton, Ph.D.

Associate Professor of Educational Psychology

Coordinator of Educational Psychology Program

202.806.5342

kyndra.middleton@howard.edu

Research interests: Psychometrics (specifically test score validity and differential item functioning); applied statistics (with an emphasis on educational statistics); STEM motivation and achievement

Ura Jean Oyemade Bailey, Ph.D.

Professor of Human Development

202.806.8606

jeanbaileyphd@aol.com

Research interests: Early childhood teacher effectiveness, international development in Africa, drug abuse research, infant mortality

Katherine Picho, Ph.D.

Assistant Professor of Educational Psychology

Coordinator of Educational Psychology Program 202.806.7350

katherine.picho@howard.edu

Research interests: Quantitative research methods and statistical analysis, including psychometrics, meta-analysis, structural equation modeling and big data techniques such as propensity score analysis, multi-level, growth/longitudinal and mixture modeling; role of social learning contexts in elevating stereotype threat (ST) among women and people of color in STEM

Hakim M. Rashid, Ph.D.

Professor of Human Development

202.806.7522

hrashid@howard.edu

Research interests: School reform; culture-based pedagogy in early childhood education; concept of self and self-esteem in Islam; African-American parenting

Gregory K. Reed, Ph.D.

Associate Professor of School Psychology

202.806.6412

g_reed@howard.edu

Research interests: Applied behavior analysis; culturally competent assessment; developmental disabilities; pediatric feeding disorders (failure to thrive, selective/picky eating, obesity); severe behavior disorders of childhood; behavioral pediatrics; school psychology

Elizabeth Ricks, Ph.D.

Assistant Professor

202.806.7794

elizabeth.d.ricks@howard.edu

Research interests: Early childhood development (executive functioning and approaches to learning) in young children; research and statistics; self-efficacy

Veronica Thomas, Ph.D.

Professor of Human Development

202.806.9093

vthomas@howard.edu

Research interest: Educational reform, the psychology of Black women, contextually responsive evaluations

Ivory Toldson, Ph.D.

Associate Professor of Counseling Psychology

Editor-in-Chief, JNE

202.806.6685

itoldson@howard.edu

Research interest: Co-occurring disorders; criminal and police psychology; urban issues in counseling; African American men in the criminal justice system; and psychometric assessment

Kamilah Woodson, Ph.D.

Professor of Counseling Psychology

202.806.4948

kwoodson@howard.edu

Research interest: multicultural community psychology, impact of sociocultural factors on psychotherapeutic treatment

Curriculum Vita

Shareefah Al'Uqdah, PhD

Howard University, School of Education

2441 4th St Nw

Office 302

Shareefah.aluqdah@howard.edu

Education

Doctorate of Philosophy, Counseling Psychology, July 2010, Howard University, Washington, DC

Dissertation: The Relationship of Exposure to Community Violence with Parents' Psychological Distress, Satisfaction with Life, Parental Socialization of Emotions & Preschoolers' Social Emotional Competence

Master of Arts, Psychology, May 2004, North Carolina Central University, Durham, NC

Bachelors of Arts, Summa Cum Laude, Psychology, May 2002, North Carolina Central University, Durham, NC

Licensure and Professional Training

Licensed Clinical Psychologist: Washington, DC (since 2011)

Post-Doctoral Fellow (2010-2011), George Washington University, Center Clinic, -- Community Mental Health Center, Doctoral Student Supervision, Therapy, & Assessments

APA Accredited Internship (2009-2010), St. Elizabeths Hospital—Forensic Track, Risk Assessment, Competency Screening, and Substance Abuse Counseling

Co-occurring Substance Abuse Disorder Counseling Certificate (2008)- Co-occurring State Incentive Grant program sponsored by SAMHSA completed at St. Elizabeths Hospital

Academic Leadership Positions

Director of Training, Howard University Counseling Psychology Program, responsible for managing and overseeing all programmatic duties related to the APA-Accredited Counseling Psychology program (2016-current)

Clinical Training Coordinator, Howard University Counseling Psychology Program. Responsible for ensuring appropriate externship training placement for students, updating clinical training handbook, communicating with clinical supervisors, remediating students' clinical skills (as needed). (2013-2016)

Academic Appointments

Associate Professor (tenured), Howard University in the Counseling Psychology Program. Responsible for teaching graduate level course, advising and mentoring graduate level students, and service to the university community. (Aug, 2019)

Assistant Professor (tenure track), Howard University in the Counseling Psychology Program. Responsible for teaching graduate level course, advising and mentoring graduate level students, and service to the university community. (2013-current)

Visiting Professor, Howard University in the Counseling Psychology Program. Responsible for teaching graduate level courses and service. (2012-2013)

Adjunct Faculty, University of the District of Columbia, Psychology Department. Responsible for teaching undergraduate courses (2012-2013)

Adjunct Faculty, The Chicago School of Professional Psychology, Washington, DC campus, Clinical Psychology Master's Program. Responsible for teaching master level courses (2012-2013)

Adjunct Faculty, Howard University in the Counseling Psychology Department. Responsible for teaching graduate level courses (Spring, 2012)

Teacher's Assistant, Howard University in the College of Arts and Science, Psychology Program. Responsible for developing lectures, lecturing, and administering exams (2007)

Adjunct Faculty, Northern Virginia Community College, Extended Learning Institute, Responsible for teaching an online general psychology course, grading assignments, submitting grades, and corresponding with students (2006-2007)

Publications--- *Student co author

Peer Reviewed Scholarly Publications

Al'Uqdah, S., *Hamit, S., & *Scott, S (in press). African American Muslims: Intersectionality and cultural competence. *Counseling and Values*.

Fisher, S., Zapolski, T., **Al'Uqdah, S.**, Stevens-Watkins, D., Arsenault, C., Barnes-Najor, J., (2018). Person–Environment Fit, substance use attitudes, and early adolescent substance use. *Substance Use and Misuse*. doi.org/10.1080/10826084.2018.1531426

Malone, C. M., **Al'Uqdah, S. N.**, & Fisher, S. (2017). Exploring school psychologists' preparation for multicultural supervision. *Trainers' Forum*, 34(3), 62-74.

Al'Uqdah, S., Jenkins, K., & *Ajaa, N. (2017). Empowering communities through social media. *Counselling Psychology Quarterly*. Doi: 10.1080/09515070.2017.1407747

Al'Uqdah, S., & *Adomako, F. (2017). From Mourning to Action: African American Women's Grief, Pain, and Activism. *Journal of Loss and Trauma*. Doi:10.1080/15325024.2017.1393373

Al'Uqdah, S., *Maxwell, C., & *Hill, N. (2016). Intimate partner violence in the African American community: Risk, theory, and interventions, *Journal of Family Violence*, 10.1007/s10896-016-9819-x

Al'Uqdah, S., Fisher, S., Malone, C., *McGee, T., & Toldson, I.A. (2015). Impact of community violence on parenting behaviors and children's outcomes, *Journal of Negro Education*, 84(3), 428-441. doi: 10.7709/jnegroeducation.84.3.0428

Book Reviews

Al'Uqdah, S. (April, 2006). Talkin Back: Raising Resilient Black Girls, Book Review, *Journal of Negro Education*, 75(1), 68.

Non peer reviewed Scholarly Publications

Al'Uqdah, S. (2019, May). Co-Parenting: The most important and difficult thing, Society of Counseling Psychology Blog.

Al'Uqdah, S. (2019, February). Social Media & Activism, Society of Counseling Psychology Blog.

Al'Uqdah, S. (2019, January). Grief and Loss Following Gun Violence, Society of Counseling Psychology Blog

Al'Uqdah, S. (2016). Membership matters, *PsychDiscourse*, Fall 2016, 50(3), 2.

Al'Uqdah, S. (2016). The loss of Muhammad Ali and the crossroads of Muslims in America, *PsychDiscourse*, Summer 2016, 50(2), 2-4.

Al'Uqdah, S., (Aug, 2008). Indigenous People and Climate, *Communique*, 32-33, American Psychological Association, Office of Ethnic Minority Affairs, Washington, DC

Al'Uqdah, S. (Aug, 2008). U.S. Health Disparities — U.N. Recommends Public Policy Remedies, *Communique*, 29-32, American Psychological Association, Office of Ethnic Minority Affairs, Washington, DC

Al'Uqdah, S., Williams, V.S.L., & Robinson, E.L. (2003). HBCU student alcohol consumption: Aggressive experiences and alcohol expectancies. *University Undergraduate Research Journal*, 6, 145-163, North Carolina Central University, Durham, NC.

Referred Scholarly Presentations-- * denotes current or former students

Al'Uqdah, S., Young, R.*, & Hinkle, B. (2019, February). When gender isn't enough: Examining activism within the racial Majority. Presented at the Winter Roundtable, New York, New York.

Al'Uqdah, S., Jenkins, K., & *Ajaa, N. (2017, August). #Ethics: Exploring our ethics on social media. APA Annual Convention. Washington, DC

- Al'Uqdah, S.,** Malone, C., & Grant, S. (2016, August). Bringing peace to African American women in the academy. Roundtable discussion at the annual convention of the Association of Black Psychologists, Arlington, VA.
- Malone, C. M., **Al'Uqdah, S.,** & Fisher, S. (2016, August). Multicultural supervision in school psychology. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- Al'Uqdah, S.** (2016, July). Intersectionality and African American Muslims: Towards Cultural Competence. Black Muslim Psychology Conference, Chestnut Hill College, Philadelphia, PA.
- Al'Uqdah, S.** & *Dancy, B. (2015, March). When the Son Sets: Exploring Mothers' Loss and Ways of Healing. Presentation accepted at 40th Annual Conference of The Association for Women in Psychology, San Francisco, California.
- *Hamit, S., *Powell, M., *Minter, P., & **Al'Uqdah, S.** (2015, February). With Great Risk Comes Great Reward: Exploring the Greatness in African American Adolescents. Presented at the Winter Roundtable, New York, New York.
- Al'Uqdah, S.** (2014, July). Developing Cultural Competency in Counseling American Muslim Clients, Presentation accepted at International Congress for Cross-Cultural Psychology, Reims, France.
- Williams, J., Scott, S., Dancy, B., Hawkins, L., **Al'Uqdah, S.** (2013, January). The Psyche of Christopher Dorner. Paper presented at ABPsi 45th Annual International Convention, New Orleans, LA.
- Al'Uqdah, S.** (2011, August) Fatoos: Exploring Severe Mental Illness in Rural Senegal, In N. Monterio (chair), Integrating Mental Health into the Primary Care Setting in Africa: Lessons from Rural Senegal. Presented at the American Psychological Conference, Washington, DC.
- Al'Uqdah, S.,** (2011, February) As-Salāmu `Alaykum: Giving Voice to the Muslim Experience in America . Presentation presented at 2011 Winter Roundtable Columbia University, Teachers College, New York, NY.
- Al'Uqdah, S.,** (2010, April) Exposure to Community Violence and Its Effect on Parents' and Children's Behavior. Poster Presentation presented at 2010 Graduate Research Symposium and Honors Day, Howard University, Washington, DC.

Invited Presentations:

- Malone, C. & **Al'Uqdah, S.** (2018, June). Addressing Microaggressions and Discrimination to Build School Climate. Baltimore County Safe Schools Conference, Baltimore County, MD.

Malone, C. & **Al'Uqdah, S.** (2018, May). Improving School Climate by Addressing Microaggressions, Baltimore County Public Schools, Baltimore County, MD.

Al'Uqdah, S. (2017, April). Exploring Intersectionality. Multicultural Forum at Chestnut Hill College. Philadelphia, PA.

Al'Uqdah, S. (2016, October). Coparenting through Conflict, United Parenting Organization, Parenting Coordination Forum, Washington, DC.

Al'Uqdah, S. (2016, April). All the Muslims are Immigrants, All the Blacks are Christians: But some of us are Righteous Believers. Diversity Training Presentation for American Psychological Association Committee Meeting, Washington, DC.

Al'Uqdah, S. (2015, December). How to handle bullying. Prince George's Muslim Association How to Practice Self-care in the Age of Islamophobia Conference, Maryland

Al'Uqdah, S., (2010, March). The Effects of Community Violence Exposure on Parents' Psychological Distress, Satisfaction with Life, Parental Emotional Socialization, and their Children's Reported Social Emotional Competence. Presentation presented at 2010 Overholser Day, Saint Elizabeths Hospital, Washington, DC.

Al'Uqdah, S., (2010, March) The Effects of Community Violence Exposure on Parents' Mental Health and Socialization Practices: Implications for Preschoolers; Social Emotional Competence. Presentation presented at 2010 Phi Delta Kappa Research Forum, Howard University, Washington, DC.

Al'Uqdah, S., (2008, January) Practical Classroom Strategies for Increasing Social Emotional Competency. Presentation presented at 2008 Winter DC Public School Head Start Program Professional Development, Gallaudet University, Washington, DC.

Al'Uqdah, S., (2007, October) The Impact of Social Emotional Competence on Preschoolers' Behavior: Classroom Management Strategies. Presentation presented at 2007 Fall DC Public School Head Start Program Professional Development, University of Maryland, College Park, MD.

Grant Activity

Principal Investigator, Get In: A podcast aimed at increasing counseling psychology visibility, Division 17, American Psychological Foundation, (2018) Requested Amount: 2,000—unfunded

Principal Investigator, Using games to reduce stigma and prejudice among young adults, Visionary Grant, American Psychological Foundation, (2018) Requested Amount: 20,000—unfunded

Principal Investigator, Uniting Minds and Making Art @ Howard (Project Ummah), Building Bridges Grant Program (2017). Requested Amount: 100,000-- Unfunded

Principal Investigator, Exploring factors that promote risk and resiliency in families that experience parental incarceration, Project to conduct secondary data analysis on Fragile Family dataset. Funded by Howard University (2017). Award Amount: 15,000-- Funded

Principal Investigator, Center for Behavioral Wellness at Howard University, SAMHSA (2017). Requested Award Amount 439,000.--Unfunded

Principal Investigator, Cooperative Agreement between Howard University and National Institute of Justice, Funded project that provides a research assistantship for a talented doctoral student, Funded by NIJ (2016). Award Amount 67,000. --Funded

Principal Investigator, Psychology Graduates Training: Competencies and Needs regarding Urban Populations, Funded project to conduct pilot study of graduate students enrolled in psychology treatment programs preparedness to work with urban clients. Funded by Howard University (2014). Award Amount: 10,000-- Funded

Grant Reviewer- JAG Awards/DC Government. Responsible for reviewing 10 applicants for the DC JAG awards (2015).

Research Appointments

Research Fellow, Kendeya Community Health Partnership, Participated in a month long research and practicum experience in Senegal, Africa in order to explore the mental health needs of persons in Saraya, Senegal. Researched the experience of the severely mentally ill and possible gender difference in their treatment within their family compound. Responsible for developing focus groups, conducting interviews, and data entry. Data presented in the 2011 APA Conference. (2010)

Student Investigator, Howard University, Researched the impact of parental community violence exposure on parenting behaviors and their preschoolers' social and emotional competence. Responsible for survey development, data entry, literature reviews, survey administration, and data analysis. (2009)

Research Assistant, Howard University, Researched the impact of violence exposure on sexual decision making in adolescent African Americans and Latinas. Responsible for data entry, literature reviews, survey administration, and survey development. (2005)

Graduate Assistant, North Carolina Central University, Research on the effectiveness of an after school program on academic achievement of ethnic minority adolescents in California and

New Jersey. Responsible for data entry, statistical tutoring for graduate and undergraduate courses, and administrative duties (2002)

Public Speeches, Panelist, and Media

Keynote, University of the District of Columbia, Psi Chi Honor Society Induction, April 2017

Guest Speaker, Muslim Wellness Foundation, “Judge Sheila: Speak Upon the Ashes,” April 2017, <http://www.muslimwellness.com/judgesheila>

Guest Interview, Hello Beautiful, “Beat the Holiday Blues,” December 2016, <https://hellobeautiful.com/2916659/holiday-depression/>

Media guest, WHUR, Daily Drum, “Raising a Child with Disabilities,” November 2016, <http://whur.com/podcasts/daily-drum-insight-segment/raising-a-child-with-disabilities/>

Media guest, University of the District of Columbia TV Show, “A Healthy Mind.” Topic: Community Violence, July, 2016, <https://www.youtube.com/watch?v=WEUKeSErGas>

Guest Speaker, Townhall Dialogues. Topic: Stigma and Mental Illness in the Islamic Community, June, 2014

Panelist, P.E.A.K Night Panel Discussion. Topic: Fostering Positive Family Relationships, March 2014

Guest Speaker, International Mother’s Day. Topic: The Specialness in Moms, May 2012 <http://marthastable.org/momsdaycare.html>

Media Guest, HUR-VOICES and “The Health Chat.” Topic: Mental Health in the African American Community, July, 2012.

Discussant & Facilitator, University of the District of Columbia. Topic: Mooz-lum movie screening and discussion, March, 2011

Teaching and Advising

Courses Taught

- Externship in Counseling Psychology—2012-current
- Seminar in Counseling & Psychotherapy—Fall 2012
- Professional Roles—2015-2016
- Research Seminar—2013- current
- Advance Psychopathology—2013- current
- Internship in Counseling Psychology 2016-current

- Counseling Theories & Techniques—Fall 2012
- Systems Interventions 2013- current

Chicago School

- Cultural Diversity
- Research Methods
- Clinical Interviewing
- History and Systems
- Practicum

University of District of Columbia

- Critical Skills (undergraduate)
- Intro to Psychology (undergraduate)

Dissertation Committees

- Advisor- Mark Powell- proposal
- Advisor- Nancy Ajaa- proposal
- Advisor- Sahran Hamit- proposal
- Advisor- Parnell Minter- proposal
- Advisor- Vanessa Battiste
- Advisor- Kelechi Anyanwu
- Advisor- Casilda Maxwell
- Member- Nicholle Hill
- Member-NeishaAnn Thompson
- Member-G. Nicole Rider
- Member- Susanna Ferradas
- Member- Hoan Young
- Member- Vincent Walford
- Member- Johanna Williams
- Advisor- Tyne McGee
- Advisor- Delisa Brown
- Advisor-Vanessa Battiste
- Advisor-Naimah Sedegah
- Member-Zoeann Finzi-Smith
- Member-Raqiya Altwain
- Member- Taneisha McIntyre

Service

Community

- Founder and Board Member, Muslims Preserving and Cultivating Community Ties, Organization that aims to increase community activism with young adult Muslims in Washington, DC. (2010-2013)
- Volunteer, Muslims Preserving and Cultivating Community Ties, Washington, DC.

University

- Peer Reviewer, Faculty Senate Awards, (Dec, 2013)
- Faculty Senate Representative—Spring 2016
- HU Research Week- Spring 2016

Departmental

- Departmental Secretary-- 2012-2014
- APA Reaccreditation Committee--2012-2015
- Clinical Training Coordinator of Counseling Psychology Program-- 2013-2016
- Educational Psychology Faculty Search Committee Member – Spring 2015 through Fall 2015
- Counseling Psychology Faculty Search Committee Member – Spring 2015 & Spring 2016
- Human Development Faculty Search Committee Member – Spring 2016
- Comprehensive Exam Committee Member- Fall 2015- current

Clinical Appointments

Founder & Chief Psychologist, Your Neighborhood Psychologist, Washington, DC Responsible for conducting psychological evaluations, individual therapy, immigration evaluations for persons seeking political asylum, and program evaluations. Clientele includes ethnic minorities, women, college students, and veterans. (Mar 2012- present)

Psychological Consultant, D. Gambles & Associates, Washington, DC Responsible for conducting individual therapy, psychological assessments, immigration evaluation, and social security disability examinations. Clientele included military families and ethnic minorities. (2010-2012)

Forensic Psychiatric Counselor, St. Elizabeths Hospital, Washington, DC. Responsible for running co-occurring disorder treatment program for maximum security patients found Not Guilty by Reason of Insanity. Provided individual and group treatment. Co led NA and AA groups as well. (2007-2008)

Professional and Work Placements

Student Intern, American Psychological Association, Office of Ethnic Minority Affairs, Washington, DC. Responsible for assisting department staff in various agency activities. Completed projects include: developing ethnic minority program listing for 2008 APA conference, writing articles for the Communiqué, updating listings for all HBCU, predominately minority serving institutions, predominately Hispanic serving institutions, and tribal colleges.

Program Assistant, Edward C. Byrnes Grantee Program, CJCC Washington, DC. Responsible for conducting focus groups, attending site visit, and assisting in collecting data for the evaluation of Edward C. Byrnes grantees. (2007-2008)

Student Intern, Substance Abuse and Mental Health Services Administration, (OPAC/CSAT), Rockville, MD. Responsible for planning and coordinating the 7th annual Dr. Lonnie E. Mitchell HBCU Substance Abuse Conference.

Program Specialist, United States Department of Agriculture, Cooperative State Research, Education and Extension Service, Washington, DC. Responsible for assisting senior staff in researching and developing information relevant to strategic plan and defend said information's relevance to higher level staffing.

Awards and Honors

Invited Participant, Junior Faculty Writing and Creative Works Summer Academy, Howard University Office of the Provost, 2017-2018

Distinguished Faculty of the Month, Human Development & Psychoeducational Studies- Awarded to faculty who display exceptional teaching, research, and service to the department and school. Awarded April, 2013.

Minority Fellow Program, Psychology Summer Institute Fellow- This is a program sponsored by American Psychological Associations. Fellows are advance graduate students and early career psychologists who demonstrate an interest in and potential for gaining faculty and/or research appointments. (2011)

1st place at Howard University's Annual Graduate Research Symposium- Awarded to a graduate student whose overall poster presentation demonstrated a high level of academic and research value (2010)

Phi Delta Kappa Dissertation Scholarship- Awarded to a graduate student whose dissertation added to the wealth of educational research (2007)

Agnes Jones Jackson NAACP Scholarship- Awarded to an outstanding graduate student, who has worked on the NAACP and serves the community. (2002)

Minority Access to Research Careers (MARC) Scholar- awarded to outstanding students in science-based departments; focus on starting research, attends conferences, and works with a mentor in similar field. (2000-2002)

Glaxo Smith Kline Scholar- Awarded to outstanding students in science based departments. (1999-2000)

University Scholar-Full scholarship for four years; awarded to exceptional high school seniors. (1998-2002)

KENNETH ALONZO ANDERSON, Ph.D.

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School of Education
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Education

2005, August	Ph.D., Curriculum and Instruction Minor: Educational Research and Policy Analysis North Carolina State University
2000, August	M.S., Business Education The University of North Carolina at Greensboro
1999, May	B.S., Business & Marketing Education The University of North Carolina at Greensboro

Professional Experience

2019-present	Professor & Associate Dean Research and Sponsored Programs School of Education
2018-present	Associate Professor & Associate Dean Research and Sponsored Programs School of Education

Duties: Develop and support faculty in the establishment of funded research opportunities including large externally-funded opportunities such as centers and institutes. Manage school-wide activities that support faculty in the establishment of funded research opportunities. Share or implement workshops to educate faculty on best practices for proposal preparation, discovering funding opportunities, and corporate engagement. Cultivate relationships between faculty research interests and external funding/collaborative research opportunities. Maintain a database of School of Education research by individual faculty and centers/institutes as well as major SOE research initiatives. Provide the initial review of external grant applications submitted by faculty. Represent the SOE's interests at University-wide meetings led by the VP of Research to support faculty in establishing funded research initiatives. Provide quarterly updates on faculty grant applications and awards. Provide annual reports and lead the discussion on the development of the research portion of the strategic plan. Perform duties of a faculty member at the rank of full professor in the Department of Curriculum and Instruction. Fulfill other relevant responsibilities as assigned by the Dean.

2017-2018 Associate Professor & Interim Associate Dean
Howard University
Academic Programs and Student Affairs
School of Education

Duties: Oversee the implementation and assessment of an innovative and coherent strategic plan for the academic and student affairs programs of the school. Coordinate with Program Coordinators, the faculty, and the Assistant Dean to ensure quality, continuity, innovation, and integrity in academic and student issues. Lead ongoing efforts to report and analyze retention and attrition trends. Liaise and collaborate within the Office of the Provost, Student Affairs, University Admissions, and the University Registrar. Ensure academic and student affairs compliance with Howard University policy and procedures. Create a culture across the unit that values a team-based and collaborative approach to supporting students. Fulfill other relevant responsibilities as assigned by the Dean.

2012-2016 Associate Professor & Department Chair
Howard University
Department of Curriculum & Instruction

Duties: Provide Departmental leadership for 4 master's degree programs and 2 undergraduate programs. Facilitate positive student experiences, ensure compliance with accreditation, develop new and refine existing assessment systems, evaluate staff and faculty performance, promote and develop new programs, manage relationships with donors including a major endowment exceeding 1.5 million dollars. Provide service to the University and community, develop and conduct research projects, and serve on various committees. Complete other related duties as directed by the Dean.

2015-2017 Senior Research Scientist (part-time)
CNA

Duties: Assisted CNA staff with the operation of the U.S. Department of Education's Regional Education Laboratory Appalachia, one of ten federally-funded education laboratories. Provided technical assistance, research support, and professional development to states and research alliances in the Appalachian region. Developed and supported other education initiatives.

2007-2012 Assistant Professor & Program Coordinator, Secondary Education;
Reading Education
Howard University
Department of Curriculum & Instruction

Duties: Taught and developed graduate and undergraduate courses in secondary and literacy education. Coordinated, maintained, and developed program materials. Provided service to the University and community, developed and conducted research projects, and served on various committees. Awarded more than 1.9 million in extramural funding as

PI, Co-PI, or Senior Personnel with various funding agencies. Completed other related duties as directed by the Dean.

2005-2007 Assistant Professor & Program Coordinator
University of North Carolina Wilmington
Curriculum/Instructional Supervision Program

Duties: Taught graduate courses and directed theses in the Curriculum/Instructional Supervision master's program. Coordinated, maintained, and developed program materials. Assisted in maintaining Professional Development System with local school districts. Provided service to the University and community, developed and conducted research projects, and served on various committees. Completed other related duties as directed by the Dean.

2004-2005 Research Assistant
North Carolina State University

Duties: Participated in comprehensive evaluation of statewide technology project with high-poverty schools. Developed case studies, interviewed staff, and observed classrooms to assess the implications of technology integration on student achievement, teacher development, and leadership enhancement. Other duties included survey preparation, mailings, and data entry.

2005 University Supervisor (contract)
North Carolina State University

Duties: Advised student teachers, conducted cycles of assistance, completed evaluations, and made recommendations for licensure in the State of North Carolina.

2005 Teaching Assistant
North Carolina State University

Duties: Developed syllabus, facilitated course, and maintained web-based component of Senior Seminar in Business & Marketing Education under guidance of major advisor.

2001-2004 Business & Information Technology Teacher
Durant Road Middle School

Duties: Developed courses, facilitated instruction, and participated in the total school-related activities of a teacher. Served as School Improvement Team liaison, mentor for African American males, Assistant football coach, Assistant basketball coach, and Step-team coach. Courses taught: Business & Computer Technology I & II, Exploring Business and Marketing, Keyboarding, and Technology Encore for Math and Language Arts.

1999 Student Teacher
Ben L. Smith High School

Duties: Taught business and marketing courses with guidance of corresponding teachers and University advisor. Also participated in work-based learning component. Courses taught: Computer Applications I & II and Marketing Management.

Peer-reviewed Journal Articles

- Anderson, K.A.** (2019). A national study of the differential impact of novice teacher certification on teacher traits and race-based mathematics achievement. *Journal of Teacher Education*, (OnlineFirst). <https://doi.org/10.1177/0022487119849564>
- Jones, V. C., **Anderson, K. A.**, Mahmood, M., Johnson, A. (2019). Introducing the Predictors of Black Outcomes in STEM Survey (PBOSS): A Tool for Identifying and Cultivating STEM Talent. *Urban Education*, (OnlineFirst). <https://doi.org/10.1177/0042085919850245>
- Anderson, K. A.** (2018). Policing and middle school: An evaluation of a statewide school resource officer policy. *Middle Grades Review*, 4(2), 1-22. <https://scholarworks.uvm.edu/mgreview/vol4/iss2/7/>
- Anderson, K. A.**, Burge, L., Shine, T., Mejias, M., & Jean-Pierre, K. (2018). Lessons learned from a district-wide implementation of a computer science initiative in the District of Columbia Public Schools. *Journal of Computer Science Integration*, 1 (1). <https://doi.org/10.26716/jcsi.2018.01.1.2>
- Anderson, K. A.** (2016). Examining organizational practices that predict persistence among high-achieving black males in high school. *Teachers College Record*, 118(6), 1-26. <https://www.tcrecord.org/content.asp?contentid=19965>
- Anderson, K. A.** (2015). An introduction to optimal resource theory: A framework for enhancing student achievement. *Journal of Negro Education*, 84(1), 25-39.
- Howard, K. E. & **Anderson, K. A.** (2010). Stereotype threat in middle school: The effects of prior performance on expectancy and test performance. *Middle Grades Research Journal*. 5(3), 119-137
- Toldson, I. A., & **Anderson, K. A.** (2010). The role of religion in promoting academic success for black students. *Journal of Negro Education*, 79, 205-213.
- Britton, L. R., & **Anderson, K. A.** (2010). Peer coaching and pre-service teachers: Examining an underutilised concept. *Teaching & Teacher Education*, 26, 306-314.
- Anderson, K. A.** & Sadler, C. I. (2009). The effects of school-based curricula on reading achievement of African American males in special education, *Journal of Negro Education*, 78(3), 333-345.

Graham, A., & **Anderson, K. A.** (2008). "I have to be three steps ahead": Academically gifted African American male students in an urban high school on the tension between an ethnic and academic identity. *Urban Review*, 40, 472-499.

Anderson, K. A., Howard, K., & Graham, A. (2007). Reading achievement and suspensions among African American males in middle school. *Middle Grades Research Journal*, 2(2), 43-63.

Anderson, K. A. (2007). Mentoring and standardized achievement of African American males in the elementary and middle grades. *Middle Grades Research Journal*, 2(1), 49-72.

Edited Book Chapters

Anderson, K. A. (2014). Equity in opportunities to learn mathematics: Policy and practice implications for high-achieving black students, In Y. Sealey-Ruiz, C. W. Lewis, & I. Toldson (Eds.). *Teacher education and black communities: implications for access, equity, and achievement* (pp.253-272). Charlotte, NC: Information Age Publishing, Inc.

Anderson, K. A., Howard, K. E. & Graham, A. (2009), Reading achievement and suspensions among African American males in middle school, In D. L. Hough, (Ed.), *Middle Grades Research: Exemplary Studies Linking Theory to Practice* (pp. 83-101). Charlotte, NC: Information Age Publishing, Inc.

U.S. Department of Education Technical Assistance Reports

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary pipeline data: Data quality review. Technical Assistance Memorandum #1*. Arlington, VA: Regional Education Laboratory Appalachia.

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary pipeline data: Data analysis summary. Technical Assistance Memorandum #2.1: Suspensions*. Arlington, VA: Regional Education Laboratory Appalachia.

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary pipeline data: Data analysis summary. Technical Assistance Memorandum #2.2: Law Enforcement Referrals*. Arlington, VA: Regional Education Laboratory Appalachia.

Technical Reports

Anderson, K A., & Shine, T. J. (2018). Evaluation report #5: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2016). Evaluation report #4: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2015). Evaluation report #3: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2014). Evaluation report #2: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Anderson, K A., & Shine, T. J. (2013). Evaluation report #1: The Partnership for Early Engagement in Computer Science High School (PEECS-HS). Washington, DC, Howard University (submitted to the National Science Foundation).

Published Conference Proceedings

Washington, A. N., **Anderson, K. A.**, Warner, G., & Burge, L. (2010). Graduating Engineers in the U.S.: Bridging Engineering and entrepreneurship for African-American high school students. *Proceedings of the International Conference Frontiers in Education* (pp. 156-158).

Policy Briefs/Media Contributions

https://madison.com/ct/news/local/education/policing-madison-schools-are-the-days-numbered-for-school-resource/article_29afa178-eb0b-587c-8838-015eaff0537b.html

<https://www.brookings.edu/blog/brown-center-chalkboard/2018/11/08/does-more-policing-make-middle-schools-safer/>

<https://www.newsobserver.com/news/politics-government/article221962265.html>

<https://www.heraldsun.com/news/politics-government/article221962265.html>

<https://www.theroot.com/putting-more-cops-in-schools-does-not-make-them-safer-1830668233>

<https://www.charlotteobserver.com/news/politics-government/article221962265.html>

<https://www.policeone.com/school-violence/articles/482168006-Study-More-cops-in-schools-may-not-make-them-safer/>

<http://www.bluebulletin.com/NationalNews/2018/November/26/Do.more.cops.in.schools.make.them.safer.New.study.looking.at.North.Carolina.schools.says.no.aspx>

Invited Presentations

Anderson, K. A. (2017). *Implicit Bias and Cultural Challenges Within the Schooling Context: Lessons for Teachers, Teacher Education, and School Personnel*. Paper presented at the Division K Vice-Presidential Invited Session (Rethinking discipline and incarceration: Examining systemic and pragmatic issues that limit and promote positive school and community climates) during the annual meeting of the American Educational Research Association, San Antonio, Texas.

Anderson, K. A. Lee, V. J., Flenbaugh, T. K., McGee, E. O., & Petchauer, E. M. (2017). *Division K: Successful Proposal Submission and Reviewing Tips from Sections 9 & 10 Co-Chairs*. Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, San Antonio, Texas.

Anderson, K. A., (2016). *Examining Organizational Practices that Predict Persistence among High-Achieving Black Males in High School*. Paper presented at the Education and Socialization of Black and Hispanic/Latino Children: The Enduring Legacy of Dr. Billingsley's Analysis, Washington, DC.

Division K Co-Chairs (2016). *AERA 2017? You Only Have a Year to Get Your Next Proposal Ready!*. Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, Washington, DC.

Division K Co-Chairs (2015). *AERA 2016? It's Not Too Early to Think About Your Next Proposal*. Forum presented at the Division K Vice-Presidential Invited Session during the annual meeting of the American Educational Research Association, Chicago, IL.

Anderson, K. A. (2014). *Re-examining large-scale research designs to inform best practices: The case of high-achieving black males*. Paper presented at the Division H Vice-Presidential Invited Session (Do African American male students still lag behind given the multiplicity of changes in programs, policies, and practices) during the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Anderson, K. A. (2013). *Homework and efficacy as predictors of black male success patterns in mathematics and reading*. Paper presented at the Division K Invited Session (Preparing teachers of African American children) during the annual meeting of the American Educational Research Association, Philadelphia, Pennsylvania.

Anderson, K. A. (2012). *Re-directing an obsession with deficits: The case of black male literacy*. Paper presented at the State of the Black World Conference III, Washington, DC.

Anderson, K. A. (2011). Promoting black male achievement and reducing teacher feelings of inadequacy by shifting from an external to an internal locus of control. Paper to be presented at Breaking Barriers 2: Teacher Preparation and the Future of School-age Black Males, Congressional Black Caucus Foundation, Concurrent Session at the American Educational Research Association, New Orleans, Louisiana.

Peer-Reviewed Presentations

Anderson, K. A. (2019). *Does Increased Policing Improve Safety Outcomes in the Middle Grades?* Paper presented at the annual Howard University Research Week. Washington, DC.

Jones, V. C., **Anderson, K.A.**, Maxwell, C., Mahmood, M., Grant, O., Edwards, L. D., (2017). Development of the Conditions for Black Outcomes in STEM Survey: Lessons from Innovations University. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Jones, V. C., **Anderson, K.A.**, Maxwell, C., Mahmood, M., Grant, O., Edwards, L. D., (2015). Development of the Conditions for Black Male Success in STEM Survey. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Anderson, K. A. (2012). *A national examination of the relationship between top-performing black male readers and the prevalence of peer social networks*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Anderson, K. A. & Howard, K. E. (2012). *Examining the influence of school-based collective socialization for high-achieving black males in mathematics*. Manuscript to be presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia.

Anderson, K. A. (2011). *Longitudinal factors related to high-achieving African American males in special education: A national study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Anderson, K. A. (2009). *Reading skills and reading achievement for African American males in special education: A complex issue*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Anderson, K. A., Howard, K., & Graham, A. (2007). *Reading achievement and suspensions among African American males in middle school*. Paper presented at the annual conference of the National Middle School Association, Houston, Texas.

Anderson, K. A. & Imig, S. (2006). Teacher efficacy: Confirming the factors and assessing its relationship to experience. Paper presented at the annual meeting of the Council of Professors in Instructional Supervision, Gainesville, Florida.

Anderson, K. A. (2006). Mentoring and standardized achievement of African American males in the elementary and middle grades. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Anderson, K. A. (2005). Teacher traits and African American student performance on standardized assessments in the middle grades. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Anderson, K. A., Steelman, J., & Foley, A. (2005). The digital divide and culturally relevant technology – Some insights from the IMPACT evaluation. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec.

Anderson, K. A. & Seaton, A. (2004). Evaluating the effectiveness of IMPACT: Guidelines for school library media and instructional technology programs. Paper presented at the annual meeting of Educational Technology, Raleigh, NC.

State and District Professional Development Workshops

Anderson, K. A., Leeds, D., Geraghty, T., Sun, C., Kannapel, P. (2016) *Understanding Virginia's disciplinary data: Trends and data quality review*. Presented at the Virginia Department of Education, Richmond, VA.

Anderson, K. A., & Mabry, B. (2016). *Workshop Series on Building Capacity to Implement School Progress Plans in Richmond Public Schools*. Workshops presented during the summer and Fall Professional Development Concurrent Sessions, Richmond Virginia.

Kannapel, P., **Anderson, K. A.,** & Sun, C. (2016). *Addressing Problems of Practice Through Action Research*. Workshop presented to Region 2 members of the Virginia Department of Education, Williamsburg, Virginia.

Sponsored Projects

Funded Projects

Extramural.

Title: Howard University Teacher Residency Program

Role: Principal Investigator (with Legand Burge III, James Jackson, and Celeste Malone-Co-PIs)

Agency: U.S. Department of Education

Year: 2019

Amount: **\$1,368,829**

Title: Metropolitan Teacher Residency Program

Role: Principal Investigator

Agency: Fairfax County Public Schools

Year: 2015

Amount: **\$18,720**

Title: Partnership for Early Engagement in Computer Science-High School

Role: Co-Principal Investigator (with A. Nicki Washington-PI; Legand Burge III-Co-PI)

Agency: National Science Foundation.

Year: 2012

Amount: **\$996,239**

Title: Broadening the Participation of African American Males in STEM.

Role: Co-Principal Investigator – (with Vinetta Jones-PI, Rosalie Boone-Co-PI, Muhammad Mahmood -Co-PI)

Agency: National Science Foundation

Year: 2012

Amount: **\$399,888**

Title: The Graduating Engineers in the U.S.-Department of Homeland Security (GENIUS-DHS) Program: Infusing DHS Research into Undergraduate Education at Howard University.

Role: Senior Personnel

Agency: Department of Homeland Security

Year: 2012

Amount: **\$448,594**

Title: Exploratory Project: Graduating Engineers In the U.S. (GENIUS) Summer Program

Role: Senior Personnel – Partnered with College of Engineering, Architecture and Computer Science to develop with PI to develop measureable outcomes and wrote the external evaluation plan.

Agency: National Science Foundation

Year: 2009

Amount: **\$99,336**

Title: A comprehensive examination of factors related to future reading achievement for African American males in special education.

Role: Principal Investigator.

Agency: American Educational Research Association Grants Program

Year: 2009

Amount: **\$35,000**

Funded Projects

Intramural.

Title: Howard University Research Fellowship

Role: Principal Investigator

Agency: Howard University

Year: 2011

Amount: **\$15,000**

Title: The Coalition for Urban Reading Enhancement – Middle School of Mathematics and Science Reading Project

Role: Principal Investigator

Agency: Howard University

Year: 2007

Amount: **\$51,284**

Title: Technologically Enhanced Instruction

Role: Principal Investigator

Agency: University of North Carolina Wilmington

Year: 2005

Amount: **\$1,814**

Service

International/National

Elected Positions:

- Treasurer/Financial Officer, Middle Level Education Research Special Interest Group, American Educational Research Association (2012-2014)
- Council Member, Middle Level Education Research Special Interest Group, American Educational Research Association (2010-2012)

Invited Appointments:

- Invited Faculty Presenter and Mentor - Summer Dissertation Proposal Workshop—Co-sponsored by the University of Wisconsin Madison's Institute for Research on Poverty and Howard University's Center for Race and Wealth (2019)

- Invited Expert Reviewer – NASA’s Sparking STEM Engagement Initiative (2019)
- 2015-2017 Annual Meeting Co-Program Chair: Division K - Section 9: Teacher Education Program Design and Innovations
- Research Commissioner, Research Review Commission of the Association for Supervision and Curriculum Development (2007-2010)

Editorial Boards:

- *Section Editor - Journal of Negro Education* (2016-present)
- Board Member – Journal Computer Science Integration (2017-present)
- *Board Member - Journal of Negro Education* (2009-present)
- *Board Member - Middle Grades Review* (2014-present)

International/National

Reviewer:

- *Journal of Negro Education*
- *Educational Researcher*
- *Educational Policy*
- *Teaching and Teacher Education*
- *Urban Education*
- *Chronicle of Middle Level Education*
- *Review of Educational Research*

Past Reviewer:

- *The Handbook of Research in Middle Level Education*
- *Review of Educational Research*
- Division H: School Evaluation and Program Development – *American Educational Research Association.*
- Division G: Social Context of Education - *American Educational Research Association.*
- Division B: Curriculum Studies - *American Educational Research Association.*
- Division C - Humanities, Social Sciences, and Fine Arts – *American Educational Research Association.*

Discussant:

- Lessons Learned from Mayoral Control of Large Urban School Systems, Association for Supervision & Curriculum Development (2009)

Paper Session Chair:

- Division K – Section 9 (American Educational Research Association, Toronto, ON)
- Instructional Technology - Special Interest Group – American Educational Research Association, San Diego, CA.

University/School

Howard University:

Undergraduate General Education Committee (2018-present)

Career Services Advisory Committee (2017-2018)

Howard University School of Education:

- Council of Accreditation Educator Preparation (Lead data analyst Co-author of Self Study)
- Search Committee Chair (2017)
- Department Chair (2012-2016)
- Howard University – Black Male Initiative, Office of the Provost (2011)
- Howard University - Provost Search Committee (2009, 2010)
- Howard University - Teaching, Learning, and Technology Committee (2008, 2009)
- CAEP Accreditation “Co-chair” and lead data analyst
- Dissertation Committee Member - Department of Educational Leadership and Policy Studies (2009-2017)
- Dissertation Committee Member - Department of Human Development and Psychoeducational Studies (2009-2017)
- Secondary Education Minor Coordinator (2012)
- Teacher Education Advisory Council (2009-2015)
- Interviewer, Ready-To-Teach Program (2012)
- Reading Education Program Coordinator (2008, 2009, 2010)
- Comprehensive Examination Committee Chair (2009, 2010, 2011)
- Mission Statement Revision Adhoc Committee (2010)
- Internship Supervisor (2009, 2010, 2011)
- Curriculum Committee Member (2008, 2009, 2010)
- Department of Educational Administration & Policy - Dissertation Committee Member (2008, 2009, 2010, 2011)
- Scholarship Committee (2010, 2011)
- National Council for the Accreditation of Teacher Education (NCATE) Standard 5 Committee Member (2007, 2008)
- Helen Matthews Rand Scholarship Committee Member (2007, 2008)
- Assessment Committee Member (2007, 2008)
- Teacher Education Advisory Committee Member (2008, 2009, 2010)
- Thesis/Research and Publications/Seminar Paper Committee Member (2007, 2008)
- Comprehensive Examination Committee Member (2007, 2008)
- Admissions/Recruitment/Retention & Open House Committee Member (2007, 2008)
- Search Committee Member (2007, 2008)
- Student Council Guest Speaker – Literacy (2008)

University of North Carolina Wilmington:

- Faculty Senate (2006)
- Provost Advisory Council
- University Teaching Fellows Guest Lecturer - African American Male achievement (2006)

University/School

University of North Carolina Wilmington:

- Faculty Search Committee Member (2006) - Watson School of Education and the Department of Social Work
- Faculty Search Committee Chair (2006) – Curriculum/Instructional Supervision Program
- Diversity Committee (2005)
- Teaching Fellows Advisory Committee (2005)
- Professional Development System Committee Member

Regional/Local

- Building Our Network of Diversity (BOND) Member - Montgomery County Public Schools (2017-present)
- Student to Educator Pathway Program - Montgomery County Public Schools (2015)
- Board Member (2004-2005), Meridian [peer-reviewed instructional technology journal]
- Content-Area Reading Workshop (2010) – McKinley Technology High School
- Sports Management, Academic, & Recreational Training (2009) - S.M.A.R.T. – Advisor Board Member
- Guest Facilitator (2009) – Greater Area Washington Urban League – Panel on Historically Black Colleges & Universities
- Content-Area Reading Workshop (2008) – Howard University Middle School of Mathematics & Science Weekly reading intervention for African American males (2006) – assisted instruction – Rachel Freeman Elementary School.
- Advancement via Individual Determination (AVID) – college advisor (2006) - North Brunswick High School.
- Strategies for high school reading achievement – Teacher Workshop (2006) – John T. Hoggard High School.
- Teacher strategies for African American male achievement – Teacher workshop (2006) – Bradley Creek Elementary School.
- Improving teacher retention/working conditions – Administrator Workshop (2005-2006) - Pender County Schools.
- African American Males Preparing for Leadership Excellence (AAMPLE) – Project Partner (2005-2006) - South Brunswick Middle School.
- Mentoring & monitoring instruction - Workshop (2006) – United States Marine Corps – Camp Johnson - Jacksonville, NC.

- Reading intervention – Small group tutoring (2006) – Rachel Freeman Elementary School.

Courses Taught

Howard University

- Research Foundations and Methods (undergraduate)
- Research Methods in Curriculum and Teaching (graduate)
- Literacy Assessment & Instruction in Urban Elementary Schools (undergraduate)
- Orientation & Pre-professional Seminar
- Pedagogy & Content Literacy (undergraduate)
- Content Area Reading & Writing I (graduate)
- Content Area Reading & Writing II (graduate)
- Diagnostic and Remedial Techniques in Reading (graduate)
- Literature for Children & Adolescents (graduate)
- Language, Literacy, and Applied Phonics (graduate)

University of North Carolina at Wilmington

- Thesis
- Learning-Centered Supervision
- Practicum in Learning-Centered Supervision

Earned Teacher Certificates & Licenses

- Curriculum-Instructional Specialist
- Middle Grades Business
- Business Education
- Marketing Education
- K-12 Reading Specialist

Current/Former Professional Memberships

Society for Research on Educational Effectiveness

American Educational Research Association

- Division K – Teaching and Teacher Education
- Division H - School Evaluation and Program Development / Section 2: Program Evaluation in School Settings
- Division B – Curriculum Studies
- Special Interest Group - Middle Level Education Research
- Special Interest Group - Research Focus on Black Education
- Special Interest Group - Instructional Technology
- Association of Middle Level Education (now AMLE)
- International Reading Association

- National Association of Multicultural Education
- Association of Supervision and Curriculum Development
- American Educational Research Association
- National Education Association
- North Carolina Association of Educators

Non-Academic Experience

1999-2001 Multiple Positions (Marketing/Sales)

Bellsouth Advertising & Publishing Corporation

Duties: Consulted with small businesses throughout North Carolina to evaluate, develop, and sell appropriate Directory and Internet advertising programs to meet company marketing needs. Assisted with the development of internal marketing plans and sales reports.

1997-1999 Help Desk Analyst
Department of Client Services – UNC Greensboro

Duties: Provided technical computing support to the faculty at the University of North Carolina at Greensboro via telephone, electronic mail, and outside troubleshooting.

Awards/Honors

2017 Quasi-Experimental Design and Analysis Workshop Invitee, Northwestern University/Institute for Education Sciences

2016 Meritorious Award, Volunteer Youth Leader, Kettering Baptist Church

2011 Emerging Scholar Interdisciplinary Network (ESIN) Fellow, University of Michigan,

2011 Howard University Faculty Senate Interdisciplinary Project Award for collaboration between the School of Education and the College of Engineering, Architecture, and Computer Science

2009 Top 10 Publication Award – *Middle Grades Research Journal* Review Board, Manuscript selected for re-print in an edited book entitled *Middle Grades Research: Exemplary Studies Linking Theory to Practice*

2008 American Educational Research Grants Award – One of two HBCU faculty recipients in 20 years (out of more than 200 internationally-competitive awards since 1991)

2007 Sole junior faculty member invited and appointed to serve on the Research Review Commission of the Association for Supervision and Curriculum Development

2001 Regional Sales Performance Recognition (private sector)

Technical Skills

Software: R, STATA, SPSS, Qualtrics

Methodological Expertise: Propensity Scores, Regression Discontinuity, Hierarchical Linear and Nonlinear Modeling, Exploratory and Confirmatory Factor Analysis, Linear/Loglinear Regression, Analysis of Variance, Instrument Construction

Distance Education Software: Blackboard, Tegrity, Poll Everywhere

Curriculum Vitae and Bio

Dr. HELEN BOND, Ph.D.

Associate Professor of Curriculum and Instruction in the School of Education, Howard University
Former Director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA) at Howard University

Howard University
2301 Georgia Avenue, NW, Suite 244 (iLab)
Washington, D.C., US 20059
Mobile: 540.539.9953
Email: hbond@howard.edu

Dr. Helen Bond is an Associate Professor of Curriculum and Instruction in the School of Education at Howard University in Washington D.C. She is also the former director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA) at Howard University. She has a Ph.D. in Human Development from Virginia Tech, a Master's degree in Communications from West Virginia University, and a Bachelor's of Science degree in Education with distinction from the Ohio State University.

Bond has extensive experience in teacher education and human development in fragile contexts in the United States, Sub-Saharan Africa, and India. She was selected as a Fulbright-Nehru Scholar to India in 2012. Fulbright participants are selected on the basis of academic merit and leadership potential.

She served as an international expert in refugee education, education in emergencies, and teacher development with the United Nations Children's Fund (UNICEF), United Nations High Commissioner for Refugees (UNHCR), United Nations Educational, Scientific and Cultural Organization (UNESCO) and to the United Nations Development Program (UNDP). She has conducted field research, developed training manuals and other assessment tools and published in peer-reviewed books, monographs, and journals.

She is also the liaison for the Center for African Studies to the School of Education. In this role she has helped organize four consecutive Children and Youth Literature Workshops on Howard's campus in partnership with Georgetown's Center for Contemporary Arab Studies, School of Education, and most recently, with George Washington University. The School of Education has benefited from this endeavor as students, faculty, and preservice teachers are invited to attend. The purpose of the workshops is to help students use high quality children and youth literature to teach and reach students through children's literature about the Middle East and Africa. Students also receive free award-winning books to help them in this endeavor. You can learn more here: <https://cfas.howard.edu/people/staff>.

She has shared her ideas about education, equity, and human development through her diverse and global publishing pursuits. In 2017 she served as one of the contributing authors of a white paper monograph examining Institutional commitment to teaching excellence published by the American Council of Education (ACE) in Washington DC in 2017.

Bond was also a contributing author to the UNESCO peer-reviewed publication entitled *Teacher's Guide on the Prevention of Violent Extremism*. The Guide is UNESCO's first contribution to the implementation of the UN Secretary-General's Plan of Action to Prevent Violent Extremism, announced in January 2016. The peer reviewers are identified on page eight of the book. You can learn more here <https://en.unesco.org/news/unesco-launches-teacher-s-guide-prevention-violent-extremism>.

She was also one of the authors of the *Teaching Respect for All: Implementation Guide* published by UNESCO in Paris in 2014. Teaching Respect for All is a UNESCO partnership with the United States and jointly launched with Brazil in 2012, to counteract discrimination both in and through education. Dr. Bond authored the section on guidance for teachers as well as help frame the overall document. The concepts were peer reviewed, field tested and translated in multiple languages by UNESCO. The work was peer-reviewed by members of the Teaching Respect for All Advisory Group identified on page four of the document. You can read the book here: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/resources/projects/teaching-respect-for-all/>.

In February 2018, she was awarded funding from the United Nations Office of Drugs and Crime (UNODC), Education for Justice (E4J) program to develop an educational board game to teach respect and critical thinking among at-risk school-aged youth.

Academic Degrees and Certifications

Doctor of Philosophy (Ph.D.) Human Development: Virginia Tech: 2001. Dissertation focused on Education and Human Development that included field work in West Africa.

Master of Arts (M.A.). Communications: West Virginia University, Morgantown, West Virginia, December 1995.

Bachelors of Science (B.S.). With Distinction in Education (added Social Studies Endorsement). The Ohio State University, Mansfield, Ohio, December 1992 (minor in Educational Anthropology).

Certificate in *International Educational Diplomacy* from the Association of Childhood Education (ACEI) 2010, Washington, DC.

Teacher Certification (K-8) Ohio and West Virginia: Elementary Education with endorsement in Social Studies

Professional Experience

I. **Howard University**, Department of Curriculum and Instruction, School of Education, 2441 4th St. N.W. Washington, DC 20059. (2006 – Present)

Title: ASSOCIATE PROFESSOR: Curriculum and Instruction in the School of Education

Title: Former Associate Director and Director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA) <http://www.cetla.howard.edu/about/staff.html>

Duties: Responsibilities include teaching, research, curriculum and course development, advising, and participating in assessment and accreditation activities. As the former associate director and director of the Center for Excellence in Teaching, Learning, and Assessment (CETLA), my responsibilities include providing university-wide leadership to the teaching and learning center at Howard University.

Accomplishments:

- 2018: Project Director of a grant awarded from the Education for Justice Initiative of the United Nations Office of Drugs and Crime to develop an educational game.
- 2017: Contributing author to the American Council of Education's publication "*Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development.*"
- 2014: Fellow at the Georg Eckert Institute for International Textbook Research in Braunschweig Germany
- 2012: Fulbright-Nehru Visiting Lecturer to India
- 2012: Inspirational Interdisciplinary Award for the co-teaching and the co-development of the following African Studies Course: Social Media and Political Change in the African World (Howard University)
- 2010: received Walter and Theodora Daniel, an endowed educational fund in 2010. These awards support significant research studies on global education.
- 2010: Developed the successful proposal for Secondary Science Education approved by the Maryland State Department of Education (MSDE).
- 2009: Teaching with Technology award for outstanding integration of technology in teaching and learning at Howard University
- 2008-2013: Faculty of Record for the **Ready to Teach** grant funded by the U. S. Department of Education
- 2007: Featured Teacher for Center for Excellence in Teaching, Learning, and Assessment (CETLA) at Howard
- 2007: Sloane-C-Scholar to attend the 13th International Sloane C –Conference on Technology, Orlando Florida,

Courses taught (online and face to face):

- Curriculum and Instruction
- Teaching and Learning
- Human Development and Child Development
- Integrated Pedagogy Teaching Methods
- Educational Psychology
- Educational Technology (both initial and advanced)
- International Education
- American Educational Thought
- Qualitative Research/Action Research
- Multicultural Education
- Sociology: Race and Ethnic Relations
- Social Foundations of Education
- Introduction to Education
- Social Media and Political Change in the African World
- Student Teaching Supervisor

II. University of Maryland University College (UMUC), of the Master of Arts in Teaching (MAT) Secondary Education.
3501 University Boulevard East, Adelphi, MD 20783. **August 2003-2006**

Title: **COLLEGIATE PROFESSOR AND PROGRAM DIRECTOR Master of Arts in Teaching (MAT)**

Duties: Served as Program Director and Collegiate Professor of an online Master of Arts in Teaching (MAT) program. Responsibilities included curriculum and course development, overseeing an alternative teacher education program, hiring new faculty, developing professional development school relationships and creating a reading strand for teachers that was approved by the Maryland State Department of Education (MSDE).

Accomplishments: **UMUC ONLINE (E-Learning) COURSE DEVELOPMENT FOR UMUC**

- I co-developed the following courses for the Social Sciences Undergraduate Degree Program at UMUC)
 - Bond, H. & Barr, B. (2007). ONLINE Sociology 424: Human Relations: Social Sciences, University of Maryland University College (UMUC) School of Undergraduate Studies (SUS) Adelphi:
 - Bond, H. & Barr, B. (2006). ONLINE Sociology 423: Ethnic Minorities: Social Sciences,

III. Shepherd University: Department of Teacher Education (*undergraduate-elementary*) Shepherdstown, WV 25443,
(August 1997 – August 2003)

Title: **ASSISTANT PROFESSOR OF EDUCATION** (*Teacher Preparation*)

Duties: *Assistant professor in an undergraduate elementary teacher preparation program.* My responsibilities included teaching, research, curriculum and course development, and participation in accreditation and assessment activities, as well as service.

Achievements: Participated in a successful NCATE Accreditation Review and revised several outdated courses.

- Conducted teacher training, facilitated orientations
- Published newsletter and other written communication

IV. Berkeley County Schools, Berkeley County Schools

Board of Education, 401 S. Queen Street, Martinsburg, WV, 25401.

(August 1993-1997)

Title: **CLASSROOM TEACHER** and **SCHOOL CONFLICT RESOLUTION COORDINATOR**

Duties: Served as classroom teacher in grades 6-8. Taught Science, History/Social Studies, and Language Arts.

Achievements: Also served as Peer Mediation Advisor and Conflict Resolution Coordinator for the school program.

Publications

Sorcinelli, M. D., **Bond, H.**, Berg, J. J., Watson, C. E. (2017). Why now is the time for evidence-based faculty development? In *Institutional commitment to teaching excellence: Assessing the impacts and outcomes of faculty development*. Retrieved from < <http://www.acenet.edu/news-room/Pages/ACE-Issues-White-Paper-Examining-Institutional-Commitment-to-Teaching-Excellence.aspx> >.

Bond, H. (Contributing author) (2016). *Teacher's guide on the prevention of violent extremism*. Paris: United Nations Educational, Scientific and Cultural Organization (UNESCO).

Bond, H. (2015). The transnational memory and impact of the American Civil Rights Movement in textbooks in the United States, Africa, Germany, Russia, and France. The Eckert. Bulletin 15: Textbooks and Religion, p. 76-78. The Georg Eckert Institute for International Textbook Research. ISSN1865-7907. URL: <http://www.gei.de/publikationen/eckert-bulletin/eckert-bulletin-15-2015.html>.

Publications continued

Bond, H., Gloria A., Baker, E., Baguma, G. K., Starl, K. (2014). *The Teaching Respect for All Implementation Guide*. Paris, France: United Nations Educational, Scientific and Cultural Organization, UNESCO. ISBN 978-92-3-100025-6. Available in *UNESCO's online document hub, UNESDOC* at <http://unesdoc.unesco.org/ulis/en/>.

Bond, H. (2014). "Somalia." In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty*. Thousand Oaks, CA: SAGE Publications.

Bond, H. (2014). "Gunnar Myrdal's Theory of Cumulative Causation" In Odekon, M. A. (Ed.) (2014). *Encyclopedia of World Poverty*. Thousand Oaks, CA: SAGE Publications.

Bond, H. (2014). United States and social media unrest. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Hailu, A. & **Bond, H.** (2014). Pioneers in social media and politics. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Hailu, A. & **Bond, H.** (2014). *Sub-Saharan Africa and social media and politics*. In Harvey, Kerric (Ed.) *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press.

Bond, H. (2013). "Multiracial Students. In Ainsworth, J. (Ed.). (2013). *Sociology of Education: An a-to-z guide*. (Vols. 1-2). Thousand Oaks, CA: SAGE Publications.

Bond, H. (2013). "Online Education." In Ainsworth, J. (Ed.). (2013). *Sociology of Education: An a-to-z guide*. (Vols. 1-2). Thousand Oaks, CA: SAGE.

Bond, H. (2013). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "Historically Black Colleges and Universities (HBCUs)." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). "Acting White" In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2013). School segregation. In Carlos E. Cortés (Ed.) *Multicultural America: A Multimedia Encyclopedia*. Thousand Oaks, CA: Sage Publications.

Richard Augustus, J., Muthaiah, N., **Bond, H.** (12-18, March 2012). Can blended learning enhance teaching skills? *University News: Association of Indian Universities*.50 (11), 21-29.

Bond, H., Barr, B., Fotiyeva, I., & Wu, F. (2012). *Through Children's Eyes: President Obama and the Future Generation*. Toronto, Canada: The Key Publishing House Inc.

Bond, H. (2012). Teacher migration and the role of historically black colleges and universities and Hispanic serving institutions in the United States. In (Eds. Jonathan Penson & Akemi Yonemura) *Next steps in managing teacher*

migration: *Papers of the Sixth Commonwealth Research Symposium on Teacher Mobility, Recruitment and Migration*. Addis Ababa, Ethiopia, 8–9 June 2011 Commonwealth Secretariat and UNESCO IICBA.

Bond, H. (2012). "Teacher Training." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2012). "Online Education." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Publications continued

Bond, H. (2012). "Multiracial Students." In Ainsworth, James, & Golson, J. Geoffrey. *Sociology of Education: An A-to-Z Guide*. Thousand Oaks, CA: Sage Publications.

Bond, H. (2011). Black females in higher education in HBCU's: The paradox of success. In C. R. Chambers (Ed.), *Support systems and services for diverse populations: Considering the intersection of race, gender, and the needs of Black female undergraduates*. Bingley, United Kingdom: Emerald Group Publishing Limited.

Bond, H. (2011). Where in the World: Using the World Digital Library to Enhance Information Literacy and Global Learning. In T. McDevitt & R. Stilwell (Eds.), *Let the games begin by engaging students with interactive information literacy instruction*. New York: Neal-Schuman Publishers.

Bond, H. (2010). Digitizing memory: Understanding culture through American and world memory. In Emmanuel Guy-Marie Blanchard (Ed.), *Handbook of research on culturally-aware information technology: Perspectives and models*. Hershey, PA: Information Science Reference.

Bond, H., & Fotiyeva, I. (2010). Leading the way: Historically black colleges and universities preparing future teacher leaders in urban science education. In Rhoton, J. (Ed.), *Science education leadership for the 21st century*.

Bond, H. (2009). You and I we must change the world. In Adam Jones, (Ed.), *Evoking genocide: Scholars and activists describe the works that shaped their lives* (pp. 157-171). Toronto, Canada: The Key Publishing House Inc."

Bond, H. (2008). Teaching the Holocaust in the urban classroom. In T. Dubois (Ed.), *Pathways to the Holocaust*. Rotterdam, Netherlands: Sense Publishers.

Bond, H. (2008). Stopping the leak: Preparing teachers and students for technological literacy and STEM careers. In Thurgood Marshall College Fund (Ed.), *HBCUs models of success: Successful academic models for increasing the pipeline of Black and Hispanic students in STEM areas*. (pp. 45-61). Washington, DC: Thurgood Marshall College Fund.

Bond, H. (2007). Diversity initiatives in an online university. in Branche, J., Mullennix, J. and Cohn, E. (Eds.), *Diversity across the curriculum*. (pp. 48-51). New York: Jossey-Bass

Richard Augustus, J., Muthaiah, N., Bond, H. (12-18, March 2012). Can blended learning enhance teaching skills? *University News: Association of Indian Universities*.50 (11), 21-29.

Bond, H. (2010). Balancing teacher quality and quantity. *International Journal of Knowledge and Learning*, 6(1), 28-42.

Bond, H. (2008). The online urban education book club project. *The International Journal of Urban Learning Technology (JULT)*, 1(1), 3-12.

Shockley, G. K. & Bond, H. & Rollins, J. (2008). Singing in my own voice: Teachers journey toward self-knowledge. *Journal of Transformative Education*, 6, 182-200.

Bond-Peters, H. (2001). The “rights” way to peace in Ghana. *Adult Learning and Human Resource Development (ALHRD) Ideas*, 1 (5), 5-6.

Gogh, Abe; McLeod, J.R., Bond-Jefferson, **H (Bond)**. (1997). Culture, classroom rituals, and conflict in the classroom. *Journal of the Sciences and Humanities*, 53 pp. 77-87. Tokushima Bunri University, Japan.

Professional Conferences and Scholarly Events

Mansfield, Ohio: Ohio Department of Rehabilitation and Correction: Black History Month Speaker: “**The Lost, But Fabulous History of African-Americans**” (23 February, 2018).

Port of Spain, Trinidad: University of the West Indies: Presented *Teaching Respect for All: Training for Teachers*. (2-4, October, 2017).

Bloemfontein, South Africa: Keynote Speaker: Presented “New Directions in the Scholarship of Teaching and Learning” Unit of Research in Scholarship of Teaching and Learning (RSoTL), 25-26 October 2017

Durban, South Africa. Key Note Speaker: Mangosuthu University of Technology at the *Teaching and Learning Colloquium*. (5-6 April 2017). You can read more here:
https://www.pocketrsvp.com/participant_event.asp?pk=&ek=8X147D0T0A5O8WVY0U5I3G7WGQU500YVRPH07DJ3&et=11371

Seoul, Republic of Korea- Ewha Woman’s University and UNESCO. Presenter / Participant: How can education prevent school violence and bullying based on ethnic discrimination? 17 January 2017. Read more here:
http://www.unesco.org/new/en/media-services/single-view/news/how_can_education_prevent_school_violence_and_bullying_based/.

New Delhi, India: Participant: This international conference was organized by UNESCO in partnership with the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. The purpose was to build a common understanding and vision of the required educational interventions and approaches needed to ensure that education systems contribute to the prevention of violent extremism. (19-20 September, 2016). You can read more here:
<http://en.unesco.org/preventing-violent-extremism>.

Addis Ababa, Ethiopia: Presenter: E-Learning Africa 2015. E-Learning Africa is the largest gathering of e-Learning and ICT supported education and training professionals in Africa. Presentation: Using Electronic Portfolios for Teaching, Learning, and Assessment (May 21, 2015). http://www.elearning-africa.com/profiles/profile_popup.php?address_id=459613&lang=2

Paris, France: Speaker and Panelist: Second UNESCO Forum on Global Citizenship Education (GCED) from 28-30, **Paris, France** (January 26-31 2015). Find out more here: <http://www.indepthnews.info/index.php/global-issues/2330-un-scheme-to-teach-respect-for-all-aims-at-fighting-discrimination>.

Vancouver, British Columbia, Canada: Presenter: Association of Childhood Education (ACEI): The Global Summit on Childhood, (a program within the Decade for Childhood, which provides a platform for interdisciplinary dialogue among the global community about the experience of childhood. Vancouver, British Columbia, Canada (April 2014).

Professional Conferences and Scholarly Events Continued

Dhaka, Bangladesh: Keynote Speaker and Workshop Presenter: **University of Dhaka in Bangladesh** focusing on the use of technology in the teaching of English. I also delivered the keynote address for a conference on the Teaching and Learning of English Through Technology. Website: <http://eiabd.com/eia/index.php/news/latest-news/167-english-in-action-at-dhaka-university-conference-teaching-and-learning-english-through-technology>.

TamilNadu, India: Keynote Speaker: Presented at the International Seminar: Preparing World Class Teachers Through Online Education: The Future is Now! Keynote Speaker: Dr. Helen Bond, Fulbright-Nehru Scholar to India, **College of Education, Ramakrishna Mission Vidyalaya**, Coimbatore, **TamilNadu India**, April 20-21, 2012.

Mumbai, India: Panelist: Served as a panelist at the *Higher Education Forum (HEF)*, Third Annual Convention held at the Welingkar Institute of Management Development and Research, Matunga, **Mumbai, India**.

Kerala, India: Presenter: Presented at a National Workshop on Women's Higher Education Institutions: Impacts, Influences, and Challenges, Sacred Heart College, Chalakudy, **Kerala, India**, March 8-9, 2012.

TamilNadu, India: Presenter: **Avinashilingam University** for Women in Coimbatore, **TamilNadu India** on Women and the Teaching Profession in the United States, February, 29, 2012.

Salem, India: Presented two lectures at **Sri Sarada College of Education in Salem, India** on Qualitative Research and Women's Empowerment, February, 27, 2012.

Chennai, India : a Workshop for Teachers at the **Srikriti Teacher Education Centre in Chennai, India**, February, 25, 2012.

Cambridge, UK : International Conference: Presenting "Social Media, Political Change, and the African World at the University of Cambridge in the United Kingdom at the Conference: **Beyond Revolutions: The Use of ICTs for Political Mobilization and Participation in Sub-Saharan Africa, on 11 November 2011**.

Washington, DC: Participated in the Institute for International Education Diplomacy (IIED) Institute: A Program of the Association for Childhood Education International (ACEI). **July-August 2011**.

Addis Ababa, Ethiopia: Presented "The role of historically black colleges and universities and teacher migration" on 8-9 June 2011, at the UNESCO-IICBA symposium, which hosted the 6th Commonwealth Research Symposium in Addis Ababa, Ethiopia. The symposium, titled "**Next Steps in Teacher Mobility, Recruitment and Migration**" convened a variety of key stakeholders from Commonwealth Member States and the African continent to share their experiences as well as brainstorm the way forward in addressing teacher migration and recruitment.

Giessen, Germany: Justus Liebig (University of Giessen, Germany): Presented the paper Shattering Ceilings: The "Merkel Effect" in the United States and Germany at the **Justus Liebig University (of Giessen) in Germany** in June-July 2011.

Athens, Greece: Presented at the (TECH-EDUCATION 2010): 1st International Conference on Technology Enhanced Learning, Reforming Education and Quality Teaching, Learning Technologies, and Quality of Education in Athens Greece at the American College of Greece. **Paper entitled: Global Teacher Management Challenges: Balancing Teacher Quality With Quantity: May 19-22, 2010.**

South Africa: Presented at a Gifted Learning Professional Seminar at *The University of the Witwatersrand*, in **Johannesburg South Africa**, Paper entitled: *Online Course in Gifted Learning and Technology*: April 22-23, 2010.

California: Presented *Teaching with the World Digital Library* at the **Society for Information Technology & Teacher Education (SITE 2010) International Conference** held in **San Diego, CA**. Paper entitled: *Teaching with the World Digital Library*: (WDL). March 29-April 2, 2010.

Addis Ababa, Ethiopia: Presented a newly developed *Teacher licensing and Re-licensing System* for the **Ministry of Education in Ethiopia** and to an international audience. International Conference sponsored by the United Nations Development Program (UNDP). September 29 - October 3, 2008, Addis Ababa, Ethiopia

Professional Conferences and Scholarly Events Continued

Presented, *Making Peace With Children: Gandhi-King Conference*, Memphis TN, October 2007.

Presented *Come Read With Me: Urban Education Book Club Project*, **Society for Information Technology (SITE)**. San Antonio, Texas, March 2007.

Presented *Developing a Gendered Voice in the Online Classroom* **University System of Maryland Faculty Initiatives Conference**, October 2006.

Presented *"Teacher Transformation"* **National Outreach Scholarship Conference** 2005 at the **University of Georgia**, October 2-5, 2005.

Presented *"Ten Promising Practices in Teacher Education"* **University System of Maryland Diversity Conference**, Bowie University, Bowie Maryland, March 13, 2004.

Havana Cuba: International Conference: Presented *"Multicultural Teacher Education: A Comparative Analysis of Six Programs"*. Sixth Annual Conference of Cuban Educators and North American Educators, **Havana Cuba**, Feb.1999.

Professional Affiliations

ACEI: (Association of Childhood Education) International (Promotes childhood education and development programs.

COP (Community of Practice): Member of the (UNESCO) Community of Practice (COP) in Curriculum Development that examines international curriculum issues within the framework of Education for All (EFA).

INEE (The Inter-Agency Network for Education in Emergencies): Member: INEE is a network of more than 9,500 individuals living and working in more than 170 countries. INEE members are researchers and practitioners that work to ensure the right to education for all regardless of crisis or conflict.

References Provided Upon Request

Joy Banks, Ph.D.

School Address

Bowie State University
College of Education
14000 Jericho Park Road
Bowie, MD
(301) 860-3134 (work)
jbanks@bowiestate.edu

Home Address

8308 Flower Ave #402
Takoma Park, MD 20912
(919) 225-7517 (cell phone)
banks2013@gmail.com

EDUCATION

Doctorate of Philosophy	University of Connecticut, Storrs, Connecticut Educational Psychology- Special Education
Masters of Art	University of Michigan, Ann Arbor, Michigan Literacy, Language, and Learning Disabilities
Bachelor of Science	Eastern Michigan University, Ypsilanti, Michigan, Hearing Impaired Education (K-12) and World History (Secondary)

EXECUTIVE LEADERSHIP TRAINING

Collaborative Leadership in Higher Education (2015) Academic Impressions
Harvard Management Development Program (2014) Harvard Graduate School of Education
American Association of Colleges of Teacher Education (2013) Executive Leadership Training

PROFESSIONAL EXPERIENCE

2012-present	Associate Dean for Research and Development, College of Education, Bowie State University, Bowie, Maryland
2012-present	Director of Doctoral Studies, College of Education, Bowie State University, Bowie, Maryland
2010-present	Associate Professor (tenured), Graduate Special Education, Department of Teaching, Learning, and Professional Development, Bowie State University, Bowie, Maryland
2007-2010	Assistant Professor, Graduate Special Education, Catholic University of America, Washington, District of Columbia
2006-2007	Interim Department Chair, Department of Special Education, North Carolina Central University, Durham, North Carolina
2003-2007	Program Coordinator, Learning Disabilities, Assistant Professor Department of Special Education, North Carolina Central University,

Durham, North Carolina

Adjunct Professorships

2001-2003 University of Connecticut, Department of Special Education
Eastern Connecticut University, Department of Psychology
Quinebaug Valley Community College, Department of English

Public School Instruction

2001-2003 Project Genesis, Inc., Willimantic, Connecticut
Reading Diagnostician and Instructor: Moderate and Severe Disabilities –
Secondary

Summer, 1999 Literacy Summer Project, Fairfax County Public Schools
Special Education Teacher: Language Learning Disabilities-Upper
Elementary

1998-1999 Walt Whitman Middle School, Fairfax, Virginia
Special Education Teacher: Learning Disabilities & Behavior Impairments

1996-1997 Clark County School District, Las Vegas, Nevada
Itinerant Teacher for Students with Hearing Impairments, K-12

RESEARCH

Stevenson, A.C., & Banks, J. (in progress). Does membership have its privileges? Examining the relationship between low-income African-American parents' social capital and their involvement in affluent suburban schools.

Frederick, R., & Banks, J. (submitted). Embodying the Four C's: Connections, Content, Context, Culture: A look at an African-American Educator of English Language Learners.

Banks, J. (submitted). Invisible Man: The significance of context when examining race, gender and disability.

Banks, J. (in press). Are we ready? Faculty perceptions of students with learning disabilities at a Historically Black University.

Banks, J., & Gibson, S. (in press). African American English revisited: Teachers' perceptions at a historically black university. *Journal of Western Black Studies*.

Banks, J. (2016). They won't stop labeling me: African American male students' educational experiences as students with learning disabilities. *Equity & Excellence in Education*.

Banks, J. (2016). Understanding the role of HBCUs through the voices African-American college students with disabilities. *Journal of African American Males in Education*, 7(1), 70-86.

Banks, J. (2015). Gangsters and wheelchairs: Urban teachers' contextualized understandings of disabilities, *Disability and Society*, 30(4), 569-582.

Banks, J. (2014). Barrier and supports to college transition: Case studies of African-American students with disabilities. *Remedial and Special Education*, 35(1), 28-39.

Banks, J., & Hughes, M. (2013). Double Consciousness: Postsecondary experiences of African-American male students with disabilities. *Journal of Negro Education*, 82(4), 368-381.

Banks, J. (2013). A reflection on a cross-cultural special education internship for students studying outside of their homelands. *Journal of International Special Needs Education*, 16(2), 102-113.

Banks, J., Foley, T., & Dunston, Y. (2013). Teacher efficacy as a conduit for enhancing attitudes toward teaching reading to African-American students. *Multicultural Perspectives*, 15(1), 1-8.

Shockley, K., & Banks, J. (2012). I know I've been changed: Teachers' personal transformations on issues of race and culture. *Journal of Transformative Education*, 9(4), 222-241.

Bacon, E., Banks, J., Young, K., & Jackson, F. (2007). Perceptions of African American and European American teachers on education of African American males. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 10(1-2), 160-172.

Banks, J. (2005). African American college students' perceptions of their high school literacy preparation. *Journal of College Reading and Learning*, 35(2), 22-37.

Book Chapters

Banks, J. (2014). African American college students' perceptions of their high school literacy preparation. In N. Stahl & H. Boylan (Eds.) *Teaching developmental reading: historical, theoretical, and practical background readings* (p. 113-127). Bedford/St. Martin's Professional Readings: New York, NY.

Banks, J. (2006). Conceptualization of education for African and African American: A special education perspective. In P. M. Mutisya (Ed.) *Conceptualizing African and African American Family and Identity Development: Intracultural, Intercultural, and Cross-cultural Perspectives*. The National Social Science Association Press: El Cajon, CA.

Accreditation Reports

Bowie State University, College of Education- *Preparing Competent, Caring, Effective Educators for a Global Society*, Conceptual Framework, document written for National Council for Accreditation of Teacher Education (NCATE, 2012)

Bowie State University, Graduate Special Education SPA Report, document written for National Council for Accreditation of Teacher Education, national recognition received (NCATE 2012)

North Carolina Central University, School of Education – *Educators for Diverse Cultural Context* Conceptual Framework, document written for National Council for Accreditation of Teacher Education (NCATE, 2007)

Media

Black, Disabled, and Proud Documentary Film (2015). Association for Higher Education and Disabilities (AHEAD). <http://www.blackdisabledandproud.org>

GRANT ACTIVITY

- 2015 Bill and Melinda Gates Teacher Transformation Grant (\$6,390,000) (not funded)
- 2014 Culturally Responsive Leaders in Special Education (\$1.2 million/5 yrs.)
Principal Investigator, Office of Special Education Programs, U.S. Department of Education (CFD 84.325D)
- 2012 Faculty Research Grant (\$3,000), Center for Teaching and Learning, Effective Instructional Strategies for Teaching Students with Learning Disabilities in Higher Education, Bowie State University
- 2009 Junior Faculty Research Grant & Study Abroad (\$2,000), Inclusion Practices in Northern Uganda, Catholic University of America
- 2007 Faculty Creativity Scholarship (\$3,000), An Examination of Culturally Responsive Inclusive Practices in Mexico and Kenya Countries, North Carolina Central University

INTERNATIONAL INITIATIVES

Invited Lecturer (2013). 3 credit hour course. Catholic University of America and International Institute Canon Triest of the Brothers of Charity, Introduction to Special Education: Instructional Methods for Students with Moderate and Severe Disabilities, Degree Program in International Health Studies and Special Education Studies, Sint Marie Alter, Belgium

Invited Lecturer (2011). 3 credit hour course. Catholic University of America and International Institute Canon Triest of the Brothers of Charity, Introduction to Special Education: Instructional Methods for Students with Moderate and Severe Disabilities, Degree Program in International Health Studies and Special Education Studies, Sint Marie Alter, Belgium

Invited Lecturer (2010). 3 credit hour course. Catholic University of America and International Health Studies and Special Education Studies, Human Development, International Institute Canon Triest of the Brothers of Charity, Kruikebe, Belgium

Invited Lecturer (2009). 3 credit hour course. Catholic University of America and International Institute Canon Triest of the Brothers of Charity, Functional Behavioral Analysis, International Health Studies and Special Education Studies, Kruikebe, Belgium

Faculty Study Abroad Coordinator (2008) Spanish Culture Research and Study Abroad (6-weeks graduate-level special education practicum experience), Universidad del Valle de Orizaba, Orizaba, Veracruz, Mexico, North Carolina Central University

Faculty Study Abroad Coordinator (2007) Spanish Culture Research and Study Abroad (6-weeks graduate-level special education practicum experience), Universidad del Valle de Orizaba, Orizaba, Veracruz, Mexico, North Carolina Central University

Undergraduate Supervisor (2006) Kenya Cultural Immersion (3-weeks), Wachovia Scholars, North Carolina Central University

Graduate Student Participant (2003) Nigeria Cultural Tour and Study Abroad

Graduate Student Participant (2000) Egypt Cultural Tour and Study Abroad

PRESENTATIONS

*Presentations that have resulted in publications

Banks, J., & Gibson, S. (2015). African American teachers' perceptions of African American English. *American Education Research Association, Chicago, IL.**

Banks, J., & Hairston, K. (2014). *Gangsters and wheelchairs: An exploration of the intersection of race, gender and disability status*. American Education Research Association, Philadelphia, PA.*

Banks, J. (2013). *African-American male students' perception of their K-12 special education experiences*. Council for Exceptional Children, San Antonio, TX.*

Banks, J. (2013). *Barrier and supports to postsecondary transition: Case studies of African-American students with disabilities*. American Education Research Association, San Francisco, CA. *

Banks, J., & Hughes, M. (2013). *Are we ready: Bowie State University faculty perceptions of postsecondary students with learning disabilities*, Bowie State University, Faculty Development Institute.

Banks, J. (2013). *How to Get Happily Published. Panel Participant and Discussant*. Bowie State University Faculty Development Institute.

Banks, J., & Hughes, M. (2012) *Postsecondary Instructional Strategies for Students with Learning Disabilities*. Bowie State University Faculty Development Institute.

Smith, N.M., Banks, J., & Mathijssen, J. (2012) *A Reflection on an International Internship: What constitutes an effective Internship for International Students Studying Outside Their Homelands?*, Council for Exceptional Children Division of International Special Education Roundtable, Sligo, Ireland.*

Banks, J. (2012). *Double Consciousness: Postsecondary African-American Male Students' with Disabilities*, American Education Research Association, Vancouver, Canada.*

Banks, J., & Hughes, M. (2012). *Race Matters: The role of HBCUs the retention of African American college students with disabilities*, 15th Annual HBCU Summit on Retention, Ocean City, Maryland.

Banks, J., & Byrd, T. (2012). *How to Activate Student Learning*, Bowie State University Faculty Institute, Bowie, Maryland.

Kea, C., Campbell-Whately, G., & Banks, J. (2006). *Rethinking Teacher Education: Infusing diversity throughout teacher preparation programs*, Drs. Cathy Kea, Joy Banks, Gloria Campbell-Whately, Presenters, 24th Annual North Carolina Teacher Education Forum, Children Matter: Preparing and Supporting NC Educators, Raleigh, NC.

Banks, J. (2006). *Effective Teaching Strategies for African American Males*, African American Male Institute, North Carolina Central University, Durham, NC.

Horne, W., & Banks, J. (2006). *Study of Diversity: Teachers' beliefs about the use of Africanized English and its influence on reading acquisition*. Presenter, North Carolina Council for Exceptional Children Conference, Wilmington, NC.

Banks, J. (2006). *Innovative Teaching Strategies that Incorporate Multiple Learning Styles*. Faculty Institute, North Carolina Central University, Durham, NC.

Banks, J. (2005). *The Forgotten Cultural Components of Scientifically Based Reading Instruction*, College Reading and Learning Association National Conference, Long Beach, CA.

Banks, J. (2005). *African American College Students' Perceptions of their High School Literacy Preparation*, Reading First Teacher Education Initiative, Austin, TX.*

Banks, J., & Bacon, E. (2004). *African American and European American Teachers' Perception of Teaching African American Male Students*, National Alliance of Black School Educators, Dallas, TX.*

Hyman, T., & Banks, J. (2004). *Case Study of Teachers' Perceptions of Behavioral Outcomes in Alternative Schools*. Association for the Advancement of Educational Research. Hutchinson Island, FL.

Banks, J. (2004). *African American College Students' Development of Critical Literacy* American Education Research Association, San Diego, CA

Banks, J. (2004). *Beyond Voice: African American College Students in First Year English Composition*. Sociology of Education Association (SEA), Monterey, CA

PROFESSIONAL DEVELOPMENT WORKSHOPS

- 2014 The Teaching Professor, Bowie State University, New Faculty Institute, Center for Excellence in Teaching
- 2013 The Teaching Professor, Bowie State University Faculty Development Institute, Half-day workshop. Drs. Joy Banks, Kimetta Hairston, Yvonne Caldwell
- 2013 Qualitative research; An overview, Bowie State University Faculty Development Institute, Full-day workshop. Drs. Joy Banks and Janeula Burt, Presenters.
- 2007 Taller de capacitación el profesorado en educación especial, Week-long Special Education Professional Development Workshop. Universito del Valle de Orizaba, Orizaba, MX. Dr. Joy Banks, Presenter and Ms. Iliana Diaz, Coordinator and Translator.

2005 Scientifically Based Reading Instruction for Young and Struggling Readers, Two-Day Workshop. Reading First Teacher Education Initiative and Leave No Educator Behind. Drs. Joy Banks, and Yolanda Dunston, Coordinators and Presenters.

SERVICE

2013-present Coordinator for Monthly Early Career Faculty Workshops, College of Education
2013-present Board Member, Center for Teaching & Learning, Bowie State University
2014 Search Committee Chair, Graduate Special Education Program Coordinator
2012 & 2014 Search Committee Chair, Director of Assessment, College of Education
2012 Committee Member, Chair, Budget Staff Assistant, College of Education
2012 Search Committee Chair NCATE Support Specialist, College of Education
2011-2012 Search Committee Chair, Library II, Bowie State University
2010-2011 BSU Conceptual Framework Committee
2010-2011 BSU Graduate Special Education Taskstream DRF & Advisement System
2010 BSU American Education Week Committee, Member
2008-2010 CUA Curriculum Committee, Member
2007-2010 CUA Teaching Education Committee (TEC), Member
2007-2010 CUA Undergraduate Assessment Committee, Member
2007-2008 CUA Graduate Assessment Committee, Member
2005-2007 NCCU NCATE Standard 4: Diversity Committee, Chair
2005-2007 NCCU NCATE Conceptual Framework, Chair
2004-2006 NCCU NCATE Assessment Committee, Member

COURSES TAUGHT

Bowie State University 2010- present

SPED 521: Curriculum and Instructional Design
SPED 605: Math, Science and Social Studies for Students with Disabilities
SPED 629: Reading and Language Development
SPED 625: Assessment and Interdisciplinary Instructional Planning
SPED 649: Lifestyles and Partnerships: Family, School, & Community Collaboration
SPED 715: Practicum I
SPED 730: Research Seminar in Special Education
SPED 912: Critical Issues in Special Education

Catholic University 2007-2012*

*continued to work as adjunct after 2010

EDUC 313: Classroom Management for General and Special Needs Children

EDUC 382: Reading in the Content Area

EDUC 521: Exceptional Learners

EDUC 522: Individualized Assessment for Exceptional Learners

EDUC 531: Reading and Language Development

North Carolina Central University 2003-2008*

*continued to work as adjunct after 2007

EDEC 5620: Introduction to Exceptional Children

EDEC 5623: Teaching Adolescents with Disabilities

EDEC 5628: Instructional Reading Strategies for Students with Disabilities

EDEC 5634: Legal and Cultural Foundations in Special Education

EDEC 5671: Assessments in Special Education

EDEC 5672: Characteristics of Learning Disabilities

EDEC 5681: Methods of Teaching Students with Learning Disabilities

EDEC 5685: Advanced Seminar in Learning Disabilities

EDEC 5695: Professional Practicum

AWARDS and RECOGNITION

Scholarships

Doctoral Student Merit Fellowship (full-funding/4 yrs.), University of Connecticut, Storrs, CT

Institute for Recruitment of Teachers (IRT), Associate, Phillips Academy, Andover, MA

Rackham Graduate School Merit Fellowship (full-funding/2 yrs.), University of Michigan, Ann Arbor, MI

PROFESSIONAL ORGANIZATIONS

Professional Advisory

Multiple Voices, Council for Exceptional Children, Editorial Review Board

Journal of Negro Education, Peer Reviewer

Journal of International Special Needs Education, Peer Reviewer

Remedial and Special Education, Peer Reviewer

National Advisory

Educational Testing Service Multi-State Praxis Study: Special Education: Core Application

Subject Matter Expert for American Board Certification for Teacher Excellence

American Association for the Council for Teacher Education- Topical Action Group- Diversity & Accreditation Advisory Board

Council for Exceptional Children, National Black Caucus Board, Secretary

Member

American Education Research Association

SIG Postsecondary Education

SIG Disability Studies

Council for Exceptional Children
Division of Cultural and Linguistic Diversity for Exceptional Learners
Division of International Special Education

Community Service
North Carolina Parent Advisory Board

Jacqueline M. Caemmerer, Ph.D.

Howard University – School of Education
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845-721-7524

EDUCATION

Doctor of Philosophy, School Psychology, 2017

The University of Texas at Austin, Austin, TX

Department of Educational Psychology

APA-accredited and NASP-approved program

Dissertation: *Beyond Individual Tests: The Effects of Children and Adolescents' Cognitive Abilities on their Achievement*. Timothy Z. Keith (chair), Cindy I. Carlson, Stephanie W. Cawthon, & Matthew R. Reynolds

Predoctoral Internship, 2016 – 2017

Bexar County Juvenile Probation Department (*APA-accredited, APPIC internship*), San Antonio, TX

Portfolio in Applied Statistical Modeling, 2015

The University of Texas at Austin, Austin, TX

Department of Statistics and Data Sciences

Master of Education, Quantitative Methods, 2015

The University of Texas at Austin, Austin, TX

Department of Educational Psychology

Master of Education, School Psychology, 2010

Teachers College, Columbia University, New York, NY

Department of Health and Behavior Studies

NASP-approved program

Bachelor of Arts, Psychology – Applied Behavioral Analysis Track, 2007

Binghamton University, Binghamton, NY

Study Abroad Program: Lancaster University, Lancaster, England, January – June 2005

ACADEMIC APPOINTMENT

Assistant Professor, 2017 – present

Howard University, School of Education, Washington D.C.

Department of Human Development & Psychoeducational Studies, School Psychology Ph.D. & M.Ed. Programs

(NASP-approved Ph.D. program in School Psychology)

CERTIFICATION

Nationally Certified School Psychologist

National School Psychology Certification System, National Association of School Psychologists

PEER-REVIEWED PUBLICATIONS

- Caemmerer, J.M.**, Maddocks, D.L.S., Keith, T.Z., & Reynolds, M.R. (2018). Effects of cognitive abilities on child and youth academic achievement: Evidence from the WISC-V and WIAT-III. *Intelligence*, 68, 6-20. doi: 10.1016/j.intell.2018.02.005
- Trundt, K.M., Keith, T.Z., **Caemmerer, J.M.**, & Smith, L.V. (2018). Testing for construct bias in the Differential Ability Scales, Second Edition (DAS-II): A comparison among African American, Asian, Hispanic, and White children. *Journal of Psychoeducational Assessment*, 36, 670-683. doi: 10.1177/0734282917698303
- Perry, J. C., Fisher, A.L., **Caemmerer, J. M.**, Keith, T. Z., & Poklar, A. (2018). The role of social support and coping skills in promoting self-regulated learning among urban youth. *Youth & Society*, 50, 551-570. doi: 10.1177/0044118X15618313
- Bond, M., Garberoglio, C.L., Schoffstall, S., **Caemmerer, J.**, & Cawthon, S. (2018). Validating a shortened form of the ARC for special populations. *Educational Assessment*, 23, 69-84. doi: 10.1080/10627197.2017.1403896
- Garberoglio, C.L., Schoffstall, S., Cawthon, S., Bond, M., & **Caemmerer, J.M.** (2017). The antecedents and outcomes of autonomous behaviors: Modeling the role of autonomy in achieving sustainable employment for deaf young adults. *Journal of Developmental and Physical Disabilities*, 29, 107-129. doi: 10.1007/s10882-016-9492-2
- Caemmerer, J.M.**, Cawthon, S.W., & Bond M. (2016). Comparison of students' achievement: Deaf, learning disabled, and deaf with a learning disability. *School Psychology Review*, 45, 362-371. doi: 10.17105/SPR45-3.362-371
- Keith, T.Z., **Caemmerer, J.M.**, & Reynolds, M.R. (2016). Comparison of methods for factor extraction for cognitive test-like data: Which overfactor, which underfactor? *Intelligence*, 54, 37-54. doi: 10.1016/j.intell.2015.11.003
- Cawthon, S., Garberoglio, C.L., **Caemmerer, J.M.**, Bond, M.P., Leppo, R., Schoffstall, S.J., Rainey, J.C., & Hamilton, G.A. (2016). Professional preparedness and perspectives on transition for individuals who are deaf or hard-of-hearing. *Career Development and Transition for Exceptional Individuals*, 39, 144-153. doi: 10.1177/2165143414553025
- Folkrod, K., Griesemer, S., Banneyer, K.N., & **Caemmerer, J.M.** (2016). Yoga plus talk therapy for depression: A six week case study. *International Journal of Integrative Psychotherapy*, 27-48.
- Caemmerer, J.M.** & Keith, T.Z. (2015). Longitudinal reciprocal effects of social skills and achievement from kindergarten through eighth grade. *Journal of School Psychology*, 53, 265-281. doi: 10.1016/j.jsp.2015.05.001
- Cawthon, S., **Caemmerer, J.M.**, Dickson, D., Ocuto, O., Ge, J.J., & Bond, M. (2015). Social skills as a predictor of postsecondary outcomes for individuals who are deaf. *Applied Developmental Science*, 19, 19-30. doi: 10.1080/10888691.2014.948157
- Cawthon, S., Garberoglio, C. L., **Caemmerer, J.M.**, Bond, M., & Wendel, E. (2015). Effect of parent expectations and parent involvement on postschool outcomes for individuals who are deaf or hard of hearing. *Exceptionality*, 23, 73-99. doi: 10.1080/09362835.2013.865537

- Potvin, D., Keith, T.Z., **Caemmerer, J.M.**, & Trundt, K. (2015). Confirmatory factor structure of the Kaufman Assessment Battery for Children – Second Edition with preschool children: Too young for differentiation? *Journal of Psychoeducational Assessment*, 33, 522-533. doi: 10.1177/0734282914568538
- Cawthon, S., **Caemmerer, J.M.**, & the RES team. (2014). Parents' perspectives on transition and postsecondary outcomes for their children who are D/deaf or hard-of-hearing. *American Annals of the Deaf*, 159, 7-21. doi: 10.1353/aad.2014.0013
- Cawthon, S. W., Leppo, R., & *pepnet 2 Research and Evidence Synthesis Team (**Caemmerer, J.M.***, member). (2013). Accommodations quality for students who are d/Deaf or hard of hearing. *American Annals of the Deaf*, 158, 438-452.
- Caemmerer, J.**, Correll, C., & Maayan, L. (2012). Acute and maintenance effects of non-pharmacologic interventions for antipsychotic associated weight gain and metabolic abnormalities: A meta-analytic comparison of randomized controlled trials. *Schizophrenia Research*, 140, 159-168. doi: 10.1016/j.schres.2012.03.017
- In progress:
- Caemmerer, J.M.**, Keith, T.Z., & Reynolds, M.R. (revise and resubmit). *Beyond individual intelligence tests: Application of Cattell-Horn-Carroll theory*.
- Hajovsky, D.B., **Caemmerer, J.M.**, Mason, B.A. (under review). *Gender differences in social skills development in kindergarten through sixth grade*.

GRANT EXPERIENCE

Funded:

Caemmerer, J.M. (2019-2020). Does the predictive validity of children's cognitive abilities and reading and writing skills generalize across different racial and ethnic groups? Howard University Office of Research. *Principal Investigator* (\$10,000).

Pending:

Hajovsky, D.B. & **Caemmerer, J.M.** (submitted). Reciprocal effects of social and behavioral skills and science and math achievement in early childhood. American Educational Research Association. *Co-Principal Investigator*

Unfunded:

Callan, G., Banks, C., & **Caemmerer, J.M.** (2018). Does context matter? Influence of middle schoolers' self-regulated learning and parent involvement on their math achievement. Society for the Study of School Psychology. *Co-Principal Investigator* (Requested \$19,731, Unfunded)

Hajovsky, D.B. & **Caemmerer, J.M.** (2018). Gender differences in social skills and mathematics relations: A moderated mediation cross-validation analysis using two longitudinal samples. American Educational Research Association. *Co-Principal Investigator* (Requested \$10,000, Unfunded)

Graduate Assistant, Health Resources Service Administration (HRSA) training grant, Graduate Psychology Education in Integrated Behavioral Health, The University of Texas at Austin, TX 6/2012 – 8/2012, 6/2014, 7/2015 – 6/2016
Principal Investigator: Cindy Carlson, PhD; **Evaluator** (2012): Patricia Keith, PhD

- Assisted in writing and submitting two grants; grant management and program evaluation duties for two doctoral specialization training programs

AWARDS AND HONORS

Invited Participant, **Junior Faculty Writing & Creative Works Summer Academy**, Howard University, 2019

Invited Participant, **Early Career Scholar** at the **School Psychology Research Collaboration Conference**, Society for the Study of School Psychology, Atlanta, GA, 2019

John B. Carroll Award for Research Methodology, International Society for Intelligence Research in Montreal, Canada, 2017, *awarded to a student who presents the paper with the most outstanding research methodology at the annual meeting*

Travel Award to annual meeting of the International Society for Intelligence Research in Montreal, Canada, 2017

Hyman-Lambert Memorial Scholarship, American Academy of School Psychology, 2015, *a national scholarship awarded to four school psychology students annually*

American Psychological Association Student Travel Award, APA Science Directorate, 2015

Travel Award to annual meeting of the International Society for Intelligence Research in Albuquerque, NM, 2015

Lysbeth Ann Martin Hale Endowed Presidential Scholarship in Education, College of Education, The University of Texas at Austin, 2015–2016, *merit-based scholarship that supports outstanding students in the College of Education*

Travel Award to annual meeting of the International Society for Intelligence Research in Graz, Austria, 2014

Graduate School Named Continuing Fellowship, Office of Graduate Studies, The University of Texas at Austin, 2014–2015, *awarded to select graduate students across the university who demonstrate outstanding academic accomplishments and a well-defined program of research (total award estimated at \$38,000)*

Beeman Phillips Award for Outstanding Student Researcher, School Psychology Doctoral Program, The University of Texas at Austin, 2014

Invited participant in the 2014 **APA Advanced Training Institute for Structural Equation Modeling of Longitudinal Data**, Davis, CA

Education Annual Fund Endowed Presidential Scholarship, College of Education, The University of Texas at Austin, 2013–2014, *merit-based scholarship that supports outstanding students in the College of Education*

Paul E. Henkin School Psychology Travel Grant, American Psychological Foundation, 2013, *a national grant awarded to two graduate students annually who demonstrate a commitment to school psychology*

American Psychological Association Student Travel Award, APA Science Directorate, 2013

Travel Award to annual meeting of the International Society for Intelligence Research in San Antonio, TX, 2012

Joseph L. and Katherine D. Henderson Scholarship, College of Education, The University of Texas at Austin, 2011–2012

Beeman Phillips Fellowship, School Psychology Doctoral Program, The University of Texas at Austin, 2011–2012

Psi Chi, National Psychology Honor Society member, Binghamton University

PRESENTATIONS AT SCHOLARLY CONFERENCES

* denotes student author

- Caemmerer, J.M.**, Keith, T.Z., & *Blemahdoo, E. (2019, July). *Cross-battery relations of children's cognitive abilities and reading and writing*. Poster presented at the annual meeting of the International Society for Intelligence Research, Minneapolis, MN.
- Caemmerer, J.M.**, Keith, T.Z., *Wyche, T. (2019, February). *Relations of students' cognitive abilities and writing across several tests*. Poster presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Hajovsky, D.B., **Caemmerer, J.M.**, & Villeneuve, E.F. (2019, February). *Gender differences in social skills development in K-6th graders*. Poster presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- *Wyche, T., Malone, C., & **Caemmerer, J.M.** (2019, February). *Teleconsultations in school psychology: A developing process*. Poster presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Caemmerer, J.M.** & Keith, T.Z. (2018, February). *Relations of students' cognitive abilities and math across several tests*. Poster presented at the annual convention of the National Association for School Psychologists, Chicago, IL.
- Caemmerer, J.M.** & Keith, T.Z. (2017, July). *Beyond individual tests: A cross-battery IQ model*. Oral presentation at the annual meeting of the International Society for Intelligence Research, Montreal, Canada.
- Caemmerer, J.M.** & Keith, T.Z. (2017, February). *Relations of students' cognitive abilities and reading across several tests*. Poster presented at the annual convention of the National Association for School Psychologists, San Antonio, TX.
- Caemmerer, J.M.**, Keith, T.Z., Smith, L.V., & Carrigan, J. (2017, February). *Is the DAS-II biased Against Asian, Black, or Hispanic children?* Poster presented at the annual convention of the National Association for School Psychologists, San Antonio, TX.
- Maddocks, D.L.S., Young, S.R., **Caemmerer, J.M.**, & Keith, T.Z. (2017, February). *Predicting achievement from WISC-V composites: Variations based on overall intelligence*. Poster presented at the annual convention of the National Association for School Psychologists, San Antonio, TX.
- Schoffstall, S. Wendel, E.L., **Caemmerer, J.M.**, Johnson, P.M., Cawthon, S. (2017, February). *Rating the behaviors of DHH Students: Reported reliability and validity*. Poster presented at the annual convention of the National Association for School Psychologists, San Antonio, TX.
- Schoffstall, S. Cawthon, S., Wendel, E.L., **Caemmerer, J.M.**, Johnson, P.M. (2017, February). *Socio-emotional assessments: Utilizing interpreters*. Poster presented at the annual convention of the National Association for School Psychologists, San Antonio, TX.
- Keith, T.Z., Reynolds, M.R., **Caemmerer, J.M.**, Maddocks, D.L.S., & Young, S.R. (2016, July). *Implications for choosing an incorrect hierarchical model of intelligence*. Poster presented at the annual meeting of the International Society for Intelligence Research, St. Petersburg, Russia.
- Garberoglio, C.L., Schoffstall, S., Cawthon, S.W., Bond, M., & **Caemmerer, J.M.** (2016, April). *Antecedents and outcomes of autonomy: Modeling deaf young adults' transition from secondary settings to employment*. Oral presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

- Caemmerer, J.M.,** Maddocks, D.L.S., Keith, T.Z., Reynolds, M.R., & Walsh, E.G. (2016, February). *Which WISC-V broad abilities influence students' reading, writing, and math?* Poster presented at the annual convention of the National Association for School Psychologists, New Orleans, LA.
- Carlson, C.I., Leija, A., Strickland, K., Simmons, D., Minne, E., **Caemmerer, J.M.,** & Snapp, M. (2015, November). *Linking primary care, families, and schools to enhance children and adolescent health in Central Texas.* Symposium presented at the annual meeting of the Texas Psychological Association, San Antonio, TX.
- Carlson, C.I., Neavel, C., Holleman, A., Valentine, C., Bice-Urbach, B., Huber, B., Minne, E., **Caemmerer, J.M.,** & Ripperger-Suhler, J. (2015, October). *Linking primary care, families, and schools to enhance children and adolescent health.* Symposium presented at the annual meeting of the Collaborative Family Healthcare Association, Portland, OR.
- Caemmerer, J.M.,** Keith, T.Z., Maddocks, D.L.S., Walsh, E.G., Reynolds, M.R. (2015, September). *Effects of general and broad cognitive abilities on academic achievement: Testing bifactor and hierarchical models with the new WISC-V and WIAT-III.* Oral presentation at the annual meeting of the International Society for Intelligence Research, Albuquerque, NM.
- Caemmerer, J.M.,** Maddocks, D., Mitchell, J., Smith, L., Reynolds, M.R., Keith, T.Z. (2015, August). *WISC-V and WIAT-III: Effects of children's cognitive abilities on their achievement.* Poster presented at the annual meeting of American Psychological Association, Toronto, Canada.
- Caemmerer, J.M. &** Keith, T.Z. (2015, April). *Latent change score model illustration of children's social skills and achievement.* Invited poster presented at the Division D in-progress research gala at the annual meeting of the American Educational Research Association, Chicago, IL.
- Caemmerer, J.M.,** Cawthon, S.W., & Bond, M. (2015, April). *Comparison of students' achievement: Deaf, learning disabled, and deaf with a learning disability.* Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Caemmerer, J.M.,** Keith, T.Z., Potvin, D., & Trundt, K. (2015, February). *KABC-II for preschoolers: Broad abilities and structure of intelligence.* Poster presented at the annual convention of the National Association for School Psychologists, Orlando, FL.
- Caemmerer, J.M.,** Keith, T.Z., & Reynolds, M.R. (2014, December). *Are we really overfactoring modern cognitive tests? Comparison of PCA, EFA, and CFA methods.* Oral presentation at the annual meeting of the International Society for Intelligence Research, Graz, Austria.
- Walsh, E.G., Keith, T.Z., & **Caemmerer, J.M.** (2014, August). *A measurement study of the adverse childhood experiences (ACE) score.* Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Caemmerer, J.M.,** Garberoglio, C.L., Bond, M., Leppo, R., & Schoffstall, S. (2014, April). *Parental perspectives of transition and postsecondary outcomes for children who are d/Deaf or hard-of-hearing.* Oral presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Cawthon, S.W., **Caemmerer, J.M.,** Garberoglio, C.L., Bond, M., & Wendel, E. (2014, April). *Effect of parental expectations on postschool outcomes for individuals who are d/Deaf or hard-of-hearing.* Oral presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Caemmerer, J.M. &** Keith, T.Z. (2014, February). *Do social skills influence students' achievement over time?* Poster presented at the annual convention of the National Association for School Psychologists, Washington, D.C.

- Keith, T.Z., **Caemmerer, J.M.**, Fisher, A.L., & Reynolds, M.R. (2014, February). *Do HPA and MAP recover the correct number of factors?* Poster presented at the annual convention of the National Association for School Psychologists, Washington, D.C.
- Caemmerer, J.M.**, Keith, T.Z., & Fisher, A.L. (2013, August). *Evidence refuting the claim that modern cognitive tests are overfactored.* Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Carlson, C., Keith, P., Alvarez, K., **Caemmerer, J.M.**, & Harris-Stark, K. (2013, August). *Training psychologists to serve Spanish-speaking children: Three year results.* Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Caemmerer, J.M.**, & Cawthon, S. (2013, April). *Comorbidity of deaf and hard of hearing students and other disabilities: Variability across educational settings.* Poster presented at the annual convention of the Council for Exceptional Children, San Antonio, TX.
- Caemmerer, J.M.** (2013, February). *Parental expectations: Achievement of middle and high school students.* Poster presented at the annual convention of the National Association for School Psychologists, Seattle, WA.
- Rainey, J., **Caemmerer, J.M.**, & Cawthon, S.W. (2013, February). *School psychology essentials in deaf and hard of hearing assessment.* Information exchange session presented at the annual convention of the National Association for School Psychologists, Seattle, WA.
- Caemmerer, J.M.**, & Keith, T.Z. (2012, December). *Are we really overfactoring modern cognitive tests? Further test of a hypothesis via plausible simulated data.* Poster presented at the annual meeting of the International Society for Intelligence Research, San Antonio, TX.
- Caemmerer, J.M.**, & Schoffstall, S.J. (2012, October). *PEPNet 2 Needs Assessment.* Oral presentation at the annual convention of the California Association of Post-secondary Education and Disability, Sacramento, CA.
- Maayan, L., & **Caemmerer, J.M.** (2011, March). *Behavioral interventions to ameliorate antipsychotic associated weight gain: A meta-analysis.* Poster presented at the New York Academy of Sciences, NY.

TEACHING EXPERIENCE

Assistant Professor, Howard University

Educational Research I & II

Individual Assessment of Cognitive Abilities I

Consultation in School Psychology

Individual Assessment of Cognitive Abilities II, Culturally Competent Assessment

Psychoeducational Assessment

Fall & Spring 2018 – 2019

Fall 2017 – 2019

Fall 2017– 2019

Spring 2018– 2019

Spring 2018– 2019

Teaching Assistant & Guest Lecturer, The University of Texas at Austin

Academic Assessment and Intervention, Professor: Timothy Keith, PhD

Individual Testing, Professor: Timothy Keith, PhD

Structural Equation Modeling, Professor: Timothy Keith, PhD

Research Methods for Practice, Professor: Timothy Keith, PhD

Correlation and Regression, Professor: Timothy Keith, PhD

Spring 2016

Fall 2012 – 2015

Summer 2014 & 2015

Spring 2015

Spring 2013 & 2014

Teaching Assistant, Teachers College, Columbia University

Practicum in Psychoeducational Assessment, Professor: Jill Klein, PhD

Neuropsychological Assessment of Children and Adults, Professor: Mary Whelley, PhD

Individual Psychological Testing I, Professors: Jennifer Mascolo, PsyD, Erin Rivelis, PhD

Spring 2010

Spring 2010

Fall 2008 & 2009

CLINICAL EXPERIENCE

- Predoctoral Intern**, Bexar County Juvenile Probation Department, TX (*APPIC and APA-accredited*) **2016-2017**
Supervisors: Mary Collins, PsyD, Heather Holder, PsyD, Caitlin Bowlin, PsyD, Ashley Powell, PhD
- Conducted psychological evaluations; provided individual and group therapy; consulted with probation officers and detention staff; supervised a master's-level practicum student's therapy caseload
- Contracted Assessor**, Private Practice Contracted by Williamson County Juvenile Services, TX **2015 –2016**
Supervisor: Eric Frey, PhD
- Conducted psychological evaluations with detained youth and their parents
- Contracted Assessor**, Psychology Center of Austin (private practice), TX **2011 –2016**
Supervisor: Sarah Griesemer, PhD
- Conducted psychological evaluations with children and adults using a therapeutic assessment model
- Therapy Practicum**, Seton Health System School-Based Embedded Clinic, TX **2014 –2015**
Supervisors: Elizabeth Minne, PhD, Kevin Stark, PhD, Sarah Kate Bearman, PhD
- Provided individual, family, and group therapy to high school students
- Neuropsychological Assessment Practicum**, The University of Texas at Austin, TX **2014**
Supervisor: Greg Allen, PhD
- Conducted a comprehensive neuropsychological assessment
- School Psychology Practicum**, KIPP Austin Charter Schools, TX **2013 –2014**
Supervisors: Katherine Hartmann, PhD, Jennifer Carter, PhD, Cindy Carlson, PhD
- Conducted psychoeducational evaluations; provided individual and group therapy; consulted with parents and teachers, including a multi-session family assessment
- School Psychology Practicum**, Del Valle Independent School District, TX **2012 –2013**
Supervisors: Lisa Lasater, PhD, Jennifer Carter, PhD
- Conducted a psychological evaluation; provided individual and group therapy; consulted with teachers and parents
- Master's Level School Psychology Internship (1,200 hours)**, Lynbrook School District, NY **2009 – 2010**
Supervisors: Howard Gurr, PhD, Jordan Richman, MA
- Conducted psychoeducational evaluations; conducted a functional behavioral analysis; provided individual and group therapy; consulted with parents and teachers, including a home visit
- School Psychology Practicum**, Corpus Christi Catholic Elementary School, NY **2008 – 2009**
Supervisor: Jennifer Mascolo, PsyD
- Conducted psychoeducational evaluations; provided individual and group therapy; consulted with parents and teachers
- Assessment Practicum**, Center for Educational and Psychological Services, NY **2007 – 2008**
Supervisors: Mary Whelley, PhD, Marla Brassard, PhD
- Conducted psychological assessments

ADDITIONAL RESEARCH EXPERIENCE

- The Center to Study Recovery in Social Contexts*, The Nathan Kline Institute for Psychiatric Research, Orangeburg, NY
Principal Investigator: Mary Jane Alexander, PhD **8/2010 – 7/2011**
- Administered a structured psychiatric interview to 161 adults; project management duties

Research Lab, Teachers College, Columbia University, NY

Principal Investigator: Marla Brassard, PhD

12/2007 – 12/2009

- Participated in the development of a psychological maltreatment rating scale; reviewed journal manuscripts

The National Center for Children and Families, Teachers College, Columbia University, NY

Principal Investigators: Jeanne Brooks-Gunn, PhD, Sharon Lynn Kagan, EdD

6/2008 – 8/2009

- Administered approximately 300 semi-structured telephone interviews to parents

Binghamton Anxiety Clinic, Binghamton University, NY

Principal Investigator: Meredith Coles, PhD

1/2006 – 5/2007

- Administered an experimental protocol; coded videotaped behavioral data

Children's Unit for Learning Disabilities, Institute for Child Development, Binghamton University, NY

Principal Investigator: Raymond Romanczyk, PhD

9/2005 – 12/2007

- Provided individual and group tutoring utilizing applied behavior analysis techniques

SERVICE

University:

Middle States Commission on Higher Education Re-Accreditation, Educational Effectiveness Assessment Working Group, Howard University, 2018–2019

School of Education & Department:

Faculty Secretary, School of Education & Department of Human Development and Psychoeducational Studies, Howard University, 2017–2019

Graduate Studies Committee, Department of Human Development and Psychoeducational Studies, Howard University, 2017–2019

Faculty Search Committee, Department of Human Development and Psychoeducational Studies, Educational Psychology, Howard University, 2018

School Psychology Program:

School Psychology Admissions Coordinator, Howard University, 2019

Assessment Lab Coordinator, Howard University, 2019–present

School Psychology Comprehensive Exam Grader (Ph.D. & M.Ed.), Howard University, 2017–present

NASP Re-Accreditation Process, Howard University, 2017–present

Dissertation Committee Member, School Psychology (Proposal In Progress): Ayanna Johnson, Sarah Cooke

Profession:

Ad hoc Reviewer: *Journal of School Psychology*, 2019–present

Contemporary School Psychology, 2018–present

Journal of Psychoeducational Assessment, 2017–present

Intelligence, 2016–present

The School Psychologist, 2019–present

Journal of Intelligence, 2018–present

Journal of Developmental and Physical Disabilities, 2016

Conference Proposal Reviewer: American Psychological Association Division 16, 2018–present

National Association of School Psychologists, 2014–present

International Society for Intelligence Research, 2016

Conference Co-organizer for the Richard Woodcock Institute “Intelligent Advances in CHC Theory and Assessment” conference, The University of Texas at Austin, 2014

Community Presenter, Social skills training and child development, presented with Kelly Banneyer to house parents at the Central Texas Children's Home, Buda, TX, 2013

PROFESSIONAL AFFILIATIONS

American Psychological Association, Division 16, School Psychology

National Association of School Psychologists

International Society for Intelligence Research

GIZELLE V. CARR, PH.D.
12908 Sweet Christina Court
Upper Marlboro, MD 20772
202-256-1884
gizellecarr@gmail.com

EDUCATION

- 2014 **Ph.D. Counseling Psychology**
Howard University - Washington, D.C. (APA-Accredited)
Dissertation: The Psychological Impact of Xenophobia on Immigrants of Color in the United States
- 2007 **M.A. Counseling Psychology**
Howard University - Washington, DC
- 2003 **B.Sc. Psychology – Upper Second Class Honors**
University of the West Indies - St. Augustine, Trinidad & Tobago

LICENSURE & CERTIFICATIONS

State of Maryland Board Examiners of Psychologists – License #06110

Post-Doctoral Certificate in Forensic Psychology (Advanced Criminal Law)
St. John's University – Queens, NY

Post-Doctoral Certificate in Forensic Psychology (Foundational Criminal Law)
St. John's University – Queens, NY

PROFESSIONAL/CLINICAL EXPERIENCE

- 2016 – Present **Assistant Professor/ Clinical Coordinator**
Counseling Psychology Program
Howard University – Washington, DC
- Supervision of externship placements; instruction of doctoral students in the following courses: Psychodynamic Interventions, Group Processes, Seminar in Counseling & Psychotherapy, Cognitive & Affective Bases of Behavior, Research Seminar in Counseling Psychology; research on legally involved juveniles, gender issues in the criminal justice system, therapeutic jurisprudence, construct validity of clinical measures in the legal setting, intersection of social justice and criminal justice, qualitative research.

2015- 2016

Visiting Assistant Professor of Counseling Psychology

Howard University – Washington, DC

- Instruction of first to fourth year doctoral students in the following courses: Clinical Interviewing, Seminar in Counseling & Psychotherapy, Cognitive & Affective Bases of Behavior, Research Seminar, and Professional Roles.

2014- 2015

Forensic Psychology Post-Doctoral Fellow

Mendota Mental Health Institute, Madison, WI

&

Sand Ridge Secure Treatment Center, Mauston, WI

Wisconsin Department of Health Services

Responsibilities

Sexual Offender Evaluation

- Assessment of sexual recidivism risk using actuarial and structured professional judgment instruments.
- Writing of evaluation reports for sexual offenders civilly committed under Wisconsin's Chapter 980 sexually violent persons statute.
- Research on juvenile-only sex offenders committed under the sexually violent persons statute.
- Provided in-service training on female sexual offenders.
- Participation in expert witness testimony trainings.
- Training in penile plethysmograph (PPG) administration and report interpretation.

Inpatient

- Assessment of competency to stand trial using forensic and psychological instruments for submission to the Wisconsin Circuit Court system.
- Risk assessment of patients adjudicated Not Guilty by Reason of Mental Disease or Defect.
- Administration and interpretation of psychological and personality measures.
- Leading of Competency Restoration Groups
- Participation in Forensic and Mental Health Case Law Seminars.
- Participation in expert witness trainings.
- Individual and group therapy with patients diagnosed with a schizophrenia-spectrum disorder
- Co-led admission interviews for new patients
- Participation in in-depth training in assessment of psychopathy, risk, and protective factors, statistics, forensic report writing.

Supervisors: Karyn Gust-Brey, Ph.D., Licensed Clinical Psychologist

2013-2014

Psychologist-in-Training

Kings County Hospital Center, Brooklyn, NY (APA-Accredited)

New York State Office of Mental Health

Responsibilities

Inpatient psychologist-in-training

- Conducted individual psychotherapy with patients newly admitted to an acute psychiatric unit.
- Conducted intake and individual psychological assessments with newly admitted, acute patients.
- Led weekly psychotherapy groups and community meetings.
- Participated in weekly treatment planning meetings.
- Co-led an in-service training for the Department of Psychology on the treatment of First-Episode Psychosis

Outpatient psychologist-in-training

- Conducted weekly individual psychotherapy with individuals diagnosed with a severe mental illness.
- Collaborated with a psychiatry resident as part of clients' core treatment team.
- Coordinated treatment (medical, outreach, aftercare etc.) with other community providers.
- Co-led a process group for individuals diagnosed with a psychotic spectrum disorder.

Forensic Assessment, Brooklyn Supreme Court

- Conducted substance abuse assessments for the newly formed Veterans' Court.
- Received training in competency to stand trial evaluation.
- Received training in competency to waive Miranda rights evaluation.
- Wrote treatment reports to assist judicial decision making at the Brooklyn Supreme Court

Comprehensive Psychiatric Emergency Program (CPEP)

- Provided emergency treatment to adults, adolescents, and children from the Central Brooklyn area with acute symptomology.
- Conducted psychiatric admission assessments and wrote admission reports.
- Made disposition recommendations relative to admission, discharge, referral to outpatient care, or referral for extended observation.

Neuropsychological Assessment

- Conducted and wrote neuropsychological assessments for referrals made throughout the Kings County Hospital system.

Supervisor: Jean Kaluk, Ph.D., Licensed Clinical Psychologist

2012-2013

Psychology Extern (Forensic Track)

Springfield Hospital, Sykesville, MD

Maryland Department of Health and Mental Hygiene

- Court-ordered forensic (competency to stand trial, criminal responsibility, and violence risk) assessments for adults involved in the criminal justice system.
- Led weekly competency restoration group.
- Conducted individual therapy with court-involved patients.

Supervisor: Anne Middaugh, Ph.D., Licensed Clinical Psychologist

2011-2012

Psychology Extern (Forensic Track)

St. Elizabeths Hospital, Washington, DC

District of Columbia Department of Mental Health

- Conducted supportive therapy and individual competency restoration training with four individuals in care on an acute psychiatric unit for women.
- Led weekly competency restoration group
- Conducted brief psychodynamic therapy for persons adjudged to be Not Guilty By Reason of Insanity.
- Conducted supportive therapy & competency training in French for 1 francophone client.
- Participated in treatment plan meetings for women with a wide array of psychiatric presentations (primarily psychotic and trauma spectrum disorders).
- Conducted comprehensive assessment batteries (cognitive, neuropsychological, objective and projective) for adults diagnosed with a severe mental illness

Supervisors: Shilpa Krishnan, Ph.D., Christine Lovelady Kelley, Psy.D., Elizabeth Teegarden, Ph.D., Eric Jones, Ph.D.

2010 - 2011

Clinical Extern (Forensic Assessment Track)

District of Columbia Superior Court, Child Guidance Clinic, Washington, DC

District of Columbia Family Court Social Services

- Conducted court ordered psychological, psycho-educational, psychosexual, violence risk assessment, and competency batteries for adolescents involved in the juvenile justice system.
- Provided comprehensive evaluative reports for judges, attorneys, and probation officers.

Supervisor: Mitchell H. Hugonnet, Ph.D., Licensed Clinical Psychologist

2009 -2010

Clinical Extern

Howard University Counseling Service, Washington, DC

- Provided individual short and long-term individual psychotherapy to undergraduate and graduate students to treat a wide array of mental health concerns.
- Facilitated admissions for suicidal students at the Howard University Hospital.
- Conducted group therapy specifically for LGB-identified students.

Supervisor: Ronald Hopson, Ph.D., Licensed Clinical Psychologist

January 2008-
August 2008

Clinical Case Manager- Forensic Team

Community Connections, Washington, DC

- Provided therapeutic and case management services to persons simultaneously involved in the criminal justice system and diagnosed with severe mental illnesses.

Supervisor: Kevin Rose, M.A., LPC

2006 - 2007

Psychology Extern

The Next Step Program/ Contemporary Foundation for Mental Health, Washington, DC

- Provided individual and group therapy for persons simultaneously involved in the criminal justice system and assigned a dual diagnosis.

Supervisor: Leon Edmunds, M.SW.

2001 - 2003

Group Therapy Facilitator

St. Jude's Home for Girls, Port of Spain, Trinidad & Tobago

- Provided group counseling for female adolescents detained in a minimum detention facility.

RESEARCH

2016 to Present

Research Associate

**Child Guidance Clinic; District of Columbia Superior Court
Personality Assessment Inventory - Adolescent Validation**

Scope: Validation of the Personality Assessment Inventory- Adolescent (PAI-A) for African American adolescents in a forensic setting.

Duties: Lead researcher: literature review and analysis of data.

The role of Adverse Childhood Experiences (ACEs) on the personality profiles and offending trajectories of African American juvenile girls

Scope: Tracking the mental health and offending trajectories of African American girls in the Washington, DC juvenile justice system in Washington, DC with a view to creating gender specific and responsive interventions.

Duties: Lead researcher: literature review and analysis of data.

2016

Mendota Mental Health Institute, Madison, WI

Competency to Stand Trial

Scope: Investigation of the role of cultural mistrust in the responses of African American defendants during adjudicative competency evaluations.

Duties: Spearheading and development of research, literature review, analysis of data.

2015

Sand Ridge Secure Treatment Center Evaluation Unit

Sex Offender Recidivism

Scope: Exploration of recidivism trends for juvenile-only offenders (adult offenders whose sex offenses occurred as juveniles but who have not re-offended as adults)

Duties: Literature review; participation in research meetings

2012- Present

Research Assistant – Springfield Hospital Center, Office of Forensic Services

Violence Risk

Scope: Validation of the Classification of Violence Risk (COVR) in a forensic population.

Duties: Development of research ideas, literature review, professional development activities.

2012

Howard University Hospital, Department of Psychiatry & Yale School of Medicine (February – June 2012)

Seek, Treat, Reach, to Identify Pretrial Defendants Enhancement (STRIDE)

Scope: Randomized controlled trial of buprenorphine with District of Columbia pretrial defendants who were HIV-positive and met DSM-IV criteria for opioid dependence.

Duties:

- Co-facilitated weekly group therapy for participants on buprenorphine
- Attended research meetings

Principal Investigator: William B. Lawson, M.D.

PUBLICATIONS

- 2018 **Carr, G.V.**, Andretta, J. R., & Woodland, M. H. (**Submitted for publication**). Construct validation of the Personality Assessment Inventory – Adolescent (PAI-A) with African American youth in the juvenile forensic context. *Psychological Assessment*.
- 2017 Carr, G. V. (2017). African Americans and transgender identity. In K. Nadal (Ed.), *Encyclopedia of psychology and gender* (pp. 212-215). Thousand Oaks, CA: Sage.
- 2014 Ferguson, A.D., **Carr, G.**, Snitman, A. (2014.) Intersections of race-ethnicity, gender, and sexual minority communities. In M. L. Miville & A. D. Ferguson (Eds.). *Handbook of race-ethnicity and gender in psychology* (pp. 45-63). New York, NY: Springer Link.
- 2010 Carr, G.V. (2010). Erasing racism: The survival of the American nation. *The Journal of Negro Education*, 79 (4), 534-536. (**Book Review**)
- 2009 Carr, G.V. (2009). The ABC's of raising a successful student – A practical approach, a very first step: A meaningful companion for parents, students and educators. *The Journal of Negro Education*, 78 (4), 469-470. (**Book Review**)

Manuscripts in preparation

- Watkins, K., Andretta, J. R., **Carr, G. V.**, Howell, D., Thompson, A., & Woodland, M. H. *A study on the validity and utility of Children's Attributions and Perceptions Scale (CAPS) scores in a large sample of African-Americans involved in the juvenile justice system.*
- Carr, G. V. *An examination of the Personality Assessment Inventory – Adolescent (PAI-A) profiles in a sample of female status offenders.*

- **Carr, G. V.** & Roberts, J. M. *Until we are all free...Towards a meaningful inclusion of criminal justice issues in counseling psychology's social justice agenda.*
- Carr, G. V. *Therapeutic jurisprudence: Moving from aspirational to foundational psychology practice.*

PRESENTATIONS

- 2019** Dike, C.U., **Carr, G. V.**, & Ortiz, A. (2019, October). *Homecoming: Revising therapeutic spaces for Black women.* Upcoming presentation at the 2019 Diversity Challenge, Boston Massachusetts.
- Ortiz, A., **Carr, G. V.**, & Dike, C.U. (2019, October). *Toward a new understanding for LGBTQ girls in the juvenile legal system.* Upcoming presentation at the 2019 Diversity Challenge, Boston Massachusetts.
- Ortiz, A., & **Carr, G. V.** (2019, October). *The Latina offender: Examining the intersection of gender and Hispanic ethnic identity in the juvenile justice system.* Upcoming poster presentation at the National Latinx Psychological Association Conference, Miami, Florida.
- Carr, G. V.** (2019, August). *Towards an agenda of therapeutic jurisprudence for African American girls in the juvenile justice system.* Presentation at the 2019 Annual American Psychological Association Convention, Chicago, Illinois.
- Woodland, M. W., Bishop, C., **Carr, G. V.**, Neal, T. (2019, March). *Productivity for early career psychologists in forensic psychology: Doing more with less.* Symposium at the 2019 American Psychology and Law Society Annual Conference, Portland, Oregon.
- 2018** Adomako, F. Y., Stewart, D., & **Carr, G. V.** (2018, August). *Survival is a promise: A workshop on academic self-determination.* Symposium at the 2018 Annual American Psychological Association Convention, San Francisco, California.
- Carr, G. V.**, Andretta, J. R., & Woodland, M. H. (2018, March). *A psychometric examination of Personality Assessment Inventory – Adolescent (PAI-A) scores in court ordered evaluations of African American youth.* Paper presentation at the 2018 American Psychology and Law Society Annual Conference, Memphis, Tennessee.

- Andretta, J. R., **Carr, G. V.**, Watkins, K., Howell, D., Thompson, A., & Woodland, M. H. (2018, March). *A study on the validity and utility of Children's Attributions and Perceptions Scale (CAPS) scores in a large sample of African-Americans involved in the juvenile justice system*. Paper presentation at the 2018 American Psychology and Law Society Annual Conference, Memphis, Tennessee.
- Adomako, F. Y., Dike, C. U., Meem, S. A., Shelton, P. L., & **Carr, G. V.** (2018, February). *Refusing to break: Exploring resilience and resistance to minoritization for Black women*. Symposium presentation at the Winter Roundtable, Columbia University, New York.
- 2017 Carr, G. V. (2017, October). *Therapeutic jurisprudence for African American girls in the juvenile justice system: Attainable, illusive or illusory?* Paper presentation at the Diversity Challenge, Boston College, Boston, Massachusetts.
- Dike, C. U., & **Carr, G. V.** (2017, October). *"LOUD" Black girls: Reducing involvement in the school to prison pipeline for African American girls*. Poster presentation at the Diversity Challenge, Boston College, Boston, Massachusetts.
- 2011 **Carr, G.V.**, Ferguson, A.D., Snitman, A., Brown, F.S., & Phipps, R. (2011, February). *Speaking the same language as our immigrant clients: Understanding the role of intersectionality in immigrant mental health*. Paper presentation at the Winter Roundtable, Columbia University, New York.
- 2010 Snitman, A., Lemus, E., & **Carr, G.V.** (2010, February). *"Empowering our clients to remain whole in a fragmented society: A closer look at LGBT and immigrant communities of color."* Paper presentation at the Winter Roundtable, Columbia University, New York.
- 2009 **Carr, G.V.**, Quinones-Jackson, V., Lemus, E., Gadsden, O. D., & Ferguson, A. D. (2009, February). *"The inclusive face of multiculturalism: New models for a new era."* Paper presentation at the Winter Roundtable, Columbia University, New York.
- 2008 Carr, G. V. (2008, January). *"'Bullers' and 'Battymen': A Qualitative examination of the experiences of gay Afro-Caribbean men."* Poster Presentation at the Multicultural Summit, Seattle, Washington.

Ferguson, A. D., **Carr, G. V.**, Quinones-Jackson, V., Lemus, E., & Gadsden (2008, February). *Employing a social justice/feminist model to address xenophobia*. Paper presentation at the Winter Roundtable, Columbia University, New York.

2007 Carr, G.V. (2007, February). “*Addressing the needs of gay African American men: The mandate of black counselors to come out of the closet*.” Paper presentation at the 26th Annual Research Association of Minority Professors Conference, Washington, DC.
(Adjudged Best Student Presentation)

Carr, G.V. (2007, February). “*A comprehensive mental health plan for domestic violence in Caribbean communities*.” Poster presentation at the 26th Annual Research Association of Minority Professors Conference, Washington, DC.

Carr, G.V. (2007, February). “*Domestic violence interventions for Caribbean populations*.” Poster presentation at the Howard University School of Education Winter Roundtable, Washington, DC.

2003 **Carr, G.V.**, Warner, M.M, & Gellineau, A. (2003, April). “*Evaluating levels of masculinity and aggression in female inmates*.” Paper presentation at the University of the West Indies’ Research Day, Trinidad & Tobago.

Carr, G.V. (2003, April). “*The cancer-prone personality*.” Paper presentation at the University of the West Indies Research Day, Trinidad & Tobago.

INVITED PRESENTATIONS

Bishop, C., Carr, G.V., Watkins-Laws, K., & McKinzie-Bishop, C. (2019, April). The R Kelly case and sexual violence. Invited presentation at the Annual Trinity Symposium on Sexual Violence at Trinity College, Washington, DC.

Carr, G.V. (2019, March). *Working with LGBTQIA youth in the juvenile justice system*. Invited presentation at the Probation Unit of the Washington DC Superior Court Child Guidance Clinic, Washington, DC.

Carr, G.V. (2018, August). *Past is prologue: A history of the juvenile court*. Invited presentation at the Washington DC Superior Court Child Guidance Clinic, Washington, DC.

Carr, G. V. (2018, May). *Approaches to conducting research*. Invited workshop presentation at the University of Wisconsin Institute for Research on Poverty and the Howard University Center on Race and Wealth 2018 Summer Dissertation Proposal Workshop at Howard University.

Carr, G. V., & Ybarra, M. (2018, May). *Qualitative data sources and retrieval*. Invited workshop presentation at the University of Wisconsin Institute for Research on Poverty and the Howard University Center on Race and Wealth 2018 Summer Dissertation Proposal Workshop at Howard University.

Carr, G. V. (2018, April). *Future directions in personality assessment in the juvenile forensic context: Insights from the Personality Assessment Inventory – Adolescent Version (PAI-A)*. Invited Workshop at the Washington DC Superior Court Child Guidance Clinic, Washington, DC.

Carr, G.V. (2018, March). *Identification and treatment of juveniles with mental health concerns in the District of Columbia*. Invited panelist at the 5th Annual Justice for Juniors Forum at Howard University.

2017 Carr, G. V. (2017, December). *Assessing the psychometric properties of the Personality Assessment Inventory – Adolescent Version (PAI-A): Implications for juvenile forensic assessment*. Invited Workshop at the Washington DC Superior Court Child Guidance Clinic, Washington, DC.

Carr, G. V. (2017, November). *Xenophobia: A surprisingly overlooked variable in immigrant mental health*. Invited Presentation at the University of Virginia, Charlottesville, VA.

Carr, G. V. (2017, November). *Therapeutic pedagogy: Incorporating mindful practices to address 21st century challenges in higher education*. Invited Presentation at The Center for Excellence in Teaching, Learning, and Assessment, Howard University, Washington, DC.

Carr, G. V. (2017, October). *Slow march to delinquency? Status offenses and African American youth in the juvenile justice system*. Howard University School of Law Legislative Clinic, Washington, DC.

Carr, G. V. (2017, September). *Now you see her, now you don't: Lessons from Pauli Murray on the invisibility of Black girls in the justice system and the need for a therapeutic jurisprudence*

mandate. TEDX Talk at the Howard University School of Law’s “Singing of a New American: The Legacy of Pauli Murray, Washington, DC.

Carr, G. V. (2017, June). *Construct validity of the Millon Adolescent Clinical Inventory (MACI) with an African American forensic sample*. Invited Workshop at the Washington DC Superior Court Child Guidance Clinic, Washington, DC.

- 2015 Carr, G. V. (March, 2015). *Evaluation of female sex offenders*. Invited Presentation at The Sand Ridge Secure Treatment Center Evaluation Unit, Madison, WI.
- 2014 Carr, G. V. (May, 2014). “Evaluation considerations for female sex offenders: Strategies and quagmires”. Invited Presentation at the Kings County Forensic Unit, Brooklyn Supreme Court, Brooklyn, NY
- 2014 Redway, J. A., Carr, G. V., Lehr, E., Domaille, M., Phillip, D. K., & Stoycheva, V. (March, 2014). “Interventions & Treatment Considerations in Clinical work with First-Episode Psychosis”. Clinical training provided at Kings County Hospital Center, Brooklyn, NY.

COMMITTEE PRESENTATIONS

2019

PEER REVIEW ACTIVITIES

- 2019 **Reviewer** – Law and Human Behavior
- 2018- Present **Reviewer** – Journal of Interpersonal Violence
Reviewer – Professional Psychology: Research and Practice.
- 2014 - Present **Reviewer** – Psychological Trauma: Theory, Research, Practice and Policy
- 2015 - Present **Reviewer** – **Division 35** – Society for Women
- 2014-Present **Reviewer** – **Division 41** - American Psychology Law Society
- 2015 – Present **Reviewer** – **Division 45** - Society for the Psychological Study of Culture, Ethnicity and Race
- 2008-2010;
2014 – 2016 **Reviewer** – Journal of Negro Education

ADDITIONAL TEACHING ACTIVITIES

2012 - 2014

Guest Lecturer

Department of Psychiatry, Howard University Hospital

- Conducted quarterly “Introduction to Personality Assessment” lectures for 2nd year psychiatry residents.
- Provided instruction on cognitive, achievement, projective, and forensic measures.

Spring 2013

Teaching Assistant

School of Education, Howard University

- Co-taught “Drug & Alcohol Counseling” course for Masters’ level students.
- Grading of student assignments

Fall 2003

Visiting Lecturer

St. Joseph’s College, Connecticut

- Provided lecture on “Caribbean Masculinities” for undergraduate students enrolled in a “Gender & Social Work” course.
-

DISSERTATION COMMITTEE MEMBERSHIPS

May 2018

The Impact of Stress, Coping, Mindfulness, and Well-being on the functional health of a sample of Virgin Islanders. (Vanessa Battiste)

May 2017

Understanding the factors relating to Academic Success and Juvenile Delinquency for African American Girls (Courtney C. Hives-Gunn)

February 2016

A Mixed Methods Study of Rorschach Oral Dependency Scores for African American Male Juvenile Offenders (Linda M. Terry).

July 2016

The Effect of Acculturation on Vietnamese Americans’ Perceptions Toward the Etiology and Treatment Preferences to Psychological Problems. (Young Hoang)

PROFESSIONAL MEMBERSHIPS

American Board of Professional Psychology (ABPP)— Early Career Option (Forensic Psychology & Counseling Psychology)

American Psychology – Law Society (APLS)

- Professional Development of Women Committee
 - (Term: August 2017 – July 2020)

American Psychological Association (APA)

- Division 5 – Quantitative & Qualitative Methods
- Division 8 – Society for the Psychological Study of Social Issues
- Division 17 – Society of Counseling Psychology
- Division 35 – Society for the Psychology of Women
- Division 39 – Psychoanalysis
- Division 41 - American Psychology- Law Society
- Division 45 – Society for the Psychological Study of Ethnic Minority Issues
- Division 56 – Division of Trauma Psychology

Association for the Treatment of Sexual Abusers (ATSA)

MidAtlantic Region for the Treatment of Sexual Abusers (MARATSA)

Maryland Psychological Association (MPA)

- Early Career Psychologists Committee
- Maryland Legislative Academy

Research Association of Minority Professors (RAMP)

Society of Personality Assessment (SPA)

- Forensic Interest Group

AWARDS & HONORS

2019 - Society of Personality Assessment Diversity Grant (\$1,000)

2018 - American Psychology-Law Society Early Career Psychologist Grant

2012 - Howard University Trustee Scholarship

2011 – Golden Key Honor Society

2011 – Howard University Trustee Scholarship

2010 - Howard University Trustee Scholarship

2009 - Howard University Trustee Scholarship

2008 - Howard University Trustee Scholarship

2007 - Research Association of Minority Professors Student Presentation
Award - 1st place Best Student Presentation “*Addressing the needs of gay
African American men: The mandate of black counselors to come out of the closet.*”

2006 - Howard University Trustee Scholarship

Mercedes Erma Ebanks, Ph.D

mebanks@themeccagroupllc.com

202 257-1613

CURRENT POSITION

- 8/19- **Associate Professor** *Howard University, School of Education, Washington, DC*
Counseling Psychology Doctoral Program, APA Approved
- 1/06- **Co-Founder;** *The MECCA Group LLC, Washington, DC*
Mental health Education Consulting Career Assessments- psychological service agency

RESEARCH AGENDA

Parent Coordination and Co-parenting plans, Parenting education and Teacher training on behavior modification with children, Behavior disorder diagnosis and treatment, Applied Behavior Analysis to treat severe behavior disorder in children, Counselor education preparation programs and career opportunities for counselors, Parental influences on child development

EDUCATION

- 8/99- 5/05 *Howard University, Graduate School of Arts and Sciences; Washington, DC*
Doctor of Philosophy in Counseling Psychology: APA approved
Dissertation title: The Impact of a Caregiver-Training Program on Caregiver's Generalization Ability and Child's Compliance
- 8/94-12/95 *Howard University, School of Education; Washington, DC*
Masters of Education in Counseling Psychology
- 8/90- 5/94 *Georgetown University, College of Arts and Sciences; Washington, DC*
Bachelor of Arts in Psychology; Minor- Spanish

CERTIFICATION

Crisis Prevention Institute- Nonviolent Crisis Intervention- Train the Trainer- July 2018
Parent Coordinator Training- March 2015
Active Parenting, Inc.- July 2011
District of Columbia Licensed School Psychologist, 2006-2011
District of Columbia School Counselor, 2000-2011

ACADEMIC APPOINTMENTS

- Howard University- School of Education*
- 8/08-8/19 **Program Coordinator of Counseling Services:** School Counseling and Clinical Mental Health Counseling
- 8/08-5/14 **Assistant Professor** - Dept of Human Development and Psychoeducational Studies
Program Coordinator - Masters of Education in School Psychology & Counseling Services
Lead Faculty in Clinical Mental Health Counseling and School Counseling
- 1/07-5/08 **Adjunct Faculty** – School Counseling and Community Counseling M.Ed/M.A program
- 1/06-5/06 **Instructor Assistant** – Graduate courses
- 8/01-5/02 **Teaching Assistant-** Undergraduate courses: Human Lifespan Development

6/12-07/14 *Chicago School of Professional Psychology, Washington, DC campus*
Adjunct Faculty- Masters of Education in Counseling Psychology program

10/06- 5/08 *Bowie State University School of Education, Bowie, MD*
Adjunct Faculty- Graduate courses in the Department of Counseling

8/97-12/97 **Facilitator-** Lazy Anonymous Support Group

1/04-12/05 *Prince George's Community College, Division of Social Sciences; Largo, MD*
 & 8/01-6/02 **Adjunct Faculty**

PUBLICATION

- Drakeford, Will & Ebanks, Mercedes E. (2013), Differential Treatment of African American Males Referred for Special Education Services"; *African American Learners Journal*
- Drakeford, Will & Ebanks, Mercedes E. (2013). "The Overrepresentation of African Americans in Special Education": ISAAC Biennial Conference Proceedings, 2013
- Toldson, Ivory A. & Ebanks, Mercedes E. "Collateral damage in the classroom: How race and school environment influence teachers' attitudes and behaviors toward their students"; *National Journal of Urban Education and Practice*, Summer 2012
- Ebanks, Mercedes E., Toldson, Ivory A. & Richards, Soyini A. "Project 2011 and the preparation of Black and Latino students for specialized high schools in New York"; *Journal of Negro Education*, Summer 2012
- Ebanks, Mercedes E (2011). [Review of the book *The African American Quest for Institutions of Higher Education Before the Civil War: The Forgotten histories of the Ashmun Institute.*] *The Journal of Negro Education*, 80, 533.
- Ebanks, Mercedes E. & Fisher, Wayne W. "Altering the timing of academic prompts to treat destructive behavior maintained by escape"; *Journal of Applied Behavior Analysis*, Fall 2003

INTERNATIONAL STUDY

August 2019 Teacher Training Workshop- Savannah La Mar, Negril, Jamaica

March 2018 SOE Elementary Education Senior International Internship; Havana, Cuba

July 2017-2019 Cultural Exploration of Havana, Cuba; organizer

March 2016 Education Delegation and Cultural Tour of Cuba- organizer; Havana, Cuba

March 2010 Witness for Peace delegate to Cuba to examine the Health Care System- Havana and Pinar Del Rio, Cuba

June 2005 Educational and Religious Tour ; Havana, Cuba

PROFESSIONAL AFFILIATIONS

- National Latino Psychological Association
- Maryland Association of Multicultural Counseling and Development
- American Counseling Association
- American School Counseling Association

AWARDS AND HONORS

- Hall of Distinguished Alumni; 1st honorary inductee class of New Brunswick High School Alumni Association, New Brunswick, New Jersey, May 2007
- Howard University Preparing Future Faculty Program, 2001-2002

- Graduate Assistantship School of Education Howard University, 2000-2002, 1995
- Mid-Atlantic Multicultural Alliance intern, 1994-1995

SPONSORED RESEARCH AND PROGRAMS

Awarded

Purdue Women of Color Faculty in STEM Conference
Travel Grant recipient for the 2013 ADVANCE
Travel Grant recipient for the 2012

Howard University

Summer Research Fellow Recipient Advance Junior Faculty (2012) \$15,000
Summer Research Fellow Recipient Junior Faculty (2011) \$10,000
New Faculty Grant Recipient (2009) \$40,000

PROFESSIONAL EXPERIENCE

- 1/06- **Partner and Chief Financial Officer; The MECCA Group LLC, Washington, DC**
Co-founder of a psychological service agency that provides counseling, assessments, consultation, and academic support. MECCA conducts training to parents, teachers, and organizational staff. Responsibilities include financial oversight and administrative decision making. Other duties include administering bilingual services (Spanish) therapy/evaluation, behavior management, and parent and teacher training.
- 8/06-9/08 **Bilingual School Psychologist; The Columbus Organization- Educational Services, King of Prussia, PA**
Evaluator on special education assessment team that provides evaluations to DCPS students under the DC Action Plan following the Blackman/Jones 2006 Consent Decree- administered clinical and psychoeducational evaluations
- 11/03-7/07 **Clinical Consultant; Balance Within ME, Upper Marlboro, Md**
Conducted teacher workshops and parenting seminars; provided individual and family therapy. Administered psychoeducational, neuropsychological, developmental, and clinical evaluations; conducted functional behavior assessments and developed behavior intervention plans. Participated in MDT/IEP/ISP meetings to determine classification and recommendations for special services. Bilingual services in Spanish. Provided school and home-based services.
- Contracts:
- 2/04-8/07 **Psychology Associate; Maria Cohn, Ph.D. and Associates, Washington, DC**
- 1/06-8/06 **Center for Student Support Services, Public Charter School Admin., Washington, DC**
Bilingual Clinician at Latin American Montessori Bilingual Public Charter School
Behavioral Clinician at Bridges Preschool/Special Needs Public Charter School
- 11/03-4/06 **Psychology Associate; Selective Psych Services, SW Washington, DC**
- 8/05-2/06 **Clinical Therapist; Links, Inc., Greenbelt, MD**
- 9/05-1/06 **Psychology Associate; Interdynamics, Inc., Lanham, MD**
- 11/03-5/05 **Mental Health Provider; Affordable Behavior Consultants, Inc., Largo, MD**

CLINICAL TRAINING

- 07/03-10/03 **Clinical Specialist II Marcus Institute- Behavior Center, Atlanta, GA**
Coordinated Short Protocol Clinic in the Severe Behavior Disorders Program for children/adolescence that required intensive behavior management to address severe self stimulating problematic behaviors. Conducted parent training, diagnostic evaluation, functional analysis, single case experimental design, generalization in home/school and consultative services.
- 07/02-06/03 **Pre-Doctoral Intern in Pediatric Psychology at the Marcus Institute & Kennedy Krieger Institute**
John Hopkins University School of Medicine Dept. of Behavioral Medicine affiliation with Emory Univ.

Training in behavioral science to service children with developmental/ neurological disorders/ childhood psychopathology; worked with multidisciplinary team; Rotations: inpatient severe behavior and feeding disorder programs and outpatient specialty clinics (early intervention, behavior management, and developmental disabilities); trained in Applied Behavior Analysis; attended didactic seminars

- 7/01-6/02 **Mental Health Provider** *Affordable Behavior Consultants, Inc., Largo, MD*
 Provided individual, group, and family therapy to clients of the Child and Family Service Agency; address emotional and behavioral concerns, social skills, self-esteem, and anger management. Used behavior assessments to design treatment plans, administered and interpreted standardized batteries, and translated interviews to Spanish.
- 1/01-6/02 **Psychologist Assistant** *Selective Psych Services, Washington, DC*
 Administered and interpreted psychological testing on mentally retarded adults; responsible for submitted reports and attended for annual Individual Habilitation Plan meetings
- 1/95-5/02 **Consultant** *Center for Multicultural Management & Counseling, Inc., Columbia, MD*
 Provided consultation to nationally certified counselor; Participated in panel discussions, assisted with daily office functions; administered and interpreted test batteries.
- 8/98-2/00 *Phillips Programs, School for Contemporary Education, Laurel, MD*
Co-Facilitator of Social Skills Group
 Assisted licensed social worker with group counseling sessions; led discussions on emotions, communication, goal setting and coping skills
- 8/95-12/95 **Assistant to School Psychologist/ Behavior Counselors/ School Social Workers**
 Conducted individual and group counseling sessions to students in an alternative school setting; administered and interpreted behavior assessment

REVELANT EXPERIENCE

- 6/01- 8/01 *District of Columbia Public Schools; Washington, DC*
Summer School Day Counselor Ballou Senior High School
 Coordinated registration process and students' schedules; assisted summer school principal with planning activities; coordinated grade transfers with home schools; taught Spanish independent studies course
- 11/00-6/01 **Crisis Coordinator** Crosby S. Noyes Elementary School (PreK-6)
 Provided intervention and prevention strategies for Level D special education students; created programs and school wide incentives; Peer Mediation team to implement Peaceable School: Disciplinary Comm.
- 3/00-10/00 **Behavior Specialist** CHOICE Academy at Taft School
 Provided therapeutic services to suspended/ expelled middle school students; designed program-wide behavior management system and intervention plans; oversaw crisis intervention; conducted staff training and support services; provided supervision to master level social work interns; co-facilitated groups
- 8/98-2/00 *Phillips Programs- School for Contemporary Education; Laurel, MD; Level 4 ED/LD placement (6-12)*
Behavior Manager
 Direct service in crisis prevention/intervention to special need students; monitored time-out department; participated in multidisciplinary meetings; data collection and analysis; reviewed IEP goals/objectives; designed behavior contracts; functional behavioral assessment
- 8/96-6/98 **Career Counselor/Job Coach**
 Provided vocational skills training and career awareness; administered interest and value inventories; created IEP goals/ objectives; organized Career Day; networked with local businesses for work partnerships; designed food service curriculum and coordinated vocational modules; monitored work performance of special needs students at employment sites
- 8/97-6/98 **Spanish Teacher**
 Introduced Spanish language and culture to high school students; developed Spanish I & II curriculum

- 8/95-6/96 **Assistant Teacher** Career Education and Independent Living Skills program for high school students
Tutor Provided home-based tutorial services to expelled students
- 10/98-2/00 & *Residential Care Inc.-Foster Care Agency; Washington, DC*
2/04-6/04 **Behavior Consultant/Mentor** for foster care children
- 6/99-8/99 *Pathways Project, Inc.; Lanham, MD*
Behavior Specialist/Senior Counselor for Summer Enrichment Program for middle school students
- 8/96-7/99 *Beyond Behaviors, Inc; Annadale, VA*
Behavior Counselor for home-based services for children and adolescence with Autism/ODD
Psychiatric Technician on-call in area hospitals' psychiatric wards for children/adolescence/adults
- 12/96-7/97 *Martin Pollack Project, Inc- Foster Care Agency; Washington, DC*
Advocate/Mentor for foster care families

PRESENTATIONS

Teacher Training Workshop- Savannah La Mar, Negril, Jamaica August 22-25, 2019
Topic: Parental Relationship and impact on Social emotional development of Children

Maryland Counseling Association Annual Conference- November 2018 Baltimore, MD
Topic: Partners to Parents: Co-Parenting and Social Emotional Development in Children
Co Presenter: Dr. Elizabeth Ricks

Association of Family and Concillation Courts- Annual Conference, Seattle, Washington June 2016
Topic: Forgetting Fathers

Maryland Counseling Association- Annual Conference, Baltimore, MD November 2015
Topic: Forgetting Fathers
Co presenters; Dr. J. Fidel Turner and Dr. Andrae Brown

Maryland Counseling Association- Annual Conference Nov. 8, 2013
Topic: Counselors' Attitudes, Behaviors, and Responses to African American Youth Experiencing Trauma
Panel Drs. Stills, Ebanks, Shorter, and Williams

Institute for the Study of African American Child- Hilton Head, SC, May 5-8, 2013
Topic: The Overrepresentation of African American Males in Special Education
American Educational Research Association- San Francisco, CA, April 26-28, 2013
Topic: Collateral damage in the classroom: How race and school environment influence teachers' attitudes and behaviors toward their students

Maryland Counseling Association Annual Conference, Columbia, MD
Topic: Strategies for Effective Co-Parenting, with Janee Johnson, M.Ed. November 9, 2012

Association of Black Psychologist Annual Conference, Washington, DC- July 30, 2011
Topic: Technological Advances Expand Research to the Global Black Community with Ivory A. Toldson, PhD and Ronda Collins, M.Ed

Trinity University Mental Health Awareness Day, Washington, DC April 7, 2011
Topic: Panelist- Media and Mental Health

Women of Excellence Annual Retreat, Fort Washington, MD March 2009

Topic: Understanding your Teen

National Association of School Psychologist Annual Conf, New Orleans, LA; Feb. 2008

Volunteer for presenter workshop on Positive Behavior Support

National Business Institute- VA Special Education Law; Fair Oaks Marriott, Fairfax, VA; October 2006

Topic: Conducting Functional Behavior Assessments & Developing Behavior Intervention Plans

Upward Bound- Career Day; Howard University, Washington, DC; July 2006

Topic: The Role of Psychologists and Therapists

Allied Health Career Opportunity Program, Washington, DC; July 2005

Howard University Career Day for High School Students

Topics: Importance of Preparation and Writing Skills in Psychology

Association of Behavioral Analysis Annual Conference, San Francisco, CA; May 2003

Poster: Using Escape Extinction to Treat Refusal Behaviors Associated with Tooth brushing

American Association of University and Colleges, Chicago, IL; March 2002

Panelist: Women and Minorities in Science, Engineering and Math,"

Urban League/ Howard University Educational Conference, Washington, DC; December 2000

Assist Dr. Rosaline Boone, Assistant. Dean of School of Education, Howard University

Topic: "Disproportion Number of Black Males in Special Education"

Maryland Association of Nonpublic Special Education Facilities, Baltimore, MD; November 1999

Topic: Reinforcement and Individual Contracts: Evaluating Case Studies

TRAININGS LED

New Jersey Courts- Family Court Division- November 2016

Topic: Parent Education and Father Engagement

Advocates for Justice and Education, Inc, Washington, DC, February 11, 2013

Topic: Promoting Positive Behaviors in Children

Howard University Early Learning Program, Washington, DC,;

Topic: Monthly Parent Support Group January- June 2013

Parent Training Program October- December 2010, October-December 2011

Behavior Management Parent Education Series February- June, 2009

National Collegiate Preparatory Public Charter High School- Washington, DC August 2012

Topic: Professional Development Staff Training –Understanding Student Mental Health-

Community Academy Public Charter School, Parenting Education workshop series- Washington, DC

Topic: Develop a home behavior system- May 2011

Building a home routine- September 2011

Diffusing Tantrums- January 2012

Staff Training at the Fairfax County Juvenile Detention Center, Fairfax, VA-November 2010

Topic: Understanding the Field of Counseling

Parent Training in St. John's Church, Columbia, MD

Topic: Behavior Management October 2008
Discipline Strategies March 2009

Professional Development at the Friendship Public Charter School- Washington, DC; October 2008
Topic: Understanding Learning Disabilities

Staff training for Washington Latin Public Charter School, Washington, DC
Topic: Behavior Management system in the classroom May 2008

Parent training for Shiloh Baptist Church, Washington, DC
Topic Positive Discipline Feb 2008

ITT-Technical Institute: Professional Development Training; Springfield, VA; August 2007
Topics: Understanding Teaching and Learning Styles & Effects of a Student's Self-Esteem

5th Annual Friendship Training Institute- Friendship Public Charter School, Washington, DC; August 2007
Topic: Assessing a Student's Mental Health

Teacher Trainings for Center for Student Support Services Public Charter School Administration
Latin American Montessori Bilingual Public Charter School PreK-1, Washington, DC; August 2006
Bridges Public Charter School for Preschool/Special Needs Children K-1 , Washington, DC; May 2006
Topic: Classroom Behavior Management
Behavior Staff Training; SEED Public Charter School, Washington, DC; October 2005
Topic: Conducting Functional Behavior Assessments & Developing Behavior Intervention Plans

Foster Care Parent Training; Residential Care Inc.-Foster Care Agency; Washington, DC; April 2004
Topic: Behavior Management by using Reinforcers and Consequences

Monthly Parent Groups, Maria Cohn, Ph.D. & Associates, Washington, DC; September 2004-June 2006
Topic: Positive Discipline; Designing In-Home Behavior Intervention Plan

Pathways Project, Inc; Duke Ellington School, Washington, DC; October 1999
Topic: Group Counseling Session for Female Students on Self-Esteem

Social Workers' Workshop Parent Group, School for Contemporary Education, Laurel MD; October 1998
Topic: Home -Based Behavior Management: Creative Ideas on Discipline

INVITED PARTICIPATION

Maryland Black Chamber of Commerce- Boss Lady Event- Health Panelist June 19, 2018

Howard University (WHUR 96.3 FM) Daily Drum Radio segment 7-8pm

December 2017 "How to Manage the Holiday with Children"

August 6th 2012 "Making Sure Your Child Is Safe in Child Care Facilities

February 22nd 2012 "Why Do We Find It So Hard to Talk about Our Feelings

WPFW-FM (89.3 FM) Family & the Law segment 3-4 pm

June 28, 2012, "Helping Fathers Repair Broken Family Bonds"

Morgan State University Radio-World of Education News segment 7-8pm (WEAA 88.9FM)

August 14, 2012 "*Next to Normal* -Show Discussion on Mental Health in Minority Communities"

Praxis(tm) Professional School Counselor Multi-State Standard Setting Study by ETS: March 29-30, 2012 Princeton, NJ

DC Area Counselor Education Discussion and Luncheon by ASCA; April 18, 2012 Alexandria, VA

STUDENT RESEARCH

- 8/01-5/02 **Graduate Assistant** - Dr. Orlando Taylor, Dean of Graduate School of Arts & Sciences, HU
Topic: Development of Certificate in Faculty Preparation in College Teaching
Research on Minorities and Women in Engineering, Math, and Sciences
Research Assistant- Dr. Constance Ellison, Assistant Dean of School of Education, HU
Topic: Teaching and Learning Styles
- 1/01-5/02 **Research Team Member**- Dr. Shawn Utsey, Prof. Psychoeducational & Human Development, HU
Topic: Resiliency Amongst African Americans & Pedagogical Trauma of Children
- 8/01-5/02 **Research Assistant** - Dr. Almeeta Stokes; Prof. Curriculum & Administration, HU
Topic: Classroom Ecology in Urban Schools & Metacognition of Preschool Children
- 3/01-5/01 **Research Assistant** - Dr. Sylvan Alleyne; Prof. Psychoeducational & Human Development, HU
Topic: Parentology

DISSERTATION and THESIS Committee member:

Candidate	Document Status	Program	Title	Final Defense
Howard University				
Tanya Lofton	Thesis	Community Counseling	When Playing House Becomes a Reality: An Investigation of the Effect of Parentification on Self-Concept	April 18, 2011
Cassandra McNair	Thesis	Community Counseling	Examining Media Influences on the Decisions of Sexual Risky Behaviors of College Students who attend a Historically Black College or University	April 19, 2011
Cheree Simms	Proposal	Community Counseling	Let's have a Drink: Examining the Alcohol Intake and Binge Drinking Levels of African American College Students.	
Nzinga Lawrence	Proposal	Community Counseling	Multicultural counseling competency among minority master's level mental health students	
Laura Straughn	Dissertation	Counseling Psychology	Socio-cultural Factors That Predict Marital Satisfaction Among Black Couples	August 18, 2012
Viara Quinnes	Dissertation	Counseling Psychology	The Relationship of Sociocultural Factors and Psychological Adjustment of International Students of African Descent Attending Historically Black Colleges and	May 2, 2013

			Universities	
Katara Watkins	Dissertation	Counseling Psychology	Impact of Physical Abuse and Neglect on the Levels of Depression of Male and Female Black Detainees	April 3, 2014
Rashida Twiggs Clegg	Dissertation	Counseling Psychology	The Transference of Father-Daughter Attachment to Adult Daughter-Partner Attachment among African American Women: A Father Presence Perspective	October 11, 2012
Ruqayyah Airen	Dissertation	School Psychology	School Psychologists' School-Base Medication Management: An Examination of the Interrelationships of Their Perceived Professional Efficacy and Competence, and Their Knowledge, Training, and Practical Experiences	July 17, 2013
Ebonirose Wade	Dissertation	Education Administration and Policy	Redefining campus leadership in the 21 st century: chronicling the experiences of successful African American women in the presidential seat	April 2017
Norah Almultari	Dissertation	School Psychology	Examining the State of School psychology in Saudi Arabi	December 2015
Antonio Cooper	Dissertation	School Psychology	An Examination of the Successful Psycho-social Factors of African-American Males in Higher Education	October 7, 2013
Courtney Hives	Dissertation	Counseling Psychology	THE FORK IN THE ROAD: EVALUATING THE SPLIT IN THE AFRICAN AMERICAN FEMALE DEVELOPMENTAL TRAJECTORY	May 2017
Sheila Jefferson	Dissertation	Education Leadership and Policy Studies	Title 1 Principals' Perceptions of Parent Involvement in a Large Urban School District with Black and Latino Students	May 2017
RufusTony Spann	Dissertation	School Psychology	The Effect of Spiritual Resilience on Adult Black Gay Males Against High Risk Sexual Behaviors	October 2016
Norah Abdulrahman	Disseration	School Psychology	Extending the Use of Behavior Analytic Strategies to Address	December 2016

Almotrefi			Behavioral Concerns Exhibited by Kindergarteners in Saudi Arabia	
Dwayne Bryant	Dissertation	School Psychology	“SIRI TAUGHT ME” THE IMPACT OF THE SOCIAL MEDIA AND DIGITAL TECHNOLOGY ON STUDENT ENGAGEMENT AND ACADEMIC OUTCOMES	May 2019
Toria Simpson	Dissertation	School Psychology	Impact of iPad Applications on Emergent Reading Skills	May 2018
George Washington University				
Sun Yung Hwang	Dissertation	Psychology	Parental Self-Efficacy and Father Involvement among Low-Income Fathers	January 2018
Bowie State University				
David Shaibu	Dissertation	Education	The Use of Social Stories to Improve Social Behaviors for Adolescents with Autism	April 2016

CURRICULUM VITA
SCOTT JACKSON DANTLEY. PH.D.

Camp Springs, Md

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Education

Ph.D. Science Education

(Chemistry Education Concentration)

The University of Maryland

M. Ed. Science Education

The University of Maryland

M.S. Professional Chemistry-American Chemical Society (ACS) Certified

North Carolina Agricultural and Technical State University

B.S. Chemistry

The George Washington University

Additional Education

AASCU Millennium Leadership Institute

Performance Assessment Institute, Harvard University

NCATE Board of Examiners

AACTE New Dean's Institute

Awards and Honors

Kappa Delta Phi International Honor's Society (Iota Upsilon chapter) The University of Maryland

Outstanding New Professional Award (2006), The University of Maryland

Research Interests

- Quality Assurance/Accreditation, Minority Science Participation, Black Male Achievement
- Post-Secondary Science Education
- Science Achievement, Higher Ed Policy, and International Cross Cultural Exchanges

Administrative Experiences

2018-Present **Senior Associate Dean and Professor of Science Education, Howard University**

Provide leadership, strategic direction, and executive oversight for all matters related to academic portfolio management and evaluation, academic innovation and integration, compliance, and accreditation. Maintain relationships with external entities and provides oversight of the admission, recruitment, retention, and graduation of students and the resources. Provide administrative oversight of program changes, course changes, course and curricular evaluations, and program reviews, by working closely with Program Coordinators to ensure continuous assessment to maintain program quality. Responsible for ensuring program quality, advising and guiding the School in meeting University requirements, completing annual reports, and leading self-studies to ensure that the School remains compliant with all relevant accrediting and professional licensing bodies.

- 2017-2018 **Higher Education Consultant-Education Evaluation Center-National Commission of Academic Accreditation and evAluation – (NCAAA) Kingdom of Saudi Arabia**
- Serve has a higher education consultant for Kingdom of Saudi Arabia's Education Evaluation Center. My work focuses on providing quality assurance support for institutional and programmatic reviews. I also assist with professional development trainings on understanding assessment, developing rubrics and implementing student learning outcomes for institutions and program level assessment. I provide support on other areas related to international accreditation, teacher educator preparation, and overall accreditation and quality assurance matters.
- 2016-2018 **Education Consultant-Quality Assurance, Accreditation and Evaluation**
- Provide consulting services to national (including online institutions) and international universities on data analysis, assessment and accreditation. Worked with universities in Virginia, South Carolina, Massachusetts, and Washington, DC on CAEP accreditation preparation and review. In general, review program and institutional standards for specialized and regional accreditation. Reviewed the government of Saudi's Education Evaluation Commission-National Center for Academic Accreditation and Assessment, program and institutional standards.
- 2014-2016 **Special Assistant to the President for Equity and Global Initiatives, Council for Accreditation of Educator Preparation (CAEP),** oversaw all of the international accreditation and equity activities. Managed and developed MOU agreements with various countries (Oman, Chile, and Saudi Arabia). Started negotiations with countries to consider partnerships with Malaysia, UAE, United Kingdom, Turkey and Australia) Helped build strategic partnerships with key stakeholders such as AACTE, NEA, NADEC Deans and various national and professional organizations related to equity and diversity initiatives. Offered technical assistance for minority serving institutions, HSIs, rural colleges and international universities on CAEP standards, assessments and quality assurance analysis for EPPs seeking CAEP accreditation. Worked with conference planning committee to review proposals for conferences held twice a year, coordinated the leadership breakfast for approximately 100 education deans during the CAEP conference, oversaw several presentations on international quality assurance, program impact and diversity and recruitment and strategies on working with diverse populations. Provided leadership and support for governance committees such as nominations committee as well as support the planning of the overall meetings for the six standing committees (Nominations, State Partnerships and Content Areas, International, Research, Standards and Appeals Committees)
- International work:**
- Duties/Responsibilities: Served as a staff liaison with CAEP's international committee and content staff on CAEP's nomination and board committees. Conducted national and international presentations on quality assurance and accreditation in countries such as Fiji. Served on accreditation review committee for international visits to universities such as Qatar University. Served as expert consultant for newly proposed doctoral programs in the UAE. Hosted meetings at CAEP with the representatives from Embassies such as Malaysia, Pakistan and Afghanistan. Worked with UCET to negotiate a potential joint accreditation streamline process for teacher education.

Equity Work: Organized a national equity committee to examine CAEP's diversity components throughout their standards, examined aspects of diversity in their site visitor training for a volunteer workforce of 1200 reviewers, examined policies related to social justice and access. Attended several diversity workshops and summits at NEA and US Department of Education. Presented on CAEP's diversity initiatives at the US Department of Education to HBCU Deans of Education.

Presidential Search Committee

Duties/Responsibilities:

Served on the Presidential Search Committee representing staff for CAEP and provided input, selection and interviewed candidates for CAEP's next president.

2013-2014

Vice President for Recognition Services at Council for Higher Education Accreditation (CHEA)-Provided oversight of the recognition process for approximately 60 accreditors throughout the United States. Provided technical assistance in developing the eligibility and recognition applications. Assign observers for accreditors and reviewed observation reports for the same set of accreditors nation-wide. Participated in CHEA International Quality Group and Advisory Council; and the Faculty Advisory Group on Accreditation.

Committee on Recognition (COR)

Duties/Responsibilities: Worked with the Committee on Recognition (COR) during the recognition review process and prepared all reports, documents, and action letters as a result of actions taken with the review process for approximately 25 accreditors over a two semester period. Reviews included specialized accreditors in business, social work, health as well as worked with regional accreditors such as Middle States Commission on Higher Education (MSCHE), Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and WASC Senior College and University Commission (WSCUC). Prepared recognition documents for the Board of Directors.

2011-2012

NCAAA Expert Consultant- served has as a consultant for the National Commission on Academic Accreditation and Assessment (NCAAA) for the Kingdom of Saudi Arabia while on leave at Coppin State University. Provided expert advice on conducting regional accreditations for colleges of education including advice on developing the process for program reviews in science and quality assurance efforts in general throughout the country of Saudi Arabia.

Feasibility Study in Saudi Arabia

Duties/Responsibilities:

Additionally conducted and produced a feasibility study on 50 plus Colleges and Schools of Education (women and men, sections) to determine their readiness for state and international accreditation and provided an overall profile of each college. Study required a visit to approximately 22 universities across 12 plus regions in Saudi Arabia.

2008-2013

Associate Vice President of Institutional Effectiveness and Planning, Professor of Chemistry-tenured, and Official Federal Representative Coppin State University is a master's comprehensive university, one of sixteen universities in the University System of Maryland. The university has approximately 3300 students who come from very diverse backgrounds. Over 40% of the university students are

first generation students. Duties included oversight for all university assessment activities, long-range planning and strategic planning, regional and national accreditation reports. I also served as the grant liaison officer and oversaw the federal grant process. Served as the Accreditation Liaison Officer representing the university at Middle States Commission on Higher Education. Directed the Middle States Periodic Review process that included overseeing the periodic review report PRR, a federal compliance report on credit hour and student identity report resulted in a success re-accreditation for five years. My office coordinated and funded essential accreditation and association fees for the university. Directed university-wide strategic plan, provided leadership for the last middle states periodic review and compliance reports. Served on the university budget committee, administrative cabinet, president's cabinet and other essential committees on campus.

The Center for Institutional Assessment

Duties/Responsibilities:

Supervised the Director of Assessment for the center who oversaw all of the assessment activities at the university, including faculty evaluations, supported the development and assessment of university-wide general student learning outcomes. The center was the major point of contact for local, state and national assessment data requests. The university participated in various national assessments for faculty and students such as National Survey of Student Engagement (NSSE) and Collegiate Learning Assessment (CLA).

Office of Institutional Research

Duties/Responsibilities:

Supervised the Director of Institutional Research and the office staff. OIR was the office for primary source of data for the university, as well as local and system reports. OIR provided key and analysis for reports on open enrollment, access and success reports, faculty workload reports, IPEDS, and dashboard data reports-that included aggregating data across all colleges on retention and graduation. The office also prepared reports for the Maryland Higher Education Commission (MHEC) and assisted with the analysis and data collection for Middle States Commission.

2007-2008

Interim Associate Provost of Academic Affairs and Professor of Chemistry-tenured (APAA), Coppin State University. The major responsibilities included oversight of the university's academic progress policies and procedures; oversight and management of the Office of Planning and Assessment; and support the university's STEM efforts. Served as a point of contact on all accreditation and assessment issues and academic program reviews. The APAA worked closely with faculty, program directors, school/institute directors and deans to develop appropriate resources for curriculum and faculty development. Ultimately helped to ensure that all instructional, student services and administrative operations function effectively. Oversaw a section of Title III programs for Professional Development for the executive staff-including two institutional research positions supported from the grant, NSF STEM grant 2.0 million, and Casey Foundation grant. Further duties included attending system, national and local meetings, representing the provost's office on research grants and on special projects. Served as a co-chair and directed the Middle State Steering Committee of over 30 individuals who helped to develop the Middle States self-study report. Guided middle states process for a successful re-affirmation of accreditation. (10 year review)

Center for Institutional Assessment (CIA)

Duties/Responsibilities:

Directly supervised the Director of Assessment for the center who oversaw all of the assessment activities at the university, including faculty evaluations, supported general student learning outcomes and assessment development and analysis. The center was the major point of contact for local, state and national assessment data requests. The university participated in various national assessments for faculty and students such as National Survey of Student Engagement (NSSE) and Collegiate Learning Assessment (CLA).

Office of Institutional Research (OIR)Duties/Responsibilities:

Directly supervised the Director of Institutional Research and the office staff. OIR was the office for primary source of data for the university, as well as local and system reports. OIR provided key and analysis for reports on open enrollment, access and success reports, faculty workload reports, IPEDS, and dashboard data reports-that included aggregating data across all colleges on retention and graduation to name a few. The office also prepared reports for the Maryland Higher Education Commission (MHEC) and assisted with the analysis and data collection for Middle States.

Office of Planning and Assessment, Research and Evaluation

Duties/Responsibilities: Directed the Office of Planning which was responsible for implementing the university strategic plan and to oversee the university's planning committee of about 22 individuals which had representatives across the university campus. This office also dealt with reporting related to Maryland Education Commission.

2006-2007

Dean and Professor-tenured, Florida A&M University, College of Education (COE). Florida A & M University is a doctoral research university with approximately 14,000 students. The university has been recognized by the News and World report as having excellent programs and very successful graduates. The university is a member of the University System of Florida. I served as Dean of the College of Education and a full tenured Professor of Science Education. The College of Education was the fourth largest college out of 14 colleges on campus. The College of Education had five departments with programs ranging from master's degrees to a Ph.D. program in Educational Leadership. The COE had 58 full time faculty members and boasts of the oldest major on campus. The College was one of eleven institutions who received a \$5 million dollar Carnegie Grant: Teachers for a New Era to reform undergraduate Teacher Education and one of three National Board Certification Centers. I directed and oversaw the successful focus visit for NCATE Accreditation for Standard 2: Assessment System.

Laboratory P-12 School

Duties/Responsibilities: Oversaw the FAMU Agricultural and Mechanical Developmental Research School (DRS) associated with the university's College of Education (COE). School is a P-12 level school founded in 1887. As Dean, the DRS faculty and administrative staff reports directly to the COE.

2005-2006 **Acting Dean and Associate Professor tenured** (2003) School of Education (SOE), Bowie State University.

Bowie State University is a doctoral granting university Historically Black University and a member of the University System of Maryland. Bowie State has an enrollment of more than 4500 students.

Bowie State University one of four schools/colleges at the university. The School of Education has 16-degree programs, two international programs (i.e. Europe and Asia) in Counseling Psychology and the only doctoral program in Educational Leadership on the campus. There are 42 full-time faculty and approximately 52 adjunct faculty. I have two special assistants to the Dean and several directors who ran some of the school's major initiatives. The SOE has received 50 years of continuous NCATE accreditation. Bowie started its first doctoral program in educational leadership. The first seventeen students in the doctoral cohort completed dissertations and graduated with Ed.D. degrees. The School of Education had four new initiatives with Prince George's County Schools to increase the number of certified teachers working in the Maryland schools. The first initiative was started by the previous dean, the Men Engaged in Nurturing (M.E.N.) which targeted African-American male teachers to become fully certified. The M.E.N. program received a congressional earmark in order for this to be established. The School of Education is the second largest unit on campus and was also second in the amount of federal and state grants received.

1/04 – 8/05 **Director, External Accreditation and Assessment**, Bowie State University, Bowie Maryland

The purpose of this role was to serve as the expert on NCATE and Middle States Accreditation process. I developed an assessment system for School of Education and coordinated the data collection for NCATE assessment (standard 2). I also served as Co-Assessment Coordinator responsible for coordinating all of the assessment activities for the school of education during the March 2004 NCATE visit. I coordinated ongoing assessment activities for sustaining the collection process and updating the assessment system to an electronic system as well as directed the six NCATE standing committee who were responsible for collecting data for each standard. Other responsibilities included conducting validity and reliability studies on all instruments and rubrics used in the assessment system.

I also served on the university steering committee to develop the university's assessment system and revamp the university mission and goals to align with the institution's assessment plan. Additionally, I represented the university at assessment conferences including the Middle State Accreditation Conference.

2003 – 2004 **Science Education Expert**, US Department of Education Office of Elementary and Secondary Education, Washington, DC (IPA appointment)
Served as science expert on issues of national standards, assessment, accountability and science alignment issues. Assisted with producing models of effective science testing systems on the state level as the beginning efforts of reauthorization of the Elementary and Secondary Education Act. Served on assessment teams with the Standards and Assessment Group to prepare states to develop accountability plans to implement the 2002 version of the Elementary and Secondary Education Act. Represented the US Department of Education at the Science SCASS meetings and

provided technical support to the group. Developed protocol for the US Dept. of Education Enhanced Assessment Grants as well as chaired one of the panels. Based on the recommendations of the 12-member panel, nine states received a total award amount of \$17 million dollars.

2001 – 2002 **Associate Program Director**, National Science Foundation, Arlington, Virginia

Duties included developing balanced program portfolios that aligned with division goals and objectives; assisted in evaluating and recommending Science, Math, and Technology education proposals as well as project performance through review of annual and final project reports; assisted in ensuring the integrity and effectiveness of the merit review process, with attendance to increasing the diversity of reviewer pools; participated in the development of short-and long-range program plans, establishing goals/objectives and program evaluations; and provide development of long short-term program and budget planning.

Worked with the following programs:

- ATE: Advanced Technological Education, Technology and two-year colleges
- ASCEND: Informal science after school programs
- Teacher Enhancement: Emerging Technology
- Instructional Material Development: Middle/High School) Chemistry and Physics programs)

6/00 – 8/00 **NASA Faculty Fellow**, NASA Space Goddard Institute, Greenbelt Maryland

Served as educational outreach specialist. Provided input on the development of ChemMatters (American Chemical Society's magazine designed for chemistry teachers) featuring the AURA mission. Developing feature on remote sensing and partnered with ACS on additional articles.

7/98 – 7/99 **Interim Specialist**, Office of Accountability, Student Assessment and Research and Evaluation, Baltimore City Public Schools, Baltimore, Maryland

Provided statistical support to the office of accountability. Responsibilities included interpretation and coding using SPSSx (for windows) languages for various assessment reports and instruments. Assisted the director with assessment assignments and with schools.

7/96 – 5/99 **Graduate Research Assistant for Challenge Grant**, University of Maryland College Park, College Park, Maryland

Served as content science specialist for the Maryland Electronic Learning Community (MELC). MELC is a technology-challenge grant that is devised to work with three inner city Maryland schools to gain Internet access. Duties included: 1.) Weekly school visits to science teachers for two of the three schools 2.) Worked with six science teachers to provide resources related to enhancing

instructional technology in the class, and 3.) Aided science teachers to devise internet modules related to the National Science Education Standards and reform initiatives. 4.) Research group met twice a month to discuss ways to improve instruction with the aid of technology. Assisted in developing surveys to assess expert teaching by using teacher profiles and inter-rater responses, as well as contributed class observation data to evaluation reports.

RESEARCH AND PUBLICATIONS

RESEARCH AND PUBLICATION

Book Chapters

- Dantley, S. J. & Maffet, G. *Accreditation in Saudi Arabia-The Future – Quality Assurance & Accreditation for Academic Institutions*, Michelli, N., Dada, R., Eldridge, D., Tamim, R., & Karp, K. (Eds). (2017). *Teacher quality and teacher education quality: Accreditation from a global perspective*. New York: Routledge.
- Dantley, S. J. & Brown, I (Accepted) *Examining conceptual factors that impede African-American male success in science*, Association for Supervision and Curriculum Development (ASCD).
- Dantley, S.J. (2013) *If I can just make it to the House: Strategies For Successful Life Journeys*. The Black Professional's Guide to Career Success.
- Dantley, S.J. and Leonard, J. (2009) *Successful Achievement of African American Males in Science and Mathematics*. Michigan State University Press.
- Leonard, L. & Dantley, S.J. (2005). Breaking Through the Ice: Dealing with Issues of Diversity in Mathematics and Science Education Courses. In Rodriguez et Kitchen Eds., *Preparing prospective mathematics and science teachers to teach for diversity: Promising strategies for transformative actions*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dantley, S.J. (2004). *No Child Left Behind (NCLB): It's implications for Science Education, the State Assessment of Science and School Accountability*. University of Costa Rica. (English and Spanish)
- Dantley, S.J. (2003). *Examining science teacher's perceptions on the factors that influence reasons why culturally diverse students advance and the role of culture on learning science*. International Cross Cultural Research Exchange Symposium, "Beyond Our Borders: Toward Global Dimensions of Civil Rights, Human Rights, Socio-Economic, Educational and Environmental Issues", University of Valladolid, Valladolid, Spain (English and Spanish)

Refereed Articles:

- Brown, I & Dantley, S.J. (In progress) Applied Learning Across Institutional Context. International Journal of Process Education (IJPE).
- Dantley, S.J. (in progress) Whose Identity? : The Role Teachers play in helping Underrepresented Students Find a "fit" in Science and Mathematics Education.
- The Resurgence of Teacher Preparation: an International Comparison of the United States and Portugal's Opportunities and Challenges (in submission), Scott Jackson Dantley, Coppin State University Lashawn Antonio Mcneil, Tallahassee Community College and Wayne Douglas Scott, Greenville County High School (2014).
- Leonard, J., Barnes-Barnes, J. Temple University, Dantley, S.J. Coppin State University, Kimber, C. Cheyney University (2011). Teaching science inquiry in urban contexts: The role of elementary preservice teachers' beliefs. *The Urban Review* 43:124–150.

- Gili Marbach-Ad, J. Randy McGinnis, Rebecca Pease, Amy Dai, Spencer Benson; University of Maryland and Scott Jackson Dantley; Coppin State University, Transformative undergraduate science courses for non-majors at a historically black institution and at a primarily white institution. *Science Education International* 21(4) December 2010, 252-271.
- Dantley, S.J. Leonard, J. and Scott, W. D, (2009) Exploring male preservice teachers' characteristics and perceptions about teaching elementary school. *The National Journal of Urban Education and Practice*, (2)4 Spring 2009
- Gili Marbach-Ad, J. Randy McGinnis, Spencer Benson, Amy Dai, and Rebecca S. Pease University of Maryland and Dantley, S. J. Coppin State University (2008): Beliefs and Reported Science Teaching Practices of Recently Graduated Teachers: A Mixed Methods Analysis. *Electronic Journal of Science Education*, 12(2), 171-198.
- Dantley, S.J. and Leonard, J. (Summer 2006) Successful Achievement of African American Males in Science and Mathematics, *Commissioned Paper. Eastern Michigan University*
- Dantley, S.J. (2004). Leaving No Child Left Behind in Science Education. *Black Issues in Higher Education*, 21 (8), Last Word.
- Leonard, J. & Dantley, S. J. (2002). Why Malik can "do" Math: Race and Status in Integrated Classrooms, *Trotter Review*, 14 (1) Winter 2002, p. 61-78.
- Dantley, S.J. & Guidry, J. (2001) Federal Supports and Indicators for Minority Participation in Science, Mathematics and Health Professions: Implications for Policy Development. *Journal of Public Management and Social Policy*, 7(2) Winter 2001, p. 15-32.
- Dantley, S. J. (2000). Examining of the Role of Technology-Enhanced Chemistry Laboratories and Attitudes of Students attending Community Colleges. *Journal of Research Association of Minority Professors*.
- Dantley, S. J., (2000). An Examination of Factors that Impact on the Retention of Mathematics and Science Teachers in Urban Systemic Initiative School Districts from the Perspective of Administrators. *Journal of Negro Education*, 68 (3), p.442-450.

Conference Papers and Proceedings:

- McGinnis, J.R., Marbach-Ad, G., Dantley, S. J., Pease, R. & Dai, A. (2010). The Beliefs and Reported Science Teaching Practices of Newly Graduated Elementary and Middle School Education Majors. In the 2010 CD Proceedings of the National Association for Research in Science Teaching (32 pages).
- Marbach-Ad, G., McGinnis, J.R., Dantley, S. J, Pease, R., Dai, A. (2010). Promoting science for all the way of student interest in transformative undergraduate science non-majors courses in historically black institution and primarily white institution. A paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Philadelphia, Pa. March 21-24, 2010.
- McGinnis, J.R, Marbach-Ad, G., Dantley, S.J, Pease, R. & Dai, A (2010). *The Beliefs and Reported Science Teaching Practices of Newly Graduated Elementary and Middle School Education Majors*. In the proceedings of the 2009 National Association for Research in Science Teaching (32 pages).
- McGinnis, J. R., Katz, P., Hestness, E., Riedinger, K., Marbach-Ad, G., & Dantley, S. J. (2009). Transforming Science Teacher Preparation by Bridging Formal and Informal Science Education:

A Focus on Drawings as Evidence. A paper presented at the annual meeting of the National Association for Research in Science Teaching, Garden Grove, California, April, 2009.

- McGinnis, J. R., Marbach-Ad, G., Dantley, S. J., Benson, S., Dai, A., & Pease, R. (2008). Landscape Baseline data in a large scale science teacher preparation model. A paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, Maryland, April, 2008.
- Marbach -Ad, G., McGinnis, J. R., Dantley, S.J., Spencer Benson, Amy Dai, & Rebecca Pease (2010). *Promoting Science for All by Way of Student Interest in Transformative Undergraduate Science Non-Majors Courses in a Historically Black Institution and a Predominantly White Institution*. In the 2010 CD proceedings of the National Association for Research in Science Teaching (37 pages).
- Katz, P. McGinnis, J. R., Hestness, E., Riedinger, K., Marbach-Ad, G., & Dantley, S.J.(2009). *Transforming Science Teacher Preparation by Bridging Formal and Informal Science Education: A Focus on Drawings as Evidence*. In the proceedings of the 2009 National Association for Research in Science Teaching (78 pages)
- McGinnis, J.R., Marbach-Ad, Pease, R., Dai, A., & Dantley, S. (2008). *Landscape Baseline Data in a Large Scale Science Teacher Preparation Model : (Project NEXUS)*. In the 2008 Proceedings of the National Association for Research in Science Teaching (27 pages).
- Marbach-Ad, G., McGinnis, & J. R., Dantley, S (2007). *Beliefs and teaching practices reported by newly graduated elementary and middle school science teachers: Project Nexus (Year 1)*. In the proceedings of the 2007 Proceedings of the Association for Science Teacher Education (32 pages).

Technical Reports

- Bowie State University's Principal Institute-Evaluation Report co-written with Hanover Research Council, 2011
- Middle States Progress Report 2010 Coppin State University
- Governance Manual 2010 Coppin State University
- Coppin State University Self-study Report (2008)
- FAMU Institutional Report: focus visit on Standard two (2007)
- Secada, W. & Dantley, S.J. (2002). Effective USI Schools Technical Report based on National Science Foundation Grant: *Classroom Observation Results*. Policy and Research Report Urban Institute Press.

PRESENTATIONS

International

- Dantley, S.J. & AlOlaiyan, H. (2018) *Assessment of Student Learning Outcomes*. United Arab Emirates- **Dubai**
- Dantley, S.J. & Khalifa, H. (2018). *Key Performance Indicators (KPIs) and Benchmarking*. **Dammam, Saudi Arabia (KSA)**
- Dantley, S.J. & Manera. (2018). *How to Utilize NCAAA's Surveys for Quality Improvement*. **Medina, Saudi Arabia (KSA)**

- Dantley, S.J. *Raising the Bar: Revisiting Social Justice and Quality Assurance*, Academy of Business Administration (2015). **Durban, South Africa**.
- Workshop on CAEP standards and processes-**Suva, Fiji** 2015
- Dantley, S.J. (2014). *UCET meeting and presentation on partnering with CAEP*. **England-United Kingdom**.
- Dantley, S.J. Coppin State University, *Raising the Bar in Public Schools: Aligning and Elevating Teacher Preparation and the Teaching Profession*” Academy of Business Administration International Conference, August 13- 17, 2013, **Lisbon, Portugal**, Tiara Park Atlantic Hotel.
- Dantley, S.J. Coppin State University, Katz, P., & McGinnis, J. R., University of Maryland, & Riedinger, K, University of North Carolina Wilmington (in progress). *Whose Identity? : The Role Teachers play in helping Underrepresented Students Find a “fit” in Science and Mathematics Education*. **Sofia, Bulgaria**, June 2012.
- Dantley, S. J. *Examining International Comparison of Morocco’s PISA and NAEP Data. Multiculturalism and Public Policy: Cross National Issues and Perspectives*, 13th Annual International Cross Cultural Research Exchange Conference, Mohammed V University, **Rabat, Morocco**, June 18, 2011-June 27, 2011.
- Dantley, S. J. Coppin State University, J. Randy McGinnis, Gili Marbach-Ad, Rebecca Pease, and Amy Dai, University of Maryland. *The Beliefs and Reported Science Teaching Practices of Newly Graduated Elementary and Middle School Education Majors. Globalization and Public Policy: An International Cross Cultural Exchange Conference*. At the Institute of Public Policy 10-12, August Auckland University of Technology, **Auckland, New Zealand** (2010).
- Dantley, S. J. and J. Randy McGinnis, Gili Marbach-Ad and Rebecca Pease University of Maryland. *The Recruitment of Science Teachers of Color: Landscape Baseline Data in a Large Scale Science Teacher Preparation Model (Project NEXUS)*. Prepared for Presentation at the 11th Annual International Cross Cultural Research Exchange Conference With the Faculty of Political Science and International Relations Pontificia Universidad Javeriana **Bogota, Colombia** August 3-7, 2009.
- Dantley, S. J. *Results on Nexus project for two institutions on their efforts to recruit and retain science teachers*. Fudan University, **Shanghai, China** May 30-June 7, 2009.
- Dantley, S. J. *Examining Science Performance of Students using Comparisons in the U.S. And Latino Countries: Policy Implications*. Academy of Business Administration, Global Trends Conference **Cancun, Mexico** December 2008.
- Dantley, S. J. Istanbul, Turkey (Summer 2008) *Examining the Performance of Immigrant Students using Comparisons in the U.S. and International Countries: Implications for Science Education and Policy Development*. Coppin Eyalet Üniversitesi “Göçmen Öğrenciler İçin Eğitim Destek Hizmetleri: Fen Eğitimi ve Politika Oluşturulması Bakımından Değerlendirmeler” **Istanbul, Turkey**, Analysis 10th Annual International Cross Cultural Exchange, Yıldız Teknik Üniversitesi, June 26-27, 2008.
- Dantley, S. J. *Reauthorization of NCLB: “The Impact of Public Policy in the African American Community: the Cases of Health Care and Science Education” Conference of Minority Public Administrators (COMPA): “Meeting Public Service Challenges: Through Strategic Collaboration”* **Hamilton, Bermuda**, February 13-17, 2008.
- Dantley, S. J. and Gili Marbach-Ad, J. Randy McGinnis, Spencer Benson, Amy Dai, and Rebecca S. Pease University of Maryland. *Beliefs and Reported Science Teaching Practice of Recently Graduated Teachers*. **Xaimen, China**. Summer 2007.
- Dantley, S.J. *Using virtual projects to enhance science knowledge: Mind project*. **Punta Cana, Dominican Republic** (Fall 2006).

- Dantley, S.J. (2006) - *Proyecto NEXUS: "Maryland" escuela de ciencias, niveles EGB3 y Polimodal. Modelo de continuidad profesional de profesores.* 8th Annual International Cross Cultural Research Exchange Conference, August 8-12, 2006 The Universidad Nacional de Cuyo (UNCUYO) **Mendoza, Argentina.**
- Dantley, S. J. (co-presenters: Dr. Vernon Polite, Bowie State) *Fostering Resilience among College Students.* American Educational Research Association (Spring 2005) **Montreal, Canada.**
- Dantley, S.J. (co-presenters: Dr. Vernon Polite, *Bowie State HBCUs Assessment of Dispositions as One Measure of Ensuring Highly Qualified Teachers*(Spring 2005) American Educational Research Association, **Montreal, Canada.**
- Dantley, S.J. (Summer 2004). *No Child Left Behind (NCLB): Science Teachers and What Makes a Qualified Teacher.* June 7-13, 2004, **San Lucas, Mexico.**
- Dantley, S.J. (Summer 2003). *No Child Left Behind (NCLB): It's implications for Science Education, the State Assessment of Science and School Accountability.* The Race and Ethnic Studies Institute of Texas A&M University International Cross Cultural Research Exchange Symposium, "Beyond our borders V: Discrimination, Marginalization, Immigration, and Cultures in a Changing Era of Globalization, San Jose, Costa Rica, June 8-14, 2003.
- Dantley, S.J. (2002). *Examining Science Teacher's perceptions on the factors that influence reasons why culturally diverse students advance and the role of culture on learning science.* The Race and Ethnic Studies Institute of Texas A&M University International Cross Cultural Research Exchange Symposium, "Beyond Our Borders: Toward Global Dimensions of Civil Rights, Human Rights, Socio-Economic, Educational and Environmental Issues", May 19-27, 2002 at the University of Valladolid, **Valladolid, Spain**
- Dantley, S.J. and Guidry, J. (2001). *Federal supports and indicators for minority participation in science, mathematics, and health professions: Implications for policy development.* Academy of Business Administration. **Aruba, Netherlands.**

National

- Presented at the Open Faculty Day on Preparation for CAEP accreditation Morris College, **South Carolina**
- Presented at the AACTE-preconference workshop-deans' perspective on effective strategies for disadvantaged students, **Atlanta, Georgia**
- Presented at CAEP conference fall 2014 and spring 2015 on recruitment and selectivity, **Washington, DC and Denver, Colorado**
- US Department of Education-NADEC deans meeting-presented on teacher education accreditation, **Washington, DC**
- Presented workshop at Morris College on teacher education standards, **South Carolina**
- Invited speaker at Fort Valley State University Teacher Induction ceremony, **Fort Valley, Georgia**
- Dantley, S.J. *Raising the Bar: Revisiting Accountability and Quality Assurance*, Research Association of Minority Professors (RAMP) National Conference Spring 2015, **Washington, DC.**
- Dantley, S.J. CAEP Standards and Processes. National Education Association National Leadership Development Summit 2015. **Anaheim, CA.**

- University of Maryland Eastern Shore-workshop on CAEP standards 2015, **Eastern Shore, Maryland**
- HBCU White House Initiative-presentation on the Profile of Colleges of Education in Saudi Arabia 2012, **Washington, DC**
- J Randy McGinnis, Gili Marbach-Ad, University of Maryland, Scott Jackson Dantley Coppin State University and Rebecca Pease, Amy Dai, University of Maryland. *The beliefs and reported science teaching practices of newly graduated elementary and middle school education majors*. National Association for Research in Science Teaching (NARST) 2010 Annual Conference, **Philadelphia, PA**.
- J Randy McGinnis, Gili Marbach-Ad, University of Maryland,, Scott Jackson Dantley Coppin State University and Rebecca Pease, and Amy Dai, University of Maryland. *Promoting science for all by way of student interest in transformative undergraduate science non-majors courses in historically black institution and primarily white institution*. NARST 2010 Annual Conference, **Philadelphia, PA**.
- Dantley, S. J. Coppin State University, Diane Simon, VCU, Joyce Stallworth, UAB, Brenda Tinkhman, Chowan U. *Preparing for an National Council for Accreditation of Teacher Education (NCATE) Provisional, Condition, Probation Status, and an NCATE Focused Visit*. Boyce Williams, Moderator. AACTE Feb. 19-22, 2010 **Atlanta, Ga**.
- Dantley, S.J. Coppin State University. *NCATE Unintended Consequences: Preventing Probation, Conditions, and Focused Visits*. Spring Institutional Orientation, Accreditation, Accountability and Quality Conference. Hyatt Regency, **Crystal City, Va**. Spring 2010.
- Dantley, S.J. Coppin State University. *NCATE Nuts and Bolts of Assessment. Spring Institutional Orientation, Accreditation, Accountability and Quality Conference*. Hyatt Regency, **Crystal City, Va**. Spring 2010. (2 sessions)
- Dantley, S.J. Coppin State University *NCATE Standard 6-Governance*. Spring Institutional Orientation, Accreditation, Accountability and Quality Conference. Hyatt Regency, **Crystal City, Va**. Spring 2010.
- J. Randy McGinnis, Gili Marbach-Ad, Katz, P., Dantley, S. J., Amy Dai (2009). *Bridging informal and formal science education in elementary teacher preparation: A study of the role of an internship in an after-school informal science program*. American Educational Research Association, **San Diego, CA** 2009.
- J. Randy McGinnis, Gili Marbach-Ad, Dantley, S. J., Rebecca Pease, Amy Dai (2009). *Taking the next step in transforming an undergraduate science content course appropriate for teacher education majors: Science for all via student interest*. American Educational Research Association, **San Diego, CA** 2009.
- Dantley, S.J. Coppin State University, *NCATE Unintended Consequences: Preventing Probation, Conditions, and Focused Visits*. Spring Institutional Orientation, Accreditation, Accountability and Quality Conference. Hyatt Regency, **Crystal City, Va**. September 10-12, 2009.
- Dantley, S.J. Coppin State University, American Association of Colleges for Teacher Education (AACTE) and NCATE: *Nuts and Bolts of Assessment*. Spring institutional orientation, Accreditation, accountability and quality conference. Spring 2009 (two sessions), Hyatt Regency, **Crystal City, Va**.
- Dantley, S.J. Coppin State University, *AACTE and NCATE: Successfully passing a focus visit: Emphasis on Standard 2*. Spring institutional orientation, Accreditation, accountability and quality conference Spring 2009. Hyatt Regency, **Crystal City, Va**.
- Dantley, S.J. Coppin State University, *AACTE and NCATE: Standard 6 Governance*. Spring institutional orientation, Accreditation, accountability and quality conference, Spring 2009 Hyatt Regency, **Crystal City, Va**.

- Dantley, S. J. Coppin State University, *AACTE and NCATE: Nuts and Bolts of Assessment*, Fall institutional orientation, Sept. 18-20, 2008 Hyatt Regency, **Crystal City, Va.**
- Dantley, S. J. Coppin State University, *AACTE and NCATE: Successfully passing a focus visit: Emphasis on Standard 2*, Fall institutional orientation, Sept. 18-20, 2008 Hyatt Regency, **Crystal City, Va.**
- Dantley, S. J. Coppin State University, *AACTE and NCATE: Successfully passing a focus visit: Emphasis on Standard 2*, Spring institutional orientation, April 3-6, 2008 Hyatt Regency, **Crystal City, Va.**
- Dantley, S. J. Coppin State University, *Unintended Consequences: Preparing for Probation and/or Conditions and Focused Visits*. AACTE 61st Annual Meeting, **Chicago, IL** February 6, 2008
- Dantley, S. J. Coppin State University, Maryland Institute for Minority Achievement and Urban Education Fall 2008 Colloquium Series: *Research Informing Practice and Practice Informing Research in Urban Schools*. The University of Maryland, **College Park, Md.** October 8, 2008.
- J. Randy McGinnis, Gili Marbach-Ad, Rebecca Pease, Amy Dai University of Maryland Scott Jackson Dantley Coppin State University, *Establishing Baseline Data in a Large Scale Science Teacher Preparation Model (Project NEXUS)*. A paper presented at the annual meeting of the National Association for Research in Science Teaching, **Baltimore, Maryland**, March 29-April 2, 2008.
- Gili Marbach-Ad, J. Randy McGinnis, Rebecca Pease, Amy Dai University of Maryland and Scott Jackson Dantley Coppin State University. *Teaching for All in a Microbiology Course for Non-Majors and Teachers' Interns*. A paper presented at the annual meeting of the American Association for Educational Research March 24-March 29, 2008, **New York, NY**.
- McGinnis, J., Benson, S. Dantley, S. J. (2007). *The Maryland upper elementary/ middle school science teacher professional continuum model*. A poster presented at the annual meeting of the National Science Foundation DR-K12 Conference, **Arlington, VA**, September 9-11.
- Gili Marbach-Ad, J. Randy McGinnis, Spencer Benson, Amy Dai, and Rebecca S. Pease, University of Maryland and Dantley, S. J. Coppin State University. *Beliefs and Reported Science Teaching Practices of Recently Graduated Teachers: A Mixed Methods Analysis*. AERA, **Chicago, IL**, April 13, 2007.
- Dantley, S.J. (2007) *Update on African-American Males in Science and Mathematics*. Research Association of Minority Professors' Conference paper presentation. **Washington, DC**.
- Dantley, S.J. (2006). *Arts and Sciences Engagement with the College of Education. Carnegie: Teachers for a New Era Grant*. American Association of Colleges of Education Deans, **Savannah, Ga.**
- Dantley, S.J., Parson, E. and Lee, O (2006). *Pre-conference workshop for NARST underrepresented groups that included topics on academic survival, developing a sound research agenda and effective grant writing*. National Association for Research in Science Teaching (NARST) **San Francisco, CA**.
- Dantley, S.J. (2004) (co-presenters: Dr. Polite and Dr. Wilson, BSU) *Fostering academic resilience among urban teacher candidates: Sharing strategies that work*. Frederick Patterson Institute September 24-27, 2004, **Washington, DC**.
- Dantley, S.J. (2004). *African-American inclusion in science education, past and present: Implications for policy development*. Frederick Patterson Institute Conference September 24-27, 2004 **Washington, DC**.
- Dantley, S.J. (2004) *Developing a Successful Assessment Plan and System, National Association For Equal Opportunity in Higher Education (NAFEO) and the Council of Deans and Chairs of Education*. **Hilton Head Island South Carolina**.

- Dantley, S.J. (Spring 2004). *NCLB and What it means to be a highly qualified teacher in secondary science*. American Educators of Teachers in Science (AETS), **Memphis, TN**.
- Dantley, S.J. (2004). *Historical examination of science education, past and present: implications for policy development*. (co-presentation with Drs. Irving, Dickson, and Austin, Howard University). Research Association of Minority Professors. **Houston, Texas**.
- Dantley, S.J. (2004). (co-presentation with Dr. Leonard, Temple University). *Teaching Teachers with Technology Conference*. Research Association of Minority Professors. **Houston, Texas**.
- Dantley, S.J. (Fall 2003) *No Child Left Behind (NCLB), Updates and Implications for Science Education* National Institutes of Health, Office of Science Education, **Washington, DC**.
- Dantley, S.J. and Leonard, J. (2003). *Dealing with Issues of Diversity in Mathematics and Science Education Courses*. Poster Session, American Educational Research Association (AERA, **Chicago, IL**)
- Dantley, S.J. (2001). *Exploring characteristics of male elementary science teachers and their perceptions of current myths in teaching*. Paper presented at the meeting of the Research Association of Minority Professors Conference **New Orleans, LA**.
- Dantley, S.J. and Scott, W. D. (2001). *Instructional leaders' Perceptions of Male Teachers' Role (s) at the Elementary Level*. Paper presented at the Research Association of Minority Professors (Ramp) Conference **New Orleans, LA**.
- Dantley, S. J. (2000). *Moving from a classical laboratory to an inquiry paradigm*. Paper presented at the meeting of Research Association of Minority Professors Conference **Houston, Texas**.
- Dantley, S.J. (1998, February). *Baltimore Learning Community Project: African-American teacher using technology*. Paper presented at Research Association of Minority Professor's, **St. Louis Missouri**.
- Dantley, S.J.& Slekar, T. D. (1998, April). *A Case of One Innovative Science Teacher: Using Technology Successfully in a Classroom with Potentially At-Risk Students*. Paper accepted for AERA Conference **San Diego, California**.

TEACHING

Classroom Teaching

Howard University (Full Professor, Tenured 2018)

Spring 2019 EDUC 480: International Internship and Special topics Seminar.
The purpose of the international internship and special topics seminar is to allow students to develop global competencies aimed at providing exposure to global teaching skills, students, and environments. The special topics seminar facilitates intercultural development and cross-cultural experiences through online discussions, journal writing, and interdisciplinary readings. Students will be eligible for nine (9) credit hours. Students traveled to **Cali, Colombia** during spring break.

Coppin State University

Fall 2008 PHSC 103-Technology and Human Affairs-Environmental Science

Bowie State University - Bowie

Fall 2003-2006 Associate Professor (Tenured 2003)

Served in a joint appointment in Science Education and Chemistry. Successfully wrote and developed science rejoinder for the program areas in each of the science education specialties (i.e. chem. Ed., bio. Ed. and physics Ed.) for NSTA/NCATE and developed a science secondary methods course as well as coordinating science education. Served on several university committees.

Courses Taught:

EDAD 770: Doctoral Research
EDAD 771: Doctoral Dissertation
Chemistry 105: Introduction to College Chemistry
Chemistry 110: Chemistry for Nursing Majors

Temple University - Philadelphia, PA

Fall 2000 – 2003 Assistant Professor

Served as Science Education Faculty and taught science methods courses. Courses taught: Science Education 150 (elementary science methods; advise undergraduate, Master's and Doctoral students. Serve on several university committees.

Southern University - Baton Rouge, LA

1999 – 2000 Assistant Professor

Served on the graduate faculty in a tenure-track position in science/mathematics education doctoral program. Other duties included: curriculum development of new courses and developing and initiating a diversity plan for the new Ph.D. department of science/mathematics education. In addition, I served on university committees, as well as conducted research and evaluation studies.

Responsibilities included teaching Doctoral level courses such as the following:

SMED 605: Foundations in Science/Mathematics Education
SMED 616: High School Curriculum in Science/ Mathematics Education
SMED 621: Design in Science/Mathematics Education: Instruction and Outcome Assessment

Prince George's Community College (PGCC) - Largo, Maryland

Fall 95 - Spring 99 Instructor of Chemistry,

Taught lecture and laboratory courses in general chemistry 101 and 102 (a university parallel course) and two laboratory sections to accompany the lecture. In addition, I taught the non-science inquiry-based laboratory, which is a prerequisite to Chemistry 101. This course gave students hands-on experience with basic chemical concepts.

North Carolina Agricultural and Technical State University – Greensboro

Fall 92 - Spring 95 Instructor, North Carolina, and Physical Science Teacher and Graduate Assistant, Greensboro Area Math and Science Education (GAMSEC), North Carolina A&T State University, Greensboro, North Carolina, Fall 1992 to Spring 1994. Served in the position as graduate teaching assistant and physical science instructor. Assisted the chemistry department with teaching undergraduate science laboratory classes. Other duties included tutoring science students and proctoring examinations. Subjects ranged from general chemistry to organic chemistry.

University Service

Howard University 2018-	<p>Serve on the Executive Committee overseeing the revision of the School of Education (SOE) strategic plan</p> <p>Evaluation of Instruction Committee-overseeing the selection of a new faculty course evaluation system.</p> <p>Chair Program Coordinator's Group</p> <p>APT Departmental Committee</p> <p>SOE Leadership Team member</p> <p>Co-Chair Middle States Committee Standard 5 (Assessment)</p> <p>Ptovost's Chairs and Associate Deans Group</p>
MD System	<p>2010 Strategic Plan University Team</p> <p>2008 STEM Taskforce</p>
2007-2013 CSU	<p>President's Executive Cabinet</p> <p>Curriculum and Standards Committee</p> <p>President's Sustainability Taskforce</p> <p>Budget Committee</p> <p>Stimulus Taskforce</p> <p>STEM committee</p> <p>Voluntary System of Accountability working group</p> <p>Inter-Institutional Resource Management</p> <p>University Planning Council, Chair</p> <p>University Assessment Committee, Chair</p> <p>Middle States Steering Committee, Co-Chair</p> <p>Transfer Steering Committee</p> <p>Academic Program Review Committee</p> <p>President's Council</p> <p>Coppin Academy Oversight Board</p>
2006-2007 FAMU	<p>Teacher for a New Era Leadership Committee</p> <p>Inter-Area Council</p> <p>Unit Assessment Committee</p> <p>Dean's Council</p>
2005	<p>University System of Maryland</p> <p>Served on Search Committee for Associate Vice Chancellor for Diversity</p>
2003-2006	<p>Bowie State University</p> <p>Serve on the following committees:</p> <p>Chair, Middle States Committee Standard 7-Institutional Assessment</p> <p>Chair, Tenure and Promotion Committee</p> <p>University Curriculum committee</p> <p>Coordinator of Science Education</p> <p>Maryland Higher Council Committee</p> <p>Advise Science Education and Biology Majors</p> <p>Liaison from Natural Sciences to Teacher Education Council</p> <p>Co-Chair NCATE Assessment Team (2003-2004)</p>
Fall 2000-2003	<p>Temple University. Served on the following committees:</p> <p>Elementary Education Master's Admission Committee</p>

Academic Program Committee
 Worked with the Math/Science Methods Block
 Science Education Representative

Fall 1999 Southern University - Served on the following committees
 Chaired - Academic Progress Review Committee
 Served on: Search Committee
 Curriculum Committee
 Admissions Committee
 Scholarship/Assistantship/Awards
 Academic Advisement and Mentoring

Professional Service

2017 **Reviewed program and institutional standards** for the Education Evaluation Center-National Center for Academic Accreditation and evaluation.

2015 Emirates College of Advanced Education (ECAE) and Commission for Academic Accreditation (CAA) **Doctoral Review** of programs (Ph.D. and Ed.D., Neuroscience, Instructional Technology and Educational Leadership)

2014 SMART Scholarship **Evaluation Panel**-Science Mathematics and Research for Transformation, American Society of Engineering Education (ASEE)

2011-2013 **NCATE Consultant** for Urbana University (Urbana, Ohio). Providing expert advice for seeking initial accreditation. Working with standard 2-assessment.

2011 **NCATE Consultant** for Urbana University (Urbana, Ohio). Providing expert advice for seeking initial accreditation. Working with standard 2-assessment.

2010 **Grant Panelist**-How to write successful grants- focused on building partnerships. February 2010 Coppin State University

2008 **E-Health Grant-Evaluator** serve as evaluator for health grant funded by the National Library of Medicine (NLM) and Coppin State University.

2007 **NCATE Consultant** for Chowan University on developing an assessment system and preparing standard two for NCATE. Previous projects included Virginia Union University, New Jersey City University, Florida A&M University, The University of Maryland.

2007 **NCATE Board of Examiner (BOE)**- participated in training as a BOE member.

2005 **Middle States Evaluator**-trained as a middle states evaluator to assess university wide effectiveness and provided recommendation for accreditation.

2003-2008 **US Department of Education**-Consultant. Served as a consultant and peer reviewer for the US Dept. of Education on assessment and accountability issues related to NCLB for states. Offers expertise in assessment, accountability and science issues.

2005-2007 **National Science Foundation (NSF) Reviewer**-served on numerous panels related to science education, teacher professional development and science curriculum. I also served on the Teacher Professional Continuum advisory board.

2005 **Assessment Consultant** - Provided technical assistance on developing science assessment plans and general assessment support to universities for collecting, analyzing and developing assessment systems to meet national accreditation requirements such as NCATE and NSTA.

- 2003-2006 **National Science Board Member** for National Science Teachers Association (NSTA). Serve as expert science assessment advisor and board member to review science programs and rejoiners for science teacher certification programs.
- 2002 **Judge** for the National Society of Black Engineers is presenting the Sixth Annual Golden Torch Awards on Friday, March 19, 2003 in Anaheim, California.
- 2001 **Peer Reviewer**, U.S. Department of Education, National Institute for Disability Research and Rehabilitation.
- 2000 **Science Consultant for the Urban Institute** funded by the National Science Foundation. Conducted classroom observations in science classrooms in El Paso Texas and Philadelphia. Conducted teacher interviews and analyzed science teachers' beliefs and teaching ability. Also teacher's science knowledge and student's understanding of science are analyzed as well.
- 1999 - 2003 **Research Advisory Council Member**, National Institute on Disability Rehabilitation Research and Texas Southern University, College of Continuing Education. Served as consultant and provided a research capacity for creating a research center and facilitating a line inquiry on disability research.
- 1999–Present **Program Committee Member** for Research Association of Minority Professors (RAMP) in conjunction with Howard University: Conference in Washington, DC.
- 2000-200 **Reviewer**. National Association of Research in Science Teaching-(NARST). Served as reviewer of a research manuscript for the early career research award
- 8/97-Present **Reviewer**: Served as reviewer of science proposals for **American Educational Research Association** (AERA) for Division C-Learning and Instruction, Section 3-Science and Research in Black Education (SIG)

TV and Radio Interviews: conducted several interviews as an administrator on topics related to education and new initiatives.

- Marc Steiner Show WEAA 88.9 FM. Response to New York Times titled “Plan B: Skip College.” (2010)
- FAMUAN: Florida A&M University newspaper: Covered articles on College of Education's initiatives and preparing male teachers. (Spring 2007)
- Tallahassee Democrat: two articles on College of Education Initiatives and Bill Cosby's visit. (Spring 2007)
- WCTV-TV Interview: Discuss plans to create a FTCE lab to address low passing rates on state tests (Fall 2007)
- WCTV-TV Interview: Discuss new initiatives (Spring 2007)
- 102.3-Radio Interview: Discuss new College of Education Initiatives (Spring 2007)
- 102.3 –Radio Interview Issues related to preparing males to enter the teaching profession and Visit with Bill Cosby. (Summer 2007)

Funded Grants and Oversight

2007-2012	Co-PI (Subcontract (\$200K) with The University of Maryland) Project Nexus (\$1.2 million total award) recruiting and retaining middle science teachers.
2008-09	NSF STEM Grant-Academic Affairs (\$2 million)—(oversight)
2007	PI-Project Succeed \$88K-Florida initiative
2007	PI-Teacher Training Compact Grant \$223,000
2005	Project Director, LINC \$70,700. Praxis I and II training for Bowie students and Prince George's County School teachers
2005	Project Director, Teacher Redesign \$30,000. To work with local schools to support innovative and standards-based teaching practices.
2005	Project Director, SunTrust Bank – National Institutes of Health \$40,000. To conduct health education workshops with the local community
2005	Principal Investigator, Men Equipped to Nurture (M.E.N.) \$347,000. To work with a cohort of male teacher over a fiscal year
2005	Principal Investigator, New Minority Men Health Program (NMMHP) \$147,000. Provide health education workshops for local community and faith-based organizations. (oversight)
2002 – 2003	IPA Grant US Department of Education \$68,808.00
2001 – 2002	IPA Grant NSF “Awarded to Temple University Personal Exchange” \$71,000
Spring/2000	Co-PI-Graduate Assistantship for Science/Mathematics Education: Southern University \$60,000.00
2001 – 2002	IPA Grant NSF “Awarded to Temple University Personal Exchange” \$71,000
Spring/2000	Co-PI-Graduate Assistantship for Science/Mathematics Education: Southern University \$60,000.00

Dissertation

Dantley, S. J. (1999). Examining the effects of technology-enhanced, inquiry Based laboratories on graphing skills, content knowledge, science reasoning ability and attitudes of community college chemistry students. **Dissertation Abstracts**. Advisor: Dr. John W. Layman-The University of Maryland College Park

Doctoral Dissertation Committees: worked with many doctoral students to develop their research capacity, *including* developing methods focusing on quantitative and qualitative statistics.

Howard University

Committee Chairperson (Defense-April 2019-Ed.D.) Lynda P. Young

Committee Chairperson (Defense-April 2019-Ed.D.) Lorenzo R. Prillman

The University of Georgia (Ph.D. Student) LaShawn A. McNeil

The University of Southern California

(Defense-June 2018) Charles Prince- (Ed. D.) served as an External Reviewer

Bowie State University

Dr. Yvonne Anderson (received Ed.D. 2010 BSU) served as External Reviewer

Dr. Syrentha Armstrong-Anderson (received Ed.D. 2010 BSU) served as External Reviewer

Dr. Gary Coffee (received Ed.D 2009 BSU), served as External Reviewer

Dr. Michael Hughes (received Ed.D 2009 BSU), served as External Reviewer

Dr. Otis Lee III (received Ed.D 2009 BSU), served as External Reviewer

Dr. Susan Schertzer (received Ed.D 2007 BSU)

Dr. James Huntley (received Ed.D., 2006 BSU)

Dr. Lucille Ellis, (received Ed.D, 2005 BSU)

Dr. Edgar Walker, (received Ed.D, 2005 BSU)

Dr. LeVerne Gray Kimball, (received, Ed.D, 2005 BSU)

Dr. Paul Newsome (received, Ed.D, 2005 BSU)

Dr. Saunders (received, Ed.D, 2005 BSU)

Southern University

Dr. Calvin Page, (received Ph.D. 2005, Southern University)

Dr. Deborah Clark, (received Ph.D., 2004 Southern University)

State Committees

2010-2011 Coppin Revitalization Study

2010 Strategic Plan University Team

2008-2009 System Presidential STEM Taskforce

2008 (EAAM) – Committee on the Education of African American Males

2008 (ICAO)- Intersegmental Chief Academic Officers Committee

Present (STEM) Maryland's Science Technology Engineering and Mathematics Initiative

2007 Florida Task Force on African-American Males

2006-2007	Florida Dean's Council
2005	Deans and Directors Committee
2005	Education Deans and Directors Committee
2005	Teacher Professional Licensure Standards Committee

International Committees

- **Moderator**, Academy of Business Conference, Durban South Africa
- **Committee Member**: Conference Leadership and Steering Committee: 15th Annual International Cross Cultural Research Exchange and Cultural Education Conference (2013), **Lisbon, Portugal**
- **Committee Member**: Conference Leadership and Steering Committee: 14th Annual International Cross Cultural Research Exchange and Cultural Education Conference (2012), Sofia University, **Sofia Bulgaria**
- **Committee Member**: Conference Leadership and Steering Committee: 13th Annual International Cross Cultural Research Exchange and Cultural Education Conference (2011), Mohammed V University, **Rabat, Morocco**
- **Committee Member**: Conference Leadership and Steering Committee: 13th Annual International Cross Cultural Research Exchange and Cultural Education Conference (2010). The Institute of Public Policy, Auckland University of Technology, **Auckland, New Zealand**.

National Committees

2013-2014	CHEA-Council International Quality Assurance Group
2013-2014	CHEA-Faculty Accreditation Taskforce
2005 – 2010	AERA-Membership Committee Division H-Movers and Shakers
2005-2006	Beam's Committee
2005 – 2008	Ethnics and Equity Committee (3-year term), National Research in Science Teaching (NARST)
2005 - 2005	Early Faculty Career Award Committee (3-year term), National Research in Science Teaching (NARST)
2003 – 2004	Constitution Committee Research Association of Minority Professors (RAMP)

National Offices

2007	President-Elect, Research Association of Minority Professors (RAMP).
2005–2006	First Vice-President, Research Association of Minority Professors (RAMP).

- 2003 – 2006 Second Vice President, Research Association of Minority Professors (RAMP).
- 2004 – 2005 Education Foundation Board Member, Omicron Eta Lambda Chapter, Alpha Phi Alpha, Frat. Inc.

Advisory Boards

- 2013-2017 University of Wyoming, NSF Advisory Board-Science and Mathematics Education
- 2010-2016 The George Washington University Alumni Board-Representative for Colombian College of Arts and Sciences
- 2007-2011 Oversight Board for Education Corridor-Coppin State University
- 2008 Center for Minority Training and Capacity Building for Disability Research
- 2006-2009 Minority Champion/Scholar Project, Texas Southern University College of Continuing Education
- 2007 Ex-official member: Committee for National Achievers
- 2007 Boys' Choir of Tallahassee
- 2006-2007 FAMU Developmental Research Service Advisory Board
- 2006 Men Equipped to Nurture (M.E.N.)
- 2006 New Minority Male Health (NMMHP)
- 2005 Teacher Professional Continuum (TPC) National Science Foundation. This group examines issues in professional development and set agenda items for TPC conference
- 2004-2006 Disability Research Center, Texas Southern University College of Continuing Education
- 2003–2006 North Carolina Agricultural and Technical State University, Chemistry Department
- 2002 – 2003 Banneker Project, Temple University
- 1999 – 2002 Center for Minority Training and Capacity Building for Disability Research, Texas Southern University College of Continuing Education

Editorial Boards

- 2015 Editorial Board-E Editorial Discovery Journal -Book in progress: Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities," scheduled for release in 2017
- 2011-present Journal of Research Association of Minority Professors
- 2010-2011 Journal of Research in Science Teaching

2008	Journal of Minority Disability Research and Practice
2007- 2010	American Educational Research Journal (AERJ)-Teaching, Learning, and Human Development
2007-2009	Journal of Research Association of Minority Professors (JRAMP)
2006	The Journal of the Alliance of Black School Educators
2000–2003	Journal of Chemical Education
2000 – 2003	Journal of Research Association of Minority Professors (JRAMP)

Invited Panelist

- (2020) NSF reviewer for the IUSE program-Directorate of Education and Human Resources
- (2020) NSF reviewer for GRFP virtual Panel
- (2007) National Science Foundation (NSF)-Discovery Research K-12 Panel
- (2007) NSF-ASCEND Prelim review
- (2005) NSF-Advanced Technology Education (ATE) Preliminary Panel
- (2005)-American Educational Research Association (AERA): US Department sponsored Mathematics Achievement panel
- (2005)-NSF-ITEST panel
- (2005)-NSF-Advanced Technology Education (ATE) preliminary panel
- (2004) NSF: (Chair) Informal Science Education Youth and Community Panel
- (2004) NSF:ITEST panel
- (Summer 2003) NSF: Informal Science Education Youth and Community Panel
- (Spring 2003) National Science Foundation (NSF): Presidential Excellence
- Awards in Mathematics and Science Teaching (PEAMST)
- (November 2002) NSF: Informal Science Education ITEST panel
- (2002) NSF: Presidential Excellence Awards in Mathematics and Science Teaching (PEAMST)

- (2001-2003) NIDRR –US Dept. Ed: Community-based Research Project on Technology for Independence

Seminars, Workshops and Invited talks

June 2007: Invited Banquet speaker for Tallahassee National Achievers Society

Spring 2007 Invited Guest Speaker for Kappa Delta Pi (KDP) membership meeting.

March 2002 Title: Overview of NSF programs geared for graduate students. Presented to Present Southern University doctoral program in Mathematics and Science Education

November 2004: Science Process Skills. Presented at Temple University to earlier Childhood and Elementary Education.

Professional Affiliations

Alpha Phi Alpha Fraternity, Inc.

NCATE BOE member and chair

NSTA team member and chair

Association for Science Teacher Education (ASTE), 2004-2006

American Chemical Society, 2000-2004

American Association of Colleges of Teacher Education (AACTE)

American Association of University Professors, 2000-2002

National Science Teacher's Association (NSTA), 2000-2005

National Association for Research in Science Teaching (NARST). 1998-present

American Education Research Association (AERA), Member, 1996-Present

- Division C-Learning and Instruction,
- Division H-School Administration and Evaluation
- Division H Chair of Membership
- SIG-Research Focus on Black Education,
- Discussant and Chair

Evaluation Projects:

- September 2011: NCAAA and NCATE: Will serve as key Evaluator and Science Expert for the National Commission for Academic Accreditation and Assessment to conduct needs assessments of 25 Colleges of Education located in the Kingdom of Saudi Arabia. The needs assessments are precursors of those colleges' efforts to win accreditation of their education programs.

- 2009-2010 Bowie State University College of Education Evaluator Principal's Institute-served as key evaluator for the College of Education's state grant to conduct a review of a new developed Principal's Institute to produce 25 new principals for the State of Maryland.
- 2009 Spartanburg Housing Authority-Hope VI 2009 Evaluation Study-served as one of three evaluators to analyze survey data generated from a 100 plus resident responses to local South Carolina Housing Authority

NCATE Accreditation Visits

King's College, Spring 2013, chair
 Samford University, Fall 2012, Chair
 Washburn University, Fall 2010 and Spring 2011 (Chair)
 Texas Southern University, Houston, Tx. Fall 2010
 Hampton University, Hampton, Va. Spring 2010
 Baker University, KS, Fall 2009
 Southern Connecticut State University, New Haven CT, Spring 2009
 State University of New York College at Brockport, NY, Spring 2008
 The College of New Jersey, New Jersey Fall 2008

Mock visits:

Sultan Qaboos University
 The University of Maryland
 Howard University (Spring 2017)
 Morris College (fall 2017)

National Science Teachers Association-NSTA (SPA Science Reviewer and Chair)

2004 to 2013

Middle States Commission of Higher Education Accreditation Visit

Medical College of New York, NY, Fall 2006

REFERENCES

References available upon request.

Revised 2019

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Howard University School of Education
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EDUCATION

- 2002 - 2005 Advanced Studies Postdoctoral Fellow
Brown University
- 1998 Doctor of Philosophy, Education and Psychology
University of Michigan, Ann Arbor, Michigan
University of Michigan Rackham Merit Fellow and Spencer Foundation Dissertation Fellow
- 1995 Master of Arts, Psychology
University of Michigan, Ann Arbor, Michigan
- 1992 Bachelor of Arts, Psychology
Spelman College, Atlanta, Georgia
Magna Cum Laude

PROFESSIONAL WORK EXPERIENCE

- 2014- present Chairperson, Department of Human Development and Psychoeducational Studies
2013 Interim Chairperson, Department of Human Development and Psychoeducational Studies
2011 Associate Professor of Educational Psychology
2005 Assistant Professor of Educational Psychology
School of Education, Howard University
- 2005 - 2007 Co-Project Director, Learning Communities for STEM Academic Achievement (LCSAA)
Graduate School, Howard University
- 2003 - 2005 Visiting Assistant Professor of Industrial/Organizational Psychology
Department of Organizational Sciences and Communication, George Washington University
- 2005 - Research and Evaluation Consultant
Kimberley Freeman Consulting
- 1999 - 2002 Executive Director
1997 - 1999 Research Scientist
Frederick D. Patterson Research Institute, Fairfax, VA.

RESEARCH AND SCHOLARLY ACTIVITIES

Selected Publications

Freeman, K.E., Winston-Proctor, C., Gangloff-Bailey, F., & Jones, J. (under review). Culturally responsive pedagogy, context, and students' achievement motivation at HBCUs: Motivation in African Americans revisited. Submitted to *Contemporary Educational Psychology*. (invited submission)

Ireland, D., Freeman, K.E., Winston-Proctor, C., DeLaine, K., McDonald-Lowe, S., & Woodson, K. (2018). Unhidden figures: A synthesis of research examining the intersectional experiences of black women and girls in STEM education. *Review of Research in Education*, 42, 226-254.

- Gangloff-Bailey, F., & Freeman, K.E. (in press). Hip hop music in the classroom: A motivational tool for African American students' success in school? In P. Robinson, A. Allen, A. Bryant, & C. Lewis (Eds.), *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age Publishing.
- Alqahtani, S., Elbedour, S., Freeman, K., Reed, G., Woodson Reed, K., & Merrick, J. (2018). Cyberbullying in colleges and universities: A survey of student experiences and attitudes about cyberbullying. *International Journal of Child and Adolescent Health*, 11(1), 73-97.
- Winston, C.E., Winston, M.R., Freeman, K.E., & Boyd, A.J. (2014). *Expanding understanding of the educational and workforce experiences of women of color in science: What is the utility of integrating narratives of diverse experience with systems level historical analysis?* Manuscript Published in the Proceedings of Narrative Matters: Narrative Knowing/ Récit et Savoir at American University of Paris and University of Paris Diderot/ Université.
- Burrell, J.O., Winston, C.E., & Freeman, K.E. (2013). Race acting: The varied and complex affirmative meaning of "Acting Black" for African American middle school students in a mathematics and science charter school. *Culture and Psychology*, 19(1), 95-116.
- Wynn, M.E., Winston, C.E., & Freeman, K.E. (2012). The cultural historical complexity of human personality adaptation: What is the nature of African American adolescents' implicit theories of intelligence? *SAGE Open*, 2, 1-11.
- Freeman, K.E., Edwards, L.E., & Rockcliffe, F. (September 2011). *Hopes and dreams for equality and excellence in District of Columbia Public Schools (DCPS): Research report of qualitative findings from the DCPS hopes and dreams campaign*. Washington, DC: District of Columbia Public Schools.
- Freeman, K.E., & Taylor, O. (Eds.) (2008). Learning communities and the higher education of African Americans [Special issue]. *Journal of Negro Education*, 77 (3).
- Freeman, K.E., & Taylor, O. (2008). Introduction and overview. *Journal of Negro Education*, 77, 184-189.
- Freeman, K.E., Alston, S., & Winborne, D.G. (2008). Do learning communities enhance the quality of students' motivation and learning in STEM? *Journal of Negro Education*, 77, 227-240.
- Freeman, K.E. (2007). Policies and programs in the nation's African American high schools: Are they evidence-based? In C. Kaestle & A. Lodewick (Eds.), *To educate a nation: Federal and national strategies of school reform*, 225-251. Lawrence, KS: University Press of Kansas.
- Freeman, K. E. (2004). The significance of motivational culture in schools serving African American adolescents: A goal theory approach. In M. Maehr & P. Pintrich (Eds.), *Advances in motivation and achievement: Vol 13. Motivating students, improving schools (pp. 65-95)*. Stamford, CT: JAI Press.
- Freeman, K. E., Gutman, L. M., & Midgley, C. (2002). Can achievement goal theory enhance our understanding of the achievement motivation and performance of African American young adolescents? In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning (pp. 175-204)*. Mahwah, NJ: Lawrence Erlbaum Associates.

Freeman, K.E., Alfeld, C., & Vo, O.Q. (August, 2001). *African American Teachers: Just the Facts*. Fairfax, VA: Frederick D. Patterson Research Institute of the United Negro College Fund.

Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K., & Midgley, C. (2001). Teachers' communication of goal orientations in four fifth-grade classrooms. *Elementary School Journal*, 102, 35-58.

Freeman, K.E. (2000). African American men and women in higher education: "Filling the glass" in the new millennium. *The state of black America 2000*. New York: National Urban League.

Midgley, C., Maehr, M., Huda, L., Anderman, E., Anderman, L., Freeman, K., Gheen, M., Kaplan, A., Kumar, R., Middleton, M., Nelson, J., Roeser, R., & Urdan, T. (2000). *Manual for the patterns of adaptive learning scales*. Ann Arbor, MI: The University of Michigan.

Nettles, M.T., Perna, L.W., Freeman, K.E. (1999). *Two Decades of Progress: African Americans Moving Forward in Higher Education*. Fairfax, VA: Frederick D. Patterson Research Institute of the United Negro College Fund.

Perna, L.W., Freeman, K.E., & Nettles, M. (1999). The use of affirmative action in the college admissions process for African Americans. *Review of African American Education*, 1, 61-82.

Midgley, C., & Edelin, K. (1998). Middle school reform and early adolescent well-being: The good news and the bad. *Educational Psychologist*, 33, 195-206.

Manuscripts in Preparation

Freeman, K.E., Winston-Proctor, C.E., & Grant, O. Pathways into the profession of African American science and mathematics teachers from historically black colleges and universities: Implications for teacher recruitment. Submitting to C. Gist & T. Bristol (Eds.), *Handbook of research on teachers of color*. (invited submission)

Freeman, K.E., Rouland, K., Winston-Proctor, C., Edwards, L., Edwards, D., & Rockcliffe, F. Successes and challenges in producing African American science and mathematics teachers at HBCUs: Critical programs at a crossroads. Submitting to *Journal of Teacher Education*.

Selected Presentations

Gangloff-Bailey, F. & Freeman, K.E. (2018). Relationships among hip-hop racial socialization, racial identity, and achievement motivation of African-American college students. Paper presented at the annual meeting of the American Educational Research Association, New York, April 2018.

DeLaine, K. & Freeman, K.E. (2017). Exploring racial identity and achievement goal orientations among African-American undergraduates. Poster presented at the annual meeting of the American Psychological Association, Washington, DC, August 2017.

Ireland, D.T. & Freeman, K.E. (2017). Interfering identities and psychological cost among black undergraduate women in computing. Poster presented at the annual meeting of the American Psychological Association, Washington, DC, August 2017.

Freeman, K.E. (2017). Disrupting the crisis in black education. Invited keynote address for Black History Month presented at the National Science Foundation, Arlington, VA, February 2017.

Ireland, D.T. & Freeman, K.E. (2016). A closer look: Relating social identity and achievement motivation among black undergraduate women in computing. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April 2016.

- Grant, O. & Freeman, K.E. (2016). A quantitative study exploring the relationship among teacher preparation program, teacher efficacy, and teacher commitment. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC, April 2016.
- Freeman, K.E., Winston, C.E., & Delaine, K. (2015). Factors influencing the motivation and behavior of African American adolescents in an urban middle school: A social-cognitive qualitative analysis. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL, April 2015.
- Winston, C.E., Winston, M.R., Freeman, K.E., & Boyd, A. (2014). Expanding Understanding of the Educational and Workforce Experiences of Women of Color in Science: What is the Utility of Integrating Narratives of Diverse Experience with Systems Level Historical Analysis? Narrative Matters Conference 2014: Narrative Knowing/ Récit et Savoir, Paris, France, June 2014.
- Freeman, K.E. (2013). Can historically black colleges and universities take a leadership role in producing science and mathematics teachers for the nation?: Crossroads and critical considerations. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April 2013.
- Freeman, K.E., Winston, C.E., & Anderson, A. (2012). "Use-Inspired Research" on the Psychology of Success in STEM at an HBCU: Racial identity, motivation and achievement trajectories. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, CA, April 2012.
- Freeman, K.E., & Winston, C.E. (2011). An education research response to Obama's call for recruiting an army of new teachers for America: Pathway stories of African American secondary teachers from HBCUs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 2011.
- Rouland, K., Freeman, K.E., & Winston, C.E. (2011). What works in STEM teacher education: A case study of success at a historically black university. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA, April 2011.
- Freeman, K.E., & Winston, C.W. (2010). Empowering black school contexts and science achievement: Intersections of cultural pride, identity, motivation and success. Paper presented at National Association for Multicultural Education Conference, Las Vegas, NV, November 2010.
- Freeman, K.E., & Winston, C.W., & Kizzie, K. (2010). Is there value-added from attending HBCUs for students' motivation and achievement in STEM? Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.
- Freeman, K.E. (2010). The psychological features of historically black colleges and universities: "What works in promoting motivation and achievement in STEM among women and men. Paper presented at the biennial conference on Psychological Features of Highly Effective Schools, Northern Caribbean University, Mandeville, Jamaica, March 2010.
- Freeman, K.E., & Winston, C.W. (2010). HBCUs and the production of African-American science and mathematics teachers: Exploring the achievement motivation and identity of highly-talented STEM majors at the start of college. Paper presented at the annual meeting of the American Association for the Advancement of Science, San Diego, February 2010.

- Anderson, A., Freeman, K.E., & Winston, C. (2009). The relationship between race-related factors and academic self-efficacy in science for African-American middle school students. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 2009.
- Ricks, E., & Freeman, K.E. (2009). Motivation in high and low achieving African-American middle school students. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 2009.
- Freeman, K.E., & Winston, C.E. (2008). Using mixed-methods to study success in STEM: The black excellence in science/math teaching (BEST) education research project. Invited address at the National Science Foundation Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) National Research Conference, Atlanta, GA, October 2008.
- Freeman, K.E., & Winfield, S. (2008). Do learning communities enhance students' learning and motivation in science and mathematics?. Paper presented at the annual meeting of the American Educational Research Association, New York, NY, April 2008.
- Freeman, K.E., McGowan, J., Kwembe, T., Bacon, A., & Carroll, M. (2008). Learning Communities for STEM Academic Achievement: Improving STEM Teaching and Learning at Historically Black Colleges and Universities. Paper presented at the AAC&U Annual Meeting, Washington, DC, January 2008.
- Freeman, K.E., & Taylor, O.L. (2007). Learning communities for STEM academic achievement: A promising pedagogical reform. Paper presented at the 14th national HBCU Faculty Development Symposium, Tuskegee, AL, October 2007.
- Freeman, K.E., Alfeld, C., & Thomas, J. (2002). Closing the achievement gap: A multi-level examination of schools that work. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April, 2002.
- Freeman, K.E., & Winston, C. E. (2001). The influence of race on math achievement: Is it race per se? Paper presented at the annual meeting of the American Educational Research Association, Seattle, April, 2001.

SPONSORED RESEARCH AND PROGRAMS

National Science Foundation

\$218,956 6/12 – 5/16

Planning Grant for the Howard University Institute of Psychological Science Excellence in STEM Workforce Development and Education of Women and Girls

Principal Investigator: Cynthia Winston

Co-Principal Investigator: Kimberley Freeman

National Science Foundation HBCU-UP Education Research Grant

\$1,181,858 9/07 – 8/12

What Works in Producing African-American Science and Math Teachers at Historically Black Colleges and Universities?

Principal Investigator: Kimberley Freeman

Co-Principal Investigator: Cynthia Winston

Sponsored Research and Programs continued

<u>National Geospatial Agency: Office of the Director of National Intelligence</u>	\$1,000,000	9/09 – 8/13
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Intelligence Community Center of Academic Excellence, Virginia Tech-Howard University Consortium

Principal Investigator: Mohamed Chouikha

Co-Principal Investigator: Cynthia Winston

Co-Principal Investigator: Kimberley Freeman

<u>Thurgood Marshall College Fund/DOD New Research on HBCU Teacher Production Grant</u>	\$10,000	5/10 - 4/11
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What Works in Producing African-American Science and Math Teachers at Historically Black Colleges and Universities?

Principal Investigator: Kimberley Freeman

Co-Principal Investigator: Karmen Kizzie Rouland

<u>Walter and Theodora Daniel Education Research Grant</u>	\$5,000	10/07 – 9/08
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The Mathematics/Science Success and Adolescent Development Project

Principal Investigator: Kimberley Freeman

<u>Howard University New Faculty Start-Up Grant</u>	\$23,000	5/07 – 6/08
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The Mathematics/Science Success and Adolescent Development Project

Principal Investigator: Kimberley Freeman

<u>Howard University Fund for Academic Excellence</u>	\$6,000	9/06 – 6/07
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The Scholarship of Teaching and Learning: Preparing Future Faculty to Examine Their Own Practice and Build New Knowledge for the Professoriate

Principal Investigator: Kimberley Freeman

AWARDS AND DISTINCTIONS

2017	Howard University Just-Julian Research Fellowship Award Research Mentor
2016	XQ: The Super School Project Semi-Finalist
2009	Emerging Scholar Award, Faculty Senate, Howard University
2007	“Future of the Academy” article, <i>Howard Magazine</i>
2002	Advanced Studies Postdoctoral Fellowship at Brown University
1999	University of Michigan School of Education Best Dissertation Award
1996-1997	Spencer Foundation Dissertation Fellowship
1995	Rackham Graduate School Dissertation/Thesis Grant
1995	Barbara Oleshansky Research Prize
1994/1995	AERA/Spencer Foundation Travel Fellowship
1994/1995	Sandra Johnson Memorial Award
1992-1997	Rackham Graduate School Merit Fellowship
1991	Golden Key Honor Society

PROFESSIONAL AND UNIVERSITY SERVICE**National and Local Boards**

School District of Philadelphia, Accountability Review Council

Advisory Board, Bachelor of Science in Secondary Science Degree Program, Division of Education,

Salish Kootenai College, Pablo, Montana

External Advisory Board, Carnegie Mellon-Howard University NSF Integrative Graduate Education and Research Traineeship (IGERT) in Nanotechnology-Environmental Effects and Policy (NEEP)

National and Local Boards continued

Internal Advisory Board, NSF HU-ADVANCE IT, Howard University
Visiting Panel of National Board Research, National Board for Professional Teaching Standards
Panel and Ad Hoc Reviewer, National Science Foundation
Quality Expert Advisory Panel, DC Public Charter School Association
Advisory Committee Member, Howard University Hospital Child Care Center
Advisory Board, National Black Graduate Student Association
Editorial Board, *Journal of Negro Education*

Journal, Book, Research Reviewer

Reviewer, *Journal of Experimental Education*
Reviewer, *British Journal of Educational Psychology*
Reviewer, *Educational Policy*
Reviewer, *Routledge Books*
Reviewer, *Ethnic Studies Review*
Reviewer, *Review of Education Research*
Reviewer, *Management Learning*
Reviewer, *Journal of Negro Education*
Reviewer, *Handbook of Educational Psychology*
Reviewer, American Educational Research Association Annual Conference

Other Education and Research Service

Program Chair, American Educational Research Association Special Interest Group: Research Focus on Black Education
Advisory Council of Education Statistics, National Center for Education Statistics, U.S. Department of Education
National Postsecondary Education Cooperative (NPEC), National Center for Education Statistics, U.S. Department of Education
Advisory Committee, Black Education Leadership Summit: Focus on Achievement, Howard University
Commissioner, AERA Commission on Research in Black Education
Harcourt Scholars Selection Committee, Alfred Harcourt Foundation

University Committees

Program Prioritization Task Force
School of Education Dean Search Committee
Faculty Development Committee, School of Education Lead
Middle States Accreditation Periodic Review Report Task Force
Faculty Grievance Commission
Graduate Education Committee
Presidential Commission on Academic Renewal (PCAR)
Independence Fund Appropriations Committee
General Education Work Group for the University-Wide Self-Study for Middle States Reaffirmation of Accreditation
Faculty Performance Evaluation System (FPES) Committee
Institutional Review Board (appointment declined)

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)
AERA Special Interest Group: Research Focus on Black Education
AERA Special Interest Group: Motivation in Education
American Psychological Association (APA)
Society of STEM Women of Color (SSWOC)

Lisa Maria Grillo
School of Education
Howard University
2441 4th Street, NW, Room 207
Washington, DC 20059
202.806.7342
lisa.grillo@howard.edu

EDUCATION

Howard University, Washington, DC ■ 2005

Doctor of Education in Educational Administration and Policy

Degree funded through a fellowship awarded by the Office of Special Education Programs in the United States Department of Education.

Dissertation Topic: An examination of service delivery to Black high school students with exceptionalities through a systems-based Afrocentric communication model

Dissertation Chair: RC Saravanabhavan, Ed.D.

Area: Special Education Leadership; Concentration: Organizational Management (12 credit hours in the School of Business)

Howard University, Washington, DC ■ 2001

Certificate of Advanced Graduate Study in Educational Administration and Policy

Concentration: Business Management and Organizational Change

University of Virginia, Charlottesville, VA ■ 1994

Master of Teaching in Special Education

Concentration: Behavioral Disorders

Master's Thesis: Culturally Responsive Special Education Delivery for Black children with disabilities

University of Virginia, Charlottesville, VA ■ 1994

Bachelor of Arts in Spanish Literature and Language

PROFESSIONAL EXPERIENCE-TEACHING

Assistant Professor-Tenure Track, Department of Educational Leadership and Policy Studies, School of Education, Howard University ■ Washington, DC ■ 2016-current

Doctoral Courses Taught

ELPS 514: Organizational Change

ELPS 422: Seminar in Education Policy-Diverse Learner Leadership

ELPS 522: Educational Administration and Governance

M.Ed./CAGS Course Taught
ELPS 384: Practicum in School Administration
ELPS 254: Concept Cases in Administration and Supervision

Assistant Professor-Tenure Track, Department of Educational Leadership and Organizational Learning, College of Education, The University of New Mexico ■ Albuquerque, NM ■ 2005-2006

MA/Ed.S. Courses Taught

LEAD 501: Educational Leadership in a Democratic Society
LEAD 550: Culturally Responsive Leadership for Equity and Social Justice

Adjunct Professor, Department of Educational Leadership and Policy Studies, School of Education, Howard University ■ Washington, DC ■ 2008-2016

Doctoral Course Taught
ELPS 524: Advanced Qualitative Research

M.Ed./CAGS Courses Taught

ELPS 280: Supervision of Instruction
ELPS 282: Concept Cases in Administration and Supervision
ELPS 284: Public School Administration
ELPS 435: Human Resource Management

Adjunct Professor, School of Education, Trinity University ■ Washington, DC ■ 2007-2010

M.S.A. Courses Taught

EDAD 599: Research in Education
EDAD 607: Cultural Diversity

Special Education Teacher, Prince George's County Public Schools ■ Bowie, Maryland ■ 1994 – 1999

PROFESSIONAL EXPERIENCE-LEADERSHIP

Coordinator, Ed.D. Doctoral Program ■ Washington, DC ■ 2016-Current

Coordinate the Ed.D. doctoral program for approximately 25 students, including partnership programs in district-level leadership with the two largest school districts in Maryland; design program components and experiential learning opportunities; collaborate with school district administrators and program faculty on course delivery; and manage all aspects of grant administration.

Chief Human Capital Officer, Baltimore City Public Schools ■ Baltimore, MD ■ 2014-2015

Served as chief officer for strategic human capital management for 12 thousand employees; led a team of six direct reports and approximately 100 human capital staff members.

- Designed a contemporary human capital effectiveness framework which incorporated organizational and professional development for school district staff, with special emphasis on principals and teachers.
- Led a reduction in force at the central office and school levels.
- Oversaw implementation of the district-wide performance management system, including teacher and principal evaluations.
- Worked collaboratively with the Baltimore Teachers Union in modifying the current teacher evaluation system based on teacher feedback.
- Implemented a grow-your-own principal development model which identified and prepared existing district leaders for principal opportunities.
- Reduced the number of district-wide teacher vacancies at the beginning of the school year by 40%.

Chief Human Resources Officer, Baltimore County Public Schools ■ Towson, MD ■ 2012-2014

Served as a member of the superintendent's cabinet in the 26th largest school district in the nation; provided executive-level leadership for the delivery of human resource services and programs to approximately 19 thousand employees; led a team of five direct reports and approximately 100 staff in a departmental reorganization.

- Designed a contemporary talent management framework with special emphasis on leadership development.
- Reduced length of time to complete employee investigations through implementation of an employment dispute resolution framework that efficiently addressed employee performance and conduct issues.
- Oversaw implementation of district-wide performance management system, including teacher and principal evaluations.
- Implemented selection and development processes for school leaders in order to increase quality and performance of school-based leaders.

Assistant Superintendent for Special Education Services, Wake County Public School System ■ Raleigh, NC ■ 2011-2012

Served as a member of the superintendent's leadership team in the largest school system in North Carolina and the 16th largest in the nation; provided senior-level leadership in the delivery of programs and services to approximately 20 thousand students with disabilities; managed a departmental budget of \$140 million.

- Led the department in the administration of a comprehensive quality assessment of special education programs and services in the district; engaged principals, teachers, parents, students, and community members in the assessment process and developed a three-year strategic plan based on assessment results.
- Reorganized a central services department of approximately 120 administrators, teachers, and support staff in order to align positions to strategic goals and enhance direct school support.
- Increased the number of full-day alternative program seats for students with disabilities with severe behavioral needs.

- Developed and implemented a student assignment plan for students with disabilities that provided choice, proximity, and stability to families.
- Developed a district plan to improve efforts toward the recruitment, induction, and retention of special educators.
- Increased relationships with community and parent organizations through implementation of a family services model that focused on communication, participation, and training.

Principal, Mamie D. Lee School, District of Columbia Public Schools ■ Washington, DC ■ 2009-2011

Served as the chief instructional leader and sole administrator of a special education public separate day school; managed all aspects of the school community, including family engagement, service delivery, school discipline, budgeting, performance management, and facility maintenance; directly supervised and evaluated a staff of 80, including teachers, behavior team, teacher assistants, related services personnel, and support staff.

- Implemented a new performance management system, including a rigorous teacher evaluation component.
- Met AYP during SY 2010-2011 with the following rates: 95% attendance; 100% advanced in reading; 100% advanced in math.
- Met AYP during SY 2009-2010 with the following rates: 96% attendance; 97% proficiency in reading; 97% proficiency in math.
- SY 2010-2011, led school community in earning Autonomous School Status, an award given to a select cohort of high-performing schools that allows for greater school-based autonomy in the areas of budgeting, instructional programming, and professional development.

School Administrator, Special Education, Prince George's County Public Schools ■ Upper Marlboro, MD ■ 2006-2009

Provided leadership for special education programs that served students with emotional disturbance, intellectual disabilities, and multiple disabilities; managed all programmatic components, including instruction, discipline, behavior and crisis intervention services, program development, compliance, and family engagement; directly supervised and evaluated a staff of 25; provided instructional coaching and support to new and developing special educators.

- In summer 2008, led a team of special educators in the development of a social skills curriculum to teach positive social behaviors to students with emotional disturbance. The final curriculum was adopted and used in special education programs throughout the school district.
- SY 2006-2007, 95% passed the High School Assessment; 100% passed the alternative assessment.

Site Coordinator and Inclusion Specialist, Lt. Joseph P. Kennedy Institute ■ Washington, DC ■ 1999-2004

Supported Inclusion programs at five high schools whose primary goal was to transition students from separate day schools to their neighborhood schools so that they could earn high school diplomas; supervised teachers, led staff developments, and monitored student placements; at primary site, established educational programs, consulted with general educators, and maintained school-wide resource center.

- Earned superior evaluation for students achieving honor roll, graduating with ideal post-secondary opportunities, and passing high-level academic classes.
- Received acknowledgment as Teacher of the Year by the Archdiocese of Washington, DC for my services to the organization at its primary site in 2004.

SCHOLARLY WORKS

Book Chapters

Ellis, A.L., Grillo, L.M., & Durham, J.D. (2017). Personnel preparation in Transition Education: A high need for Historically Black Colleges and Universities. In A.L. Ellis (Ed.), *Transitioning Children with Disabilities: From Early Childhood through Adulthood*. Boston: Sense Publishers.

Grillo, L. M. (2019). A laying on of hands: How Black women shaped my leadership through communal connection. In R. Palmer and M. Cadet (Eds.), *Obtaining the Dream: Personal narratives of Black educational leaders*.

Peer-reviewed Articles

Grillo, L. M., Ellis, A. L., & Durham, J.D. (2017). Continuing HBCUS' historical commitment to personnel preparation: preparing Transition professionals to serve students of color with disabilities. *Penn GSE Perspectives on Urban Education*, 14 (1).

Non-refereed Articles

Grillo, L. M. & Marchitello, M. (2019). To promote teacher diversity, Ed schools must look beyond GPA and SAT scores. Here's how Howard University does it. *the 74*.

Grillo, L (December 1, 2005). Diversity is an Action Verb. *Diverse Issues in Higher Education*.

Invited/Non-refereed Presentations

Assessment of Students with Special Needs, Presentation at the National Black Child Development Institute, Chicago, IL, October 2007.

Calling All School Leaders: Reducing Disproportionality through Culturally Responsive Leadership, Paper presented at the National Forum for the National Center for Culturally Responsive Educational Systems, Denver, CO, February 2006.

Educating the Individual or Training the Citizen? Exploring the Role of Urban School Leaders through Rousseau's Social Contract Theory, Paper presented at the Values in Leadership Conference, Pennsylvania State University, State College, PA, October 2005.

No Child Left Behind: The Inclusion of Students with Disabilities, Presentation at the Annual Conference of the National Black Child Development Institute, Orlando, FL, October 2005.

Facilitating Meaningful Participation in the IFSP Process, Presentation at the Region V Head Start Association Annual Conference, Atlanta, GA, February 2004.

From Inequity to Excellence: Black Children in Special Education, Paper presented at the National Black Child Development Institute Annual Conference, New Orleans, LA, October 2003.

Creating a Climate for Change in Special Education, Paper presented at the Howard University School of Education Spring Colloquium, Washington, DC, April 2003.

DOCTORAL DISSERTATION WORK

Summary Table-Doctoral Dissertation Work (Total=16)				
	Number of Dissertation Committees as Chair	Number of Dissertation Committees as Member	Graduated as Chair	Graduated as Member
2016-2019	13	15	5	13

Chair-Graduated

2018-2019

Ross, Duane. *Purpose, Preparation and Perseverance: A Pathway to Principal Efficacy in High Poverty, High Performing Elementary Schools*, Howard University.

2017-2018

Cadet, Mykia O. *A Phenomenological Study: Examining the Experiences of African-American Female Superintendents with Longevity in Urban Districts*, Howard University.

Stewart, Nandi. *Exceeding the Commitment-Characteristics of Black Teach for America Corps Member Alumni who Serve Beyond the two years: An application of Critical Race and Empathy Altruism Theories*, Howard University.

Talley, Raquel. *A Qualitative Study of Principals' Experiences of the Principal Evaluation Process in a Major Urban District in the United States*, Howard University.

2016-2017

Porter, Sharon H., *Preparing the Next in Line: New Principals' Perceptions of a School District's District-Run Principal Preparation Programs*, Howard University.

Committee Member-Graduated

2018-2019

Lewis, Jubria. *An examination of how middle-class black parents make school selection decisions amid gentrification driven by white privilege and social stratification in the District of Columbia Public Schools*, Howard University.

Mitchell-Anderson, Thea. *Disrupting the narrative of Alternative Education: A case study of a district's journey*, Howard University.

Sullivan, Jeffrey. *The impact of athletic participation on the academic performance and persistence to graduation of African American and Latino male urban high school students*, Howard University.

2017-2018

George-Remy, Carolyn. *My experiences as a principal using a systematic tool to evaluate and monitor teacher performance in a small urban elementary school: An autoethnography*, Howard University.

McMillan, DeMarcus. *Exploring the intersection of education and criminal justice systems impact on African American males*, Howard University.

2016-2017

Abubaker, Nicole Crumpler, *An urban school district perspective of STEM education and readiness for African-American Females in the 21st Century*, Howard University

Alshahrany, Abdulla M., *An examination of the relationship among the General Aptitude Scores, English proficiency scores and the cumulative grade point average (GPA) of Saudi Arabian undergraduate students in American Universities during 2010-2015*, Howard University

Green, Lisa P., *Implementing standards-based reform policy: An examination of special and general education teacher perceptions of the Common Core State Standards for students in a mid-atlantic school district*, Howard University

Lamar, Monique, *Prepared for leadership: A case analysis of the perceptions of district administrators regarding their propensity towards Applied Critical Leadership*, Howard University

Lopez, Robin, *An Examination of the impact of implementation continuity of supplemental educational services for third grade students*, Howard University

Magloire, Nancy, *An exploration of faculty perceptions on the impact of career academy programs on students placed at-risk*, Howard University

Martin, Abbie Diane Brown, *What are the experiences of female superintendents as they acquire and retain the highest position in a public school district?*, Howard University

Winston, LaChon C., *An exploration of factors influencing principals' decisions to remain in Title I schools in an urban school district*, Howard University

SERVICE

Chair, School of Education Curriculum Review Committee, Howard University, 2016-2019

Member, School of Education Dean Search Advisory Committee, 2017-2018

Member, School of Education Scholarship Committee, Howard University, 2017

Member by gubernatorial appointment, Maryland Professional Standards and Teacher Education Board, 2014-2015

Member, Educational Leadership Advisory Board, School of Education, Howard University, 2012-2015

Search Committee, position in African-American Education and Qualitative Research, College of Education, The University of New Mexico, Spring 2006

Search Committee, Athletic Director, The University of New Mexico, Spring 2006

Proposal Reviewer, University Council in Educational Administration Annual Conference, Fall 2005

Young Scholars Editorial Board, *The Journal of Negro Education*, 2003-2007

Peer Reviewer, *The Journal of Negro Education*, 2003-2005

Member, The Graduate Student Committee for NCATE Accreditation, Howard University School of Education, 2002-2003

Co-Founder and Chair, The Graduate Student Advisory Council, Howard University School of Education, 2002-2003

HONORS AND AWARDS

Summer Faculty Fellowship, Howard University, 2019.

Research Grant to conduct research on the Leadership of Black Women, The Walter and Theodora Daniel Endowed Educational Research Fund, School of Education, Howard University, 2018-2019

Alumna of the Year, Reflective Practitioner, Howard University School of Education, 2014

Graduate Valedictorian, School of Education, Howard University, 2005

Selected Participant, The David L. Clark National Graduate Student Research Seminar in Educational Leadership, *American Educational Research Association Annual Conference*, Montreal, Canada, April 2005

Research Grant to conduct dissertation research, The Walter and Theodora Daniel Endowed Educational Research Fund, School of Education, Howard University, 2004

Nomination, Agnes Meyers Teacher of the Year Award, *The Washington Post*, 2004

Teacher of the Year, Archdiocese of Washington, 2004

Doctoral Fellowship in Special Education Leadership, Howard University, 2001-2004

Academic Achievement Award, Department of Educational Administration and Policy, Howard University, 2001

PROFESSIONAL MEMBERSHIPS

American Association for School Administrators, The School Superintendents Association

American Educational Research Association, Division A

Council for Exceptional Children

Council of Administrators in Special Education

National Alliance of Black School Educators

Society for Human Resource Management

CERTIFICATIONS

Maryland Advanced Professional Certificate (Superintendent, Administrator I/II, Generic Special Education 1-8/6-adult, 2023)

Marilyn M. Irving
Howard University
School of Education
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Education

<i>Institution and Location</i>	<i>Degree</i>	<i>Date</i>	<i>Field of Study</i>
Texas Woman's University, Denton, TX		1971	Biology
University of Wisconsin, Whitewater, WI	Exchange Student	1972	Biology/Chemistry
Grambling State University, Grambling, LA	B.A.	8/1974	Biology/Chemistry
Texas Southern University, Houston, TX	M.S	8/1976	Biology
Texas Southern University, Houston, TX	Ed.D.	8/1987	Higher Education Administration

Academic Appointments

2010 - 2018	Associate Dean for Research and Sponsored Programs, Howard University, Washington DC
2009 - Present	Full Professor, Science Education, Howard University Graduate Faculty, 1998 to present
2008 - 2010	Interim Chair, Department of Curriculum and Instruction, Howard University
2001 - 2008	Associate Professor, Department of Curriculum and Instruction School of Education, Howard University <u>Courses:</u> Integrated Mathematics, Science and Technology Methods II Field Work and Seminar Theories and Principles of Curriculum Development Teaching Science in Urban Secondary Schools Diversity in American Education Elementary Education, Coordinator
2005 - 2007	Associate Dean, School of Education, Howard University
2001-2004	Chair, Department of Curriculum and Instruction
1996- 2001	Assistant Professor, Science Education, School of Education, Howard University
1993-1996	Senior Training/Technical Assistance Associate, SEDL, Austin, TX
1994-1996	Adjunct Professor, Curriculum and Instruction, Science Education University of Texas at Austin, TX
1988-1993	Assistant Professor, Curriculum and Instruction, Science Education University of Wisconsin-Whitewater, Whitewater, WI
1982-1988	Biology and Chemistry Teacher, Willowridge High School, Sugar Land, TX

Current University Service - Howard University

2017	Interview Committee for Bison Scholars
2017	Search Committee Member for Vice President for Research

2017 – Present – Critical Friend to Teach to Lead Participants from U North Carolina-Greensboro
2016 –Present – Reviewer of Master and Doctoral Levels Portfolios for School of Education
2016 Member of Search Committee for Dean of the School of Education
2014 Member of Research Advisory Council
2014- Participant in the Council of Accreditation for Educators Preparation

Past University Service

Department Curriculum Committee - (1998 - present), chairperson 1998-2000
School of Education - Curriculum Committee (1998 - present) chairperson 2000- 2001
Evaluation Committee - (1997-98)
Nominating Committee (School) - (1997- 2001).
Executive Committee (School) - (1998 - 2001)
Recruitment and Retention Committee - (1998-1999)
Center for Urban Progress - (SEEDCO project)
Center for Research on Educating Students Placed At-Risk (CRESPAR) – (1996-1999)
Assessment Team
Faculty Senate Library System, and Resources Committee (University) - (1999-2001)
Community Development Curriculum (University) - (1997- 2001)
Centers for Research, Education and Science Teaching (CREST) (University) (1999-2001)
NASA Collaboration (University) (1999-2004)

Current Professional Memberships

Member of the Co-STEM Focus Group – NSF
American Association for Colleges for Teacher Education
National Science Teachers Association
Minority Women in Science
Research Association of Minority Professors

Past Membership

Association Supervision and Curriculum Development
Council of Elementary Science International
Association of Educators of Teachers of Science
National Council of Teachers of Mathematics
National Alliance of Black School Educators (NABSE)
Alliance of Multicultural Science Education (AMSE)
Organization of Blacks in Science (OBIS)

Current Advisory Boards

Research Association of Minority Professor – Executive Director
Journal of the Research Association of Minority Professors Editorial Board
Member of the Executive Board for the National Black Student Unions
Member of the Committee to Interview Candidates for Howard University Bison STEM Scholars

Member of Smithsonian and Shell Oil Company “Developing a Leadership Pipeline for Teachers of Color In Science Education” working group (2015- present)
Smithsonian Science Education Center Ad Hoc Higher Education Advisory Group

Past Advisory Boards Participation

Journal of the Research Association of Minority Professors, Reviewer and (past) Editor
Mid Atlantic Region Space Science Broker, A NASA Sponsored Program, (March 2004 – February 2005).

Journal of Negro Education, Editorial/Advisory Board Member, 2002-2005.

Mid-Atlantic Eisenhower Consortium at Research for Better Schools, DC Steering Committee.

Journal of College Science Teacher, Reader Focus Group, October, 2003, Arlington, Virginia.

Electronic Science and Literacy Journal, Section Editor, (2002 to present). San Jose State University, San Jose, CA.

Texas Southern University’s College of Continuing Education awarded from National Institute On Disability and Rehabilitation Research (NIDRR). Center for Minority Training and Capacity Building for Disability Research, (2001-2003).

Honors

- 2015-16 Recipient of STEM Educators Award – Woodrow Wilson High School
- 2015 Recipient of Dr. Shelvie A.L. McCoy Teaching Award
- 2008 Frank T. Hawkins Distinguished Research Award
- 2004 Point of Excellence Award: Distinguished Contributions to the Field of Education – Kappa Delta Pi
- 2004 Faculty Service Award – National NASA/NSU at Pre-Service Teacher Conference
- 2003 Exemplar in the Field of Education – Howard University
- 2003 Top Recipient of Extramural Funds – Howard University

Selected Publications and Report Submissions

Irving, M. (2008 -2012) Ready to Teach Reports submitted to U.S. Department of Education

Irving, M. (2005 – 2016) Robert Noyce Reports submitted to the National Science Foundation

Irving, M. and Middleton, K. (Pending) “Students’ Evaluation of Instructors versus Instructors’ Self-Evaluation: A Comparative and Contrasting Study.”

Irving, M., Nti, M. and Johnson, W. (2007). Meeting the needs of the special learner in science. *International Journal of Special Education*, 22(3), 109-118.

Irving, M. (2003). Part II: How I Succeeded in Graduate and Professional School and in My Career Path, Essay 21: Mentoring in the Advising Process. *The Black Student’s Guide to Graduate and Professional School Success*. Edited by Vernon L. Farmer, foreword by Carol Moseley-Braun, Greenwood Press.

Irving, M., and Dickson, L. (2003). Chapter 6: Using relevant pedagogy: Recognizing student diversity to enrich learning science in the college classroom. *Teaching culturally diverse college students in a pluralistic society*, edited by Vernon L. Farmer and Evelyn S. Wynn, Wyndham Hall Press, p. 107-118.

Dickson, L, Jr. and **Irving, M.** (2002). "An Internet survey: Assessing the extent middle and high school teachers use the internet to enhance science teaching." *Journal of Computers in Mathematics and Science Teaching*, 21(1), 77-95.

Irving, M. (2002). Essay 21. Mentoring in the advising process. *The Black Student's Guide to Graduate and Professional School Success*. Edited by V. Farmer. Greenwood Press.

Irving, M. (2001). Chapter 4 "Critical Barriers to Scientific Literacy." Chapter 14 "Preparing Teachers to Work with Diverse Student Populations." *Developing Literacy Skills across the Curriculum, Practical Approaches, Creative Models, Strategies, and Resources* edited by Jagers, L., McJamerson, N. and Duhon, G., Edwin Mellen Press.

Irving, M., Dickson, L., Jr. and Keyser, J. (2000). "Retraining secondary science teachers in a diverse school district by upgrading knowledge in content and pedagogy." *Journal of Negro Education*, 3 (68), 409-418.

Irving, M. & Dickson, L. (Fall 1999). "Blending content and pedagogy to upgrade secondary science teachers' skills." *Education Issues*, 10 (1), 15-27.

Irving, M. & Dickson, L. (Fall 1999). Designing professional development courses to help science teachers adapt their teaching methods to students of varied ethnic backgrounds. *The Multicultural Science Educator Informer* 6, (2), 5-7. Association for Multicultural Science Education – National Science Teachers Association Affiliate

Irving, M. (2000). Book Review. Being responsive to cultural differences: How teachers learn? *Journal of Education for Students Placed At Risk (JESPAR)*, (3), 319-321. Lawrence Erlbaum Associates, Inc.

Irving, M. (1998). Analysis of effective professional development models in mathematics, science and technology in an urban school district. *Research Association of Minority Professors Journal*, 2 (2), 20.

_____(1994). Environmental resource packet: A hands-on approach for primary/middle school teachers. R&M Publishing Company, Holly Hill, South Carolina. Website address: amazon.com Search: Marilyn Irving and click.

_____(1994). Water, water...it's our business. Through the rainbow children science and literature. Council for Elementary Science International and National Science Teachers Association, Washington, DC.

Educational Materials/Products Developed

The following educational materials/products were developed, with the support from federal or non-federal funds, by STEM educators, educators and teachers.

Irving, M. (2006). Toolkit on CD: “Increasing Underrepresented Minorities in Mathematics: An Informing, Encouraging and Reinforcing Three-Tier (IER) Program.” Funded by General Electric.

Irving, M. and Austin, W.L. (2004). “Toolkit: Project DiSH: Diabetes, Stroke and Hypertension, Activities for Middle School Science and Health Teachers on Awareness, Risk and Prevention of Diabetes, Stroke and Hypertension.” Funded by NIH. District of Columbia Public Schools and Prince George’s County Public Schools.

Irving, M. (2004). Astronomy Activity Booklet: Mathematics, Science, and Language Arts Funded by the U.S. Department of Education. District of Columbia Public Schools.

Irving, M. (2001). Internet Survey – “Assessing the Extent Middle/High School Teachers Use the Internet to Enhance Science Teaching.”

Research Support

E-Communities: A Collaborative Between Engineers and Teachers, Co Principal Investigator; 779,000 (2015 – 2018) Funded by the National Science Foundation. A collaborative between engineers and teachers to implement national practice standards with teachers and students.

Selected Completed Funded Projects

Robert Noyce: Howard University -Science Teachers Capacity Program (HU-STCP) Co-Principal Investigator. \$331,000, 10/1/2014 – 9/30/2016. Funded by the National Science Foundation. HU-STCP was designed to provide future Noyce Scholars with the opportunity to obtain teaching certification in the content areas of biology and chemistry.

PAC - Involved: Engaging Students in PAC (Physics, Astronomy, and Cosmology)

Learning through Repurposing of Popular Media/ Innovation Technology Experiences for Students and Teachers; Co-Principal Investigator. \$357,522, 10/1/2013 -9/30/2015. Funded by the National Science Foundation. The PAC – Involved project introduces and teaches selected high school physics and astronomy topics in an engaging and novel way by repurposing popular sci-fi movies and TV shows. It is designed for participating students to create their own short videos (final deliverable) utilizing technology and software as well as scenes from popular media to illuminate one of the science topics or concepts they have learned.

“Ready to Teach.” \$2.1 million dollars, U.S. Department of Education (2007-2012). I planned, designed and coordinated this project. I was the **Principal Investigator**. The School of Education recruited 100 candidates to teach a high need content in high need school districts in five states. Eighty-nine of the candidates completed the program and to date 79 are still teaching in high needs districts.

“Increasing Underrepresented Minorities in Mathematics: An Informing, Encouraging and Reinforcing Three-Tier (IER) Program,” \$210,000, General Electric (2005-2007). College of Engineering, Architecture and Computer Sciences, **Co-Project Leader**. Within two

years there was an increase in the number of mathematics courses taken by students who participated in the program.

“Science and Mathematics for All,” \$352,938, National Science Foundation, \$352,938 (2004-2007). The primary goal of the program was to increase the number of underrepresented minorities teaching mathematics and science in partnering school districts. Twenty eight of thirty candidates completed the program. My role was **Principal Investigator**.

Other Research Grants and Support Awarded

Faculty Research Grant. (1999) “Secondary Science Teachers Using the Internet.” \$9,000 - Howard University. **P.I.**

Funds for Academic Excellence Grant. (1999) “Improving Classroom Instruction by Using Flex Camera.” Howard University. \$2800 – **P.I.**

National Science Foundation. (1998) Planning grant - \$50,000 “Middle School Science Teacher Leaders Institute,” **P.I.**

Dwight D. Eisenhower Science and Mathematics Program Funds - 1999 - 98,000, **Co-PI** “Transportation and Aviation” for High School Students.

Howard University Funds for Academic Excellence - 1998 - \$1967 – **P.I.** “Analysis of Professional Development Models in Mathematics, Science and Technology in an Urban School District.”

Dwight D. Eisenhower Science and Mathematics Program Funds - 1998 - \$68,000, **Co-PI** “Summer Institute for Middle Grades Teachers: Integration of Mathematics, Science and Language Arts.”

Research for Better Schools Laboratory - 1997 - \$5,195 – **P.I.** “Integration of Mathematics and Science Teaching at the Elementary Grade Level.”

Dwight D. Eisenhower Science and Mathematics Program Funds - 1997 - \$43,000, **Co-PI** “Summer Institute for Middle Grades Teachers: Integration of Mathematics, Science and Language Arts.”

Howard University Faculty Research Grant - 1996 - \$9000 - **PI** Survey: Analysis of Effective Professional Development Models in Mathematics, Science and Technology of Elementary School Teachers in the District of Columbia.

Task Force

Howard University Charter School – wrote the science curriculum.

Conference and Workshop Presentations

Irving, M. (January 2017) STEM Teacher Leadership Summit –Shell Oil Company, Smithsonian and Howard University, Washington, DC.

Irving, M. (February 2017). Research Association of Minority Professors. Conference planner. Atlanta, GA.

Federal Funding Webinars (2017)

2017 Webinar for Supporting Educator

2017 Webinar for Mathematics, Science Partnership Funding – Office of the State Superintendent of Education, DC.

November 2016 National Black Student Union Conference, University of Wisconsin, Whitewater, WI.

November 2016 Teach to Lead Conference, Washington, DC.

November 2016 DC STEM Network Conference, Participant.

November 2016 Charles H. Thompson, Lecture-Colloquium Series

September 2016 – Present - Smithsonian and Shell Oil Company – Working Group 1 and 3 to plan conference at Howard University to increase diversity in the teaching workforce.

Irving, M. and Hence, B. (September 2016). Leveraging a Successful Proposal: Strategies and techniques to help you plan, prepare, and submit a winning proposal

Irving, M. (February 2008). Ready to teach and science and mathematics for all. Research Association of Minority Professors conference, Houston, TX.

Dickson, L., and Irving, M. (February 2005). Teaching methodologies. Learning Communities for STEM Student Achievement, Howard University Graduate School.

Irving, M. (September 27-29, 2004). Faces of a healthy future: National conference to end health disparities. The School of Health Sciences, Winston-Salem State University. (Poster/Learning Center Display)

Irving, M. (April 2004). Teaching methodologies. Naval Postgraduate Dental School. Bethesda, MD.

Irving, M., Austin, W.L., Dickson, L. and Dantley, S. (January 2004). Evolution of science: Research, Curricular Reform and Policy Implications. Research Association of Minority Professors' Conference, Houston, Texas.

Irving, M. (November 2003). Secondary Science Teachers Monthly Meeting. District of Columbia Public Schools.

Irving, M. (March 2003). Inquiry-Based Science Lessons: Turning Students into Scientists. National Science Teachers Association, Philadelphia, Pennsylvania.

Irving, M., and Austin, W.L. (February 2003). Project DiSH: Diabetes, Stroke and Hypertension. National Institutes of Health, Science Education Partnership Association, San Diego, CA.

Irving, M. (2000 -2004). Developing teacher leaders at the middle and high school grades. National Science Foundation Grant.

U.S. Secretary of Education, Dr. Richard Riley, Satellite Town Meeting, “ Multiplying Excellence: Ensuring Quality Mathematics and Science Teaching,” Howard University, (April 2000).

Transportation, distribution and logistics building linkages project. Advisory Consortium Meeting. Advisory Board, U.S. Department of Transportation, Garrett A. Morgan: Technology and Transportation Futures Program (recommended by U.S. Dept. of Transportation Secretary, Rodney Slater. Washington, D.C. April 26, 2000.

Irving, M. (February 2000). Implementing engineering design activities. Research Association of Minority Professors Conference, Houston, TX.

National Conference on Teacher Quality sponsored by U.S. Department of Education; group members, Dr. Rosalie Boone – Howard University and Mrs. Carolyn Kornegay - DCPS Washington, D.C. January 9, 2000.

Quality Education for Minorities (QEM) Network, participant in a workshop on “Scholarly Productivity” conducted by QEM and National Association for Equal Opportunity in Higher Education (NAFEO) (November 1999), Durham, North Carolina.

Irving, M. & Hunter, E. (1999, June and November). *Integrating Mathematics, Science and Language Arts across the Curriculum*: Middle School Teachers, District of Columbia Public Schools. Theme: Flight. School of Engineering, Howard University.

Irving, M. (1999, May). Implementing design-engineering activities. Howard University, School of Engineering.

Irving, M. (1999, March, April, May, June, September, October). Developing teacher leaders at the middle and high school grades. National Science Foundation Planning Grant.

Irving, M. (Spring 1999). Integrating content and pedagogy. Centers of Excellence, Research, Teaching and Learning (CERTL). *Current Issues in Biology*.

Irving, M. and Boone, R. (1999, February). “Guidelines for publishing in the *Journal of the Research Association of Minority Professors*, Research Association of Minority Professors Conference, Washington, DC.

Irving, M. (1999, January). Assessing quality work. District of Columbia Public Schools conducted for middle and secondary teachers.

Irving, M. (1998, October). Follow-up Workshop: *Integrating Mathematics, Science and Language Arts across the Curriculum*. School of Engineering, Howard University.

Irving, M. (1998, August). Engineering Coalition of Schools for Excellence in Leadership (ECSEL). School of Engineering, Howard University.

Irving, M. (February 1998). *Analysis of Professional Development Models in Mathematics, Science and Technology in an Urban School District*. Research Association of Minority Professors Conference, St. Louis, MO.

_____(1997, November). *Strategies and Techniques for Improving Student Achievement in Mathematics and Reading*. San Francisco Unified Public Schools, San Francisco, CA.

_____(1997, November). *Flying High with Mathematics and Science*. Urban Systemic Initiative, Milwaukee, WI.

_____(1995, April). *Systemic Reform in Mathematics and Science in the Southwest Region*. Science Leadership Conference Network, Lafayette, LA.

_____(1995, April). *Let's Catch the Culprit*. Science Leadership Conference Network, Lafayette, LA.

_____(1994, November). *Science and Mathematics for All*. National Alliance of Black School Educators, Los Angeles, CA.

_____(1994, October). *Systemic Reform*. Louisiana Mathematics and Science Conference, Alexandria, LA.

_____(1994, January). *Restructuring Science Education*. Association of Educators of Teachers of Science, El Paso, TX.

_____(1993, October). *Providing Resources to Support Systemic Change*. Louisiana Mathematics and Science Conference, Alexandria, LA.

_____(1993, October). *Approaches to Integrated Teaching: Implications for Math and Science Teaching*. Louisiana Mathematics and Science Conference, Alexandria, LA.

Boorman, J.; Irving, M.; Keig, P.; Parsons, S.; Robertson, H.; Shaka, F.; and Slinger, L. (1993, April). *Culturally Responsive Science in Elementary Schools*. National Science Teachers Association Annual Convention, Kansas City, MO.

Dwight D. Eisenhower Science and Mathematics Program (1993, January). Facilitator for workshop on assessment, Austin, Texas.

Undergraduate Teaching Improvement Council Conference. (April 1992). *Engaging the Inquiring Mind Approaches to Learning in Mathematics and Science*. University of Wisconsin-Parkside, Kenosha, Wisconsin.

Science Education Service Center Network Advisory Council. (1992, January). Assisted in collaborating to strengthen the elementary science method course in the Wisconsin higher education system. Madison, Wisconsin.

Tenth Annual Conference. Research Association of Minority Professors. Houston, Texas. (February 7-9, 1991). President.

Irving, M. and Pulliam, R. Conflict Resolution through Peer Mediation. Beginning Teachers' Mentoring Program. University of Wisconsin-Whitewater. December 11, 1990.

Irving, M. (1990, November). *The Special Needs Child in the Science Classroom*. University of Wisconsin-Whitewater, Whitewater, WI.

_____(1990). *Science is Fun Workshop*. Caddo Parish Schools, Shreveport, Louisiana; Milwaukee Public Schools; Ouachita Parish Public Schools, Monroe, LA.

Irving, M. and Olson, A. (1989, October). *Mystery Powders: Utilizing the Process Skills*. National Science Convention, Milwaukee, WI.

Women and Minorities in Science and Mathematics: Establishing Linkages for Success. (1989, September). Milwaukee, WI.

Irving, M. (1989, February). *The Plight of Black Teachers*. Research Association of Minority Professors, Houston, Texas.

Professional Development/Professional Meetings

STEM Teacher Leadership Summit at Howard University

To tackle the issue of underrepresentation in STEM education, the Smithsonian Science Education Center and Shell Oil Company hosted a Teacher Leadership Summit at Howard University in Washington, DC on February 24-26, 2017. At this summit, teams of educators from districts across the nation created a plan for attracting, retaining, and developing a diverse STEM teaching workforce in their districts to become catalysts for systemic change. By increasing representation among STEM teachers, will in turn increase the diversity of STEM students and subsequent career opportunities available to them.

Professional Development: National Biodiversity Institute. (July 1999). Disney World, Orlando, Florida. Selected by the District of Columbia Public Schools to be the university faculty on the team with teachers selected from the District. The purpose of the Institute was to collaborate with several teams both national and international to design a plan to infuse in the District's existing curriculum to find ways to help clean the Anacostia River.

Workshop: Engineering Coalition of Schools for Excellence in Leadership (ECSEL), *Design Technology*. (August 1998). Modeled instructional strategies to ten high school teachers in the District of Columbia Public School System to assist them in motivating students to participate in a national competition to solve the problem given by the Junior Engineering Technology Society.

Workshop: Project SCORE: Life Science Summer Institute. (July 1998). *Pedagogy and the Constructivist Approach*. Twenty-five middle school teachers from Prince Georges Public School System participated in the workshop.

Course Workshop: Centers of Excellence, Research, Teaching and Learning (CERTL). (July 1998). *Current Issues in Biology*. Incorporated the constructivist approach. Seventeen middle and high school teachers participated in the workshop.

Workshop: Dwight Eisenhower Mathematics and Science Program. (June 1998). *Institute for Middle Grade Teachers: Integrating Mathematics, Science and Language Arts Across the Curriculum*. Three teachers from six middle schools in the District of Columbia Public Schools and three preservice teachers participated in the workshop.

Professional development workshop: *Integrating Mathematics and Science*. (1997). Katie C. Lewis, Washington, D.C.

Workshop: *Assessment*. (1997). Sixty middle school teachers in the District of Columbia Public School System.

Hands-on: Integration of Science and Mathematics - K - 8. (1996). St. Thomas More Catholic School, Washington, D.C.

Coordinated, trained, monitored and served as the liaison person for the Southwest Consortium for the Improvement of Mathematics and Science Teaching Professional Development Projects: Southwest Educational Development Laboratory, Austin, Texas. Arkansas, Louisiana, New Mexico, Oklahoma, and Texas, January 1993- August 1996.

Professional Service

Planning Committee Member. Brown @ 50: Where Do We Go From Here? Reflections and Projections. (May 6, 2004). Howard University.

Faculty of record for 136 teachers in the SECME national program, collaboration between the School of Education and the College of Engineering, Architecture and Computer Sciences, and Georgia Institute of Technology, Atlanta, GA. Partnership with teachers. (Summer 2003).

Conference chair, Research Association of Minority Professors, Washington, D.C., (February 2003).

Director of the Advanced Placement Institute (Summer 2001 and 2002). Howard University, offered Biology and English Literature.

Faculty Marshall (2001, 2002), Howard University Commencement Convocation.

Retention Sub-Committee, review of policies and procedures for Articulation and Retention (2002). Office of the Provost, Howard University.

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching, participate in the discussion on “Diversifying the Science and Mathematics Teaching Work Force (April 2000)

“Mathematics and Science Education Beyond 2000,” The sessions explored the relationship between teachers’ understanding of content and the quality of their instruction, etc. (September 2000)

SECME/Howard University served as the School of Education’s consultant to the CEACS in designing the institute’s curriculum and evaluation, (1999).

Judged Science Fair Projects for local elementary and high schools and citywide in the District of Columbia, (1999 to present).

Project Kaleidoscope: Provide pre-service teachers the opportunity to conduct hands-on science activities in chemistry to elementary students from the District of Columbia Public Schools at the National Building Museum at the national conference; open forum for over 600 participants from the national science community; other Howard University faculty – Dr. Leon Dickson, Jr. and Dr. Valarie Lawson (October 1999)

Keynote speaker at Brookland Elementary School for Science Fair Awards Day (May 1999)

Recipient of an award from Raymond Elementary School for establishing a partnership with the Even Start Family Literacy program.

Review and evaluated secondary science textbooks for the District of Columbia (1999).

Serve on the advisory committee for Hands-on Science Outreach (HOSO) recommended by Sylvia T. Johnson (1997-98).

Reviewed unsolicited proposal for the Directorate of Education and Human Resource, National Science Foundation, (February 1998).

Served on Reverse On-Site Review Panel for the Division of Undergraduate Education, National Science Foundation, led and prepared a summary, (April 1998).

Participated in the National Science Foundation Public Forum concerning Student Scientist Partnerships to foster collaboration between science and education, October 1996.

Reviewed and selected instructional materials for inclusion in the National Science Resources Center’s (NSRC) annotated guide for middle school programs, *Resources for Teaching Middle School Science* with approximately 40 scientists and engineers, September 1996.

Consultant for the Medical and Science Summer Program at the University of Wisconsin-Whitewater. (1989 to present)

Consultant for Postgraduate Dental Naval Academy, Bethesda, MD. (2002 to present)

Consultant for Howard University's School of Engineering ECSEL Program working with teachers to increase their skills in teaching problem-solving skills to students. (1997-2000).

Junior Engineering Technical Society (JETS) National Engineering Design Challenge (2000)

Served as one of the panelist of judges

Design activities for local teachers and community leaders, developed a trainer of trainer model for local teachers and community leaders to use activities in their programs and projects. JETS is a national, not for profit education organization that promotes interest in engineering, science, mathematics and technology, JETS' programs emphasize aptitude and learning experiences, higher-order thinking skills, creative thinking and ingenuity, team work, effective communications, academic rigor and leadership skills.

Education Coordinator for the Center of Excellence, Research, Teaching and Learning Program funded by the National Science Foundation. The program was designed to assist teachers who are teaching advanced placement biology, chemistry, and physics courses to improve their teaching methods to help encourage more minority students to enroll in these courses. (1997-2000) Comprehensive Partnerships for Mathematics and Science Achievement/Urban Systemic Program funded by the National Science Foundation. Collaborative effort (Drs. Orlando Taylor, Leon Dickson, Biology, Charles Hosten, Chemistry, Raymond Butcher, Chemistry, Eric Walters, College of Medicine and Anna Coble, Physics).

Assessment team member on the project "Broadening the Scope of Assessment in the Schools," (Sylvia T. Johnson, Gerunda Hughes, Shelia Thompson, Michael Wallace) which is one of the programs under the Center for Research of Educating Students Placed At-Risk (CRESPAR). Actively participated in the planning and development of research activities. Conducted a one day long professional development workshop for 75 middle school mathematics and science teachers in the District of Columbia Public Schools at Backus Middle School (1997-99)

Consultant for Alice Ferguson Foundation, Inc. - Environmental Education on the Potomac, focus on curriculum development and constructivist lessons, collaborative effort with the Potomac area, national parks and Howard University faculty members in the Department of Biology (1997-98)

Served as a member of the national Program to Improve Methods Courses in Elementary Science (PIMCES), funded by the National Science Foundation for elementary science professors from across the nation. (Summer 1992)

Served as consultant with others from the American Academy for the Advancement of Science (AAAS) to conduct a Principal Leadership Academy in Dallas, Texas. One of the main purposes of the Academy was to provide the principals and their teams of teachers time to explore the importance of the benchmarks and national science standards. (Summer 1996)

Served as a consultant for the Texas Statewide Systemic Initiative Program, reviewed information and activities to be placed in science kits to be disseminated throughout the state of Texas. Dr. Uri Treisman is the director. (Fall 1996)

Facilitator for Project WILD - an interdisciplinary, supplementary environmental and conservation education programs emphasizing wildlife. Conducted numerous workshops for K-12 grade teachers.

Conduct workshops on pedagogy, grant writing and science fair projects for Howard University's College of Medicine - Project SCORE - Life Science Course/workshop for Middle School Teachers funded by the National Science Foundation.

Worked with several of the Urban Systemic Initiative Programs in the southwest, midwest and eastern regions of the United States funded by the National Science Foundation. Assist teachers in ways to use the national science standards and improve skills in teaching mathematics and science.

HOWARD UNIVERSITY

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EDUCATION

- 2012 Rutgers University- Newark, New Jersey Institute of Technology,
and The University of Medicine and Dentistry of New Jersey**
Joint Ph.D. in Urban Systems
*Dissertation: Who Teaches Where? Evidence from a Mixed Method Study of Teacher
Candidates' Preference for an Urban School Setting*
- 2009 Rutgers Graduate School of Newark: School of Public Affairs and Administration**
Certificate in Education Leadership and Administration
- 2003 Rutgers, the State University of New Jersey**
Bachelor of Arts in Mathematics, summa cum laude, Phi Beta Kappa
Certificate in K-12 Teacher of Mathematics

PROFESSIONAL EXPERIENCE

- | | | |
|-----------------------|---|-------------------|
| 2013 – Present | Howard University
Department of Curriculum and Instruction
Assistant Professor of Curriculum and Instruction | Washington, D.C. |
| 2013 – 2013 | Leslie University
Urban Teacher Center
Clinical Faculty of Mathematics Education | Washington, D.C. |
| 2011 - 2012 | University of Maryland—College Park
MD Science Mathematics Resident Teacher Program
Clinical Faculty of Mathematics Education | College Park, MD |
| 2009 – 2012 | Rutgers, the State University of New Jersey
Center for Urban and Public Service
Newark Schools Research Collaborative
Graduate Research Associate | Newark, NJ |
| 2006 - 2012 | Rutgers, the State University of New Jersey
MetroMath Center for Mathematics in America's Cities
Graduate Research Assistant | New Brunswick, NJ |

2008 - 2011	Rutgers, the State University of New Jersey Urban Teacher Education Program Graduate Teacher Assistant	Newark, NJ
2004-2006	Janis Dismus Middle School Middle School Mathematics Teacher	Englewood, NJ
2003-2004	Bloomfield Public High School High School Mathematics Teacher	Bloomfield, NJ
2001-2002	Rutgers, the State University of New Jersey Mathematics Department Undergraduate Teacher Assistant	Newark, NJ

PUBLICATIONS

BOOKS

Arroyo, A., Maramba, D. C., Allen-Ozuna, T., **Khalil, D.** & Palmer, R. T. (under contract). (Eds.) Issues in Minority Serving Institutions: Implications for policy and practice. *New Directions for Student Services*. San Francisco: Jossey-Bass. Scheduled for release in 2019.

PEER-REVIEWED ARTICLES

* Co-first authorship

** Graduate student co-authors

Khalil, D. (accepted). Where to teach? A Critical Race Quantitative Analysis of Prospective Teachers' Preferences. In Deborah Lowenberg Ball & Gloria Ladson-Billings (Eds), "Multiple Perspectives on Disrupting Inequities in Mathematics Education" *Urban Education*.

***Khalil, D.** & *DeCuir, A. (invited) This is Us: Islamic Feminist School Leadership. In Melanie Brooks, Muhammad Khalifa, & Nimo Abdi (Eds). "Education and Islam" *Journal of Educational Administration & History*.

***Khalil, D.** & *Rodriguez, C. (accepted). #NoBanNoWall from a Borderlands love ethic: Testimonios of a Chicano and a Falestinia for an education of love. *International Journal of Qualitative Studies in Education*.

***Khalil, D.**, *Jones, D. & Dixon, D. (2017). Teacher Advocates Respond to ESSA: "Support the Good Parts – Resist the Bad Parts. *The Peabody Journal of Education*, 1-21.

***Khalil, D.** & *Kier, M. (2017). Critical Race Design: An Emerging Methodological Approach to Anti-Racist Design and Implementation Research. *International Journal of Adult Vocational Education and Technology* 8(2), 54-71.

****Aitcheson, R. J., Abu-Bader, S. H., Howell, M. K., Khalil, D. & Elbedour, S. (2016).** Resilience in Palestinian Adolescents Living in Gaza. *Psychological Trauma: Theory, Research, Practice and Policy*, 9(1), 36.

Khalil, D. & Brown, E. (2015). Enacting a Social Justice Leadership Framework: The 3 C's of Urban Teacher Quality. *Journal of Urban Learning, Teaching, and Research*, 11(9), 77-90.

Liu, E., Rosenstein, J. G., Swan, A. E. & **Khalil, D.** (2008). When Districts Encounter Teacher Shortages: The Challenges of Recruiting and Retaining Mathematics Teachers in Urban Districts. *Leadership and Policy in Schools*, 7(3), 296-323.

PEER-REVIEWED PROCEEDINGS

Khalil, D. & Hughes, G. (2016a). Paradox or Process? A Description of Novice Teachers' Powerful Mathematical Affect and their Instructional Practices in Teachlive™ Rehearsals. In Csikos, C., Rausch, A., & Szitanyi, J. (Eds). *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education*. Vol. 3, pp.83-90. Szeged, Hungary: PME40.

Khalil, D. & Hughes, G. (2016b). In their Own Voices: National Factors that Affect the Mathematics Learning of African American Undergraduate Students. In Csikos, C., Rausch, A., & Szitanyi, J. (Eds). *Proceedings of the 40th Conference of the International Group for the Psychology of Mathematics Education*. Vol. 3, pp. 91-98. Szeged, Hungary: PME40.

Khalil, D., Hughes, G., Gosselin, C. & **Edwards, L. (2016). TeachLive™ Rehearsals: One HBCU's study on Prospective Teachers' Reformed Instructional Practices and their Mathematical Affect. In Wood, M., Turner, E., and Civil, M. (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: University of Arizona.

Dixon, D. & **Khalil, D.** (2016). An Examination of Racial Composition in Culturally Relevant Math Study Groups on Math Learning Outcomes. In Wood, M., Turner, E., and Civil, M. (Eds.). (2016). *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Tucson, AZ: University of Arizona.

Khalil, D., & Griffen, M. (2012). An Investigation of Factors Influencing Pre-service Mathematics Teachers' Preference To Teach in Urban Settings. In Van Zoest, L. R., Lo, J.-J., & Kratky, J. L. (Eds.). (2012). *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Kalamazoo, MI: Western Michigan University.

PEER REVIEWED BOOK CHAPTERS

***Khalil, D. & *Kier, M. (accepted).** Situating Critical Race Design as an Anti-Racist Design-Based Implementation Research Methodology. In Victor Wang (Eds.). *Enhancing Research Methods Through Innovative Techniques, Trends, and Analysis*. IGI Publishers.

- Invited for re-print by the IGI Board with a 20% change

***Khalil, D.** & ***Edwards, D.** (accepted). Scholar-Practitioners' Peer-Mentoring Community of Practice in Minority Serving Institutions. In Jeton McClinton, David S. Mitchell, Gerunda B. Hughes, Mark A. Melton (Eds.) *Mentoring at Minority Serving Institutions (MSIs): Theory, Design, Practice, and Impact*. Charlotte, NC: Information Age Press.

- Double-blind peer review facilitated by Jeton McClinton, David S. Mitchell, Gerunda B. Hughes, Mark A. Melton

Khalil, D., **Lake, E. & **Johnson, A. (accepted). Engagement Structures among Mathematics Teachers: Evidence from Two Continents. In Hannula, M., Morselli, F., Zhang, Q., Pepin, B., & Hanna, G. (Eds). *Attitudes, Beliefs, Motivation and Identity in Mathematics Education*. Springer International Publishing.

- Double-blind peer review facilitated by Markku Hannula, Francesca Morselli, Qiao Ping Zhang, Birgit Pepin, Gilah Hanna

***Khalil, D.** & ***Kier, M.** (accepted). Critical Race Design: Designing a community of practice for urban middle school students through a critical race perspective. In E. Mendoza, B. Kirshner, and K. Gutiérrez (Eds.) *Designing for Equity: Bridging Learning and Critical Theories in Learning Ecologies for Youth*. Charlotte, NC: Information Age Press.

- Double-blind peer review facilitated by Elizabeth Mendoza, Benjamin Kirshner, and Kris Gutiérrez

Khalil, D. & ****Karim, M.** (2016). Saudi Arabia: School Leadership in Saudi Arabia. In Helene Ärlestig, Christopher Day, Olof Johansson (Ed.) *A Decade of Research on School Leadership: Cases from 24 Countries*. (Studies of Educational Leadership Vol. 21, No. 24). Springer Science & Business Media.

- Double-blind peer review facilitated by Bruce Barnett, Christopher O'Day, and Helene Ärlestig

***Khalil, D.** & ***Kier, M.** (accepted). Voices from the field: Teacher reported challenges of planning and enacting social-justice oriented curriculum. In Nasser Mansour & Heba EL-Deghaidy (Eds.) *STEM in Science Education and S in STEM: From Pedagogy to Learning*. Sense Publishers.

Khalil, D., Lee, J., Dixon, R. D. & Boykin, W. (under contract). Proposing a Model of Engagement (in STEM) for Black Students at HBCUs. In Arroyo, A., Maramba, D. C., Allen-Ozuna, T., **Khalil, D.,** & Palmer, R. T. (Eds.) *Issues in Minority Serving Institutions: Implications for policy and practice*. *New Directions for Student Services*. San Francisco: Jossey-Bass.

ARTICLES UNDER REVIEW OR REVISING

***Khalil, D. & *Kier, M.** (under review). Exploring how Tablet Technologies Can Support Co-Construction of Culturally-Specific Curricular Resources in STEM. *The International Journal of Education in Mathematics, Science and Technology (IJEMST)*.

***Khalil, D. & *Brown, E.** (revise and resubmit). Diversity Drivers and Deterrents: Contextualizing a Charter School's Response to Gentrification's Displacement of Urban Students. *Urban Education*

***Khalil, D. & *Brown, E.** (revise and resubmit). Diversity Dissonance: A Framework to Contextualize One Choice School's Relocation and Reintegration Initiative. *Education Administration Quarterly*

Khalifa, M., **Khalil, D.**, Marsh, T., & Halloran, C. (revise and resubmit). Towards an Indigenous, Decolonizing School Leadership: A Literature Review. *Education Administration Quarterly*

Frank, T., **Khalil, D.**, Matson, K., Scates, B. & Odoms, S. (revise and resubmit). Listening and Learning from Black Mathematics Teachers. In Gutiérrez, R. & Goffni, I. (Eds). *Annual Perspectives in Mathematics Education (APME) 2018: Rehumanizing Mathematics for Students who are Black, Indigenous, and/or Latin@/x1*. Reston: VA: National Council of Teachers of Mathematics

Khalil, D., Liu, E., Rosenstein, J. G., & Swan, A. E. (revise and resubmit). Strategies for Recruiting and Retaining Mathematics Teachers. Revising to submit to *Leadership and Policy in Schools*

***Khalil, D.**, *Kier, M. Teamey, P., **Bazdar, A., **Boakye, B. Williams, K. (revise and resubmit). Re-humanizing STEM Tasks through Empathy. Revising to submit to *Teaching for Excellence and Equity in Mathematics*.

Abdul Rahman, M., Bart, W., Turner, J.F., **Khalil, D.** & Elbedour, S. (under review). The Demographic Profile of Black Homeless High School Students Residing in the District of Columbia Shelters and the Factors that Influence their Education. *Education and Urban Society*

ARTICLES IN PROGRESS

Khalil, D. & **Utt, J. (in progress). Preferring to Teach in the Suburbs: Implications for Anti-Racist Teacher Recruitment and Retention. DATA ANALYSIS COMPLETED. Preparing for *Urban Review*

***Khalil, D. & *Yanisko, E.** (in progress). The Importance of Instructional Leadership on Novice Teachers' Practice: Implications on Developing Quality Mathematics Teachers. DATA ANALYSIS COMPLETED. Preparing for *Journal of Case Studies in Education Leadership*

***Khalil, D. & *Kier, M.** (in progress). A Description of STEM Teacher Candidates' Powerful Affect and their Instructional Practices in Teachlive™ Rehearsals. DATA ANALYSIS COMPLETED. Preparing for *Journal of Negro in Education*.

Khalil, D., Dixon, R., Palmer, R. (2017). Using a Sense of Belonging to Understand the Experiences of Canadian Students at an HBCU. DATA ANALYSIS COMPLETED. Preparing for *Journal of College Student Development*.

Khalil, D. & **Johnson, A. (in progress). Pre-Service Mathematics Teachers Culturally Relevant Pedagogy: Warm Demand in TeachLivE™ Rehearsals. DATA ANALYSIS COMPLETED. Preparing for *Journal of Mathematical Behavior*.

GRANT ACTIVITY

Extramural

- 2016 - *Title: **Postdoctoral Fellow for E-Communities***
Role: Principal Investigator
Agency: National Science Foundation, ITEST
Amount: \$166,446.00
*Status: **funded***
- 2016 - *Title: I-Corp L: Scaling Up STEM Equity Audits*
Role: Principal Investigator
Agency: National Science Foundation, I-Corp
Amount: \$50,000.00
*Status: **funded***
- 2016 - *Title: The Institutional Infusion of Data and Computational Science for Responsible, Sustainable Growth and Development in Technology Related Fields*
Role: Co-Principal Investigator
Agency: Apple
Amount: \$99,832
Status: unfunded
- 2016 - *Title: Capstone DRK-12: Improving Math Teaching and Learning in Urban Schools*
Role: Co-Principal Investigator
Agency: National Science Foundation, DRK-12
Amount: \$2,995, 518.00
Status: unfunded
- 2015 - *Title: E-Communities: Investigating How a Collaborative between Engineers and Teachers Influences Underserved Youth's Participation in Engineering Design.*
Role: Principal Investigator
Agency: National Science Foundation, ITEST
Amount: \$779, 824
*Status: **funded***

- 2015 - *Title:* Building Connections and Learning Communities at HBCUs.
Role: Co-Principal Investigator
Agency: National Science Foundation
Amount: \$ 2,189,715.00
Status: **funded**
- 2015 - *Title:* Capstone OSSE 4 Math-Science Partnership
Role: Senior Faculty Associate
Agency: Office of State Superintendents of Education (OSSE)
Amount: \$507, 890
Status: **funded**
- 2015 - *Title:* Mathematics in SEED: Science Education Engineering Design
Role: Principal Investigator
Agency: Office of State Superintendents of Education (OSSE)
Amount: \$27,296
Status: unfunded
- 2014 - *Title:* HU Mission 101
Role: Co-Principal Investigator
Agency: National Aeronautics and Space Administration (NASA)
Amount: \$15 million
Status: subcontract funded at \$300,000, declined.
- 2014 - *Title:* School Safety and STEM Staffing Project
Role: Principal Investigator
Agency: Department of Justice – National Institute of Justice
Amount: \$ 956,980
Status: unfunded
- 2014 - *Title:* E-Mentors: Creating Mentoring Relationships between Engineers, High School Teachers and Students to Promote Awareness, Self-efficacy and Interest in STEM Careers
Role: Co-Principal Investigator
Agency: National Science Foundation, ITEST
Amount: \$1.2 million
Status: unfunded

Intramural

- 2017 *Title:* Investigating the Research and Development of Culturally Relevant TeachLivE™ Simulation Software for Education Practitioners.
Role: Principal Investigator

Agency: Howard University
Amount: \$50,000
Status: **under review**

2016 *Title:* (HU)² Corp Site Course: Scaling Up *E-Communities* Service Learning
Role: Principal Investigator
Agency: Howard University, funded by National Science Foundation
Amount: \$3000.00
Status: **funded**

2015 *Title:* A Longitudinal Study Investigating STEM Teachers' Career Decisions
Role: Principal Investigator
Agency: Howard University
Amount: \$10,000
Status: unfunded

2013-2014 *Title:* Investigating Preservice Teacher's Perceptions of School Safety
Role: Principal Investigator
Agency: Howard University
Amount: \$10,000
Status: **funded**

PEER REVIEWED PRESENTATIONS

****Students**

Khalil, D. & DeCuir, A. (under review) This is Us: Islamic Feminist School Leadership. Paper to be presented as part of a symposium panel "Educational Leadership and Islam: Critical Approaches to Identity, Advocacy, and Future Possibilities" for the annual meeting of the *American Educational Research Association*, New York City, NY.

Khalil, D. & **Johnson, A. (under review). Pre-Service Mathematics Teachers' Warm Demand in TeachLivE™ Rehearsals. Proposal submitted for the annual meeting of the *American Educational Research Association*, New York City, NY.

Khalil, D. (under review). Exploring Community Engineers' and (Preservice) Teachers' Co-Construction of Culturally-Specific Equitable Mathematics Tasks. Paper submitted as part of a symposium panel "Exploring Equity in the Context of Mathematics Teacher Education Practice: A Town-Hall Discussion" for the annual meeting of the *American Educational Research Association*, New York City, NY.

Kalinec-Craig, **Khalil, D.**, Goffney, I., McGraw, R. & Sorto, A. (under review). Advocacy and Action for Equitable Mathematics Teaching Practices in Teacher Education. Research Symposium proposal submitted to the annual research conference for the *National Council of Teachers of Mathematics*. Washington, D.C.

Goffney, I. & **Khalil, D.** (under review). Exploring Equity in the Context of Mathematics Teacher Education Practice. Research Symposium proposal to the annual research conference for the *National Council of Teachers of Mathematics*. Washington, D.C.

Kier, M.W. & **Khalil, D.** (under review). *Exploring how Online Collaborative Technologies Can Support Co-Construction of Culturally-Specific Curricular Resources in STEM*. Paper submitted to the *International Conference for the Association for Science Teacher Education*, Baltimore, MD.

Frank, T., **Khalil, D.**, **Matson, K., **Scates, B. & **Odoms, S. (under review). Listening and Learning from Black Mathematics Teachers. Paper submitted to the twenty-second annual conference of the *Association of Mathematics Teacher Educators* in Houston, TX.

Jones, D., **Khalil, D.** & Dixon, R. (2017, October). Teaching Teacher Advocates: Support the Good Parts – Resist the Bad Parts. Paper to be presented at the 51st Biennial *Kappa Delta Pi* Convocation in Pittsburgh, PA.

Khalil, D. & Kier, M. (2017). Critical Race Design: A Transdisciplinary Methodology. Paper to be presented as part of a symposium panel, “Facilitating a Discussion about the Role of Emergent Methods in Social Studies Education: A Contemporary Issues Dialogue” at the college and university faculty assembly at the annual research conference for the *National Council for Social Studies* in San Francisco, CA.

Khalil, D. & **Utt, J. (2017). Race, Space, and Safety: A Critical Race Analysis of Teacher Candidates’ Preference for Non-Urban Teaching. Paper presented at annual meeting of *Critical Race Studies in Education Association*, Indianapolis, Indiana.

Khalil, D. & Kier, M. (2017). Critical Race Design: Blending the Perspectives of Critical Race Theory and Social Design Experiments to Design STEM Teacher Professional Development. Paper presented as part of a symposium panel, “Innovations in Equity-Centered Teacher Learning” at the annual meeting of the *National Association for Research in Science Teaching* in San Antonio, TX.

Khalil, D., Dixon, R., Palmer, R. (2017). Using a Sense of Belonging to Understand the Experiences of Canadian Students at an HBCU. Paper presented at the annual meeting of the *American Educational Research Association* in San Antonio, TX.

Jones, D., **Khalil, D.**, & Dixon, R. (2017). Teacher’s Understanding of ESSA. Paper presented at the annual meeting of the *American Educational Research Association* in San Antonio, TX.

Khalil, D., Kier, M. W. & **Thomas, J. E. (2017). A Critical Race Design to Co-Constructing Engineering Experiences for Urban Middle School Students. Paper presented at the annual meeting of the *American Educational Research Association* in San Antonio, TX.

Khalil, D., **Kier, M.W., Teamey, P., **Boakye, B., **Bazdar, A., **Thomas, J.E. (2017). Exploring the common storylines in an online community through visual mapping to design SETM pedagogical resources. Paper presented at the annual meeting of the *American Educational Research Association* in San Antonio, TX.

Khalil, D. & Brown, E. (2016). One School's Diversity Policy: The Limits of 'Site Selection' and 'Special Programs' as Reintegration Initiatives. Paper presented at the annual research conference for the *University Council for Education Administration* in Detroit, MI

Khalil, D. (2016). E--Communities' Academic Rigor, Everyday Experiences & Historicity: Investigating How a Collaboration between STEM Educators and Engineers Impact Underserved Youth's Participation in Engineering Design. Invited to the UCEA Program Center for the Study of Leadership in Urban Education Panel, "Creating Equitable and Caring Environments: How Fostering Community Contributes to a Sense of Belonging and Academic Achievement" at the annual research conference for the annual *University Council for Education Administration* in Detroit, MI.

Khalil, D., Hughes, G., Gosselin, C., & **Edwards, L. (2016). TeachLive™ Rehearsals: One HBCU's study on Prospective Teachers' Reformed Instructional Practices and their Mathematical Affect. Paper presented at *38th North American Chapter of the International Group for the Psychology of Mathematics Education* annual meeting in Tucson, AZ: University of Arizona.

Dixon, D. & **Khalil, D.** (2016). An Examination of Racial Composition in Culturally Relevant Math Study Groups on Math Learning Outcomes. Paper presented at *38th North American Chapter of the International Group for the Psychology of Mathematics Education* annual meeting in Tucson, AZ: University of Arizona.

Khalifa, M., **Khalil, D.,** Marsh, T., & **Halloran, C. (2016). "Leadership" among Indigenous Ancestry: A Literature Review of Indigenous School Leadership. Paper presented as part of a symposium panel "Emerging Paradigms and Practices in Leadership for Social Justice: Advocacy, Activism, and Culturally Responsive Leadership" at the annual European Conference on Educational Research, Dublin, Ireland.

Khalil, D. & Hughes, G. (2016). Paradox or Process? A Description of Novice Teachers' Powerful Mathematical Affect and their Instructional Performance in Teachlive™ Rehearsals. Paper presented at the *40th International Group for the Psychology of Mathematics Education* meeting in Szeged, Hungary: University of Szeged Congress Centre.

Khalil, D. & Hughes, G. (2016). In their Own Voices: National Factors that Affect the Mathematics Learning of African American Undergraduate Students. Paper presented at the *40th International Group for the Psychology of Mathematics Education* meeting in Szeged, Hungary: University of Szeged Congress Centre.

Khalil, D. & **Johnson, A. (2016). A Novice Teacher's Powerful Mathematical Affect: A Case Study of Mykia's TeachLivETM Rehearsals. Paper to be presented at the *13th International Congress on Mathematics Education*, Hamburg, Germany.

Khalil, D. & Khalifa, M. (2016). Unpacking Preservice Teachers' Perceptions of Safety and Its Impact on their Plans to Teach in Newark. Paper presented at the annual research conference for the *Critical Race Studies in Education Association*, Denver, CO.

Khalil, D., **Hamilton, B. **Bryant, D., Reed, G., & Elbedour, S (2016). Prospective Teachers' Powerful Mathematical Affect: A Case Study of TeachLivE™ Rehearsals at an HBCU. Paper presented at the annual meeting of the *American Educational Research Association*, Washington, D.C.

Khalifa, M., **Khalil, D.**, Marsh, T., & **Halloran, C. (2016). Decolonizing School Leadership: A Literature Review of Indigenous Culturally Responsive Leadership. Paper presented at the annual meeting of the *American Educational Research Association*, Washington, D.C.

Khalil, D. & Yanisko, E. (2016) School Context, Teacher Perceptions, and Hiring: A Culture of Change, or Changing a Culture. Paper presented at the annual meeting of the *American Educational Research Association*, Washington, D.C.

Yanisko, E. & **Khalil, D.** (2016) Changing School Culture: New Teachers Learning to Facilitate High-Quality Mathematics Instruction. Paper presented at the research conference for the *National Council of Supervisors of Mathematics* in the Oakland-San Francisco Bay Area, California.

Khalil, D. & Brown, E. (2015, November). Enacting Social Justice Leadership: One Urban District's Search for Cultural Competency, Communication Skills, and Commitment. Paper presented at the annual research conference for *University Council for Education Administration* in San Diego, CA.

Elbedour, S., Carducci, B., & **Futiem, A., & **Khalil, D.** (2015, July). The Intrapersonal and Interpersonal Pervasiveness of Shyness in a Sample of Shy Arabic and North American Teens. Poster presented at the *14th European Congress of Psychology* meeting in Milan, Italy.

Khalil, D. & Brown, E. (2015, April). Searching for 3 C's: One Urban District's Search for Social Justice in New Teacher Hires' Cultural Understanding, Commitment, and Content Competency. Paper presented at the annual meeting of the *American Educational Research Association* in Chicago, IL

Khalil, D. & Karim, M. (2014). Principalship in Saudi Arabia. Paper presented at the annual research conference for *University Council for Education Administration* in Washington D.C.

Brown, E. & **Khalil, D.** (2014, October). Parent Peer Effect: The exchange of family out of school practices in an integrated school setting. Paper presented at the annual meeting of the *Northeastern Educational Research Association* in Trumbull, CT.

Khalil, D. & Brown, L. (2014, October). Searching for 3 C's: One Urban District's Search for Social Justice in New Teacher Hires' Cultural Understanding, Commitment, and Content Competency. *Paper presented at the annual meeting of the Northeastern Educational Research Association in Trumbull, CT.*

Khalil, D., & Lizairre, S. (2014, April). What Factors Influence Prospective Teachers' Career Plans to Teach in Suburban versus Urban Districts? One state's experience and a case study of one

suburban district. Paper presented at the annual meeting of the *American Educational Research Association* in Philadelphia, PA

Khalil, D., & Griffen, M. (2013, April). An Investigation of Predictors of STEM Teacher Candidates' Preference to Teach in Urban Settings. Presented at the annual meeting of the *American Educational Research Association* in San Francisco, CA

Khalil, D., (2012, June). Preferring to Teach in the Suburbs: Teacher Candidates' misconceptions about teaching locations. Paper to be presented as part of a symposium panel, "Included in a Symposium entitled *"The City Comes to the Suburb: The Racial and Socioeconomic Transformation"* at the Urban Change through Education Health and Environment Conference in Newark, NJ.

Khalil, D., & Zha, P. (2012, April). Perceptions of Working Conditions: Its Impact on Prospective Teachers' Decisions to Teach in Urban Districts. Paper presented at the annual meeting of the *American Educational Research Association* in Vancouver, BC.

Khalil, D., Hamdi, H., & Zha, P., (2012, April). Perceptions of Safety and the Reality of Violence: Its Impact on New Jersey's Prospective Teachers' Decisions to Teach in Newark. Paper presented at the annual meeting of the *American Educational Research Association* in Vancouver, BC.

Liu, E., Rosenstein, J. G., Swan, A. E., & **Khalil, D.** (2009, April). How Unique are Urban Districts' Challenges with Recruiting/Retaining Math Teachers?-- A Comparison with Suburban Districts. Paper presented at the annual meeting of the *American Educational Research Association* in San Diego, CA.

Liu, E., Rosenstein, J. G., Swan, A. E., & **Khalil, D.** (2009, April). The Strategy and Organization of Support for Mathematics Teachers in Eight Urban Districts. Paper presented as part of a symposium panel "Preparation, support and retention of middle and high school mathematics teachers in urban and high poverty districts: Views from the East and West coasts" at the annual meeting of the *American Educational Research Association* in San Diego, CA.

Khalil, D. (2008, July). School Choice and the History of Jersey City Public Schools: 1953-2007. Paper presented at the *International Standing Conference for the History of Education* in Newark, NJ.

Liu, E., Rosenstein, J. G., Swan, A. E., & **Khalil, D.** (2008, March). How Urban Districts are Responding to the Challenges of Recruiting and Retaining Mathematics Teachers. Paper presented at the annual meeting of the *American Educational Research Association* in New York City, NY.

Liu, E., Rosenstein, J. G., Swan, A. E., & **Khalil, D.** (2007, April). Grappling with Teacher Shortages: How Urban Districts and School Administrators Approach the Challenge of Recruiting and Retaining Qualified Mathematics Teachers. Paper presented at the annual meeting of the *American Educational Research Association* in Chicago, IL.

OTHER PUBLICATIONS

Khalil, D. & Khalifa, M. (2017). National Science Foundation Annual Report for I-Corp L: STEM Equity Audits. Howard University: Washington D.C.

Khalil, D. & Kier, M.W. (2017). National Science Foundation Annual Report for *E-Communities: Investigating How a Collaborative between Engineers and Teachers Influences Underserved Youth's Participation in Engineering Design*. Howard University: Washington, D.C.

Khalil, D. & Kier, M.W. (2016). National Science Foundation Annual Report for *E-Communities*. Howard University: Washington, D.C.

HONORS AND AWARDS

2017 **Howard University**
Office of the Associate Provost for Research & Graduate Studies
HU-TEACH V Faculty Award

2016 **Howard University**
Center for Excellence and Teaching and Learning
HU-TEACH III Exemplar for 100% Online Course

2015 **Howard University**
Office of the Associate Provost for Research & Graduate Studies
HU-TEACH III Faculty Award

2009-2011 **Rutgers, The State University of New Jersey**
Newark School Research Collaborative - Ford Foundation
Dissertation Fellowship

2008-2009 **Rutgers, The State University of New Jersey**
Graduate School of Newark
Teaching Fellowship

2006 - 2009 **Rutgers, The State University of New Jersey**
NSF MetroMath: The Center for Mathematics in America's Cities
Research Fellowship

2003 **Rutgers, The State University of New Jersey**
Summa Cum Laude, Phi Beta Kappa

TEACHING AND MENTORING ACTIVITIES

Howard University Courses (Taught⁺ and Developed^{*})

Instructor for EDUC 120 International Education for Contemporary Societies ⁺⁺

Instructor for EDUC 212 Educational Psychology and African American Learners⁺

Instructor for EDUC 219 Schooling for Diverse Populations ⁺⁺

Instructor for EDUC 315 Principles of Teaching Mathematics in Urban Classrooms ⁺⁺

Instructor for EDUC 410 Methods for Teaching Secondary School Mathematics⁺⁺

Instructor for EDUC 420 Interdisciplinary Research in STEM⁺⁺

Instructor for EDUC 501 Diversity in American Education⁺

Instructor for EDUC 692 Integrated Methods II Principles of Teaching Mathematics in Urban Classrooms⁺⁺

Rutgers University Courses

Co-instructor Curriculum and Instruction in Secondary Mathematics Classrooms⁺⁺

Co-instructor in Clinical II—Student Teaching Experience⁺

Howard University Mentoring

Just-Julien Mentor of Ayanna Johnson, School Psychology, School of Education, Howard University, 2017-2018

Dissertation Committee member of Lisa Green, “Implementing Standards-Based Reform Policy: An Examination of Special and General Education Teacher Preparations of Common Core State Standards for Students in a Mid-Atlantic School District.” Educational Leadership and Policy Studies, School of Education, Howard University, 2016-2017

Dissertation Committee member of Noor Hameededdin, “Investigating Three Influential YouTubers in Saudi Arabia: A Qualitative Content.” Department of Communication, Culture and Media Studies, Howard University, 2015-2017

Dissertation Committee member of Norah Alfawzan, “An Examination of Attitudes Towards Women in Leadership Positions in Public Universities in Saudi Arabia.” Educational Leadership and Policy Studies, School of Education, Howard University, 2015-2016

Co-Chair of Dissertation Committee of Charnita Whitmyer, “A Bolman and Deal Framework of Science Teachers' Beliefs of Teacher Preparation and Reform Practices for Diverse Learners.” Educational Leadership and Policy Studies, School of Education, Howard University, 2015-2016

Dissertation Committee member of Chastity Shipp, “Teacher Certification Routes and Their Relationship to Teacher Attrition.” Educational Leadership and Policy Studies, School of Education, Howard University, 2014-2015

Dissertation Committee member of Nazila Aghamirza. An Examination of Acculturation Levels and Evaluation of Leadership Knowledge and Experiences of First Generation Immigrant Leaders at the District Offices and School Sites in the Mid-Atlantic Region of the United States. Educational Leadership and Policy Studies, School of Education, Howard University, 2014-2015.

Dissertation Committee reader of Manal Sawan, “The Relationship between Bilingualism and Cognitive Development among Saudi Arabian School-aged Children Human Development and Psychoeducational Studies,” Howard University, 2014-2015

Dissertation Committee member of Muna Karim. An Examination of Principals' Knowledge, Training, Leadership Skills, Authority, and the Organizational Support to Implement the “New Vision” at “Developed Schools” in Saudi Arabia. Educational Leadership and Policy Studies, School of Education, Howard University, 2013-2014

Dissertation Committee reader of Mai Abdul Rahman, “The Demographic Profile of Black Homeless High School Students Residing in the District of Columbia” Educational Leadership and Policy Studies, School of Education, Howard University, 2013-20;814

Dissertation Committee reader of Rozanna Aitcheson, ‘Palestinian Children’s Resiliency in Gaza Strip’ Human Development and Psychoeducational Studies, Howard University, 2013-2014

PROFESSIONAL AND UNIVERSITY SERVICE

International Services

2017 Reviewer, *Education Administration Quarterly*

2017 Reviewer, Urban Education

2017 "Reducing Achievement Gaps in STEM" International NSF-ITEST Conference
invited working group member

2017 American Education Research Association (AERA)
Discussant, "Providing Equitably Opportunities to Educate Diverse Populations for
Achievement Outcomes that Equal or Exceed Expectations,"

2017 American Education Research Association (AERA)
Working group member, Schusterman - BU - AERA Teacher Diversity

- 2017 American Education Research Association (AERA)
Panelist, Division A Mentoring Seminar
- 2017 OSSE
Member, DC Fusion Think Tank
- 2016 - University of Michigan
Panelist, Using and Knowing Mathematics for Creating and Promoting Equitable Instructional Practice
- 2016 - Psychology of Mathematics Education
Chair, paper sessions
- 2016 - American Education Research Association (AERA)
Co-Chair, Special Interest Group on Teachers' Work/Teachers Unions
Organized Film Screening and Discussion: *Schoolidarity*
- 2015 - American Education Research Association (AERA)
Co-Chair, Special Interest Group on Teachers' Work/Teachers Unions
- 2015 - University Council of Educational Administrators (UCEA) Annual Conference
Reviewer, conference proposals
- 2015 International Congress of Mathematics Education
Reviewer, conference proposals
- 2014 - Psychology of Mathematics Education
Nominee, Steering Committee
Chair, paper sessions
- 2015 National Center for Educational Statistics (NCES)
Panelist, Aligning National Assessment of Educational Progress (NAEP) items with Common Core State Standards (CCSSM)
- 2015 New Jersey Department of Education, Trenton, NJ
Office of Career and Technical Education
Reviewer, Career Ready Practices Consortium Handbook
- 2015 University Council of Educational Administrators
Reviewer, Conference
- 2015 *NASSP Bulletin (BUL)*
Reviewer, articles on school leadership
- 2014 New Jersey Department of Education, Trenton, NJ
Office of Career and Technical Education

Panelist, “How to Teach via Career Ready Practices.”

- 2012- Carnegie Institution for Science - Math *For* America
Mentor, support new mathematics teachers
- 2011- University of Maryland-College Park
Mentor, support MSMaRT alternate route mathematics teachers
- 2014 STEM Pipeline Institute Teachers Training, Washington, D.C.
Presenter, on “Common Core Standards of Practice”
- 2014 Capstone Institute, Washington, D.C.
Presenter, “Effective Standards of Mathematical Practices: Hand Shake Problem.”
- 2013 Math *For* America - DC, Carnegie Institution for Science, Washington, D.C.
Presenter, “Mentoring Novice Teachers.”

University Service

- 2017 Inaugural Howard University - NASA Educator fellowship
Facilitator, \$23,000 fellowship for ten Howard School of Education students
- 2017 Howard University
Counselor, Theta Alpha Chapter of Kappa Delta Pi
- 2017 Howard University
Representative, HU Data & Computational Group Presentation at Faculty Reception
- 2017 Howard University
Judge, Research Week
- 2017 Howard University
Chair, search committee for NSF-funded post-doctoral fellow
- 2017 Howard University
Facilitator, CAEP TeachLivE demonstration
- 2015 Howard University
Education Partner, Prince George’s County Public Schools
- 2016 Howard University
Representative, Capstone Institute
- 2016 Howard University

Member, Howard University Committee on Statistics in Education

2015 - NSF-ITEST *E-Communities* Partnership with Prince George's County Public Schools

2013 - Member of Howard University Teacher Education Advisory Council

School Service

2017- Partner with Montgomery County Public Schools Diversity and Equity Initiative

2016- Member of School of Education Scholarship Committee

2015- Member of Technology and Library Committee, School of Education

2015- Member of Committee on Global Initiatives & Distance Learning, School of Education

2015 - Member of Sabbatical Review Committee, School of Education

2014- Chair of Graduate Studies Committee, School of Education (ended, 2016)

2013 Panelist School of Education Board of Visitors Meeting

Department Service

2016- Member of C&I Honor's Program, School of Education

2016 Member of the Search Committee for Chair of Curriculum and Instruction

2016 Member of the Search Committee for Science Education

2015- Member of Recruitment & Retention Committee, Department of Curriculum and Instruction

2015- Member of Admissions Committee, Department of Curriculum and Instruction

2015- Member of Curriculum Committee, Department of Curriculum and Instruction

2015- Member of the Technology Committee, Department of Curriculum and Instruction

2015- Member of the Comprehensive Examination Committee

2015- Undergraduate student advisor for elementary education students

- 2015 Member of Search Committee, Department of Curriculum and Instruction
- 2015 Created an online Education Unit for Prospective Teacher Preparation on English Language Learning
- 2015 Coordination with NASA Goddard Space Center on Collaborative Opportunities for Elementary Preservice Teachers, Howard University.
- 2015 Aligned Curriculum and Instruction students' Praxes scores to 5 point rubric
- 2015 Review of EDUC 315 resumes and connecting students with human resource directors in Fairfax County Public Schools, District of Columbia Public Schools, Prince George's County Public Schools who participate in Howard University's TEAC committee
- 2015 Coordinated guest speakers for EDUC 120 and EDUC 420, including Dr. Hairston (HUSOE) and Ms. Sue Hassan (NJ Abbott preschool); and Mr. Anthony Anamelechi, a former student ranked highly "effective" D.M.V.
- 2014 Coordinated pre-service teacher's participation in Chevron STEM Zone Exhibit at the National Engineering Festival in Washington, D.C.
- 2014 Participated in refining assessment system to assess and improve program quality. Created ranges for Praxis Core Examinations, Praxis Subject Assessments, Praxis Pedagogy Examinations to align to department's 5-point rubric in order for all programs key assessment outcomes to have common metrics.
- 2014 Participated in re-sequencing courses to the M.Ed. programs to be completed in one calendar year by full time students.
- 2014 Participated in conceptualizing one M.Ed. degree with specific certification tracks to replace the current M.Ed. degrees in special education, secondary education, and elementary degrees.
- 2014 Guest Speaker for EDUC 100, Opportunities in Mathematics Education

COMMUNITY SERVICE AND OUTREACH

- 2017 Connecting Worldviews to Curriculum, Webinar, Howard University: Washington, D.C.
- 2017 Incorporating Engineers into Design Challenges, Webinar, Howard University: Washington, D.C.

- 2017 Evaluation Strategies for Engineering Design Challenges, Webinar, Howard University: Washington, D.C.
- 2017 Reviewing Mind-Mapping Strategies, Webinar, Howard University: Washington, D.C.
- 2017 How to Link STEM in Structure and Agency Research, San Antonio, Texas.
- 2016 Storytelling in Engineering. Webinar, Howard University: Washington, D.C.
- 2016 R&D Engineering Design in STEM Education, US Patent Trade Office, Howard University: Washington, D.C.
- 2016 Building Trust and Engagement, Webinar, Howard University: Washington, D.C.
- 2016 Tinker and Build: 6 Station, Oxon Hill Middle School, Prince Georges County Public Schools: Oxon Hill, MD.
- 2016 Designing an Engineering Design Challenge around a Community Social Justice Issues, Oxon Hill Middle School, Prince Georges County Public Schools: Oxon Hill, MD.
- 2016 Connecting Design to Engineer's Stories, Stephen Decatur Middle School, Middle School, Prince Georges County Public Schools: Oxon Hill, MD.
- 2016 Strategies for Enhancing STEM Instruction in Higher Education Settings" Capstone Institute, Howard University, DC.
- 2016 Introducing Research Methods to first year doctoral students, Howard University: School of Education, Washington, D.C.
- 2015 Reformed Teaching Observation Protocol. Three-hour professional development for doctoral students, School of Education, Howard University, Washington, D.C.
- 2016 Bilingual Emergent Learners Module. Blackboard, Howard University: Washington, D.C.
- 2015 STEM Community Engagement Pedagogy. Canvas, Howard University: Washington, D.C.
- 2015 HBCU Integration of STEM. Webinar, Howard University: Washington, D.C.
- 2014 CCSS-M of Mathematical Practices: Hand Shake Problem. OSSE Math Science Partnership, Capstone Institute, Washington, D.C.
- 2014 Coordination with NASA Goddard Space Center on Collaborative Opportunities for Elementary Preservice Teachers, Howard University.

- 2014 Coordinated pre-service teacher's participation in Chevron STEM Zone Exhibit at the National Engineering Festival in Washington, D.C.
- 2014 Advise Dr. Muna Karim on the Development of a School Leadership Program at Dal Al-Hekmah, Kingdom of Saudi Arabia
- 2014 Advise CEO/Director Nacional at AFS Intercultural Programs Pablo Vinas Guzman on Intercultural Competency, Dominica Republic and Puerto Rico
- 2013 Mentoring Novice Teachers. Two-hour professional development for Math for America, Carnegie Institution for Science, Washington, D.C.
- 2012 Advise Canadian Palestinian Professional Foundation (CPPF) on scholarship opportunities via the Hope Fund, USA
- 2011 Healthy Living Initiative. Assessed city's safety designs and crime data. Rutgers New Jersey Medical School, Rutgers University, Newark, NJ
- 2008 Recruiting Math Majors for Math Teachers, College of Arts and Science, Rutgers, University
- 2006 Math and Science Night, conducted workshop for Middle school students and parents. Janis Dismus Middle School, Englewood, NJ

MEDIAN AND CREATIVE HIGHLIGHTS

Highlighted in Perry, A. (2017, May). "Discovering" Black teachers at HBCUs. *The Hechinger Report*. Retrieved from <http://hechingerreport.org/discovering-black-teachers-hbcus/>

E-Communities (2017). Engineer Prezi Stories. Retrieved from http://prezi.com/hs9qmv1i1qqq/?utm_campaign=share&utm_medium=copy&rc=ex0share.

E-Communities (2016). Invited magazine feature for *Living Education*. Retrieved from https://issuu.com/livingeducationmagazine/docs/2016_spring_edition_of_living_educ_2d2d34cf96fcea

I-Corp L: STEM Equity Audits. American Society for Engineering Education Highlights. Retrieved from <https://2016icorpslashingtondcmetroarea.shutterfly.com/>

PROFESSIONAL OPPORTUNITIES AND CERTIFICATIONS

2017	Attended Center for Teaching, Learning and Assessment GW46 Exploring Literature on Africa and the Middle East April 11
2016	Attended STELAR's International NSF-ITEST Summit, May 1-3.
2016	Attended American Society for Engineering Education NSF-I-Corp L Training, August 25-26
2016	Attended <i>40th Conference of the International Group for the Psychology of Mathematics Education</i> Early Career Day Early Career Day in Szeged, Hungary, Aug 2-3
2016	Attended 13 th <i>International Congress of Mathematics Education</i> Affect, Beliefs, and Identity in Mathematics Education Topic Study Group in Hamburg, Germany, July 24-31
2016	Attended American Society for Engineering Education NSF-I-Corp L Training (15 hours)
2016	Attended American Society for Engineering Education NSF-I-Corp L Training July 13-15
2016	Attended "Measuring Student Learning with the Engineering Design Process Portfolio Scoring Rubric
2015	Attended Center for Teaching, Learning and Assessment BB01-BB07 Blackboard Certification Courses (15 hours)
2015	Attended Center for Teaching, Learning and Assessment DLSI Best Practices in Distance-Learning Seminar (15 hour course)
2015	Attended Center for Teaching, Learning and Assessment CRSI Course Redesign Seminars, May 11-12(15 hour course)
2015	Attended two day conference for the Robert Noyce Scholarship Program facilitated by the Quality Education for Minorities (QEM) Network), November 14-15
2015	Attended two day conference for the HBCU Undergraduate Program facilitated by the Quality Education for Minorities (QEM) Network), August 15 th -16
2015	Attended the DC STEM Network Summit at Gallaudet University, October 21st
2014	Attended Center for Teaching, Learning and Assessment SR06 Epson Stylus Smart Board Certified, September 29

- 2014 Attended Center for Teaching, Learning and Assessment SR05 Epson Stylus Smart Board Certified August 29
- 2014 Attended *38th Conference of the International Group for the Psychology of Mathematics Education* Teacher Noticing Working Sessions in Vancouver, Canada July 15-20
- 2014 Attended Center for Teaching, Learning and Assessment ILSI Information Literacy Seminar, May 28
- 2013 Attended workshop on obtaining federal and foundation grant funding at Howard University (October 10; 1pm-5pm, Carnegie Building).
- 2013 Attended workshop on obtaining CITI - Human Subjects Research Certificate
- 2013 Attended Center for Teaching, Learning and Assessment VT01 Video-Recording Your Lectures, October 10-11

PROFESSIONAL AFFILIATIONS

AERA	American Educational Research Association
AMTE	Association of Mathematics Teacher Educators
CRSEA	Critical Race Studies in Education Association
ICME	International Congress on Mathematics Education
KDP	Kappa Delta Pi
NCTM	National Council of Teachers of Mathematics
NCSM	National Council of Supervisors of Mathematics
PME	International Group for the Psychology of Mathematics Education
PME/NA	North American Chapter of the Psychology of Mathematics Education
UCEA	University Council for Educational Administration



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Curriculum Vitae

Celeste M. Malone

Howard University – School of Education
2441 4th Street, NW
Washington, DC 20059
202-806-7345 (office) / 401-481-6326 (mobile)
celeste.m.malone@gmail.com
celeste.malone@howard.edu

EDUCATION AND TRAINING:

Postdoctoral Fellowship, Pediatric and Child Clinical Psychology
Johns Hopkins University – Baltimore, MD, August 2012-July 2014

Doctor of Philosophy, School Psychology (APA accredited/NASP approved)
Temple University – Philadelphia, PA, August 2012
Dissertation Title: The Evaluation of the School Psychology Multicultural Competence Scale

Certificate, Teaching in Higher Education
Temple University – Philadelphia, PA, August 2011

Master of Education, School Psychology
Temple University – Philadelphia, PA, August 2009

Master of Science, Counseling, School Counseling specialization (CACREP accredited)
Johns Hopkins University – Baltimore, MD, May 2008

Bachelor of Arts, Psychology
Brown University – Providence, RI, May 2004

PROFESSIONAL EXPERIENCE:

Associate Professor of School Psychology Howard University, School of Education – Washington, DC Department of Human Development and Psychoeducational Studies	August 2019-present
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Assistant Professor of School Psychology Howard University, School of Education – Washington, DC Department of Human Development and Psychoeducational Studies	August 2014-July 2019
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Associate Director of Admission National Cathedral School – Washington, DC	August 2006-July 2008
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Middle and Upper Schools Advisor/Counseling Intern National Cathedral School – Washington, DC	September 2007-July 2008
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Associate Teacher

Beauvoir, the National Cathedral Elementary School – Washington, DC

August 2004-June 2006

Treatment Coordinator

The Groden Center – Providence, RI

July 2002-July 2004

PUBLICATIONS:

* denotes collaboration with current/former student

Peer-Reviewed Publications:

Hughes, T.L, Raines, T. C., & **Malone, C. M.** (in press). School pathways to the juvenile justice system. *Policy Insights from the Behavioral and Brain Sciences*.

Gross, T. J. & **Malone, C. M.** (2019). Examination of multicultural courses offered across school psychology training programs. *Contemporary School Psychology*, 23(2), 179-189.

Malone, C. M. (2018). Correlates of self-reported multicultural competence in school psychology students. *The School Psychologist*, 72(1), 3-12.

Malone, C. M., Al'Uqdah, S. N., & Fisher, S. (2017). Exploring school psychologists' preparation for multicultural supervision. *Trainers' Forum*, 34(3), 62-74.

Perry-Parrish, C., Webb, L., Zeman, J., Spencer, S., **Malone, C.**, Borowski, S., Reynolds, E., Hankinson, J., Specht, M., & Ostrander, R. (2017). Anger regulation and social acceptance in early adolescence: Associations with gender and ethnicity. *Journal of Early Adolescence*. 37(4), 475-501.

Malone, C. M., Briggs, C., Ricks, E., Middleton, K., Fisher, S., & Connell, J. E. (2016). Development and initial examination of the School Psychology Multicultural Competence Scale. *Contemporary School Psychology*, 20(3), 230-239.

Al'Uqdah, S. N., Grant, S., **Malone, C.**, McGee, T., & Toldson, I. (2015). Impact of community violence on parenting behaviors, parents' mental health functioning, and associated child outcomes. *Journal of Negro Education*, 84, 428-441.

Fisher, S., Middleton, K., Ricks, E., **Malone, C. M.**, & Briggs, C. (2015). Not just black and white: Peer victimization and the intersectionality of school diversity and race. *Journal of Youth and Adolescence*, 44, 1241-1250.

Non-Peer-Reviewed Scholarly Publications:

Malone, C. M., *Ellis, T., & *Isom, D. (in press). Students with parents involved in substance abuse or dependence. Invited chapter in E. Rossen (Ed.) *Supporting and Educating Traumatized Students*. Oxford University Press.

Malone, C. M., *Gibson, A., & *Isom, D. (in press). Overview of the Tell-Me-A-Story Projective Test. In B. J. Carducci (Ed.) *Encyclopedia of Personality and Individual Differences, Vol. II: Research Methods and Techniques of Assessment*. Hoboken, NJ: John Wiley & Sons.

- Parris, L. & **Malone, C. M.** (in press). Assessment of Anxiety and Related Disorders in Children. In C. R. Reynolds & R. W. Kamphaus (Eds.) *Handbook of Psychological and Educational Assessment of Children: Personality, Behavior, and Context* (3rd edition). New York, NY: Guilford Press.
- Talapatra, D., Parris, L., & **Malone, C.** (in press). Early career mentoring: The need for an intersectional perspective. *The School Psychologist*.
- Grapin, S., **Malone, C. M.**, & Stoner, G. (submitted). Getting involved in professional associations. Invited chapter in R. Floyd & T. Eckert *Handbook of University and Professional Careers in School Psychology*. London, UK: Routledge.
- Raines, T. C., **Malone, C. M.**, Beidleman, M., & *Bowman, N. (submitted). Policies and laws affecting young children. Invited chapter in V. Alfonso & G. DuPaul *Promoting Healthy Growth and Development in Young Children: Bridging the Science-Practice Gap*. Washington, DC: American Psychological Association.
- Guiney, M., **Malone, C.**, Paige, L. Z., Prus, J., Rossen, E., & Shanock, A. (2019). *Strategies to avoid program closure and promote the vitality of your school psychology program* [Technical assistance brief]. Bethesda, MD: National Association of School Psychologists.
- Malone, C. M.** (2019). Obsessive-compulsive behavior: Helping handout for the school and home. Invited entry in G. Bear & K. Minke (Eds.) *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*. Bethesda, MD: National Association of School Psychologists.
- Malone, C. M.** (2019). Presenters in focus: Supporting students affected by parental substance use. *NASP Communiqué*, 48(4), 12.
- Malone, C. M.** & *Dugas, J., & *Ellis, T. (2019). Anxiety: Helping handout for the school and home. Invited entry in G. Bear & K. Minke (Eds.) *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*. Bethesda, MD: National Association of School Psychologists.
- Malone, C. M.** & Proctor, S. L. (2019). Demystifying social justice in school psychology practice. *NASP Communiqué*, 48(1), 1, 21-23.
- Turner, E. A., **Malone, C.**, & Douglas, C. (2019). Barriers to mental health care for African Americans: Applying a Model of Treatment Initiation to Reduce Disparities. In M. Williams, D. Rosen, & J. Kanter (Eds.), *Eliminating Race-Based Mental Health Disparities*. Oakland, CA: New Harbinger Press.
- Malone, C. M.** (2017). Graduate student socialization and development of a professional identity. *MSPA Protocol*, 58(1), 7-9.
- Malone, C. M.** (2017). Developing scientist-practitioners: The professional practice issues poster session. *MSPA Protocol*. 57(3), 10-11.
- Fisher, S., **Malone, C.**, & Sheehan, C. (2016). The case for integrated mental health and substance use interventions in secondary schools. *NASP Communiqué*. 45(2).

Washington, K., **Malone, C.**, Briggs, C., & Reed, G. K. (2016). Testing and African Americans: Testing monograph from the Association of Black Psychologists. In F. T. L. Leong & Y. S. Park (Eds.), *Testing and Assessment with Persons and Communities of Color* (pp. 3-11). Washington, DC: American Psychological Association.

Malone, C. M. (2010). Evaluating multicultural competence in school psychology. *NASP Communiqué*, 38(7).

Malone, C. M., Jacobs, D., & Sullivan, A. L. (2010). The importance of mentorship for culturally and linguistically diverse graduate students. *NASP Communiqué*, 39(3).

Other Publications:

Barrett, C. A., Heidelberg, K., & **Malone, C.** (2019). The NASP Exposure Project: A promising approach for addressing workforce shortages and social justice. *NASP Communiqué*, 47(5)

Malone, C. M. (2018). Envisioning our future: The development of the MSPA strategic plan. *MSPA Protocol*. 59(1), 4-6.

Hyson, D., **Malone, C.**, & Vekaria, H. (2018). NASP findings from the ASAE Foundation survey: Implications for member engagement and leadership development. *NASP Communiqué*, 46(5), 16-18.

Malone, C. (2017, October 16). Renewing ourselves to rebuild the BVI [Commentary]. *BVI News*. Retrieved from <http://bvinews.com/new/opinion-renewing-ourselves-to-rebuild-the-bvi/>

Malone, C. M. & Arroyos, E. (2017). Leadership development in graduate education. *NASP Communiqué*. 45(5), 16-17.

Malone, C. M., McCullum, C., & Bhatt, H. (2016). Carving pathways to leadership: An introduction to the NASP leadership development committee. *NASP Communiqué*, 44(5), 1, 22-23.

Malone, C. M., Cooper, J. M., Hugger, K. A., & Smith, N. D. (2012). Making the most of your NASP convention experience. *NASP Communiqué*, 40(5), 35.

Manuscripts Under Review:

Malone, C. M., Parris, L., & Talapatra, D. (under review from revise and resubmit). Where are the diverse faculty in school psychology? The insider perspective on barriers, facilitators, and recommendations for diversifying the field.

Malone, C. M. & *Ishmail, K.Z. (revise and resubmit). A snapshot of multicultural training in school psychology.

Ricks, E., Fisher, S., Middleton, K., & **Malone, C.** (revise and resubmit). Within-group variation: Mathematics competency beliefs and achievement among African American third grade students.

Malone, C. M. & Fisher, S. (under review). Assessing preservice teachers' knowledge of children's mental health concerns.

Manuscripts in Preparation:

Carlson, J., Harris, B., & **Malone, C. M.** (in preparation). Career paths in school psychology. Invited chapter in R. Floyd & T. Eckert *Handbook of University and Professional Careers in School Psychology*. London, UK: Routledge.

Hughes, T. & **Malone, C. M.** (in preparation). Engaging in political leadership and public policy advocacy. Invited chapter in R. Floyd & T. Eckert *Handbook of University and Professional Careers in School Psychology*. London, UK: Routledge.

*L'Elie, N., **Malone, C. M.**, Reed, G. K., Woodson, K., & Rashid, H. (in preparation). Concurrent validity study of the School Psychology Multicultural Competence Scale.

Malone, C. M., *Cooke, S., *Dugas, J., & *Ledford, J. (in preparation). Microaggressions in PK-12 settings: A systematic review of the literature.

Gross, T. J. & **Malone, C. M.** (in data analysis). School psychology training and needs assessment for multicultural competency.

REFEREED CONFERENCE PRESENTATIONS:

* denotes collaboration with current/former student

Barrett, C. A., Hudson, N. Q., Harper, E., **Malone, C. M.**, Bland, T., & Heidelberg, K. J. (2020, February). *10,000 strong: The Exposure Project and implications for leadership*. Symposium accepted for presentation at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Malone, C. M., Al'Uqdah, S., Williams, B., Lakes, A., & *Ishmail, K. Z. (2020, February). *Building capacity for parent involvement: A university-school partnership*. Symposium accepted for presentation at the annual convention of the National Association of School Psychologists, Baltimore, MD.

Malone, C. M., Vekaria, H., McClure, B., McCullum, C., & Proctor, S. (2020, February). *Visible, yet invisible: Navigating leadership as a person of color*. Symposium accepted for presentation at the annual convention of the National Association of School Psychologists, Baltimore, MD.

**Selected for the President's special strand

Turner, E. A., **Malone, C. M.**, Saleem, F., Lewis, J. A., & Neville, H. A. (2019, August). *Living in a racist society: Mental health among African Americans*. Symposium presented at the annual convention of the American Psychological Association, Chicago, IL.

Malone, C. M., Subotnik, R., Van Meter, P., & de los Reyes, A. (2019, August). *Applying psychological science to address racial/ethnic disparities in PK-12 education*. Discussion presented at the annual convention of the American Psychological Association, Chicago, IL.

Barrett, C. A., Harper, E., Hudson, N. Q., **Malone, C. M.**, Bland, T. M., & Heidelberg, K. J. (2019, February). *The Exposure Project: Implications for workforce shortages and increasing diversity*. Symposium presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

- Malone, C. M. & *Ishmail, K. Z.** (2019, February). *Examining the state of multicultural training in school psychology*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Malone, C. M., *Ledford, J., & *Wyche, T.** (2019, February). *Did they just say that? Responding to microaggressions in schools*. Mini-skills presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Mann, A. & Malone, C. M.** (2019, February). *Perceptions of the effect of dress code policies on education*. Paper presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Parris, L., Malone, C. M., & Talapatra, D.** (2019, February). *Building support networks to diversify the school psychology faculty pipeline*. Practitioner conversation presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Parris, L., Talapatra, D., & Malone, C. M.** (2019, February). *Differences in career needs among White and minority faculty in academia*. Practitioner conversation presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- *Wyche, T., Caemmerer, J., & Malone, C. M.** (2019, February). *Teleconsultations in school psychology: A developing idea*. Poster presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.
- Talapatra, D., Parris, L., & Malone, C. M.** (2018, August). *Intersectionalities in mentoring: Personality, gender, and ethnicity*. Paper presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Van Meter, P. N., Malone, C., Subotnik, R. F., & Sperling, P. A.** (2018, August). *Applying psychological science to teaching, learning, and well-being in schools*. Symposium presented at the annual convention of the American Psychological Association, San Francisco, CA.
- Fisher, S. & Malone, C. M.** (2018, February). *Wait, the kids are using drugs? School-based substance use interventions*. Workshop presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Gross, T. J. & Malone, C. M.** (2018, February). *Always measure twice: Assessing multicultural competence and training needs*. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Gross, T. J. & Malone, C. M.** (2018, February). *Diversity course log: Mechanism for sharing diversity training information*. Poster presented at the annual meeting of the Trainers of School Psychologists, Chicago, IL.
- Parris, L., Talapatra, D., & Malone, C. M.** (2018, February). *Proposing a NASP REM recruitment and retention strategy: Field recommendations*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Malone, C. M., Parris, L. N., Talapatra, D., & Kim, S. Y.** (2017, August). *Building diversity in the ivory tower: Supporting pre-tenure racial/ethnic minority faculty*. Conversation hour presented at the annual convention of the American Psychological Association, Washington, DC.

- Beidleman, L. M., Reyna, R., Rodriguez, T., Ryan, M., **Malone, C. M.**, Raines, T. (2017, February). *Examining the measurement and influences on self-reported cultural competency*. Symposium presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Fisher, S., Briggs, A., & **Malone, C. M.** (2017, February). *School-based risk factors for substance abuse during adolescence*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Gross, T. J., Popkin, J., Ambrose, D., **Malone, C. M.**, & *Ledford, J. (2017, February). *Diversity training: No matter where we are, there we go*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Malone, C. M.** & Fisher, S. (2017, February) *School psychologists and teachers: Building capacity to address mental health*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Malone, C. M.**, Parris, L. N., Talapatra, D., & Kim, S. Y. (2017, February). *Where are the diverse faculty? The insider perspective*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Al'Uqdah, S., **Malone, C.**, & Grant, S. (2016, August). *Bringing peace to African American women in the academy*. Roundtable discussion at the annual convention of the Association of Black Psychologists, Arlington, VA.
- Fisher, S. D., Zapolski, T., Hsu, W., Sheehan, C., **Malone, C.**, Barnes, J. (2016, August). *The role of parents and early adolescent drug use: A longitudinal investigation*. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- Malone, C. M.**, Al'Uqdah, S., & Fisher, S. (2016, August). *Multicultural supervision in school psychology*. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- Ricks, E. D., DeLaine, K., & **Malone, C. M.** (2016, August). *Cognitive self-regulation, social competence, approaches to learning, mathematics and literacy achievement in young children*. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- *Clark, T., *L'Elie, N., *Lewis, M., & **Malone, C. M.** (2016, February). *Role of gender and pre-injury psychiatric disorders in adolescent concussion*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Malone, C. M.** (2016, February). *Exploring the relationship between microaggressions and school climate*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Boyer, J.A., **Malone, C. M.**, Sanders, R., Gunersel, B., & Barnett, P. (2012, February). *Preparing future faculty in school psychology: Training and supervision*. Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

Malone, C. M. & Fiorello, C. A. (2012, February). *The impact of personal characteristics on multicultural competence.* Paper presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

Oyer, M. H., **Malone, C. M.**, Rosen, P. I., & Rotheram-Fuller, E. (2011, August). *The role of needs assessment in university-school-community partnerships.* Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Malone, C. M. & Connell, J. E. (2011, February). *Evaluating the validity of vocabulary matching CBM probes in mathematics.* Poster presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.

Malone, C. M., Connell, J. E., & Fiorello, C. A. (2011, February). *The evaluation of multicultural competencies in school psychology.* Paper presented at the annual convention of the National Association of School Psychologists, San Francisco, CA.

Malone, C. M. & Connell, J. E. (2010, March). *Development of multicultural competence in school psychology graduate students.* Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

GRANT SUBMISSIONS:

Internal Funding:

Principal Investigator. *Re-Examining the State of Multicultural Training in School Psychology.* Howard University Office of Research Development, 2018-2019, \$15,000 – Funded.

Principal Investigator. *Assessing Preservice Teachers' Knowledge of Children's Mental Health Concerns.* Howard University Office of Research Development, 2016-2017, \$10,000 – Funded.

External Funding:

Co-Principal Investigator. *Howard University Teacher Residency Program.* (PI: Kenneth Anderson, Howard University). United States Department of Education, 2019-2024, \$984,704 – Funded.

Co-Principal Investigator. *Preparing Special Education Teachers to Meet the Learning, Behavioral, and Mental Health Challenges of Students with Disabilities (PSET).* (PI: James Jackson, Howard University). District of Columbia Government Office of the State Superintendent of Education, 2019-2020, \$365,000 – Unfunded.

Co-Principal Investigator. *Diversity in the Ivory Tower: Enhancing the Pipeline to Academia for Racial/Ethnic Minority Students* (PI: Devadrita Talapatra, University of Denver). Society for the Study of School Psychology, 2018-2019, \$19,910 – Unfunded.

Principal Investigator. *Exploring How Experiencing Racial/Ethnic Microaggressions Affect High School Students' Perceptions of School Climate, Psychological Well-Being, and Academic Performance.* Spencer Foundation, 2018, \$50,000 – Unfunded.

Principal Investigator. *Exploring How Microaggressions Affect High School Students' Educational Experience.* W.T. Grant Foundation, 2017-2019, \$600,000 – Unfunded.

Project Lead. *School Psychologists as Leaders in Trauma Aware Schools: Building Capacity and Skills.* Maryland School Psychologists' Association Professional Development Grant, 2015-2016, \$800 – Funded.

SCHOLARSHIP OF ENGAGEMENT:

Lead Consultant. (2017-present). *Ron Brown College Preparatory High School (District of Columbia Public Schools).* Engaged in ongoing consultation with the school principal and mental health team to develop a research and practice partnership focused on increasing parent engagement. Partnership activities include: Data collection and analysis of parent needs assessment survey, collaboration with the Parent-Teacher Organization (PTO), development of parent workshop curricula, data collection and analysis of teacher professional development needs assessment survey

INVITED PRESENTATIONS:

Invited Talks:

Malone, C. M. (2019, November). *Breaking Barriers to Addressing Youth Mental Health Care.* Montgomery County Public Schools annual mental health fair. Gaithersburg, MD.

Malone, C. M. (2019, October). *Addressing Microaggressions in Clinical Practice.* At the Licensed Clinical Professional Counselors of Maryland annual conference. Greenbelt, MD.

Malone, C. M. (2019, October). *School Psychologists and High School Psychology Teachers: Partners in Developing Student Interest in Psychology.* At the American Psychological Association's Teachers of Psychology in Secondary Schools fall meeting. Washington, DC.

Malone, C. M. (2019, October). *The Intersection of Ethics and Social Justice in School Psychology Practice.* At the Maryland School Psychologists' Association fall conference. Baltimore, MD.

Malone, C. M. (2019, August). *Recognizing and Responding to Microaggressions in School Settings.* Presentation hosted by Chicago Public Schools Office of Related Services for school-based counselors, nurses, occupational therapists, psychologists, and speech-language pathologists, Chicago, IL.

Malone, C. M. (2019, June). *Addressing Microaggressions and Discrimination to Build School Climate.* At the Safe Schools Conference (sponsored by Baltimore County Public Schools) Baltimore, MD.

Hughes, T., **Malone, C. M.**, & Worrell, F. (2019, January). *Master's Level Accreditation: Updates and Implications for School Psychology.* At the Council of Directors of School Psychology Programs annual meeting. Hollywood Beach, FL.

Malone, C. M. & Al'Uqdah, S. (2018, June). *Addressing Microaggressions and Discrimination to Build School Climate.* At the Safe Schools Conference (sponsored by Baltimore County Public Schools) Baltimore, MD.

Malone, C. M. & Al'Uqdah, S. (2018, May). *Addressing Microaggressions and Discrimination to Build School Climate*. Presentation hosted by Baltimore County Public Schools Office of School Climate for school psychologists, social workers, and pupil personnel workers. Timonium, MD.

Malone, C. M. (2018, April). *Conducting School-Based Research*. Presented for University of Maryland's Clinical Psychology Program Brown Bag Series. College Park, MD.

Malone, C. M. (2017, June). *Getting In: Opportunities for Academic Careers*. Presented to American Psychological Association undergraduate and graduate student interns. Washington, DC.

Malone, C. M. (2017, January). *Diversity Leadership Mentoring: What to Expect and How to Make the Most of Your Experience*. Webinar given for the National Association of School Psychologists. Online.

Malone, C. M. (2016, June). *Exploring Careers in School Psychology*. Presented to American Psychological Association undergraduate and graduate student interns. Washington, DC.

Malone, C. M. (2014, April). *Collaborating with Schools for Patient Advocacy*. Presented to Johns Hopkins School of Medicine, Division of Child and Adolescent Psychiatry, Baltimore, MD.

Malone, C. M. (2014, January). *Cognitive Assessment in Pediatric Chronic Health Conditions*. Presented to Johns Hopkins School of Medicine, Division of Child and Adolescent Psychiatry, Baltimore, MD.

Malone, C. M. (2013, May). *Family Characteristics of Children with ADHD and Depression*. Presented to Johns Hopkins School of Medicine, Division of Child and Adolescent Psychiatry, Baltimore, MD.

Malone, C. M. (2013, March). *Stressed? You're Not Alone!* Presentation to Delta Sigma Theta Sorority, Eastern Region Leadership Development Program, Washington, DC.

Malone, C. M. (2013, January). *CHC Theory of Intelligence: Assessment and Intervention*. Presented to Johns Hopkins School of Medicine, Division of Child and Adolescent Psychiatry, Baltimore, MD.

Invited Guest Lectures:

Malone, C. M. (2019, October). *Graduate Students, Leadership, and the Evolution of School Psychology*. Guest lecture for Issues in School Psychology course, University of Minnesota, Department of Educational Psychology, Minneapolis, MN.

Malone, C. M. (2019, March). *The NASP Exposure Project: Diversifying the Profession of School Psychology*. Guest lecture for Human Development, Family, Culture, and Society course, Howard University, Department of Human Development and Psychoeducational Studies, Washington, DC.

Malone, C. M. (2018, April). *School Psychology: Improving the Lives and Learning of Children and Youth*. Guest lecture for Human Development, Family, Culture, and Society course, Howard University, Department of Human Development and Psychoeducational Studies, Washington, DC.

Malone, C. M. (2015, January). *Overview of the KABC-II*. Guest lecture for Cognitive Assessment II: Culturally Competent Assessment course, Howard University, Department of Human Development and Psychoeducational Studies, Washington, DC.

Malone, C. M. (2015, September). *School Psychology: A Career That Makes a Difference*. Guest lecture for Human Development and Family Relations course, Howard University, Department of Human Development and Psychoeducational Studies, Washington, DC.

Malone, C. M. (2014, October). *The Application of CHC Theory in Cognitive Assessment*. Guest lecture for Introduction to Cognitive Assessment course, Howard University, Department of Human Development and Psychoeducational Studies, Washington, DC.

Invited Professional Development and In-Service Workshops:

Malone, C. M. (2019, September). *Understanding Implicit Bias and Addressing Microaggressions*. Professional development for psychologists and social workers hosted by Thrive Behavioral Health, Millersville, MD.

Malone, C. M., Mann, A., & Parris, L. (2019, September). *Applying Social Justice Principles to Professional Advocacy*. Professional development for the Leadership Assembly of the National Association of School Psychologists, Bethesda, MD.

Bass, S., Klein, E., **Malone, C. M., & McCorvey, Z.** (2019, February). *Incorporating National Strategic Goals into State Level Priorities and Activities*. Professional development for state association leaders at the National Association of School Psychologists Convention, Atlanta, GA.

Malone, C. M. & Al'Uqdah, S. (2019, February). *Addressing Implicit Bias in Schools*. Professional development workshop for teachers and related service professionals hosted by Ron Brown High School (District of Columbia Public Schools), Washington, DC.

Malone, C. M. & Al'Uqdah, S. (2019, January). *Implicit Bias and Microaggressions in School Settings*. Professional development workshop for school psychologists hosted by Baltimore City Public Schools, Baltimore, MD.

Malone, C. M. (2018, November). *Applying Psychological Principles to Assessment*. Professional development workshop for teachers hosted by Two Rivers Public Charter School, Washington, DC.

Malone, C. M. & Al'Uqdah, S. (2018, October). *Understanding Implicit Bias in Education*. Professional development workshop for teachers and related service professionals hosted by Ron Brown High School (District of Columbia Public Schools), Washington, DC.

Malone, C. M. (2018, September). *Administering and Interpreting the Woodcock-Johnson Tests of Achievement and Tests of Oral Language*. Professional development workshop for special education teachers hosted by the Maya Angelou Academy at New Beginnings, Laurel, MD.

Malone, C. M. (2018, April). *Conducting Direct Behavior Observations*. Professional development workshop for school and clinical psychologists hosted by The MECCA Group, Washington, DC.

Malone, C. M. & Al'Uqdah, S. (2017, December). *Identifying and Responding to Microaggressions in School Settings*. Professional development workshop for school psychologists and school social workers hosted by Anne Arundel County (MD) Public Schools, Gambrills, MD.

Malone, C. M. (2017, October). *Looking Ahead: Career Planning Post-Degree*. Professional development workshop for the Howard University School Psychology Association, Washington, DC.

Malone, C. M. (2017, September). *Putting It All Together: Integrating and Interpreting Assessment Data*. Professional development workshop for school and clinical psychologists hosted by The MECCA Group, Washington, DC.

Malone, C. M. (2016, September). *What School Psychologists Should Know About Microaggressions*. Professional development workshop for school psychologists and school social workers hosted by Anne Arundel County (MD) Public Schools, Annapolis, MD.

Malone, C. M. (2016, August). *NASP Mentor Training*. Webinar given new mentors hosted by the National Association of School Psychologists. Online.

Malone, C. M. (2016, March). *Suicide Awareness, Prevention, and Intervention in School Settings*. Professional development workshop for school psychologists hosted by Friendship Public Charter School, Washington, DC.

Malone, C. M. (2015, November). *Supporting Children with Chronic Health Conditions*. Professional development workshop for school psychologists hosted by Friendship Public Charter School, Washington, DC.

Malone, C. M. (2014, November). *Overview of the WISC-V* – Professional development workshop for school psychologists hosted by Friendship Public Charter School, Washington, DC.

Malone, C. M. (2014, October). *Conducting Systematic Direct Behavior Observations*. Professional development workshop for the Student Affiliates of School Psychology, Howard University chapter, Washington, DC.

Participation on Panel Discussions:

Education and Training Issues in Psychology (2019, June). Discussant for a panel discussion for the American Psychological Association Summer Internship Program, Washington, DC.

Diversifying the Field: The Recruitment and Retainment of CLD Graduate Students. (2019, February). At the National Association of School Psychologists Convention, Atlanta, GA.

Equity in a Changing World. (2019, February). At the National Association of School Psychologists Convention, Atlanta, GA.

Mentoring Roundtable: Insight from Scholars and Practitioners of Color. (2019, February). At the National Association of School Psychologists Convention, Atlanta, GA.

Strategies and Resources for Preventing the Closure of Graduate Programs. (2019, February). At the National Association of School Psychologists Convention, Atlanta, GA.

Blueprint for the Leap: Helping School-Based Practitioners Transition into Academia. (2018, August). At the American Psychological Association Convention, San Francisco, CA.

School Psychologists as Behavioral and Mental Health Providers. (2018, August). Discussant for a panel discussion sponsored by the Maryland School Psychologists' Association, Washington, DC.

Diversity and Navigating Academia in School Psychology. (2018, June). Sponsored by the Graduate Student Committee of the National Association of School Psychologists. Online.

Making Education Black: A Discussion about the Necessity of Black Educators. (2018, April). Sponsored by Alpha Chapter of Delta Sigma Theta Sorority, Washington, DC.

Mentoring Roundtable: Insight from Scholars and Practitioners of Color. (2018, February). At the National Association of School Psychologists Convention, Chicago, IL.

How is College Different from High School? (2017, June). At the National Cathedral School's College Bootcamp, Washington, DC.

NASP 101: Understanding Governance and Leadership Opportunities in NASP. (2017, February). Sponsored by the Leadership Development Committee at the National Association of School Psychologists Convention, San Antonio, TX.

School Psychologists as Leaders: The Graduate Student Edition. (2017, February). Sponsored by the Leadership Development Committee at the National Association of School Psychologists Convention, San Antonio, TX.

Mentoring Roundtable: Insight from Scholars and Practitioners of Color. (2017, February). At the National Association of School Psychologists Convention, San Antonio, TX.

Howard University's Interdisciplinary Graduate Faculty Panel. (2016, June). Sponsored by the NOAA Center for Atmospheric Sciences Undergraduate Summer Internship Program, Washington, DC.

Developing a Metric for Evaluation of Howard University Accomplishing Her Mission. (2016, April). At the Howard University Faculty Senate Retreat, Washington, DC.

The Many Faces of School Psychologists: Diverse Roles and Professions. (2016, February). Sponsored by the Graduate Student Committee at the National Association of School Psychologists Convention, New Orleans, LA.

NASP 101: Understanding Governance and Leadership Opportunities in NASP. (2016, February). Sponsored by the Leadership Development Committee at the National Association of School Psychologists Convention, New Orleans, LA.

Who am I? Professional Identity Issues for School Psychology Students. (2015, August). Sponsored by the American Psychological Association of Graduate Students at the American Psychological Association Convention, Toronto, ON.

Careers in Behavioral Health/Science. (2015, June). Sponsored by Health Careers Opportunity Program, Howard University, Washington, DC.

Student and Alumni Career Networking Panel. (2014, November). Sponsored by the Johns Hopkins School of Education, Columbia, MD.

Speed Mentoring: Advice for Emerging Professionals. (2013, August). Sponsored by the American Psychological Association of Graduate Students at the American Psychological Association Convention, Oahu, HI.

Student and Alumni Career Networking Panel. (2013, November). Sponsored by the Johns Hopkins School of Education, Columbia, MD.

Visionary Women in Leadership. (2013, May). Sponsored by the Greater Baltimore Leadership Association and the Baltimore chapters of the National Association of African Americans in Human Resources and National Association of Black Accountants, Baltimore, MD.

ADDITIONAL RESEARCH EXPERIENCE:

Member/Research Assistant

September 2008-July 2011

Cognition in Schools Research Group
Temple University – Philadelphia, PA
Principal Investigator: Catherine Fiorello, PhD

Research Assistant

August 2010-July 2011

Transforming Algebra – National Center for Cognition
Temple University – Philadelphia, PA
Principal Investigator: Julie Booth, PhD

Research Assistant

December 2008-June 2009

The Center for the Management of ADHD
The Children's Hospital of Philadelphia – Philadelphia, PA
Principal Investigator: Thomas Power, PhD

TEACHING AND ADVISING:

Courses Taught:

Howard University (Faculty)

Internship in School Psychology	2017-present
Introduction to School Psychology	Fall 2017, 2018
RtI and the Prevention of Academic Problems	Spring 2015, 2016, 2017
Educational Research	2014-present
Practicum in School Psychology	
Assessment	2014-present
Assessment/Intervention	2016-present
Advanced Practicum/Supervision	2014-present
Consultation in School Psychology	Fall 2014, 2015
Psychoeducational Assessment	Spring 2015, 2016

Temple University (Teaching Assistant)

Academic Assessment and Intervention	Spring 2011
Role and Function in School Psychology	Fall 2010

Courses Developed:

Howard University

Legal and Ethical Issues in School Psychology

Temple University

Multicultural Issues in School Psychology

Dissertation Committees:

Dissertation Advisor

Teneisha McIntyre, School Psychology
 Tierra Ellis, School Psychology
 Noelita Bowman, School Psychology
 Amber Gibson, School Psychology
 Therese Clarke, School Psychology
 Nelaja L'Elie, School Psychology
 Sarah Cooke, School Psychology
 Jasmyn Ledford, School Psychology
 Monique Lewis, School Psychology
 Cierra Becton, School Psychology
 Kareem Ishmail, School Psychology
 Brittany Hawkins, School Psychology
 Chioma Tait, School Psychology

Completed, Fall 2018
 Completed, Spring 2018
 Completed, Spring 2018
 Completed, Fall 2017
 Completed, Spring 2017
 Completed, Fall 2016
 Proposal
 Proposal
 Proposal
 In Progress
 In Progress
 In Progress
 In Progress

Committee Member

Janicia Dugas, School Psychology
 Vanessa Battiste, Counseling Psychology
 Arman Lakes, Educational Leadership and Policy Studies
 Johanna Williams, Counseling Psychology
 Chakoria Wells, School Psychology
 Sahran Hamit, Counseling Psychology
 Nicole O'Brien, School Psychology

Completed, Spring 2019
 Completed, Summer 2018
 Completed, Spring 2018
 Completed, Fall 2017
 Completed, Summer 2017
 Proposal
 Proposal

Other Mentored Student Research (via Independent Study and Education Research courses):

- Ishmail, K. (2019, April). *Examining the effectiveness of an evidence-based intervention with a focus on executive functioning deficits for children with ADHD*. Poster presented at Howard University Research Day, Washington, DC.
- Tait, C. (2019, April). *Criminalization of Black girls and its impact on academic achievement*. Poster presented at Howard University Research Day, Washington, DC.
- Cooke, S. (2018, April). *Culturally responsive assessment practices for underrepresented gifted populations*. Poster presented at Howard University Research Day, Washington, DC.
- Ishmail, K. (2018, April). *Social-emotional learning in racial and ethnic minority youth*. Poster presented at Howard University Research Day, Washington, DC.
- Wyche, T. (2018, April). *The Benefits of Telepsychology in School Consultations and Interventions*. Poster presented at Howard University Research Day, Washington, DC.
- Ellis, T. (2017, April). *Cultivating melanin in STEM fields through the NCAS CAREERS weather camp*. Poster presented at Howard University Research Day, Washington, DC.
- Ledford, J. (2017, April). *Cultural responsiveness: The function of school psychologists in response to intervention models*. Poster presented at Howard University Research Day, Washington, DC.
- Clarke, T. (2017, February). *Effects of sex and pre-injury psychiatric history on post-concussion symptoms*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Cooke, S. (2017, February). *Comparing gifted education programs across three urban school districts*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.
- Johnson, A. (2016, April). *"I am not a math person:" An exploration of math anxiety and strategies to thrive*. Poster presented at Howard University Research Day, Washington, DC

- Ledford, J. (2016, April). *Make the change: Implementation of positive behavior interventions and supports in elementary urban institutions*. Poster presented at Maryland School Psychologists' Association Spring Conference, Hanover, MD.
- Johnson, A., Jones, V., Anderson, K., & Mahmood, M. (2016, February). *An exploration of four achievement factors among African American males in STEM*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Bowman, N. (2015, April). *Exploring how access to technology contributes to the achievement gap*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Bowman, N., Dugas, J., Ellis, T., & McIntyre, T. (2015, April). *Math achievement and racial academic identity: Understanding how racial and academic identity impacts math achievement*. Poster presented at Howard University Research Day, Washington, DC.
- Ellis, T. (2015, April). *Relationship of behavioral referrals in school and the Academic Pipeline of African American boys and juvenile delinquency: The role of the School Psychologist in working with the African-American male*. Poster presented at annual convention of Maryland School Psychologists' Association, Beltsville, MD.
- McIntyre, T. (2015, April). *Bridging the gap: Culturally responsive instruction and STEM achievement in African American students*. Poster presented at Howard University Research Day, Washington, DC.
- O'Brien, N. (2015, April). *The potential use of online counseling to improve and increase delivery of mental health services*. Poster presented at Howard University Research Day, Washington, DC.

CLINICAL EXPERIENCE:

Independent Contractor/Report Reviewer and Editor
The MECCA Group, LLC – Washington, DC

March 2017-present

Postdoctoral Psychology Fellow
Johns Hopkins School of Education – Baltimore, MD
Division of Child and Adolescent Psychiatry
Clinical Supervisor: Rick Ostrander, EdD

August 2012-July 2014

Predoctoral Psychology Intern
Baltimore Lab School: a division of the Lab School of Washington – Baltimore, MD
Clinical Supervisor: Edwin Oliver, PsyD

August 2011-July 2012

Practicum Student
The Children's Hospital of Philadelphia – Philadelphia, PA
Behavioral Health in Urban Schools/The Center for the Management of ADHD
Clinical Supervisors: Ricardo Eiraldi, PhD, and Natasha Watkins, PhD

August 2010-June 2011

Practicum Student
The Children's Hospital of Philadelphia – Philadelphia, PA
The Center for the Management of ADHD
Clinical Supervisor: Stephen Soffer, PhD

June 2009-June 2010

Group Interventionist
Temple University – Philadelphia, PA

October 2008-May 2009

The Incredible Years Program
Clinical Supervisor: Brian Daly, PhD

UNIVERSITY SERVICE:

Program Service:

Program Coordinator	2016-present
Field Experience Coordinator	2014-present

Departmental Service:

Chair, Curriculum Committee	2016-present
Member, Executive Committee	2016-present
Member, Graduate Studies Committee	2015-present
Chair, School Psychology Faculty Search Committee	2016, 2017
Member, Educational Psychology Faculty Search Committee	2015, 2016

School-Wide Service:

Chair, Daniel Endowed Research Fund Oversight Committee	2019-present
Member, Assessment Committee	2017-present
Member, Curriculum Committee	2016-present
Member, Associate Dean for Academic Affairs Search Committee	2018
Member, Scholarship Committee	2016
Secretary, Daniel Endowed Research Fund Oversight Committee	2016-2018
Member, Academic Standards Committee	2014-2016
Member, Honor and Awards Ceremony Committee	2014-2016

University Service:

Member, Curriculum Committee, Graduate School of Arts and Sciences	2019-present
Member, Middle States Re-Accreditation Working Group (Standard 5)	2018-present
Member, Committee on Library Systems, Research, and Resources, Howard University Faculty Senate	2017-present
Faculty Advisor, Alpha Chapter of Delta Sigma Theta Sorority	2016-present
Faculty Advisor, Howard University School Psychology Association	2016-present

SERVICE TO THE PROFESSION:

National Service:

Member, Task Force to Develop Master's Competencies in Health Service Psychology, American Psychological Association	2019-present
Member, Board of Directors, National Association of School Psychologists	2017-present
APA Division 45 Representative, Coalition for Psychology in Schools and Education	2017-present
Member, Board of Educational Affairs, American Psychological Association	2016-present
Member, Task Force to Develop a Blueprint for APA Accreditation of Master's Programs in Health Service Psychology, American Psychological Association	2018-2019
Chair, Education and Training Awards Committee, American Psychological Association	2017-2018

Co-Chair, Leadership Development Committee, National Association of School Psychologists	2016-2017
Member, Leadership Development Committee, National Association of School Psychologists	2015-2017
Member, Early Career Psychologist Committee, APA Division 16 School Psychology	2014-2016
Liaison to the APA Board of Educational Affairs, American Psychological Association of Graduate Students	2011-2013
Liaison to the Council of Chairs of Training Councils, American Psychological Association of Graduate Students	2011-2012
Member, Convention Committee, National Association of School Psychologists	2011-2012
Member, Convention Committee, American Psychological Association of Graduate Students	2009-2011

State and Local Service:

Member, Diversity Committee, Maryland School Psychologists' Association	2015-present
Member, Programs Committee, Maryland School Psychologists' Association	2015-present
Board Member, Howard University Program Representative, Maryland School Psychologists' Association	2014-present
Chair, Strategic Planning Ad-Hoc Committee, Maryland School Psychologists' Association	2017-2019
Member, Diversity Committee, Maryland Psychological Association	2014-2017
Diversity Delegate for APA Practice Leadership Conference, Maryland Psychological Association	2015-2016
Student Coordinator, Temple University School Psychology Conference	2008-2011
Member, Legislative Advocacy Committee, Association of School Psychologists of Pennsylvania	2009-2010
President, Temple Association of School Psychologists	2009-2011
Secretary, Temple Association of School Psychologists	2008-2009

Other Scholarly Service:

Editorial Board Member, <i>Training and Education in Professional Psychology</i>	2019-present
Associate Editor, <i>The School Psychologist</i>	2019-present
Ad-hoc Reviewer, <i>Behavior Analysis in Practice</i>	2019
Ad-hoc Reviewer, <i>School Psychology Review</i>	2018-present
Ad-hoc Reviewer, <i>Psychology in the Schools</i>	2015-present
Ad-hoc Reviewer, <i>Training and Education in Professional Psychology</i>	2017-2019
Advisory Editor, <i>The School Psychologist</i>	2013-2018
Mentor, APAGS Leadership Institute	2016-2017
Ad-hoc Reviewer, <i>Contemporary School Psychology</i>	2015
Ad-hoc Reviewer, <i>School Psychology International</i>	2015, 2018
Scholarship Application Reviewer, APA Division 16, School Psychology	2015-2016
Convention Proposal Reviewer, APA Division 16 School Psychology	2013-2018
Convention Proposal Reviewer, APA Division 45 Society for the Psychological Study of Culture, Race, and Ethnicity	2013-2014, 2016-2018
Convention Proposal Reviewer, APA National Multicultural Conference and Summit	2012, 2014, 2016
Convention Proposal Reviewer, National Association of School Psychologists	2011-2014, 2016-2018

AWARDS AND SCHOLARSHIPS

Presidential Award for Exemplary Service to Children and School Psychology, National Association of School Psychologists	2019
Early Career Achievement Award, American Psychological Association	2018
Recognition as Faculty Exemplar, Howard University Graduate School	2018
President's Award for Outstanding Contributions, Maryland School Psychologists' Association	2018
Invited Participant, School Psychology Research Collaboration Conference, Society for the Study of School Psychology	2017
Invited Participant, Junior Faculty Writing and Creative Works Summer Academy, Howard University Office of the Provost	2016-2017
Honorable Mention for Outstanding Syllabus, Howard University Center for Excellence in Teaching and Learning	2015, 2016
Early Career Travel Grant, APA Division 2 Society for the Teaching of Psychology	2015
Stanley Rosner Scholarship, Temple University School Psychology Program	2011
Future Faculty Fellowship, Temple University Graduate School	2008-2012

PROFESSIONAL MEMBERSHIPS

American Psychological Association
APA Division 16 School Psychology
APA Division 45 Society for the Psychological Study of Culture, Race, and Ethnicity
Maryland School Psychologists' Association
Maryland Psychological Association
National Association of School Psychologists

COMMUNITY INVOLVEMENT

Federal City Alumnae Chapter of Delta Sigma Theta Sorority	
Financial Member	2004-present
Member, Finance Committee	2011-2014, 2017-present
Finance Liaison to the Federal City Public Service Foundation	2012-2013
Member, Nominating Committee	2016-2017
Financial Secretary	2013-2014
Co-Chair, Convention or Bust Committee	2010-2013
Recording Secretary	2008-2010
Inman Page Council (The Black Alumni Association of Brown University)	
Member, Board of Governors/Chair, Membership Committee	2013-2014

Kyndra V. Middleton, Ph.D.

2441 4th Street NW
Washington, DC 20059
Phone: (609) 945-0790

Email: kyndra.middleton@howard.edu

Education

Ph.D., Educational Measurement and Statistics, The University of Iowa, Iowa City, IA, July 2007

M.A., Educational Measurement and Statistics, The University of Iowa, Iowa City, IA, July 2004

B.S., Mathematical Sciences, Florida Agricultural and Mechanical University, Tallahassee, FL, April 2002

Professional Experience

Associate Professor, Howard University, Washington, DC, 2014-Present

Educational Psychology Program Coordinator, 2013-Present

Department of Human Development and Psychoeducational Studies Comprehensive Exam

Coordinator, 2010-2016

Assistant Professor, August 2009-2014

- Middle States Self-Study Working Group Chair, Standard V: Educational Effectiveness Assessment, 2018-Present
- Teach graduate level statistics courses within the School of Education
- Serve on the Charles H. Thompson Lecture committee, 2017-Present
- Supervise all students in the Educational Psychology doctoral program, 2013-Present
- Coordinate and administer master's and doctoral comprehensive exams for the Department of Human Development and Psychoeducational Studies
- Serve on and chair thesis and dissertation committees of students across the university
- Serve on the University Institutional Review Board, 2014-Present
- Instructor for the Developing New Assessments and Multivariate Statistics workshops as part of the National Association for Educational Progress-Educational Testing Service (NAEP-ETS) Howard University Collaborative Statistics and Evaluation Summer Institute, 2012-2015; 2018

Consultant, DC Public Charter School Board, Washington, DC, June 2016-Present

- Oversee monthly submissions of attendance and discipline data for DC's public charter schools
- Conduct subgroup comparison analyses (e.g., races, EL vs non-EL, SPED vs non-SPED, dual identification) of DC public charter schools using standardized test scores, discipline, and attendance
- Conduct research on alternative accountability framework (AAF) to help schools develop goals that accurately measure the populations they are serving
- Perform and visualize ad hoc statistical analyses as needed

Data Analyst, Education Pioneer Fellow, DC Public Charter School Board, Washington, DC, August 2015-June 2016

- Oversaw monthly submissions of attendance and discipline data for DC's 114 public charter schools
- Provided data analysis support for monthly Equity and Fidelity meetings
- Conducted holistic statistical analyses (e.g., using standardized test scores, discipline, attendance) of DC public charter schools
- Participated in bimonthly convenings aimed at providing professional development opportunities and successfully delivering impact to both my organization and the education sector

Consultant, American Institutes for Research (AIR), Washington, DC, May 2012-July 2012

- Assisted in the writing on an AIR report regarding NAEP mathematics alignment with the Common Core State Standards (CCSS) mathematics standards
- Co-facilitated the NAEP-CCSS Mathematics Alignment Study Expert Panel Meeting July 24-25, 2012
- Acted as an observer to gain insight into the project at the NAEP Validity Studies Expert Panel Meeting #48

Psychometric Consultant, Florida A&M University, Tallahassee, FL, June 2009-June 2011

- Aided in radically redesigning teacher education through a grant provided by Carnegie Corporation
- Helped develop and field test mathematics items for the Numeracy Inventory
- Helped evaluate the effectiveness of the writing and numeracy performance assessment

Online Facilitator, Argosy University, Pittsburg, PA, January 2009-April 2011

- Facilitated online undergraduate level mathematics and statistics courses
- Led discussions relating mathematics and statistics to real-life experiences

Sylvia Taylor Johnson Postdoctoral Research Fellow, Educational Testing Service, Princeton, NJ, August 2007-August 2009

- Researched student motivation from design to execution and then disseminated the results
- Conducted differential item, bundle, and distractor functioning analyses on test items taken by students with learning disabilities to ensure the psychometric properties of the test were upheld when accommodations were used
- Managed, updated, and added information to a website used for informing educators, policy makers, and measurement specialists nationally about policy and educational research developments from weekend workshops

Peer-Reviewed Publications and Reports

Celey, R., & **Middleton, K.** (accepted 2019). Strengthening the Academy: Examining the Scholarly Productivity of Black Ph.D. Students, *Journal of Negro Education*.

Watkins, J., & **Middleton, K.** (accepted 2019). An Investigation of the Predictors of Mathematics Self-Efficacy in Black College Freshmen on a Predominantly Black Campus, *Journal of Negro Education*.

Malone, C. M., Briggs, C., Ricks, E., **Middleton, K.**, Fisher, S., & Connell, J. (2016). Development and Initial Examination of the School Psychology Multicultural Competence Scale. *Contemporary School Psychology*, 1-10.

Fisher, S., **Middleton, K.**, Ricks, E., Malone, C., Briggs, C., & Barnes, J. (2015). Not Just Black and White: Peer Victimization and the Intersectionality of School Diversity and Race, *Journal of Youth and Adolescence*, 44(6), 1241-1250.

Hughes, G., Daro, P., Holtzman, D., & **Middleton, K.** (2013). A study of the alignment between the NAEP mathematics framework and the common core state standards for mathematics (CCSS-M). In F.B. Stancavage & G. W. Bohrnstedt (Eds.), *NAEP validity studies: Examining the content and context of the common core state standards: A first look at implications for the national assessment of educational progress* (9-85). San Mateo, CA:

American Institutes for Research.

- Middleton, K.,** Ricks, E., Wright, P., & Grant, S. (2013). Examining the relationship between learning style preferences and attitudes toward mathematics among students in higher education, *Institute for Learning Styles Journal*, 1, 1-15.
- Medina, W., Dambekalns, L., & **Middleton, K.** (2012). Art and science education collaboration in a secondary teacher preparation programme. *Research in Science & Technological Education*, 30(2), 209-224.
- Dorans, N., **Middleton, K.** (2012). Addressing the extreme assumptions of presumed linkings. *Journal of Educational Measurement*, 49(1), 1-18.
- Burt, W. M., Vesey, J.V., Stroter, A., & **Middleton, K.** (2011). Reporting results and appropriate alpha levels in multiple regression. *Multiple Linear Regression Viewpoints*, 37(2), 14-22.
- Medina, W., **Middleton, K.**, & Orihuela-Rabaza, W. (2011). Using the DAST-C to explore Colombian and Bolivian students' images of scientists. *International Journal of Science and Mathematics Education*, 9(3), 657-690.
- Middleton, K.**, & Dorans, N. (2011). *Assessing the falsifiability of extreme linkages*. (ETS Research Report No. RR-11-04). Princeton, NJ: Educational Testing Service.
- Mapuranga, R., Dorans, N., & **Middleton, K.** (2008). *A review of recent developments in differential item functioning*. (ETS Research Rep. No. 08-43). Princeton, NJ: Educational Testing Service.
- Middleton, K.** & Cahalan-Laitusis, C. (2007). *Examining Test Items for Differential Distractor Functioning Among Students with Learning Disabilities*. (ETS Research Rep. No. 07-43) Princeton, NJ: Educational Testing Service.

Manuscripts in Preparation

- Middleton, K.** & Ricks, E. *Alice's Book of Practical Statistics for the Practitioner* (in preparation). Book proposal submitted to Sage. Textbook is completed.
- Middleton, K.**, Bazzi, B., Dike, C., Gatiba, A., Gray, A., Gray-Adams, K., & Radjenovic, X. (in analysis phase). Perceived Stress and Coping Among College Students.
- Middleton, K.** & Boakye, B. (in analysis phase). Factors that Impact Persistence in STEM and Non-STEM Majors
- Middleton, K.**, Fisher, S., Malone, C., Al'Uqdah, S., & Ricks, E. (in data collection). Examining Factors that Impact Education Faculty's Intent to Persist at US College and Universities.

Presentations

- Middleton, K. (2019, April). *An Examination of the Long-term Effects of Out-of-School Suspension Rates*, Paper presented at the American Education Research Association Conference, Toronto, Ontario.

- Middleton, K. (2019, February). Discussant for Keynote Speaker, NCME Policy Seminar, George Washington University, Washington, DC.
- Middleton, K. (2018, October). Keynote Luncheon Speaker, *Stereotype Threat*, Northeastern Educational Research Association, Turnbull, CT.
- Middleton, K. (2018, August). *The Relationship Between Out-of-School Suspension Rates and Academic Achievement*, Paper presented at the World Education Research Association Conference, Cape Town, South Africa.
- Middleton, K. (2015, June). *Black College Students' Acculturation, Coping Strategies, and Major Selection*, Paper presented at the University of the West Indies Schools of Education Biennial conference, Bridgetown, Barbados.
- Middleton, K. (2015, April). Scholars of Color in Education Mentoring Reception: *Building a network of collaborators*, American Educational Research Association conference, Chicago, IL.
- Hughes, G., Daro, P., Holtzman, D., & **Middleton, K.** (2014, April). *A study of the alignment between the NAEP mathematics framework and the common core mathematics standards* Paper presented at the American Educational Research Association conference, Philadelphia, PA.
- Medina-Jerez, W., & **Middleton, K.** (2014, January). *Measuring and influencing pre-service elementary teachers' images of scientists*. Hawaii International Conference on Education, Honolulu, HI.
- Middleton, K. (2014, January). *Examining how family, teacher, and school characteristics Impact Academic Performance in Elementary and Secondary Education*. Hawaii International Conference on Education, Honolulu, HI.
- Middleton, K. (2013, August). *How to recognize the troubled student*. Howard University Teaching Assistant Workshop, Howard University, Washington, DC.
- Middleton, K. (2011, February). *General research methodologies in SoTL*. Howard University Preparing Future Faculty workshop, Howard University, Washington, DC.
- Middleton, K. (2010, September). *Preparing for a tenure-track job*. Howard University Preparing Future Faculty workshop, Howard University, Washington, DC.
- Middleton, K. (2010, May). *Differences in mathematics achievement between gender and race among rural high school students*. Paper presented at the American Educational Research Association conference, Denver, CO.
- Burt, W., Vesey, J., Stroter, A., & **Middleton, K.** (2010, May). *Reporting results and appropriate alpha levels in multiple regression..* Poster presented at the American Educational Research Association conference, Denver, CO.
- Middleton, K. (2009, April). *Rural high school students' motivation to achieve and mathematics standardized test performance*. Paper presented at the American Educational Research Association conference, San Diego, CA.
- Middleton, K. (2008, November). *Breaking your own glass ceilings*. National Alliance for

Doctoral Studies in the Mathematical Sciences, Ames, IA.

Middleton, K. (2008, July). *Life After Graduate School*, The Leadership Alliance National Symposium, Hartford, CT.

Middleton, K. (2008, March). *An examination of differential item and differential bundle functioning on a reading comprehension test administered to students with reading-based learning disabilities*. Paper presented at the National Council on Measurement in Education conference, New York, NY.

Mapuranga, R., Dorans, N., & **Middleton, K.** (2008, March). *A review of recent developments in differential item functioning*. Paper presented at the National Council on Measurement in Education conference, New York, NY.

Dorans, N., & **Middleton, K.** (2008, March). *Challenges facing extreme forms of linking*. Paper presented at an invited symposium at the National Council on Measurement in Education conference, New York, NY.

Middleton, K. (2007, April). *Almost there, yes, the end is near!* The Alliance for the Production of African American PhDs in the Mathematical Sciences, Tallahassee, FL.

Middleton, K. (2007, April). *The effect of a read-aloud accommodation on items on a reading comprehension test for students with reading-based learning disabilities*. Paper presented at The University of Iowa's Educational Measurement and Statistics Graduate Program seminar, Iowa City, IA.

Middleton, K. (2007, April). *Examining test items for differential distractor functioning among students with learning disabilities*. Paper presented at the National Council on Measurement in Education conference, Chicago, IL.

Middleton, K. & Morgan, V. (2007, February). *Adult literacy among the United States prison population*. Poster presented at The University of Iowa's Diversity Research Symposium, Iowa City, IA.

Middleton, K. (2007, January). *Differential item functioning between races on a standardized reading/language arts test*. Poster presented at the Holmes Partnership Conference, San Antonio, TX.

Middleton, K. (2006, April). *The black-white standardized test score gap: A closer look at the causal factors*. Paper presented at the American Educational Research Association conference, San Francisco, CA.

Croft, M., Waltman, K., **Middleton, K.**, & Stevenson, E. (2005, April). *The impact of school-level accountability on local testing practices*. Paper presented at the National Council on Measurement in Education conference, Montreal, Quebec.

Stevenson, E., Waltman, K., Croft, M., **Middleton, K.** (2005, April). *Using test scores for school-level accountability: analyzing the impact on curriculum and instructional practices*. Paper presented at the American Educational Research Association conference, Montreal, Quebec.

Dissertation Committee Work

Completed

Advisor: Rhonda Baylor Celey (Educational Psychology; 2019)
 Advisor: Stacey McDonald Lowe (Educational Psychology; 2019)
 Advisor: Jasmine Watkins (Educational Psychology; 2018)
 Advisor: Inez Moore (Educational Psychology; 2018)
 Advisor: Rufus Spann (School Psychology; 2017)
 Advisor: Ziauddin Chaudhry (Educational Psychology 2017)
 Advisor: Neisha-Ann Thompson (Counseling Psychology; 2015)
 Advisor: Camelia Sadler (Educational Psychology; 2014)
 Member: Kendra DeLaine (Educational Psychology; 2019)
 Member: Phillip Graham (Counseling Psychology; 2019)
 Member: Aviella Snitman (Counseling Psychology; 2018)
 Member: Demetri White (School Psychology; 2018)
 Member: Charnel Hollier (Counseling Psychology; 2018)
 Member: Ebony Fitchue (School Psychology; 2018)
 Member: Tierra Ellis (School Psychology; 2018)
 Member: Brittany Dancy Caro (Counseling Psychology; 2017)
 Member: De'Lon Isom (School Psychology; 2017)
 Member: Ketly Jean-Pierre (Computer Science; 2017)
 Member: Lisa Haileab (Counseling Psychology; 2017)
 Member: Kelechi Anyanwu (Counseling Psychology; 2017)
 Member: Courtney Hives (Counseling Psychology; 2017)
 Member: Troy Shine (School Psychology; 2017)
 Member: Lori McDowell (School Psychology; 2017)
 Member: Lyneia Hawkins (Counseling Psychology; 2017)
 Member: Johanna Williams (Counseling Psychology; 2017)
 Member: Danyelle Brown-Willis Ireland (Educational Psychology; 2016)
 Member: Susi Ferradas (Counseling Psychology; 2016)
 Member: Lether Vavassoeur (School Psychology; 2016)
 Member: Linda Terry (Counseling Psychology; 2016)
 Member: Nicholle Hill (Counseling Psychology; 2016)
 Member: Billy Holcombe (Psychology; 2016)
 Member: Stephanie McCain (School Psychology; 2015)
 Member: Desiree Bindus Vyas (School Psychology; 2015)
 Member: Zoeann Finzi-Smith (Counseling Psychology; 2015)
 Member: Lora King (Educational Administration and Policy; 2014)
 Member: Terrell Brown (Social Work; 2014)
 Member: Diana Edwards (Educational Psychology; 2013)
 Member: Nicole Manns (Counseling Psychology; 2012)
 Member: O'Shan Gadsden (Counseling Psychology; 2012)
 Member: Joseph Johnson (Educational Psychology; 2012)
 Member: Elizabeth Ricks (Educational Psychology; 2012)
 Member: Shelly Williams (Educational Administration and Policy; 2012)
 Member: Cheryl Doby-Copeland (School Psychology; 2011)

Proposal Defended

Advisor: Ibrahim Alobidan (Educational Psychology; 2019)
 Member: Ximena Radjenovich (Counseling Psychology; 2019)
 Member: Benjamin Bazzi (Counseling Psychology; 2019)
 Member: Cindy Dike (Counseling Psychology; 2019)
 Member: Parnell Minter (Counseling Psychology; 2019)
 Member: Lauren Thompson (Clinical Psychology; 2018)

Member: Nancy A'jaa (Counseling Psychology; 2018)
Member: Monica Jackson (Counseling Psychology; 2018)
Member: Wyneiceia Hyman (Counseling Psychology; 2018)
Member: Sahran Hamit (Counseling Psychology; 2018)
Member: Nichole O'Bryan (School Psychology; 2018)
Member: Oral Grant (Educational Psychology; 2018)
Member: Charnel Hollier (Counseling Psychology; 2017)
Member: Na'imah Sedegah (Counseling Psychology; 2017)

Thesis Committee Work

Completed

Advisor: Ibrahim Alobidan (Educational Psychology; 2018)
Advisor: Rhonda Celey (Educational Psychology; 2017)
Advisor: Stacey McDonald-Lowe (Educational Psychology; 2017)
Advisor: Jasmine Watkins (Educational Psychology; 2016)
Advisor: Ziauddin Chaudhry (Educational Psychology 2016)
Advisor: Inez Moore (Educational Psychology; 2015)
Advisor: Camelia Sadler (Educational Psychology; 2012)
Member: Oral Grant (Educational Psychology; 2015)
Member: Angelica Barrett (Educational Psychology; 2014)
Member: Danyelle Brown-Willis (Educational Psychology; 2013)
Member: Louise Prince (Educational Psychology; 2012)
Member: Linell Edwards (Educational Psychology; 2011)
Advisor: Ibrahim Alobidan (Educational Psychology; 2018)

Proposal Defended

Member: Nesreen Qushmaq (Educational Psychology; 2019)

Funded Grant Work

- “Mathematics Learning Styles, Attitude, and Relatability Among Black College Students,” Howard University Walter and Theodora Daniel Endowed Educational Research Fund, *PI*, 2012-2013
- Ready to Teach, *program evaluator*, U.S. Department of Education, 2013
- Teachers for a New Era, *psychometric consultant*, Carnegie Foundation, 2009-2011

Non-Funded Grant Submissions

- “Development of an Academic Acculturation Scale,” Institute of Education Sciences, *PI*, 2015
- “Enhancing Traditional Classroom Instruction with Hands-on Learning Projects in Engineering Mechanics and Structural Engineering Courses,” National Science Foundation, *internal evaluator*, 2011

Certifications and Statistical Skills

- Blackboard Certified
- Distance Learning Certified
- Statistical Software: Excel, SAS/Base, SAS/Macros, SAS/Stat, SPSS
- Psychometric Software: BILOG-MG, LISREL, PARSCALE, SIBTEST, TESTGRAF
- Operating systems: Windows, UNIX
- Programming Languages: C, C++

Research Interests

- Evaluating measurement bias and examining its impact on test scores
- Examining factors that affect academic achievement among minority students (inclusive of students with disabilities)
- Examining factors that affect mathematics achievement among rural students
- Formulating and validating instruments to accurately measure academic acculturation

Academic Honors and Awards

- HU-Teach Finalist and Awardee, 2017
- Chosen to represent Howard University as a University of New Hampshire Writing Academy Scholar, Summer 2015
- Selected as a 2014 Education Pioneer Analyst Fellow, Spring 2014 (deferment to 2015-2016 school year)
- Selected to participate in the AERA Institute on Statistical Analysis for Education Policy on *Mathematics Education and Equity*, May 2013
- Selected as the department of Human Development and Psychoeducational Studies Distinguished Faculty of the Month, December 2012
- Selected as a Mellon Foundation fellow and attended the Salzburg Global Seminar on Optimizing Talent: Closing Educational and Social Mobility Gaps Worldwide, Salzburg, Austria, December 2011
- Awarded the Southeastern Association of Educational Opportunity Program Personnel TRiO Achiever Award, January 2009
- Awarded the Sylvia Taylor Johnson Minority Postdoctoral Fellowship in Educational Measurement, Educational Testing Service, Princeton, NJ, August 2007-2009
- Selected as a University of Iowa Holmes Scholar, Iowa City, IA, 2006-Present (lifetime honor)
- Awarded The University of Iowa Dean's Graduate Fellowship, Iowa City, IA, 2002-2006

Professional/Service Activities

- **Executive Council Member**, The National Alliance for Doctoral Studies in the Mathematical Sciences, 2019-Present
- **Reviewer**, The Physics Teacher, 2019-Present
- **Higher Education Committee Member**, DC HBCU Alliance, 2018-Present
- **Internship Coordinator**, DC HBCU Alliance College Awareness and Planning for Careers in STEM, Washington, DC, 2019
- **Reviewer**, National Council on Measurement in Education, 2005, 2009, 2019
- **Lecturer**, IRB Workshop, Howard University School of Education, 2019
- **Editorial Board Member**, *Journal of Educational Measurement*, 2019-Present
- **Editorial Board Member**, *Educational Measurement: Issues and Practice*, 2019-Present
- **Member**, Howard University Graduate School Executive Board, 2019-Present
- **Reviewer**, AERA Undergraduate Student Education Research Training Workshop, 2019
- **Member**, Howard University School of Education Strategic Planning Committee, 2018-Present
- **Acting Chair**, Howard University School of Education Judiciary Committee, 2019
- **Ad hoc Journal Reviewer**, *Journal of Black Psychology*, 2018, 2019
- **Faculty Committee Member**, NCME Graduate Student Issues Committee, 2018-Present
- **Speaker**, Dissertation Retreat, IRB 101, Howard University School of Education, 2018
- **Speaker**, DC HBCU Alliance College Awareness and Planning for Careers in STEM workshop, 2018
- **Mentor**, NCMENToring Program, 2018

- **Reviewer**, Howard University Just-Julian Fellowship, 2017-Present
- **Committee Member**, School of Education Executive Committee, 2010-Present
- **Member**, Howard University Institutional Review Board, 2014-Present
- **Faculty Advisor**, Educational Psychology Student Association, 2010-Present
- **Editorial Board Member**, *International Journal of Development in Research and Social Sciences*, 2016-Present
- **Undergraduate Mentor**, National Alliance for Doctoral Studies in the Mathematical Sciences, 2009-Present
- **Primary Organizer**, NCMentoring Program, 2016 (inaugural year), 2017
- **Guest Speaker**, El Dorado Community College, El Dorado, AR, 2017, 2018
- **Board of Directors**, National Association of Assessment Directors, 2014-2018
- **Committee Member**, National Council on Measurement in Education (NCME): Recruitment Committee, 2011-2017
- **Guest Lecturer**, Statistics 101, Howard University undergraduate course, Fall 2012, Spring 2013, Fall 2014, Spring 2017, Spring 2019
- **Guest Lecturer**, Introduction to SPSS, Northern Virginia Community College, Annandale, VA, Fall 2016, Spring 2017
- **Member**, Governing Board of the Regional Educational Laboratory for the Mid-Atlantic region, 2014-2017
- **Committee Chair**, School of Education Assessment Committee, 2013-2017
- **Guest Lecturer**, Introduction to SPSS, George Mason University, Fairfax, VA, Spring 2016
- **Speaker**, Scholars of Color in Education Mentoring Session, AERA, Chicago, IL, 2015
- **Chair**, Educational Psychology Faculty Search Committee, 2015, 2016, 2018
- **Ad hoc Journal Reviewer**, *Sex Roles: A Journal of Research*, 2016
- **Speaker**, Career in STEM, TRiO Day, Washington, DC, Spring 2016
- **Faculty Discussant**, American Educational Research Association (AERA) Division H In-progress/Roundtable, 2016
- **Comprehensive Exam Program Coordinator**, 2010-2016
- **Committee Member**, School of Education Scholarship Committee, 2014-2016
- **Reviewer**, AERA, Divisions D, G, H, K, Research in Mathematics Education SIG, and Rural SIG, 2007-2013, 2015
- **Secretary**, Human Development and Psychoeducational Studies Faculty, 2009-2012
- **Judge**, Howard University Graduate School Research Symposium, 2010, 2011
- **Review Panel Member**, National Science Foundation (Innovative Technology Experiences for Students and Teachers), 2011
- **Presentation Chair**, AERA, Division H (Research, Evaluation, and Assessment in Schools), 2011
- **Presentation Discussant**, AERA, Division H, 2010
- **Committee Member**, AERA, Division D (Measurement and Research Methodology): Robert L. Linn Distinguished Address Award Committee, 2008-2011
- **Ad hoc Journal Reviewer**, *Educational Psychology*, 2011
- **Reviewer**, The Holmes Partnership, 2007

Professional Memberships

- Northeastern Regional Research Association, 2018-Present
- American Psychological Association, 2017-Present
- Education Pioneers Alumni Network, 2016-Present
- National Association of Assessment Directors, 2013-Present
- American Educational Research Association, 2005-Present
- National Council on Measurement in Education, 2005-Present

KATHERINE PICHO, Ph.D.

Telephone: 860 922 4306
Email: kpicho@gmail.com

Personal address:
8000 Crabtree PL
Gaithersburg, MD 20879

Executive Summary

Educational Psychologist with expertise in applied statistics and quantitative research methods.
Independent researcher with a strong publication record and extensive experience designing and conducting research studies in North America, Latin America and East Africa.

- **Advanced Statistical Expertise:** Hierarchical Linear (multilevel) Modeling (HLM), Structural Equation Modeling (SEM), Longitudinal (growth curve) Modeling, Mixture Modeling, Generalized Linear Models, Meta-analysis, and Psychometrics
- **Statistical Programming Skills:** expert programming in Stata, HLM, Mplus, and SPSS.

Content-area expertise:

- **Gender disparities in Education.** Extensive research and publication on psychosocial factors that contribute to gender and racial disparities in Science Technology Engineering and Mathematics (STEM).
- **Educational Assessment, Measurement and Evaluation.** Dr. Picho takes an integrative approach to research projects by combining her background in program assessment and evaluation, and analytical skills to formulate and address key research questions that inform policy.
- **Survey Design.** Dr. Picho has developed and validated psychological survey tools, which are widely used internationally to assess factors impacting educational outcomes among school children. These tools have also been included in the American Psychological Association (APA) PSYCTESTS database.

Languages: Multi-lingual; English, French, & African Luo.

Education

Ph.D.	Educational Psychology, University of Connecticut, Storrs, CT	2007-2011
MA	Communications, University of Hartford, Hartford CT	2004-2006
BA	Communications (Cum Laude), University of Ottawa, Ontario Canada	1999-2003

Research Grants

2016-2018 **Award: \$1.56 Million (U.S.)**
Funding Organization: Department of Defense Joint Program Committee-1(JPC-1)
Role: Associate Investigator, Statistician & Research Methodologist
Research: *Developing assessment tools to better understand the mechanisms of clinical reasoning in military medical simulation.*

- 2014-2016 **Award:** \$25,000
Funding Organization: Med-U
Role: Principal Investigator.
Research: *The impacts of cognitive load on diagnostic and therapeutic reasoning during the medical encounter.*
- 2014-2016 **Award:** \$25,000
Funding Organization: Med-U
Role: Associate Investigator, Statistician & Research Methodologist
Research: *Combining self-regulated learning microanalysis with virtual-patient simulation to assess clinical reasoning and cognitive engagement.*
- 2004-2005 **Award:** \$18,000
Funding Organization: American Association of University Women
Role: Research Fellow
Research: Shattering the glass ceiling: An alternate approach

Professional Experience

Uniformed Services University of the Health Sciences Bethesda, Maryland

July 2013 – July 2017

Senior Research Associate, Research Assistant Professor

- **Statistician and Quantitative Research Methodologist**– Long-term Career Outcomes Study (LTCOS)
 - Statistical analysis of large scale data tracking healthcare outcomes of military students and military physicians in the Military Healthcare System (MHS)
 - Data management
 - Large scale data analysis of U.S. Military physician data, and collaborative research with American Association of Medical Colleges to evaluate new MCAT tests
 - Manage all aspects of grant funded research projects from recruiting participants to data management and manuscript development
- **Assistant Professor: Statistics and Quantitative Research Methods,**

Graduate Programs in Health Professions and Education

 - Teach Masters' and PhD level courses in Statistics, Measurement, Evaluation and Assessment
 - Curriculum development
 - Mentoring/ supervising graduate students
- **Grant development**
 - Wrote statistical and methodological sections of research grants

University of Connecticut Health Center Farmington, Connecticut

Sept 2012 - Jul 2013

Biostatistics Research Fellow

- Statistical consultant on grant-funded projects
- Research methodologist for grant proposals and clinical and translational research studies

- Statistical data analyst for empirical clinical and translational research studies

University of Hartford

Hartford, Connecticut

May 2011 – Sept 2012

Lecturer, Statistics & Research Methods- Psychology Department

- Taught the entire three-sequence undergraduate courses in statistics and research methods
- Mentored students through designing studies and conducting empirical research
- Supervised student-independent studies

Center for Health, Intervention and Prevention,

University of Connecticut

Storrs, Connecticut

Sept 2009 – May 2011

Meta-analyst

- Collaborated on R01 grant funded meta-analysis projects
- Managed and supervised HIV knowledge meta-analysis projects
- Conducted meta-analyses examining the efficacy of HIV risk reduction interventions in Africa

Teachers for a New Era

University of Connecticut

Storrs, Connecticut

Aug 2007-May 2008

Research Assistant- Assessment

- Data analysis & assessment of Teacher Preparation Programs
- Wrote technical reports on assessment
- Organized and coordinated committee meetings

University Teaching

Undergraduate courses

University of Hartford, W. Hartford, CT

- PSY 270W Research Methods and Statistical Analysis I
- PSY 372 Research Methods and Statistical Analysis II
- PSY 470 W Research Methods and Statistical Analysis III
- QNT 230 Business Statistics
- PSY 222 Principles of Learning, Conditioning and Behavior

Graduate courses

- MED 560 Theory to Practice in Health Professions Education: Measurement, Evaluation & Assessment
- MED 805 Advanced Theories: Assessment in Health Professions Education
- EDCI 5065 Educational Psychology- Learning Theories
- EPSY 5195 Research Methods and Analyses Center for Applied Genetics & Technology

Honors & Awards

- American Educational Research Association (**AERA**) 2013
 - Competitive award to participate in the **AERA Institute on Statistical Analysis for Education Policy** on *Mathematics Education and Equity*
- Pre-doctoral Fellowship- University of Connecticut 2011

- Dissertation Award- University of Connecticut 2010
- Neag Graduate Student Leadership Award- University of Connecticut 2010
- Advanced Fellowship for Graduate Students – University of Connecticut 2009
- International Fellowship- American Association of University Women. 2004
- Presidential Award for Academic Excellence- University of Alberta, Canada. 2000

Publications: Peer-reviewed Journal Articles

[Google Scholar Citations](#) (Link is current: 12/13/2017)

Citations Indices	All
Citations	182
h-index	6
i10-Index	5

- Picho, K., & Schmader, T.** (2017). When do gender stereotypes impair math performance? A study of stereotype threat among Ugandan adolescents. *Sex Roles*, doi:10.1007/s11199-017-0780-9
- Ratcliffe, T., McBee, E., **Picho, K.**, Schuwirth, L., Leppink, J., van der Vleuten, C., & Durning, S. J. (2017). Exploring Implications of Context Specificity and Cognitive Load in Intermediates. *Meded Publish*. doi: <https://doi.org/10.15694/mep.2017.000048>
- Torre, D., Daley, B., **Picho, K.** & Durning, S. (2017). Group Concept Mapping: An approach to explore group knowledge organization and collaborative learning in senior medical students. *Medical Teacher*, 1-6. <http://dx.doi.org/10.1080/0142159X.2017.1342030>
- Maggio, L., Artino, A., **Picho, K.**, & Driessen, E. (2017). Are you sure you want to do that? Fostering the responsible conduct of medical education research. *Academic Medicine*. doi:10.1097/ACM.0000000000001805
- Torre, D., & **Picho, K.** (2016). Threats to internal and external validity in Health Professions Education Research. *Academic Medicine*. <http://dx.doi.org/10.1097/ACM.0000000000001446>
- Picho, K.**, Maggio, L., & Artino, A. R. (2016). Science: The slow march of accumulating evidence. *Perspectives on Medical Education*. doi: 10.1007/s40037-016-0305-1
- Picho, K.**, & Artino, A. R. (2016). 7 deadly sins in educational research. *Journal of Graduate Medical Education*. <http://dx.doi.org/10.4300/JGME-D-16-00332.1>
- Picho, K.** (2016). The psychosocial experience of high school females susceptible to stereotype threat. *Journal of Educational Research* <http://dx.doi.org/10.1080/00220671.2015.1010192>
- Martin, K. S., Colantonio, A. G., **Picho, K.**, Boyle, K. E. (2016) Self-Efficacy is associated with increased food security in novel food pantry. *Journal of Social Science and Medicine-Population Health*, 2, 62-67

- McCoach, D. B., Newton, S. D., Siegle, D., Baslanti, U, & **Picho, K.** (2015). Is Having Low Motivation the Same as Not Having High Motivation? Comparing the CSAS-R and the SAAS-R. *High Ability Studies*
- Picho, K.**, Gilliland, W., Artino, A. R., DeZee, K., McManigle, J. E, Dong, T., Cruess, D. F., & Durning, S. J. (2015). Assessing curriculum effectiveness: A survey of Uniformed Services University medical school graduates. *Military Medicine* 180(4), 113-128
- Durning, S.J., Dong, T., LaRochelle, J. L., Artino, A.R., Gilliland, W., DeZee, K. J., Saguil, A., Cruess, D. J., **Picho, K.**, & McManigle, J. E. (2015). The Long-term career outcome study: Lessons learned and implications for educational practice. *Military Medicine* 180(4), 164-170
- McBee, E., Ratcliffe, T., Goldszmidt, M., Schuwirth, L., **Picho, K.**, Artino, A., Masel, J., & Durning, S. J. (2015). Clinical reasoning tasks and resident physicians: what do they reason about? *Academic Medicine* doi: 10.1097/ACM.0000000000001024
- McBee, E., Ratcliffe, T., **Picho, K.**, Schuwirth, L., Artino, A., Yepes-Rios, M., Masel, J., van der Vleuten, C., & Durning, S. J. (2015). Consequences of contextual factors on clinical reasoning in resident physicians. *Advances in Health Sciences Education* DOI 10.1007/s10459-015-9597-x
- Picho, K.**, Rodriguez, A., & Finnie, L. (2013). Exploring the moderating role of context on the mathematics performance of females under stereotype threat: A meta-analysis. *Journal of Social Psychology*, 153(3), 299-333
- Coman, N. C., **Picho, K.**, McArdle, J. J., Villagra, V., Dierker, L., & Iordarche, E. (2013). The paired t -test as a simple latent change score model. *Frontiers in Quantitative Measurement and Psychology*. doi: 10.3389/fpsyg.2013.00738
- Hutchins-Wiese, H. L., **Picho, K.**, Watkins, B. A., Yong, L., Tannenbaum, S., Claffey, K., & Kenny, A. M. (2013). High dose eicosapentaenoic acid and docosahexaenoic acid supplementation reduces bone resorption in postmenopausal breast cancer survivors on aromatase inhibitors: a pilot study . *Nutrition and Cancer*, 1-9 doi: 10.1080/01635581.2014.847964
- Picho, K.**, & Brown, S. W. (2012). Can stereotype threat be measured? A validation of the Social Identities and Attitudes Scale (SIAS). *Journal of Advanced Academics*, 22 (3), 374 – 411
- Picho, K.** & Stephens, J. M. (2012). Culture, context and stereotype threat: A comparative analysis of young Ugandan women in single-sex and coed schools. *Journal of Educational Research*. 105, 52-63
- Picho, K.**, Katrichis, J. M., & McCoach, D. B. (2010). Developing and validating the Females in Mathematics Scale, FIMS. *International Journal of Educational and Psychological Assessment*, 5, 77-100

Conference Papers: International, National & Regional

- Picho, K.**, Cleary, T. J., Durning, S. J., & Artino, A. R. (2016, November). *Exploring the links between medical students' judgments of performance and their behavior in a virtual-patient case*. Poster presented at the annual meeting of the Association of American Medical Colleges, Seattle, WA.

- Picho, K.,** Cleary, T., Durning, S. J., Leppink, J., Artino, A. R. (2015 , September). *Assessing self-regulated learning and clinical reasoning in a virtual patient case*. Paper presented at the Annual Association for Medical Education in Europe, Glasgow, Scotland.
- Picho, K.** (2015, April). *Stemming the tide in Science Technology Engineering and Mathematics (STEM): Current perspectives and directions*. Presented at the Gender gaps and STEM achievement conference, Cali Colombia.
- Brown, S., Rojas, T., **Picho, K.,** & Yukhymenko, M. (2015, January). *The development of international students as global citizens: Data from four countries*. Paper presented at the 13th Annual Hawaii International Conference on Education, Hawaii Research Association Conference, Honolulu, Hawaii.
- Martin K, Colantonio A, & **Picho K.** (2014, November). *Relationship between food insecurity and self-efficacy in a food pantry intervention: A randomized control study*. Poster Presented at the annual meeting of the American Public Health Association, New Orleans, LA.
- Hasham, M., Paruolo, J., **Picho, K.,** Wu, U., Garner, J., & Bieluch, V. (2014, May). *Utility of the HOCC Severe SIRS Early Warning System for Detection of Sepsis*. Presented at the CT Infectious Disease Society, Hartford, CT.
- Picho, K.,** Caicedo, A., & Rojas, T. (2013, May). *Identifying latent profiles of Stereotype Threat Susceptibility among college students in Colombia*. Paper presented at the 25th annual meeting of the Association for Psychological Science, Washington, DC.
- McCoach, D. B., **Picho, K.,** & Siegle, D. (2013, April). *Measuring underachievement: Comparing the CSAS and the SAAS-R*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Brown, S., Rojas, T., **Picho, K.,** Yukhymenko, M. (2013, February). *The development of the identity as a global citizen in students*. Paper presented at the 2013 Eastern Educational Research Association Conference, Sarasota, FL.
- Picho, K.,** & Finnie, L. (2012, May). *Latent profile analysis of stereotype threat susceptibility among students in physical science domains*. Paper presented at the 2nd annual meeting of the Modern Modeling Methods Conference, Storrs, CT.
- Johnson, B. T., **Picho, K.,** Huedo-Medina, T. B., Warren, M., & Ballester, E. (2011, September). *Active ingredients in behavioural interventions for HIV prevention in African nations: A meta -analysis*. Paper presented at the 25th European Health Psychology Conference, Crete, Greece
- Johnson, B. T., **Picho, K.,** & Huedo-Medina, T.B. (2010, July). *Efficacy of interventions with behavioral components for HIV prevention in Africa: A meta-analysis*. Paper presented at the Eighteenth International AIDS Conference, Vienna, Austria.
- Picho, K.,** & Brown, S. (2010, May). *Confirmatory factor analysis of a stereotype threat measure: The Social Identities and Attitudes Scale (SIAS)*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Picho, K.,** & Stephens, J. (2010, May). *Examining stereotype threat effects in non-Western cultures*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

McCoach, D. B., & Picho, K. (2010, May). *Validation of Challenges to Scholastic Achievement Scale (CSAS): Comparing the CSAS and the SAAS-R*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Picho, K., & Brown, S. W. (2009, October). *Creating and validating the Social Identities and Attitudes Scale (SIAS): A measure of stereotype threat*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

Picho, K., & McCoach, D. B. (2008, October). *Development and validation of instruments in the affective domain*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

Professional Memberships

- American Statistical Association (ASA)
- American Association of University Women (AAUW)
- American Educational Research Association (AERA)
- Center for Health, Intervention, and Prevention (CHIP)
- Northeast Educational Research Association (NERA)

Academic Service

Dissertation Committee

Howard University, Nov 2017

- External Evaluator

"Investigating the Motivation Orientations and Racial Identity of Black Women in STEM" – Inez Moore

Professional Service

Statistical Consultant

Global Emergency Care Collaborative
Journal of Black Psychology

Journal Reviewer (Past and Present) – *Peer reviewed Journals*

2017	Psychological Bulletin
2016	Personality & Social Psychology Bulletin
2015	Perspectives in Medical Education
	Research in Medical Education
2014	Journal of Graduate Medical Education
2012	Advancing Women in Leadership
2011	Developmental Psychology
	Journal of Personality & Social Psychology
2010	Journal of Advanced Academics
2009	Journal of Health and Psychology

CATHERINE L. QUINLAN

Howard University, Washington, DC
Department of Curriculum and Instruction
catherine.quinlan@howard.edu
<http://www.visibilityinstem.com>

EDUCATION

Doctor in Science Education

Teachers College, Columbia University, New York, NY

May 2012

Dissertation: A schema theory analysis of students' think aloud protocols in an STS biology context

Advisor: Dr. Felicia M. Mensah

Master of Arts in Science Education

Teachers College, Columbia University, New York, NY

May 2001

Bachelor of Arts in English (pre-med)

Barnard College, Columbia University, New York, NY

May 1997

Dean's List 1992-1993

Study abroad program in English

University of Warwick, Coventry, England

Spring 1996

CERTIFICATIONS

New Jersey Standard Certification: Teacher of Biological Science

New Jersey Standard Certification: Teacher of Chemistry

RESEARCH AND TEACHING INTERESTS

Nature of science (NOS) for underrepresented minorities. Nature of science – using data to support NOS and NGSS learning. Argumentation in science education. Curriculum development of culturally representative science education. Undergraduate STEM. Preservice and inservice science education. Facilitating development of appropriate epistemology for the nature of science and NGSS predispositions in science methods courses.

TEACHING AND ADVISING EXPERIENCE

Assistant Professor of Science Education, Howard University

2016-present

Department of Curriculum and Instruction

Advisor and Honors program coordinator

Courses: *Principles of Teaching Mathematics and Science I; Earth Science and Elementary Science Practicum; Interdisciplinary Research in STEM; Integrated Methods II: Foundations and Urban Education*

Instructor, NASA Endeavor STEM Graduate Course, US Satellite Lab. Inc., NY Course: <i>Life in Space: NASA ISS and Astrobiology</i>	2014-2016
Biology & Chemistry Teacher, Cliffside Park High School, NJ Classes taught: <i>Biology, Anatomy & Physiology, Chemistry, Environmental Science Mars Student Imaging Project (2015-2016)</i> – guided explorations. Mentored students- <i>Exploration of the Moon and Asteroids by Secondary Students (ExMASS Program) (2014-2016)</i> <i>Professional Development Courses: The influence of Science and Technology on Society -5 classes. Cognition and Learning Part I (8 hours). Cognition and Learning Part II (8 hours). The Role of Metacognition in Student Learning (5 classes).</i> <i>Summer Enrichment Classes (grades 4-8)</i> <i>Marine Biology (1week), Forensics (1week)</i> <i>After School Elementary Enrichment</i>	2004-2016
Biology Teacher, Princeton High School, NJ Classes taught: <i>Biology, Introduction to Biology</i>	2003-2004
Instructor, Accelerated Bachelor's Program for Adults, Concordia College, Bronxville, NY Courses: <i>Heredity and Society</i> (twice per year) – a human genetics course.	2002-2005
Biology Teacher, Public & Private Schools, NYC Classes: <i>AP Biology, Biology, Living Environment, General Science, Physics, Chemistry, Chemistry Lab, English, Mathematics</i>	1999-2003
Adjunct Associate Professor, Department of Natural Sciences Marymount Manhattan College, New York, NY Taught Nutrition 116	Fall 2001
Adjunct Lab Instructor, Department of Natural Sciences Baruch College, CUNY, New York, NY Taught Ecology Lab Course.	Fall 2001

PEER-REVIEWED PUBLICATIONS

- Quinlan (data collected). The impact of engagement in authentic scientific explorations on preservice elementary education majors' views of the nature of science.
- Quinlan (data analyzed). Use of efficacy constructs to examine the experiences of four Latina and one Russian female students' experiences in a prestigious high school science research program.
- Quinlan, C.L. (Under Review). Use of Schema Theory to Examine the Argumentation Dialogues of Five Preservice Elementary Graduate Students of the African Diaspora During an Earth Science Crime Scene Investigation Using Digital Data. *Contemporary Issues in Technology and Teacher Education – Science*.
- Quinlan, C.L. (Accepted 2018). An Interdisciplinary Investigation of African Rock Art Images to Learn about Science and Culture: Blending Biology, Geology, History, and Ethics. *American Biology Teacher*.
- Quinlan, C.L. (2018). Use of Crime Scene Investigations in Anatomy and Physiology: Potential for Going Beyond Knowing in NGSS Dimensions. *American Biology Teacher* 80(3): 217-222.
- Quinlan, C.L. (2016). Exploring data to learn about the nature of science. *American Biology*

Teacher, 78(5), 404-409.

Quinlan, C.L. (2015). Bringing Astrobiology down to Earth. *American Biology Teacher* 77(8): 5-12. October feature article:
http://www.nabt.org/websites/institution/File/pdfs/american_biology_teacher/2015/ABT_Online_Oct_2015.pdf

CONFERENCE PRESENTATIONS

- Quinlan, C.L. (Accepted for 2019). Visibility in STEM: Use of Archive Data to Explore the Nature of Science and the Scientific Concepts in Charles Drew's Scientific Contributions. *Association for Science Teacher Education Annual International Conference*, Savannah, GA.
- Quinlan, C.L. (Accepted for 2018). African rock art image analysis – Using African rock art to explore science and culture. ASTE session at *National Science Teacher Association (NSTA) Area Conference*. Baltimore, MD.
- Quinlan, C.L. (Accepted for 2018). Invisibility in the STEM curriculum: Identifying patterns of success and challenges for people of color and nonminorities: What remains unchanged and why. *American Educational Research Association (AERA) Annual Meeting*, New York, NY.
- Quinlan, C.L. (2018). Use of schema theory to explain argumentation dialogues of preservice students during a science investigation. The *National Association for Research in Science Teaching (NARST) Annual International Conference*. Atlanta, GA.
- Quinlan, C.L. (2018). Use of schema theory and think alouds to study knowledge progression patterns for socioscientific issues. The *National Association for Research in Science Teaching (NARST) Annual International Conference*. Atlanta, GA.
- Quinlan, C.L. & Banks, W. (2018). Making people of African origins visible in the STEM curriculum: An exploration into the science and history of African rock art and reverse engineer and History of Benjamin Banneker. 2018 *Association for Science Teacher Education Annual International Conference*, Baltimore, MD. Presentation and supporting materials available at www.visibilityinstem.com
- Quinlan, C. L., Onuzo, J., Stephenson, F., Banks, W. (2017). Visibility in STEM: Charting the Course for Making Minorities Visible in the STEM Curriculum. Charting the Course for Innovation Strand. To Present at ASTE Session at National Science Teacher Association (NSTA) Area Conference. Baltimore Convention Center. Baltimore, MD.
- Quinlan, C.L. (2017). *The use of a sociocultural construct to examine four Hispanic high school students' experiences in a lunar research program*. Equity and Ethics Committee New Scholars Symposium session. The National Association for Research in Science Teaching (NARST) Annual International Conference. San Antonio, Texas.
- Quinlan, C. L. (2015). *A case study of two (four) students' views of the nature of science and argumentation in a high school research program on asteroids*. Presented at NE-ASTE Regional Conference. Teachers College, Columbia University. New York, New York.
- Quinlan, Catherine L. (2014). *Using an astrobiology approach in the high school biology classroom – an exploratory study*. Presented at NE-ASTE Regional Conference. Teachers College, Columbia University. New York, NY.
- Quinlan, C. L. (2012). *A schema theory analysis of students' think aloud protocols in an STS biology context*. Presented at NE-ASTE Regional Conference Roundtable. Cornwall, New York.

SERVICE ACTIVITIES

- Quinlan, C.L. (April 2018). Visibility in STEM Episode 1: African Art Image Analysis: Video Clip (created Feb. 2018), Elementary Teacher Guide & Curriculum Materials (completed April 2018). Retrieved from <https://www.youtube.com/watch?v=aBqrk343CKw> and <http://www.visibilityinstem.com/AFRICAN-ROCK-ART-IMAGE-ANALYSIS.php>
- Mentor*, Grant: Howard University's Institutional Research Engagement Program at Howard University (IREPHU) Grant. Spring 2018
- Mentored group of STEM students in research on astrobiology topics
- Senior Faculty Associate*, Capstone Institute, Howard University. 2017-2018
- Grant: Life STEM EAGER: An Exploration of the Relationship between Asset-Focused Instructional Strategies and Students' Social Emotional Experiences, Engagement, and Life STEM Career Awareness and Interest
- Professional Development in STEM for DC Elementary Education Teachers. Created STEM awareness video
- Faculty Subcommittee*, Research Symposium Committee for Research Week, Nov 2016-present
- Review abstracts. Judge. Committee meetings
- Teacher Education Advisory Council (TEAC). I attend and participate in discussions and have also presented for TEAC. 2016- present
- Research Associate, Montague Cobb Research Lab, Aug 2017-2018
- Coordinator, Depart. of Curriculum and Instruction Honors Program Committee, 2016-present
- Member, School of Education Honors Program Committee, 2016-present
- Provide oversight and establish curricula, standards, evaluate, monitor and facilitate process. Facilitate other faculty members' service/activities on Honors Thesis/committee. A focus on using a STEM framework to define the Honors Program
- Co-coordinator, Curriculum and Instruction Science Certification Committee, 2016-present
- Design and seek accreditation and approval of STEM educator preparation programs
- Member, STEM Committee, Dept. of Curriculum and Instruction, 2016-present
- Promote and develop STEM programs, activities, and partnership
- Member, C&I ELL Faculty Search Committee, Spring 2017
- Evaluate applicants in Taskstream. Conduct in-person and skype interviews
- Parent Volunteer, Bethesda Country Day School, Bethesda, MD
- Science hands-on lessons/lab activities for kindergarten students.

PROFESSIONAL MEMBERSHIPS

- National Association for Research in Science Teaching (NARST)
- Committee Member, Equity and Ethics Committee (2017-2019)
 - Committee Chair, 2019 Equity and Ethics Symposium
 - Committee Member, 2018 Equity and Ethics Symposium
 - Conference proposal reviewer (2016, 2017)
 - Member, NARST Research Committee
 - Member, NARST's CARDASE RIG (The Continental and Diasporic Africa in Science Education Research Interest Group)
- Association for Science Teacher Education (ASTE)
- National Association of Biology Teachers (NABT)
- Reviewer, Journal of American Biology Teacher (2014 - present)
- National Association of Science Teacher (NSTA)

AWARDS & HONORS

- 2017 Junior Faculty Writing and Creative Works Summer Academy, Office of Faculty Development. Provost Office. Howard University.
 - 2017 Teaching with Technology Award. CETLA's Teaching, Learning, and Technology Committee, Howard University
 - 2016 Jhumki Basu Scholar Award. The NARST Equity and Ethics Committee
 - 2015 Certificate for Excellence in Solar System Research Award. Center for Lunar Science and Exploration, Lunar and Planetary Institute
-

OTHER PROFESSIONAL APPOINTMENTS

- 1997-1999 Clinical Research Assistant, Heart Valve Study, Division of Cardiovascular Pathophysiology New York Presbyterian/Weill Medical College of Cornell University, NY, NY
 - Coordinated patient evaluation and testing schedule for complex 18 year epidemiological study of natural history of regurgitant valvular diseases and its predictors.
 - Maintained daily contact with physicians and study patients for protocol-mandated annual historical information. Arranged, with physician guidance, appropriate annual cardiac testing.
 - Coordinated and provided technical and logistic support for Research Methodology Survey Course.
 - Developed procedures for managing data system for late epidemiological study of heart disease.
-

OTHER EDUCATION, PROFESSIONAL DEVELOPMENT, AND TRAINING

- Jul 29-Aug 3, 2018 American Meteorological Society (AMS), Washington, DC
Courtyard by Marriott, Silver Spring Downtown Hotel, Silver Spring, MD
 - Workshop with various discussions and lectures from NOAA scientists, representatives, other notable scientists in geoscience, paleoceanography and geoscience education.
 - Topics included but were not limited to: Climate studies overview and course implementation. Oceans and climate: Ocean acidification, augmenting ocean science-climate teaching, climate studies realtime portal updates Applied climate information systems. "Ocean Sediment Cores and Paleoclimate." "Energy, Environment, and Our Future."
 - Field trips to NOAA Center for Weather and Climate Prediction, Howard's NOAA, NASA Goddard Space Flight Center, Howard University Beltsville Center for Climate System Observation (branch of NOAA).
- June 26-28, 2018 Best Teacher Institute – Summer Institute: What the Best Teachers Do
The Wiltshire Grand Hotel, West Orange, NJ
 - Workshop topics include but are not limited to: "Creating a Natural Critical Learning Environment in the Classroom, Online, and Experiential Environments: How outstanding teachers understand and foster deep learning and critical thinking. Understanding student motivation. Creating Goal-based scenarios. Creating an invitational Syllabus" and other topics. Discussions. Feedback. Team-Learning.

- April 20-21, 2018 Quality Education for Minorities (QEM) Network. Hilton Baltimore, MD
Education Research Proposal Development Workshop for the National Science Foundation (NSF)'s HBCU-UP Broadening Participation Research (BPR), Education and Human Resources (EHR) Directorate Core Research (ECR), and Faculty Early Career Development (CAREER) Programs.
- Topics included but were not limited to: STEM Education Research, project assessment and evaluation, theory and methodology, collecting and managing project data, disseminating and publishing research findings, data management, project summaries, timelines, logic models.
- July 20-24, 2015 Barcode Long Island Educator Workshop, Cold Spring Harbor Laboratory's Dolan DNA Learning Center, Cold Spring Harbor, NY
- Performed sample collection, DNA barcoding wet-lab and bioinformatics infrastructure – collected, analyzed sequence data, used DNA sequence to identify species, explore relationships.
 - Extracted and purified DNA. Used PCR to amplify region. Used Basic Local Alignment Search Tool (BLAST) to identify sequences in databases. Used multiple sequence alignment, tree building tools to analyze phylogenetic relationships.
 - Trained to assemble student research team, submit research proposal using submission guidelines, procedure for receiving supplies, equipment, and scientific support to conduct experiments. Field trip to Cold Spring Harbor bay for sample collections.
- June 22-26, 2015 The Search for Habitable Environments: Finding Curiosity in your Classroom Educator Symposium and Field trip, Mars Space Flight, School of Earth and Space Exploration – Arizona State University, Tempe, AZ
- Sponsored by NASA's Mars Program, Curiosity's CheMin Science Team, The Jet Propulsion Laboratory, and ASU Mars Education Program
 - Focus on process of science by learning from scientists and educators. Visit geologic and astrobiology sites in Arizona to engage in the process of science through observations, questioning, discussions and hands-on field trips led by scientists. Sites included Grand Canyon, Meteor Crater, Lowell Observatory, Sunset Crater Volcanic area, Rover analog field sites. NGSS hands-on, inquiry based activities for classroom. Use of Student Imaging Project in classroom
- May 26-June 29, 2015 Crime Scent Investigation Toolkit (CSIT) Professional Development Program, NY Hall of Science Online Professional Development Series
- Using claims, evidence, and reasoning, engaging in scientific argumentation in classroom. Use of real-world CSI situations to engage in student centered investigations in Chemistry, Biology, Physics, Ecology, Earth Science. Asynchronous collaborative discussions with educators all over US. Live discussions of various topics.
- July 2012 Montana State University - Thermal Biology Institute: Astrobiology Biogeocatalysis Research Center, Bozeman, MT
- One Week Seminar: Examining life in extreme environments: Insights into early earth and beyond Seminars conducted by scientists from NASA Ames and Montana State University.
 - Field trip to labs: Opportunity to experience and observe instruments used in research lab and in the field, such as electron microscopes and probes similar to probes sent into space.
 - Field trip to Yellowstone National Park with a research associate from the SETI Institute & NASA Ames Research Center, and a microbiologist from the Thermal Biology Institute, both with work sites in Yellowstone.
- Spring 2010 Teachers College, Columbia University – Department of Science Education, New York
MSTC 4040 Science in Childhood Education

- Observed and participated in Dr. Felicia M. Mensah, my dissertation advisor's course designed for students enrolled in Masters degree program for elementary education. Lead one class session of the course – this included hands on labs that students actively participated in.

Fall 2008-Summer 2012 Montana State University Additional Coursework, Bozeman, MT

- Exploring Chemistry for Middle & High School Teachers; Exploring Organic Chemistry for Teachers; Environmental Measurement: Sensors and Electronics for Environmental Research; Examining Life in Extreme Environments: Insights into Early Earth and Beyond
-

Elizabeth D. Ricks
2441 4th St NW
Washington, DC 20059
202-806-7794
elizabeth.d.ricks@howard.edu

Education

Doctor of Philosophy, Educational Psychology, Howard University, Washington, D.C., 2012

- Dissertation: *Cultivating Early STEM Learners: An Analysis of Mastery Classroom Instructional Strategies, Motivation, and Mathematics Achievement in Young Children*
- Second Area: Education Policy

Master of Arts, Educational Psychology, Howard University, Washington, D.C. May 2007

- Thesis: *A Path Analysis: Motivation and Achievement in Black College Students*

Bachelor of Arts, Double Major: Public Policy Analysis, Psychology, The University of North Carolina at Chapel Hill, Chapel Hill, NC, May 2002

Research Interests

- Motivation, learning, and development in children
- Parenting and Early Childhood Education
- Evaluation and assessment of young children and early childhood programs
- Educational policy related to early childhood education, curriculum and instruction, and student learning and achievement in STEM

Computer Skills

- Statistical Analyzes Software: SPSS and LISREL

Professional Experience

Assistant Professor, Howard University, School of Education, Washington DC

August 2017-Current

- Instructor for undergraduate-level courses in the Department of Human Development and Psychoeducational studies. Courses include: Research in Human Development, Youth Placed at Risk and Their Resilience, Parentology, and Honors Seminar.
- Instructor for a graduate-level statistics course in the Department of Human Development and Psychoeducational Studies
- Co- Instructor for a graduate-level course in the Graduate School entitled “ Effective Technology in Teaching and Learning”
 - Instructed the action research portion of the course.
- Faculty Advisor, Human Development Association
- Serve on Dissertation and Thesis Committees
- Serve on the Curriculum Committee in the Department of Human Development and Psychoeducational Studies
- Serve on Curriculum Committee in the School of Education
- Serve on Honors Committee in the School of Education
- Serve on the University General Education Committee

- Serve on the Ethics and Integrity Committee~ Middle States Accreditation
- Reviewer, Just -Julian Scholarship- Howard University

Visiting Assistant Professor, Howard University, School of Education, Washington DC

August 2012- May 2017

- Instructor for undergraduate-level courses in the Department of Human Development and Psycho educational studies. Courses include: Research in Human Development, Youth Placed at Risk and Their Resilience, and Parent-Child Relationships
- Instructor for graduate-level courses in the Department of Human Development and Psych educational Studies. Courses include: Advanced Educational Psychology, Advanced Measurement and Evaluation, Human Learning, and Introduction to Statistics, and Theories of Cognitive Development
 - Prepared curriculum to meet course objectives.
 - Utilized technology through blackboard to meet course objectives.
 - Served on Dissertation and Thesis Committees
 - Served on the Curriculum Committee
 - Served on the SOE Honors Program Committee
 - Served on the School Psychology Faculty Search committee
- Co- Instructor for a graduate-level course in the Graduate School entitled “ Effective Technology in Teaching and Learning”
 - Instructed the action research portion of the course.
- Co-Instructor for a graduate and post-doctoral level on-line course entitled “Diversity in the College Classroom”
 - Instructed graduate students and post-doctoral students in STEM from various institutions across the U.S.
 - Utilized blackboard collaborate.
- Advisor for STEM and Education Doctoral Student Teaching as Research Projects
- Board Member-Howard University, Center for Integrated Research in Teaching and Learning (CIRTL)

Adjunct Faculty, The University of the District of Columbia, Washington DC

January 2013-May 2013

- Instructor for the undergraduate-level course, “Assessing the Development of Young Children” in the Center for Urban Education.
- Prepared curriculum to meet course objectives.

Data Manager and Research Analyst, Excellence and Motivation and Education Research Group (EMERG), Washington, DC June 2008-May 2012

- Data manager for the Middle School Adolescent Project (MSADP) and the Black Excellence in Science/Mathematics Teaching (BEST).
- Assisted research team with data collection, data processing, and statistical analysis for National Science Foundation-funded research projects related to student learning and achievement in mathematics and science.
- Assisted research team in case study analysis that included coding of observational, focus group and interview data and memo writing.
- Presented research findings to appropriate stakeholders.

Research Intern, Office of Institutional Assessment and Evaluation, Howard University, September 2010- May 2011

- Assisted the Director with projects relating to evaluation and assessment of colleges and universities.
- Duties included report writing, statistical analysis, survey administration, and newsletter publications.

Research Intern, National Board for Professional Teaching Standards, Arlington, VA September 2008-September 2010

- Assisted the Vice-President of Research and Higher Education with projects related to research and policy that focused on National Board Certification, Higher Education, and Teacher Education Programs.
- Duties included proposal reviews, report writing, research briefs, and manuscript reviews.

Teaching Assistant, Howard University School of Education, Washington, DC September 2008-June 2010

- Teacher assistant for graduate-level introductory research and statistics courses.
- Prepared curriculum and guest lectured on descriptive and inferential statistics, and reliability and validity to graduate students.
- Duties included holding office hours, creating, administering, and grading exams.

Teacher, CCBC Children's Center, Washington, DC September 2004 – May 2008

- Guided three-year-old children through developmentally appropriate practice.
- Facilitated learning through play in the classroom.
- Prepared lesson plans and taught mathematics and science to prekindergarten children.

Graduate Assistant, Howard University School of Education Office of the Dean, Washington, DC March 2004-May 2004

- Assisted the Assistant Dean in various projects, including Howard University's School of Education graduation and an event commemorating the fiftieth anniversary of Brown v. Board of Education.

Presentations

- Young, S., Risher, L., & Ricks, E., Predictors of STEM Self-efficacy in African American girls, Howard University Research Week, April 2019
- Ricks, E. Predictors of Self-Efficacy in African American Boys, Society for Research in Child Development, Baltimore, MD, March 2019
- Ricks, E. Navigating Cultural Competency and Scholarly Production, Howard University, Office of Faculty Development 2019
- Rashid, H. & Ricks, E., Equity and Literacy, Children's Equity Project, Washington, DC February 2019
- Ebanks, M. & Ricks, E. "Partners to parents: Co-parenting and social-emotional development in young children", Maryland Counseling Association November 2018
- Rashid, H., LaPoint, V., Ricks, E. & Mirah, M. Cross Cultural Perspectives in Child Development National Association for the Education of Young Children, November 2018
- Ricks, E. Child Developmental Profiles in African American Kindergarten Boys and Third grade Reading, Mathematics, and Science Achievement, Junior Faculty Writing Academy, July 2018

- Ricks, E. & Bazzi, B Impact of family and school engagement on child development in Kindergarten children, poster accepted for presentation at the National Research Conference in Early Childhood Education, June 2018
- Ricks, E. Using the scientific method to transform your teaching, Teaching Assistant Workshop, Howard University, August 2017
- Ricks, E. Using the Seven Principles of Teaching Learning in Blackboard Learn, Preparing Future Faculty Program Workshop, Howard University, January 2017
- Ricks, E. Development Profiles of Young Black Kindergarten Boys. Flash talk presented at the Society for Research in Child Development, “Babies, Boys, Men of Color conference, October 2016
- Ricks, E., Malone, C., & DeLaine, K., Cognitive Self-Regulation and Approaches to Learning in Young Children, poster presented at the American Psychological Association Annual Convention, Denver, CO August 2016
- Ricks, E. Using the scientific method to transform your teaching, Teaching Assistant Workshop, Howard University, January 2016
- Ricks, E. Using the scientific method to transform your teaching, Teaching Assistant Workshop, Howard University,
- Ricks, E. Literacy Profiles of African American Kindergarten Boys. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA 2015
- Ricks, E. & Freeman, K. Cultivating Early STEM Learners: An Analysis of Mastery Classroom Instructional Practices, Motivation and Mathematics Achievement. Paper presented at the Hawaii International Conference on Education, Honolulu, January 2014.
- Wright, P., Grant, S., Middleton, K., Ricks, E. The Readiness of our Young Children for Kindergarten, White paper presented to DC Voices and the Kellogg Foundation, February 2013
- Freeman, K., Winston, C., & Ricks, E. Exploring Intersections of Culture, Achievement Motivation, and Identity within Highly Talented STEM Freshmen Attending a HBCU. Paper Presented at the American Psychological Association, Washington, DC, August 2011.
- Ricks, E & Freeman, K. Achievement Motivation Profiles of African-American Middle School students in Science. Poster Presented at the American Education Research Association, San Diego, April, 2009
- Ricks, E. A Path Analysis: Motivation and Achievement in Black College Students. Poster Presented at the Brothers of the Academy Think Tank, Atlanta, October, 2006

Publications

Peer-Review Manuscripts

- Alsoqaih, M.I., Elbedour, S., Reed, G., Woodson, K., **Ricks, E.**, & Merrick, J (2018) School Psychology: A case study and needs assessment in Riyadh, Saudi Arabia, *International Journal of Child and Adolescent Health*
- Alqahtani, S., Elbedour, S., Freeman, K., **Ricks, E.**, Reed, G., Woodson, K & Merrick J (2017). Cyberbullying in colleges and universities: A survey of student experiences and attitudes about cyberbullying, *International Journal of Child and Adolescent Health*.
- Malone, C., Briggs, C., **Ricks, E.**, Middleton, K., Fisher, S., & Connell, J. (2015). Development and initial examination of the school psychology multicultural competence scale. *Contemporary School Psychology*
- Fisher, S., Middleton, K. **Ricks, E.** Malone, C., & Briggs, C. (2014). Not just black and white: Peer Victimization and the Intersectionality of School Diversity and Race. *Journal of Youth and Adolescence*
- Middleton, K., **Ricks, E.** Wright, P.& Grant, S. (2013) Examining the Relationship Between Learning Style Preferences and Attitudes Toward Mathematics Among Students in Higher Education, *Institute for Learning Style Journal* (v), (1).

Manuscripts Under-Review

- **Ricks, E.** (2019) The impact of kindergarten readiness on later literacy achievement (under review), *Journal of Early Childhood Research*
- **Ricks, E.**, Fisher, S., Middleton, K., Malone, C., (2018). Within-Group Variation: Perceptions of Mathematics Competence and Achievement among African American Third Grade Children (under review) *Journal of Negro Education*

Manuscripts In-Preparation

- **Ricks, E.**, Witherspoon, S., Turner, S., & Barnes, M (2019) Predictors of Self-Efficacy in African American Boys (In preparation)
- **Ricks, E.** & Bazzi, B. (2018). Social learning and mathematics achievement in young children. (In preparation)

Book Chapter

- Freeman, K., **Ricks, E.**, Ireland, D., Gangloff-Bailey, F., & Grant, O. (2019), Cultivating the Motivation of African American Students, to be included in a six-volume series, Theory to Practice: Educational Psychology for Teachers and, AERA's Teaching Educational Psychology Special Interest Group (In preparation)

Training

- Junior Faculty Writing Academy, Howard University Summer 2018
- NIH Grant Review Workshop, June 2018
- HU Teach Program, Howard University, Summer 2018
- Cluster-Randomized Trials- Institute of Educational Sciences, Northwestern University, July 2016

Volunteer Experience

Tutor, Horton's Kids, Washington, DC. January 2012-May 2017

- Instructed K-5 children in mathematics and literacy.

Professional Service

Team Member, Children's Equity Project 2019-Current

Reviewer, Journal of Negro Education 2018

Reviewer, American Psychological Association, Division 15, 2013-2017

Reviewer, National Research Conference in Early Childhood Education, 2018

Academic Awards and Honors

- HU Teach VI-Grant- Howard University 2018
- Faculty Scholar- Summer 2018 Writing Academy
- Awarded the Walter and Theodora Daniel Endowed Education Research Grant, January, 2006
- Kappa Delta Pi, International Honor Society in Education

Cristóbal Rodríguez, Ph.D.

Associate Professor (Tenured) of Educational Leadership & Policy Studies
Director of Graduate Studies, School of Education at Howard University
2441 4th Street, NW, Washington, DC 20059
(575)621-3184 Cristobal.Rodriguez@Howard.edu

EDUCATIONAL HISTORY

- 2009 **Doctor of Philosophy in Educational Administration,**
Major: Education Policy & Planning, Portfolio: Mexican-American Studies
Mixed Methods Dissertation: *The Texas Experiment on the Border: Analysis of Student Access and Success of Borderland Top 10% Students at Borderland and Top Tier Public Universities*
The University of Texas at Austin; Pedro Reyes (Committee Chair)
- 2003 **Master of Arts in Education,**
Major: Curriculum & Instruction
New Mexico State University
- 2001 **Bachelor of Arts,**
Major: Foreign Languages, Emphasis: German & Spanish
New Mexico State University
- 1994-1995 **U.S. Congress – German Bundestag Scholarship Student Exchange**
Kolleg St. Thomas, Vechta, Niedersachsen, Deutschland

BRIEF BIOGRAPHICAL SKETCH

Dr. Cristóbal Rodríguez is an Associate Professor of Educational Leadership and Policy Studies, and is the Director of Graduate Studies in the School of Education at Howard University in Washington DC, where “the goal is the elimination of inequities related to race, color, social, economic and political circumstances”. Dr. Rodríguez received his Ph.D. in Educational Policy & Planning at The University of Texas at Austin, with an emphasis on education research, evaluation, and policy analysis with a social and cultural historical focus. Being born and raised in the Texas Borderlands of El Paso under hard-working immigrant parents from Mexico, and studying in Germany as a U.S. Congress-German Bundestag scholar has shaped the world views and research of Dr. Rodríguez. Dr. Rodríguez' *research focus centers on diverse demographics and explores how policy and leadership influence equity and access for diverse populations throughout the educational pipeline*. As such Dr. Rodríguez' recent works and collaborations have been published in the *Journal of Latinos and Education*, *Harvard Journal of African American Policy*, *Journal of Hispanic Higher Education*, and most recently in *Equity & Excellence in Education* and the *International Journal for Qualitative Studies in Education*, along with a recent coedited book on *Latino Educational Leadership: Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline*. Recently Dr. Rodríguez provided an expert report and testimony on achievement in New Mexico for the school finance case *Martinez v. State of New Mexico*, which was decided July 20, 2018 in favor of families and students. Because of these and other efforts, Dr. Rodríguez was in 2016 recognized with the White House Initiative on Educational Excellence for Hispanic Faculty Honors by the U.S. Dept. of Education. Most recently, Dr. Rodríguez was named the 2019 José A. Cárdenas School Finance Fellow by the Intercultural Development Research Association (IDRA).

AWARDS AND RECOGNITIONS

- 2019 José A. Cárdenas School Finance Fellow Intercultural Development Research Association (IDRA) fellowship on research on school finance and equity.
- 2016 White House Initiative on Educational Excellence for Hispanics Honors: Hispanic Faculty Honors is a U.S. Dept. of ED program recognizing scholars across disciplines. <https://sites.ed.gov/hispanic-initiative/2016/09/honoring-dr-cristobal-rodriguez/>
- 2014 HFSC Faculty of the Year Award nominated and elected by the executive committee of the Hispanic Faculty Staff Caucus.
- 2013 University Council for Educational Administration Distinguished Service Award in recognition for leadership and service as Associate Director of Graduate Student Development and for the growth and success of the Barbara L. Jackson Scholars Program, given on Nov. 7, 2013 at annual convention in Indianapolis.
- 2012 HFSC Faculty of the Year Award nominated and elected by the executive committee of the Hispanic Faculty Staff Caucus.
- 2011 American Association for Hispanics in Higher Education Dissertation Award Semifinalist, which recognizes the quality of work produced by Latina/o scholars in their dissertation within the past two years. Recognized on March 5, 2011.
- 2010 American Association for Hispanics in Higher Education Faculty Fellow provides the opportunity to be mentored by leading Latina/o scholars and to mentor developing scholars, Costa Mesa, California, March 2-March 7.
- 2009 Inter-University Program for Latino Research Summer Research Workshop at University of Notre Dame, as a competitive program, supports graduate students, or recent graduates, with mentoring and guidance on research methodologies.
- 2009 David L. Clark National Graduate Student Research Scholar in Educational Administration and Policy, University Council for Educational Administration (UCEA), American Educational Research Association (AERA), and SAGE Publications.
- 2007 Minority Doctoral Service-Loan Fellowship, New Mexico Higher Education Dept. – New Mexico State University nomination via Dean of College of Education.
- 2007 American Association for Hispanics in Higher Education Graduate Fellow – Annual award for graduate students in recognition for addressing Hispanic Issues.
- 2004 K. Patricia Cross Leadership Award Semi-finalist and AAHE Fellowship – American Association for Higher Education award by faculty and administrator.
- 1994 U.S. Congress-German Bundestag Scholarship – A Germany/United States funded scholarship for international exchange students in high school. Received and completed one year of student exchange program.

ACADEMIC EXPERIENCE

Narrative Summary: My central goal is to provide expertise in leadership, research, teaching, evaluation, and policy analysis from a critical lens. This goal is Influenced by my professional experiences in secondary and post-secondary education in serving and preparing diverse students for academic success, while systemically improving access and opportunity for underserved communities. Thus, my research, teaching, and service interests are on leadership and policies that influence educational access/opportunity throughout the educational pipeline, particularly for settings with richly diverse demographics, such as the Borderlands and urban settings.

2017-Current: **Director of Graduate Studies**, School of Education, Howard University

2017-Current: **Associate Professor** (Tenured), School of Education, Howard University

2015-2017: **Doctoral Coordinator**, Educational Leadership & Policy Studies, HU

2014-2017: **Assistant Professor**, Educational Leadership & Policy Studies, HU

2009-2014: **Assistant Professor**, College of Education-New Mexico State University

Graduate Research Assistantships

2007 – 2009: University of Texas-Austin Education Research Center
Involved in its developing stage, UT-Austin examines and reports findings from a statewide P-20 longitudinal individual education data for policy research.

2007 – 2009: Office of the Vice-President of Division of Student Affairs
Coordinated efforts as determined by then VP of Student Affairs Juan C. Gonzalez.

2006 – 2007: University Council for Educational Administration
Assisted with graduate student national mentoring efforts and in the writing of national and federal grant efforts and projects.

K-12 & HIGHER EDUCATION LEADERSHIP EXPERIENCES

2005-2006: Assistant Director of Living Learning Communities, NMSU
Initiated living learning communities for Housing and Residential Life.

2004-2005: Director/Coordinator of Health Careers Opportunity Project, NMSU
Directed a high school medical professions curriculum federal grant program in the last year of the grant cycle under the U.S. Health Resources and Services Administration.

2003-2004: Coordinator, Engaging Latino Communities for Education, NMSU
Kellogg Foundation national grant for Latino student college access and success.

2002-2003: High School Teacher of German/Spanish, Longmont, CO
Taught Spanish I, Spanish II, German I, and German III, and served as Coach/Advisor for Baseball, Soccer, Math Engineering Science Achievement (MESA).

2001-2002: Assistant Director of Chicano Programs, NMSU
Advised and coordinated services for the advocacy of the Latino student community.

GRANT AND FUNDING COLLABORATIONS

- 2019 José A. Cárdenas School Finance Fellow \$20,000 Intercultural Development Research Association (IDRA) fellowship on research on school finance and equity.
- 2016 National Science Foundation STEM Equity Audits for K-12 Schools
\$50,000 Co-Pi effort to develop and implement STEM based equity audits with K-12 school and district leaders.
- 2015 Howard University Summer Research Fellowship
\$10,000 Summer Fellowship awarded as a pre-tenure award for developing research around serving Black and Latino elementary schools towards college access.
- 2013 La Catrina con Vino y Tapas Scholarship Fundraiser Chair
In collaboration with La Catrina Quartet and the Hispanic Faculty Staff Caucus of New Mexico State University this evening event fundraised \$8,500 for scholarships.
- 2013 U.S. Dept. of Education School Leadership Grant Non-Funded Application
As lead Principal Investigator in this proposed project of Leading Latino Communities as a \$5,000,000 for 5 year grant-cycle grant application.
- 2005 Health Careers Opportunity Project, US Health Resources and Services Administration Directed \$900,000 federal project by the Health Resources and Services Administration for diversifying health professions through college readiness.
- 2003 Coordinator, Engaging Latino Communities for Education (ENLACE)
Coordinated both K-12 and Higher Education student events and activities that promoted graduation rates as part of a national \$3,000,000 statewide Kellogg Grant Initiative.

PUBLICATIONS AND CREATIVE ACTIVITIES

Peer-Reviewed Publications

- Khalil, D. & Rodríguez, C. (2017). #NoBanNoWall from a Borderlands love ethic: Testimonios of a Chicano and a Palestina for an education of love. *International Journal of Qualitative Studies in Education*. London: Taylor and Francis, 30(10), 1019-1026. DOI:10.1080/09518398.2017.1312604.
- Rodríguez, C., & Amador, A. G. & Tarango, B. A. (2016). Mapping educational equity and reform policy in the Borderlands: LatCrit spatial analysis of grade retention. *Equity & Excellence in Education*, 49(2), 228-240. DOI:10.1080/10665684.2016.1144834.
- Rodríguez, C., & Martínez, M. A., & Valle, F. (2016). Latino educational leadership across the pipeline: For Latino communities and Latina/o leaders. *Journal of Hispanic Higher Education*, 15(2). 136-153.
- Rodríguez, C. (2016). Top 10% Admissions in the Borderlands: Access and success of Borderland top students at Texas public universities. *Journal of Hispanic Higher Education*, 15(1). 41-54.

- Rodríguez, C.** (2014). Recovering and Framing the George I. Sanchez Legacy of Chicana/o Student and Policy Advocacy: Utilizing Data for Social Change. *Journal of Hispanic Higher Education*, 13(2). 81-91.
- Wolfe Poel, E., & Brown, M., & Reyes, L. V., & **Rodríguez, C.** (2013, Fall) Helping preservice special educators scaffold the reflection process. *Journal of the American Academy of Special Education Professionals*, 70-86.
- Vazquez Heilig, J., & Reddick, R. J., & Hamilton, C., & **Rodríguez, C.**, & Dietz, L. (2011). Actuating Equity: Historical and Contemporary Analyses of African American Access to Selective Higher Education from Sweatt to the Top 10 Percent Law. *Harvard Journal of African American Policy*, found at <http://isites.harvard.edu/icb/icb.do?keyword=k74757&pageid=icb.page414105>.
- Vazquez Heilig, J. & **Rodríguez, C.**, & Somers, P. (2011) Immigrant DREAMs: English learners, the Texas 10% admissions plan, and college academic success. *Journal of Latinos and Education*, 10(2). 106-126.
- Young, M.D. & **Rodríguez, C.** & Lee, P. (2008). The role of trust in strengthening relationships between schools and Latino parents. Michelle D. Young and Edward J. Fuller (Guest Eds), Special Issue of *Journal of School Public Relations*, 29(2), 174-209.

Book Publications

- Rodríguez, C.** & Martinez, M. A. & Valle, F. (Eds.) (2018). *Latino educational leadership: Serving Latino communities and preparing Latinx leaders across the P-20 pipeline*. Charlotte, NC: Information Age Publishing.

Non-Peer-Reviewed Publications

- Rodríguez, C.** & Valle, F. & Aleman, E. & Espino, M. & Gonzalez, J. C. & Hernandez, I. & Zamora, S. (Commissioned). Defining Latina/o Educational Leadership. *Hispanic Association of Universities and Colleges and Lumina Research Project*.
- Valle, F. & **Rodríguez, C.** (2012). Leading the 21st Century demographic: Multicontext theory and Latina/o Leadership (Commissioned White Paper). *The HACU Hispanic Higher Education Research Collective*, found at http://www.hacu.net/hacu/H3ERC_Research_Initiative.asp.
- Rodríguez, C.** (2009). The Texas Experiment on the Border: Analysis of Student Access and Success of Borderland Top 10% Students at Borderland and Top Tier Public Universities. *Dissertation*.
- Aguilar, A. & **Rodríguez, C.** (2008). "Histories, Discomforts, and Dreams": The realities of central Texas immigrant students and the search for a quality higher education. Presented on May 9, 2008 at Immigration and Education Conference at St. Edwards University.

Book Chapters (Invited)

Rodríguez, C., Santos, J. L. & Valdez, P. J. (2018). A history and advocacy of federal policy: improving access and success for Latina/o college students. In *Hispanic College Students Move Forward: Policies, Planning, and Progress in Promoting Access*. Eds. De los Santos Jr., A. G. & Rendon, L. J. & Keller, G. F. & Acereda, A. & Bensimón, E. & Tannenbaum, R. Phoenix, AZ: Bilingual Press.

Martinez, M. & **Rodríguez, C.** (Accepted). Roadblocks and pathways to college access for Latina/o students. In Chavez, L. & Ponjuan, L. & Saenz, V. (Eds.) *Latino higher education policy*. Nortre Dame, IN: University of Notre Dame Press. (Expected Print 2018).

Ivory, G. & **Rodríguez, C.** & McClellan, R. (2015). Promoting the success of every student with integrity, fairness, and in an ethical manner: What if the way is not clear? In Ivory, G., & Hyle, A., & McClellan, R., & Acker-Hocevar, M., Eds. *Quandaries of the Small-District Superintendency*. Palgrave-McMillan.

Rodríguez, C. (2012). Top 10% Linguistically Diverse Students' Access and Success at Texas Public Universities. In Kanno Y. & Harklau L. (Eds.) *Minority Immigrants Go to College: Preparation, Access, and Persistence*. New York: Routledge.

International Conference Proceedings

Rodríguez, C. (Chair/Facilitator/Presenter), (2017). Systemic Equity Leadership and Policy Towards An Equality of Outcomes: Group, School, and District Considerations for Improving Schools for Diverse Learners. *World Education Leadership Symposium*, Zug, Switzerland. Presented on September 7, 2017.

Rodríguez, C. (2015). Language policy and access over time: Language and culture for a 21st century global society beyond accountability. Symposium on Equity, European Education Research Conference/World Education Research Association Focus Meeting, Budapest, Hungary.

Rodríguez, C. (2015). Language policy and access over time: Language and culture for a 21st century global society beyond accountability. Symposium on Equity, School Leadership Symposium, Zug, Switzerland.

Conference Proceedings

Rodríguez, C. (Chair), (2018). Narrowing the space between grant funders and grant writers in educational leadership. *American Education Research Association Annual Meeting*, New York City. Presented on April 13, 2018.

Rodríguez, C. (2018). Seminar: Culturally relevant assessment tools, implications for policy: Reframing the assessment discourse. *American Association for Hispanics in Higher Education*, Riverside, CA. Presented on March 8, 2018.

O'Brien, C., & **Rodríguez, C.**, & Martinez, M. A. (2017). Deaf Latino Children: A Painful State of Deaf Education. *University Council for Educational Administration Annual Convention*, Denver, CO. Presented on November 17, 2017.

Rodríguez, C. (Chair/Facilitator), (2017). Critical conversation and networking session: A dialogue on whiteness and white racism in educational leadership and policy. *University Council for Educational Administration Annual Convention*, Denver, CO. Presented on November 17, 2017.

Rodríguez, C. (Chair/Facilitator), (2017). Symposium: Defining Latino Educational Leadership: Guiding the Field to Serve Latino Communities and Prepare Latinx Leaders. *American Education Research Association Annual Meeting*, San Antonio, TX. Presented on April 29, 2017.

Salinas, C. & **Rodríguez, C.** (2016). Tocayo epistemology for Chicana/o scholars in educational leadership. *Association for the Study of Higher Education: Columbus, OH*.

Rodríguez, C., & Garcia Amador, A. & Tarango, B. A. (2016). Mapping educational opportunity and reform policy in the Borderlands: LatCrit spatial analysis and grade retention. *American Education Research Association*. Washington, DC.

Rodríguez, C., Martinez, M. A., & Valle, F. (2015). Latino educational leadership across the pipeline: For Latino communities and Latina/o leaders. *American Association for Hispanics in Higher Education*, Frisco, TX.

Rodríguez, C., & Garcia Amador, A. & Meyer, B. A. (2014). Mapping educational opportunity and reform policy in the Borderlands: LatCrit spatial analysis and grade retention. *University Council for Educational Administration*. Washington, DC.

Shetley, P., Stevenson, Z., Magruder, C., Gillens, P. & **Rodríguez, C.** (2014). Critical Conversation Roundtable. Social Justice in a University/School District Collaborative Partnership: Giving Voice to a Need. *University Council for Educational Administration*. Washington, DC.

Rodríguez, C., Martinez, M. A., & Valle, F. (2014). Symposium on Latino educational leadership: For Latino communities and Latina/o leaders. *University Council for Educational Administration*, Washington, DC.

Rodríguez, C., Martinez, M. A., & Valle, F. (2014). Symposium on Latino higher educational leadership: For Latino communities and Latina/o leaders. *Association for the Study of Higher Education*, Washington, DC.

Rodríguez, C. (2013). The legacy of Chicana/o student and policy advocacy: Utilizing data for social change. 2013 American Association of Hispanics in Higher Education, San Antonio, TX.

Rodríguez, C. (2013). Coordinator and Host: AERA Jackson Scholar Workshop: 2013 Annual Meeting of the American Education Research Association, San Francisco, CA.

- Rodríguez, C.** (2012). Coordinator and Host: Jackson Scholar Research Symposium: 2012 University Council for Educational Administration, Denver, CO.
- Rodríguez, C.** (2012). Coordinator and Host: AERA Jackson Scholar Workshop: 2012 Annual Meeting of the American Education Research Association, Vancouver, Canada.
- González, C., & Reyes, L. V., & **Rodríguez, C.** (2012). Aligning National and State Policies to Early Childhood Philosophy. 2012 Border Learning Conference, Las Cruces NM.
- Rodríguez, C.** (2011). Symposium Discussant: Research, Policy, and Politics in the Preparation of our Doctoral Students (Mark Barela, Connie Gonzalez, Wendi Miller-Tomlinson, Frank Mirabal); 2011 University Council for Educational Administration, Pittsburgh, PA.
- Rodríguez, C.** (2011). Coordinator and Host: Jackson Scholar Research Symposium: 2011 University Council for Educational Administration, Pittsburgh, PA.
- Rodríguez, C.** (2011). Coordinator and Host: AERA Jackson Scholar Workshop: 2011 Annual Meeting of the American Education Research Association, New Orleans, LA.
- Rodríguez, C.** (2010). Coordinator and Host: Jackson Scholar Research Symposium: 2010 University Council for Educational Administration, New Orleans, LA.
- Rodríguez, C.** (2010). Coordinator and Host: AERA Jackson Scholar Workshop: 2010 Annual Meeting of the American Education Research Association, Denver, CO.
- Rodríguez, C.** & Acosta, S. & Martinez, M. (2010). The Uneven *Race Neutral* Admissions: Chicana Feminist Theory on Borderland Top 10% Access and Success. Annual Meeting Of the American Educational Research Association, Denver, CO.
- Aguilar, A. & **Rodríguez, C.** (2009). "Historias, inquietudes, y sueños:" Immigrant student transformative resistance through counternarratives. Annual Conference of the Association for the Study of Higher Education.
- Vazquez Heilig, J., & **Rodríguez, C.**, & Somers, P. (2009) Immigrant DREAMs: The Texas 10% admissions plan, English learner college choice and academic success. 6th International Workshop on Higher Education Reform at Mexico City.
- Aguilar, A. & **Rodríguez, C.** (2009). "Historias, inquietudes, y sueños": The policy-inflicted realities of immigrant students and the search for a quality higher education. Annual Meeting of the American Educational Research Association.
- Vazquez Heilig, J. & **Rodríguez, C.**, & Somers, P. (2009) Boon, bust, or neither? Considering the Texas 10% admissions plan and ELL student migration, enrollment, and academic success. Annual Meeting of the American Educational Research Association.
- Rodríguez, C.** (2008). The Texas experiment: Top ten percent admissions students and public universities from the Borderland. *Texas Higher Education Opportunity Project at Princeton University*, Research Symposium.

Vasquez Heilig, J. & Somers, P. & **Rodríguez, C.** & Suchitra, S. (2008). Staying in the saddle: Texas ELL's college choice, persistence, and completion. University of Texas / Texas Association of School Administrators Summer Conference on Education.

Rodríguez, C. (2008). Staying in the saddle: Texas ELL's college choice, persistence, and completion. Annual Meeting of the American Education Research Association.

Rodríguez, C. (2007). The University of Texas Center for Collaborative Educational Research and Policy (UTCCERP): Top 10% admissions in Texas. Presented on October 26, 2007 at the UCLA Civil Rights Project / Proyecto Derechos Civiles, Roundtable Conference in Austin, TX.

Young, M.D., & **Rodríguez, C.** & Fuller, E. (2006). Importance of trust in increasing parental involvement and student achievement in Mexican American communities. Presented on November 10 at University Council for Educational Administration Convention.

Gutierrez Spencer, L. & **Rodríguez, C.** (2004) Teaching and Working with 1st Generation Students and Minority Students. Presented on February 27 at New Mexico Higher Education Assessment and Retention Conference.

Creative Activities: Regional Media

Rodríguez, C. (2018). Visiting Scholar Webinar: College Readiness and Equity: Research, Policy, Practice and Advocacy for Schools and Districts. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/qaT1jDWFeDo> .

Rodríguez, C. (2012). Hopes and anxieties through the New Mexico educational system / Esperanzas e inquietudes a través del sistema educativo en Nuevo México. *Tu Revista Latina*: Las Cruces, NM. 5(3) pp. (14-17, 38-40).

Creative Activities: Policy Research Briefs for Legislators and Community

Rodríguez, C. (2016). Policy Research Brief: Understanding and Collaborating for Equity in DCPS.

Rodríguez, C. (2013). Policy Research Brief: The NM Lottery Scholarship and Graduation.

Rodríguez, C. (2012). Policy Research Brief: Teacher and School Leader Effectiveness Act.

Rodríguez, C. (2011). Policy Research Brief: 3rd Grade Reading Retention.

Contributed Creative Activities-Not Authored

Winograd, P. & Wiburg, K. & Boberg, K. (2012). Education in Doña Ana County: The Challenges, The Choices, The Future. Las Cruces, NM: The Bridge of Southern New Mexico.

TEACHING AND STUDENT ADVISING

Narrative Summary: The central focus of my education philosophy is that all students learn and learn in multiple ways, and it is through pedagogical learning that can transform students and promote transactional leadership in students. I believe that an educator always lives through teachable moments, whether for myself or for others, with a focus on critical and socially just considerations. An example of Cristobal's critical approach to teaching is the application of equity analyses and systemic/community assessments, with particular attention to linguistically and racially diverse populations in schools through: graduate courses such as Education Policy, Bilingual Education Leadership, School Law, School Finance and Ethics.

Chaired Doctoral Student Dissertations

- 2019 Lorenzo Prillman, Howard University: Moving Toward a Pathway of Anti-Deficit Thinking About the Educational Aspirations of Black and Latino Male Students
- 2019 Lama Al Assaf, Howard University: Higher Education and Empowerment of Saudi Women: The Role of the King Abdullah Scholarship Program (KASP)
- 2019 Lynda P. Young, Howard University: The Influence of the Middle States Accreditation Processes on Historically Black Colleges and Universities (HBCUs): A Case Study of Howard University's Leadership & Governance from 1989-2009
- 2018 Tenika Holden-Flynn, Howard University: Sustainable Data Driven Professional Development: An Exploratory Survey
- 2017 Sheila Jefferson, Howard University: Urban Title 1 Elementary Principals' Perception of Parent Involvement in Black and Latino Schools
- 2017 Dana Tutt, Howard University: Educational Leadership Policy Standards and Aligned Professional Development: Examining Perceptions Of Urban Principals' Performance
- 2017 Lisa Green, Howard University: Implementing Standards-Based Reform Policy: An Examination of Special and General Education Teacher Perceptions of the Common Core State Standards for Students in a Mid-Atlantic School District
- 2017 Monique Lamar, Howard University: Prepared for Leadership: A Case Analysis of the Perceptions of School Leaders Regarding their Propensity Towards Applied Critical Leadership
- 2017 Dana Doggett, Howard University: Hip-Hop used as a Learning Tool to Foster Student Achievement in an Urban School
- 2017 Dorothy Egbufor, Howard University: A Grounded Theory Approach to Understanding Ethical Leadership with School Leaders in Southern Nigeria: A Perspective of Three Primary Schools
- 2017 Hani Abo Awad, Howard University: Multi-Ethnic Identity Among Bedouin Children In Israel: A Study Of Bedouin Children And Home Demolition
- 2016 Alicia Renix, Howard University: Declaring the Truth of Her Voice: Portraits of African American Women Principals and the Staff Cultures They Lead
- 2016 Charnita Whitmyer, Howard University: A Bolman and Deal Framework of Science Teachers' Beliefs on Teacher Preparation and Reform Practices for Diverse Learners

- 2015 Rudolph Saunders, Howard University: A Critical Quantitative Analysis of the Effects of Budgeting Models in Creating Equity for High School Students in a Large Urban School District
- 2015 Rodney Henderson, Howard University: A Critical Quantitative Analysis of Equity of Elementary Schools in a Large Urban School District Using Weighted Student Formulas
- 2014 Lorenzo Reyes, NMSU: Immigrant Parents' Experience in the College Decision Process of Their Children
- 2013 Graciela Martínez, NMSU: "Las Colegas" Principal Mosaic: A Portraiture of Three Successful Borderland School Principals
- 2013 Arsenio Romero, NMSU: Political Power of New Mexico Public School Superintendents: A Qualitative Exploratory Study
- 2012 Anita M. Roybal, NMSU: A Hispanic Woman in Educational Leadership in Northern New Mexico: An Auto-Ethnography
- 2012 Teófilo Ugalde, NMSU: Community Wealth Capitals, Resources and Educational Success in the El Paso Borderlands

Thesis Research

- 2011 Antoinette Sellers, NMSU Honors Thesis: Oral History on Booker T. Washington Elementary, a segregated Black School in southern New Mexico.

Courses Developed and Taught

ELPS 422: Education Policy Seminar, Howard University (Hybrid)

ELPS 455: Ethics in Decision Making in Education, Howard University (Online/Face)

ELPS 520: Financial Management in Education, Howard University (Hybrid)

EMD 676: Educational Financial Management, NMSU (Hybrid Delivery)

EMD 578: Administration and Leadership of Bilingual Education, NMSU (On-line)

EMD 579: School Law (Masters Level), NMSU (On-line)

EMD 679: K-12 Law and Policy (Doctoral Level), NMSU (Hybrid Delivery)

HIST 367: Mexican Americans in the U.S., NMSU

EMD 575: Elements of Research, NMSU (ITV)

EMD 576: Multicultural Leadership, NMSU (On-line)

EDA 391K: Legislative Issues in Higher Education (Teaching Assistant) UT-Austin

LAW 397S: Seminar on Changing American Schools (Teaching Assistant) UT-Law School

Guest Lecture

Rodríguez, C. (November 9, 2018). *Reframing the Achievement Gap Towards Equity: Research, Policy and Practice for Latinx Students Amidst ESSA*. Georgetown University: .

Rodríguez, C. (October 8, 2018). *Towards Equity and Success for Latinx Students*. UNC-Chapel Hill: Latinx Heritage Month Speaker.

Rodríguez, C. (2016, 2017, 2018). *The Achievement Gap and Equity: Research, Policy, Practice and Advocacy for Superintendents Leading Urban/Diverse Communities*. AASA-Howard University – Urban Superintendents Academy.

Rodríguez, C. (January 27, 2016). *A policy discussion on affirmative action and the Texas top 10% undergraduate admission program*. Howard University - School of Law.

Rodríguez, C. (March 18, 2015). *Latino policy research and advocacy and the George I. Sánchez legacy of improving educational opportunity*. George Washington University – Department of Sociology & Officer of Diversity and Inclusion.

Webinars

Rodríguez, C. (2018). Visiting Scholar Webinar: College Readiness and Equity: Research, Policy, Practice and Advocacy for Schools and Districts. *Intercultural Development Research Association – Equity Assistance Center South*: San Antonio, TX, <https://youtu.be/qaT1jDWFeDo> .

Workshops

Rodríguez, C. (January 15, 2016) Leadership and love matters: Transforming a school's culture towards equity. St. Mary's County Public Schools.

Rodríguez, C. (June. 25, 2015) Publishing your dissertation. Prince George's County Public Schools: Flowers H.S.

McGregor-Mendoza, P. & **Rodríguez, C.** (Oct. 17, 2013) Teaching Online: Getting Started Modules. *Teaching Academy of New Mexico State University*.

Rodríguez, C. (Feb. 1, 2013) Due process and the evaluation of educators. *School Principal Professional Development Conference of North-Western New Mexico*.

Reyes, L. V., & **Rodríguez, C.** (March, 2011) Analyzing State Policy: 3rd Grade Reading Retention Bills in New Mexico. *League of Women Voters, Doña Ana County, NM*.

Teaching Professional Development

- Online Teaching / Blackboard Certificates from CETLA at Howard University
- 2010, 2011. 2012, 2013 Teaching Academy Distinguished Member Award at NMSU.
- Online Course Improvement Program (2010-2011), Quality Matters Rubric integration.

SERVICE & LEADERSHIP

Narrative Summary: I believe that the central concept of service and leadership is to support the development, growth, and empowerment of the community at large. To highlight this focus, I have served as a colleague and administrator to K-12 and higher education educators. How I align that sense of development, growth, and empowerment has been through providing support both individually and organizationally to foster sound research-based practices that align to the success of children and back to my role as a leader, and today to my role as a professor. Further, it should be noted that additional grounding in community-oriented efforts are vital to improving educational opportunity for children.

Local Leadership & Service

2018-Current: Chair, Charles Thompson Colloquium and Lecture Committee, HU – School of Education

2016-2017: Dean of School of Education Search Committee, Howard University Service
Appointed by the Office of the Provost and recognized as university service.

2015-2017: DCPS Chancellor's Parent Cabinet Appointed to serve in an advisory role capacity to the Chancellor of District of Columbia Public Schools.

2014-Current: Ceremony and Commencement Committee, HU – School of Education.

2013-2014: University of New Mexico, College of Education Community Partners Advisory Committee is a state-wide committee to inform the Dean search and a reconceptualization of the College of Education under the auspices of the Office of the Provost, Chaouki Abdallah.

2013-2014: Doña Ana Place Matters, National Kellogg Initiative
County wide collaborative initiative to address health inequities and economic justice.

2010-2014: Hispanic Education Task Force, Southern New Mexico
Serving as co-chair of a collaborative effort to address the Hispanic Education Gap.

2010-2014: Border Center for Education Studies (BoCES), NMSU College of Ed.
Serving as associate advisor in fulfilling the mission of teaching, research, and policy.

2012-2014: Faculty Senate, New Mexico State University
The NMSU Faculty Senate serves as the legislative body representing the faculty.

2010-2013: College of Education Research Committee, NMSU
The NMSU College of Education Council Committee supports mini-grant funding efforts.

2012-2013: Vice-Chair of the Hispanic Faculty Staff Caucus of NMSU
The Hispanic Faculty Staff Caucus is an NMSU advocacy/social.

2005-2006: Chair of the Hispanic Faculty Staff Caucus of NMSU
The Hispanic Faculty Staff Caucus is an NMSU advocacy/social organization.

National Leadership & Service

2019: AERA Annual Meeting Planning Committee: Division A Planning Chair
Planning Chair for Division A 2019 Annual Meeting for Toronto Meeting.

2019: ERA Annual Meeting Planning Committee:
AERA Planning Committee for 2019 Annual Meeting for Toronto Meeting.

2018-2019: Chair of Latina/o/x Research Issues SIG
Hispanic Research Issues SIG of the American Education Association.

2012-2018: Plenum Session Representative for NMSU/Howard University, UCEA
The University Council for Educational Administration has a governance structure within its member institutions acting as an institutional based voting council for policy and election purposes.

2017-2018: 2018 AERA Annual Meeting Planning Committee: Division A
Assistant Chair of Division A Planning Committee for 2018 New York Meeting.

2017: UCEA Convention Planning Committee
Appointed to 2017 UCEA Convention Committee to be held in Denver, CO.

2017-2018: Chair-Elect of Hispanic Research Issues SIG
Hispanic Research Issues SIG of the American Education Association.

2016-2017: 2017 AERA Annual Meeting Planning Committee: Division A
Chaired Section 5 for 2017 for San Antonio Meeting, for 2018 New York Meeting.

2014-2017: Martinez v. New Mexico: School Finance Case Expert Witness
Expert witness using state data K-12 achievement data for a legal case filed on behalf of families throughout New Mexico by Mexican American Legal Defense and Education Fund (MALDEF) for lack of adequate/efficient school funding levels.

2012-2014: Educational Leadership and Policy Studies Advisory Board, Howard Univ.
The department of Educational Leadership and Policy Studies under the School of Education at Howard University initiated an advisory board for program development efforts.

2010-2013: Associate Director of Graduate Student Development, UCEA
Coordinating mentoring and efforts for the University Council for Educational Administration to support the Barbara L. Jackson Scholars Program.

Editorial and Review Boards

2018-Current: Journal of Hispanics in Higher Education Editorial Board

2015-Current: Journal of Equity and Excellence in Education Reviewer

2011-Current: Educational Administration Quarterly Editorial Board

2011-Current: Journal of Cases in Educational Leadership Editorial Board

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EDUCATION

Ph.D. in Organizational Leadership & Policy Studies, 2003

University of Maryland
College Park, MD

M.Ed. in Educational Administration, 1998

University of Cincinnati
Cincinnati, OH

B.S. in Educational Studies, 1997

University of Cincinnati
Cincinnati, OH

B.A. in African American Studies, 1996

University of Cincinnati
Cincinnati, OH

Certificate in Black Atlantic Studies, 1996

Indiana University
Bloomington, IN

ACADEMIC EXPERIENCE

Tenured Associate Professor; 2015-Present

Howard University
School of Education
Washington, DC

Tenured Associate Professor; 2010-Present

Morgan State University
School of Education and Urban Studies
Baltimore, MD

Tenured Associate Professor; 2009-2010

Assistant Professor; 2003 – 2009

George Mason University
College of Education and Human Development
Arlington, VA

Special Visiting Assistant Professor; Fall Semester 2008

Edward Waters College
Department of Education
Jacksonville, FL

Academic Coordinator; 1999 - 2003

University of Maryland
Academic Achievement Programs
College Park, MD

Educational Consultant; 1996 - Present

Washington, DC

Coordinator of Research Projects; 1999

Dr. Julianne Malveaux

Last Word Productions

Washington, DC

Social Studies Teacher & Cultural Enrichment Coordinator; 1998-1999

Fairfax County Public Schools (Walt Whitman Middle School)

Served as pianist for special functions

Alexandria, VA

Sixth Grade Teacher; 1997-1998

Cincinnati Public Schools (Chase Elementary School)

Served as pianist for special functions

Cincinnati, OH

Fourth, Fifth, and Sixth Grade Reading and Math Teacher; 1996-1997

Cincinnati Public Schools (Chase Elementary School)

Served as pianist for special functions

Cincinnati, OH

LEADERSHIP, COMMITTEES and ADVISORY BOARDS

- Evaluator, Howard University Academic Prioritization Committee (2019-Present)
- President, Center for African American Research & Policy-CAARP (2018-Present)
- Coordinator, Howard Univ. Master of Ed. Leadership Program (2016-present)
- Howard University school-wide Appointment, Promotion & Tenure Committee (2016-Present)
- Chair, Howard University 1st Tier Appointment, Promotion & Tenure Committee (2017-Present)
- *Journal of Negro Education*, Special Issue Editor in Chief (2017)
- *Journal of Negro Education*, Board Member and Section Editor (2017-Present)
- Howard University Appointment, Promotion & Tenure Committee (2015-2016)
- Howard University Faculty Selection Committee (2015)
- *Journal of Negro Education*, Editorial Board (2015-present)
- Morgan State University-James Madison University partnership peer partner (2012)
- Morgan State University, Faculty Selection Committee (2011)
- *Journal of Black Studies*, Reviewer (2010-Present)
- American Educational Research Association Division K, Conference Co-Chair (2010-2011)
- George Mason University, 1st Tier Committee on Tenure and Promotion (2009-2010)
- George Mason University, IET Class of 2010 Team leader
- *Journal of Black Studies*, Reviewer (2009)
- American Educational Research Association, Conference Proposal Reviewer (2008)
- *Review of Education Research*, Reviewer (2008)
- *International Journal of Education Policy and Leadership*, Reviewer (2008)
- George Mason University, IET Class of 2008 Team leader
- American Educational Research Association, Conference Proposal Reviewer (2007)
- George Mason University, African American Studies Program Advisory Board Member (2007 – 2010)
- George Mason University, Shared Vision Advisory Group (2006 – 2010)
- African Research Study and Travel group, president (2005 – present)

- Teach for America, Conversant (2004 – 2008)
- Black Issues in Higher Education National Conference, Panelist and Speaker (2005)
- *Urban Review Journal*, Reviewer (2005)
- Journal of Hip Hop, Adviser (2004)
- Trans Africa National Conference, Panelist (2006)
- Washington, DC Public Schools, Nia Community Public Charter School, Board of Trustees Member (2006 – 2010)
- George Mason University, Governance Committee (2005-2006)
- George Mason University, Ph.D. Admissions, Interviewer (2005 – 2008)
- George Mason University, Faculty Selection Committee (Assoc. Professor W. Fowler), 2006
- George Mason University, Faculty Selection Committee (Assoc. Professor E. Ndura), 2005
- George Mason University, Faculty Selection Committee for (Instructor S. Baily), 2005
- George Mason University, IET Retreat Planning Committee (2008)
- George Mason University, IET Class of 2005 Team leader
- Volunteer at C.W. Harris Elementary School (2005)
- University of Maryland's Academic Achievement Program, Volunteer (2005)
- Brothers of the Academy National Organization, Member (2005)
- George Mason University, IET Committee on Faculty Meetings, Member (2004 – 2008)
- Pianist, College of Education and Human Development's Opening Session (2004)
- American Educational Research Association, Chair of AERA Division L Session: Politics of Education, (April 2004)
- Fulbright Scholars, Conference Panel Participant (2004)

COURSES TAUGHT

Organizational Change, Reflective Practice, Qualitative Research, Moral Professionalism in Teaching, Philosophy of Education, Dissertation Seminar, Contemporary Issues in Urban Education, Multicultural Education, Administration of Public Educational Organizations, Teaching and Learning, Language and Culture, Politics of Education, Ethics, History of Black Education

REFEREED PUBLICATIONS

Shockley, K. and Burbanks S. (In Press). The need for African centered education in STEM. *Journal of African American Males in Education*.

Shockley, K. and LeNiles, K. (2018). May we forever stand: Culture community and maroonage. *International Journal of Qualitative Studies in Education*.

Shockley, K., and LeNiles, K. (2018). Meeting the people where they are: The promises and perils of attempting an African centered institution in a public school system. *Journal of Pan African Studies*.

Douglas, T.M.O., and Shockley, K. (2017). When voices rise: Race and resistance on college campuses. *Journal of Negro Education* 86(3).

Hughes, J., LeNiles, K. and Shockley, K. (2017). Voices from the field: Uplifting and amplifying Black education. *Journal of Negro Education* 86(3).

- Williams, A., and Shockley, K. (2017). Freedom starts from within: An interview with Ayanna Evans. *Journal of Negro Education* 86(3).
- Shockley, K. and Frazer, C. L. (2016). The intergenerational power and impact of Frances Cress Welsing's theory of color confrontation. *Black Child Journal*.
- Shockley, K., Burbanks, S., & McPherson, K. (2015). Reflections on working with a traditional school attempting to transform into an African centered institution. *Journal of African American Studies*.
- Shockley, K. (2014). Theoretical musings on hip hop from an Afrocentric perspective. *Journal of African American Learners*.
- Shockley, K. and Banks, J. (2012). Teachers perceptions of personal transformation on issues of race and culture. *Journal of Transformative Education*.
- Shockley, K., Cleveland, D. (2011). Culture, power, and education: The philosophies and pedagogy of Afrocentric educators. *International Journal of Critical Pedagogy*.
- Shockley, K. (2011). Reaching African American students: Profile of an Afrocentric teacher. *Journal of Black Studies*.
- Shockley, K. (2010). K, wei no ye kama paaa: Experiences learning from an African cultural worldview. *Sankofa Journal*
- Shockley, K. (2010). The complexity of developing properly trained education professionals for African American children: Exploring an African indigenous socialization process. *Urban Review Journal*
- Donnor, J. & Shockley, K. (2010) Leaving us behind: A political economic interpretation of NCLB and the miseducation of African American males. *Journal of Educational Foundations*
- Shockley, K. & Frederick, R. (2008). Constructs and dimensions of Afrocentric education. *Journal of Black Studies*.
- Shockley, K., Bond, H. & Rollins, J. (2008). Singing in my own voice: Teachers' journey toward self-knowledge. *Journal of Transformative Education*, 6 (2).
- Frederick, R. & Shockley, K. (2008). Culturally relevant uses of technology for African American students. *Electronic Journal for the Integration of Technology in Education* 7 (1).
- Shockley, K. (2008). A researcher called to taboo places: A burgeoning research method in African centered education. *International Journal of Qualitative Studies in Education*, 99 (1).
- Shockley, K. (2007). Africentric education leadership: Theory and practice. *International Journal of Education Policy & Leadership*, 3 (3).
- Shockley, K. (2007). Finally Heard: African centered perspectives on hurricane Katrina. *Journal of Race and Policy*, 3 (1).

Shockley, K. (2007). Literatures and definitions: Toward understanding Africentric education. *Journal of Negro Education*, 76 (2).

Shockley, K. (2004). Rethinking Nationalism. *Black Issues in Higher Education*, 21 (4).

Shockley, K. (2004). African centered education and Black studies: Necessary alliances and broken promises. *Sankofa Journal*, 4 (1).

BOOK CHAPTERS and ENCYCLOPEDIA ENTRIES

Shockley, K. (2015). African centered education. In Shujaa, M. J. and K. Encyclopedia of African Heritage in North America. Sage Publications.

Shockley, K. (2015). Education. In Shujaa, M. J. and K. Encyclopedia of African Heritage in North America. Sage Publications.

Shockley, K. (2015). Maat. In Shujaa, M. J and K. Encyclopedia of African Heritage in North America. Sage Publications.

Shockley, K. & Frederick, R. (2009). African centered schools as sites of hope: Community building through culture and school leadership. In Steinberg, S. *Diversity: A Reader*. (Peter Lang Publishing).

Shockley, K. (2006). When culture and education meet. In H. Mawhinney (Ed.) *Design principles for learner centered schools: Differentiating instruction to improve student learning*. (Council of Administrative & Supervisory Organizations of Maryland).

BOOKS

LeNiles, K. and Shockley, K (2019). *Freedom: The untold story of Benkos Bioho*. (Ka Institute/Authorhouse, Washington, DC/Bloomington, IN). Children's Book.

Akombo, D., Katembo, B., & Shockley, K. (2017). *21st Century Pan Africanism*. (Authorhouse, Bloomington, IN).

Shockley, K. (2008). *The Miseducation of Black Children*. (African American Images: Chicago, IL).

FEATURE LENGTH DOCUMENTARY

Shockley, K and LeNiles, K. (2018). For Humanity: Culture, Community & Maroonage

BOOKS FORTHCOMING (WITH CONTRACTS)

Shockley, K. and Lomotey K. (Eds.) *African centered education* (Myers Ed Press)

Douglas, T.M.O., Shockley, K. and Toldson, I. (Eds.) *Campus Uprisings* (Teachers College Press).

IN PROGRESS

The Maroons of Palenque, San Basilio (Will be submitted to the Smithsonian Institution)

The Maroons of Palenque, San Basilio *Children's book* (Will be Submitted to *Scholastic*)

RECENT GRANT ACTIVITY

Verizon Innovative Learning Grant - \$300,000 Research Fund – Awarded
\$300,000 Rising Tide Foundation - \$910,000 Research Fund Under Review (1 of 5 Finalists)
Spencer Foundation - \$50,000 Research Fund Sought, Not Awarded
Daniel Education Research Fund - \$10,000 Awarded in 2016 and 2017
Morgan State University Internal Research Grant - \$5000 Awarded in 2011
George Mason University Internal Research Grant - \$3000 Awarded

REFEREED PRESENTATIONS

Shockley, K. (2019). *African centered education and maroonage*. National Council for Black Studies, March

Shockley, K. (2019). *African centered education and maroonage*. AERA/Toronto Ontario Institute for Studies in Education, April.

Shockley, K. (2018). *African centered education*. National Council for Black Studies.

Hughes, J., Shockley, K. and Frazer, C. (2017) *African centered educational leadership*. Howard University Research Week Presentation, April.

Quinlan, C., Shockley, K., Rodriguez, C. and Banks, J. (2017). Research on ethnic minorities. Howard University Research Week Symposium, April.

Shockley, K. (2017). *African Centered Education*. American Educational Research Association, April.

Hughes, J., Shockley, K., and Frazer, C. (2017). *African centered educational leadership*. National Council for Black Studies, March.

Shockley, K., and Rodriguez, C. (2016). *African Centered Education*. University Council on Educational Administration, November

Shockley, K. (2015). *African centered education as an agent for change in Black communities*. National Council for Black Studies, March.

Shockley, K. (2014). *Theoretical musings on hip hop scholarship from an African centered perspective*. American Educational Research Association, Philadelphia, PA, April.

Shockley, K (2013). *African centered education*. National Council for Black Studies, March

Shockley, K., Burbanks, S., Ghee, S and Hogue, B. *Black Children and their Learning Styles*. National Council for Black Studies, March.

- Shockley, K. (2009). *African centered and culturally centered schools as sites of hope: Community building through culture and school leadership*. American Educational Research Association, San Diego, CA, April.
- Shockley, K. (2009). *Literatures and definitions: Toward understanding African centered education*. National Council for Black Studies Conference, Atlanta, GA (March).
- Shockley, K. & Frederick, R. (2008). *African/culturally centered schools as sites of hope: Community building through culture and school leadership*. American Educational Research Association, New York, NY, March
- Shockley, K., Bond, H., & Rollins, J. (2008). *Teachers' journey toward self knowledge*. American Educational Research Association, New York, NY, March
- Shockley, K. (2006). *Finally Heard: African centered perspectives on hurricane Katrina*. University of Virginia Symposium on Race and Society, October
- Shockley, K. & Hilliard, A. (2006). *Culture and Education: Africentric educators in the new millennium*. American Educational Research Association. San Francisco, CA, April
- Shockley, K. (2006). *A burgeoning research method in African centered education*. American Educational Research Association. San Francisco, CA, April
- Shockley, K. (2006). *Understanding, teaching and knowing Black male students*. South Carolina Alliance of Black School Educators, January
- Shockley, K. (2005). *Living the legacy: A million years of African history*. Kansas Alliance of Black School Educators, June
- Bond, H., Shockley, K., & Rollins, J. (2005). *Overcoming resistance: Transformation stories from the front*. University of Georgia Transformation Through Engagement Conference, October
- Shockley, K. (2005). *Benchmarks and barriers for students of color in higher education*. Black Issues in Higher Education National Conference, Washington, DC, June,
- Shockley, K. (2005). *An Ethnographic investigation of Africentric education*. American Educational Research Association, Montreal, Canada, April
- Shockley, K. (2005). *When culture and education meet*. American Educational Research Association, Montreal, Canada, April
- Shockley, K (2004). *Culturally centered education models of excellence*. Washington Alliance of Black School Educators Annual Conference, Seattle, WA., March
- Shockley, K (2004). *To the Fulbright scholars: Africentric education as an agent for change in struggling schools*, Annual Fulbright Scholars Conference, Washington, D.C., March
- Shockley, K (2004). *Using culture to teach underprivileged youth*, Howard University Conference on Special Education, Washington, D.C., March

RELEVANT INVITED PANELS & NON-REFEREED PRESENTATIONS

- Shockley, K. & LeNiles, K. (2019). *For Humanity: Culture Community & Maroonage*. University of Ghana Film Festival.
- Shockley, K. & LeNiles, K. (2019). *For Humanity: Culture Community & Maroonage*. Syracuse Film Festival
- Shockley, K. & LeNiles, K. (2019). *For Humanity: Culture Community & Maroonage*. Sankofa Bookstore, Washington, DC
- Shockley, K. & LeNiles, K. (2019). *For Humanity: Culture Community & Maroonage*. Bowie State University, Bowie, MD.
- Shockley, K. & LeNiles, K. (2018). *For Humanity: Culture Community & Maroonage*. Howard University Bunch International Center.
- Shockley, K. & LeNiles, K. (2018). *For Humanity: Culture Community & Maroonage*. International Black Film Festival, Nashville, TN.
- Shockley, K. & LeNiles, K. (2018). *For Humanity: Culture Community & Maroonage*. Bronze Lens Film Festival, Atlanta, GA.
- Shockley, K. (2017). *African centered education*. Television Appearance (*The Scholars Show*, Washington, DC, UDC-TV)
- Shockley, K. (2017). *The problem with American education*. Keynote Lecture at Palenque School (Colombia, South America, December).
- Shockley, K. (2017). *Defining Pan Africanism*. Dr. Jared Ball Talk Show, Baltimore, MD, October).
- Shockley, K. (2017). *Searching for solutions in maroon education*. Abibitumikasa Afrikan Language & Culture Institute. (Newark, NJ, August).
- Shockley, K. and Akombo, D. (2017). *On 21st Century Pan Africanism*. Phil Smith Talk Show (Houston, TX, August).
- Shockley, K. (2017). *Teaching Black children to lead*. Panel discussion (M.O.M.I.E.S. Community School, Washington, DC, May)
- Shockley, K. (2016). *Afrocentric education*. (Prince George's County Television, Upper Marlboro, MD, September)
- Shockley, K. (2016). *Understanding African centered education*. (Howard University Graduate Student Association, Washington, DC March)
- Shockley, K. (2016). *The importance of ethnography in research on Black education*. (The Catholic University of America School of Education, Washington, DC February)
- Shockley, K. (2015). *Understanding African Centered Education*. Teach For America Keynote Speaker, Baltimore, MD, October.
- Shockley, K. (2014). *The imperative for an African centered teacher education*. Trinity University, Keynote Speaker, Washington, DC. February.

- Shockley, K. (2012). *African Identity Reconstruction*. Sankofa Conference. Washington, DC, April.
- Shockley, K. (2012). *African centered education*. Howard Road Middle School. Washington, DC, February
- Shockley, K. (2011). *Importance of Black children participating in culturally based rituals*. Nationhouse School. Washington, DC., February
- Shockley, K. (2010). *The critical need for African centered education in schools now*. Keynote lecturer for The Oklahoma City Alliance of Black School Educators. Oklahoma City, OK., November
- Shockley, K. (2010). *The importance of participant based education*. Kuumba School. Washington, DC, September.
- Shockley, K. (2010). *The power of the African centered perspective*. Black Student Union. The Catholic University of America. Washington, DC, October
- Shockley, K. (2009). *Seven Principles of Kwanzaa*. Sankore Institute. Indianapolis, IN., December
- Shockley, K. (2009). *African centered education: Imperatives for parents and school administrators*. Prince George's County Public Schools' Title I Program Conference, College Park, MD., April.
- Shockley, K. (2009). *The miseducation of Black children*. Keynote lecturer for The Shrine bookstore in Detroit, MI, February.
- Shockley, K. (2009). *The purpose of African centered charter schools*. Howard University Pan African Youth Summit, Washington, DC, February.
- Shockley, K. (2009). *The miseducation of Black children: African centered education as the answer to a big problem*. Keynote lecturer for Calvary United Methodist Church in Cincinnati, OH, February.
- Shockley, K. (2009). *The miseducation of Black children*. Special guest on WAIF-FM radio in Cincinnati, OH., February.
- Shockley, K. (2009). *Educate yourself!* Special guest speaker for the 10th and 11th grade classrooms. Maya Angela Washington DC public charter school, February.
- Shockley, K. (2009). *The miseducation of Black children: Teachers roles and responsibilities* Keynote Speaker: University of Cincinnati African American Cultural and Research Center, February.
- Shockley, K. (2009). *The Miseducation of Black people*. African American Student Leadership Conference, Rust College, Holly Springs, MS, January.
- Shockley, K. (2008). *Toward an African centered Black studies department*. Keynote lecturer for the University of Cincinnati African American Studies Student Group, June.

- Shockley, K. (2008). *Using the seven constructs of Africentric education in colleges and universities*. Keynote Speaker: Edward Waters College, Jacksonville, FL, April
- Shockley, K. (2008). *Education research in the 21st century*. Keynote Speaker: University of Maryland, College Park, March
- Shockley, K. (2008). *African centered theory and the importance of Africentric education, part 2*, Keynote Speaker: George Mason University Paul Robeson Center, March
- Shockley, K. (2008). *African centered theory and the importance of Africentric education*. Keynote Speaker: George Mason University Paul Robeson Center, February
- Shockley, K. (2008). *African centered theory in higher education environments*. Keynote Speaker: University of California at Los Angeles, February
- Shockley, K. (2008). *Using the seven constructs in public elementary school settings*. Keynote Speaker: Washington, DC Public Schools, J. O. Wilson Elementary, February
- Shockley, K. (2008). *Using African centered theory for student leadership*. African American Student Leadership Conference, Rust College, Holly Springs, MS, January
- Shockley, K. (2007). *Integrating the seven constructs into social studies classrooms*. Keynote Speaker and Consultancy: Blackville-Hilda Public Schools, South Carolina, September
- Shockley, K. (2007). *Using the "Shockley Seven Constructs" to improve reading comprehension*. Keynote Speaker: Smith Leadership Academy, Boston, MA, April
- Shockley, K. (2007). *African centered education as an agent for change in higher education* Keynote Speaker: Arizona State University, Phoenix, AZ, February
- Shockley, K. (2007). *African centered education as an agent for change in teacher education programs*. Presenter to Doctoral Students: The Catholic University of America, February
- Shockley, K. (2006). *African centered education as an agent for change in higher education* Keynote Speaker: Emory University, Atlanta, GA, November
- Shockley, K. (2006). *African centered education as an agent for change in higher education* Keynote Speaker: Emory University, Atlanta, GA, March
- Shockley, K. (2005). *African culture as method for teaching and reaching Black students*. Washington, DC Public Schools, March
- Shockley, K. (2005). *The importance of the teaching profession*. University of Maryland College Park, Teach For American Program, February
- Shockley, K. (2005). *African American students and culturally centered education*. Redcliffe Elementary School, Aiken, SC, February
- Shockley, K. (2005). *African American students and culturally centered education*. Hammond Hill Elementary School, Aiken, SC, February

- Shockley, K. (2005). *Cultural imperatives for African descended students* Greendale Elementary School, Aiken, SC February
- Shockley, K (2004). *Using cultural models for increasing academic achievement for all children*. Aiken County Public Schools, Aiken, SC., February
- Shockley, K (2004). *A scholar in residence speaks on culture and education*. National Black Graduate Student Conference, Cincinnati, OH., March
- Shockley, K (2004). *Tips and strategies for working with youth of color: The agency of culture*, University of Maryland, College Park, MD, May
- Shockley, K (2004). *Imperatives for teaching and reaching disadvantaged youth: Tips for D.C. Teachers*, DC Public Schools, C.W. Harris Elementary, Washington, D.C., March

RESEARCH and CONSULTING

Consulted about issues related to teaching and reaching diverse student populations at a variety of universities and institutions including:

Edward Waters College (FL)
 University of Cincinnati
 University of Maryland
 Washington, DC Public Schools
 Fairfax County Public Schools
 Metropolitan School District of Lawrence Township (Indiana)
 South Carolina Alliance of Black School Educators
 South Carolina Alliance of School Administrators
 Kansas Alliance of Black School Educators
 Washington Alliance of Black School Educators
 North Carolina Central University

PROFESSIONAL DISTINCTIONS and ACADEMIC HONORS

Award – Best Article in a Scholarly Journal, *Journal of Pan African Studies* (2018)
 President – Center for African American Research & Policy (2018)
 Appointed as Board Member – Journal of Negro Education (2016)
 Award - Best Article in a Scholarly Journal, *Journal of Black Studies* (2011)
 Keynote Speaker, Oklahoma City Alliance of Black School Educators (2010)
 Finalist, George Mason University Teaching Excellence Award (2009)
 Int'l. Journal of Education Policy & Leadership, a “Most Read Article” distinction (2008)
 Chosen for a major Consultancy for Edward Waters College, Department of Education (2008)
 Keynoter for Major Research Conference, University of Maryland, College Park (2008)
 Outstanding Keynote Speaker, Edward Waters College, Jacksonville, FL (2008)
 Outstanding Keynote Speaker, Emory University, Atlanta, GA (2007)
 Outstanding Keynote Speaker, University of North Texas, Denton, TX (2006)
 Appointed to the Board of Trustees for Nia Public Charter School in D.C. (2005-2008)
 Member, Village of Agogo in Ghana, West Africa (2004)
 National Black Graduate Student Conference Scholar-in-Residence (2003)
 Kappa Delta Pi (International Honors Society in Education) (2002)
 Phi Beta Sigma Fraternity, Incorporated (2002)
 Selected to the 22nd David Clark Annual National Graduate Student Research Seminar (’03)

Recipient of the Outstanding Student Leadership Award from the Office of Graduate Minority Education and Graduate Student Government (2000)
Recipient of Graduate Minority Education Doctoral Scholarship (2000)
Full Assistantship, University of Maryland, College Park, MD (1999)
Recipient of the Living Legend Award from the University of Cincinnati and City of Cincinnati (1999)
Full Scholarship for Grad Studies at the University of Cincinnati (1997)

CERTIFICATIONS ACQUIRED

Ohio Teaching License (K-8th Grade Teaching, 1995-1998)
Virginia Teaching License (Middle School Social Studies, 1998-1999)

PROFESSIONAL PUBLIC SERVICE

Consultancies:

African centered schools in Washington, DC
Howard University Think Tank on Black Education
Journey Africa Travel Group

Camp Gye Nyame, Consulting on the best practices for reaching inner city youth for the summer program component, and year-round after school enrichment program, also coordinating a mentoring program for youth without fathers, Cincinnati, OH (2000-2003)

University of Maryland Office of Human Relations Programs, Consulting on leadership practices for student leaders, College Park, MD (2004)

North Carolina Central University College of Education, Major Speaker for their *Teacher Summit*, Durham, NC (2006)

Organization Memberships:

University Council on Educational Administration, 2001-
American Education Research Association, 2001-
Politics of Education Association, 2001-2002

REFERENCES

Available Upon Request

VERONICA G. THOMAS, PH.D.
202-806-9093 (University office tel.)
Email address: vthomas@howard.edu

EXPERIENCE SUMMARY

1994 - Present	Graduate Professor, Department of Human Development and Psychoeducational Studies, School of Education, Howard University <i>(Returned to full-time faculty position after serving in various administrative roles during the previous six academic years, excluding a 1999-2000 sabbatical leave year)</i>
2010 – Present	Director, Evaluation and Continuous Improvement, Georgetown-Howard University Clinical Center for Translational Sciences (National Institutes of Health funded grant)
2006 – 2007	Principal Investigator, Howard University GO-GIRL (Gaining Options: Girls Investigate Real Life) Project
2002 – 2006	Principal Investigator, Howard University Evaluation Training Institute <i>(National Science Foundation funded grant)</i>
1999 – 2004	Co-Principal Investigator, Center for Research on the Education of Students Placed At Risk (CRESPAR), Howard University
1996 - 1999	Interim Dean, School of Education, Howard University
1994 - 1996	Graduate Professor and Chair, Department of Human Development and Psychoeducational Studies, Howard University <i>(Received tenure and promotion to the rank of Professor in 1994)</i>
1992 - 1994	Coordinator of Graduate Studies, Department of Psychoeducational Studies <i>(Position concurrent with full-time faculty appointment)</i>
1992 - 1994	Adjunct Faculty, Weekend College Program, Trinity College
1990 - 1992	Director (Acting), Institute for Urban Affairs and Research, Howard University <i>(Concurrent with faculty appointment)</i>
1989 - 1994	Associate Professor, Department of Human Development
1987 - 1989	Chair (Acting), Department of Urban Studies, Howard University
1983 - 1989	Assistant Professor, Department of Urban Studies, Howard University
1983 - 1990	Research Associate, Institute for Urban Affairs and Research Howard University <i>(Concurrent with faculty appointment)</i>
1979 - 1982	Research Assistant, Learning and Development, National Institute of Education, U.S. Department of Education

HONORS/AWARDS

American Evaluation Association's Multiethnic Issues in Evaluation TIG Scholarly Leader Award for scholarship that has contributed to social justice-oriented, equity-focused, and/or culturally responsive literature, 2019.

Annie E. Casey Foundation LEEAD (Leaders in Equitable Evaluation and Diversity) for contribution and service as mentor to LEEAD scholars, 2016.

American Evaluation Association, Multiethnic Topical Interest Group (TIG) Award for contribution to the advancement of the TIG's mission and to the American Evaluation Association, 2012.

National Forum for Black Public Administrators, Educator of the Year Award, 2010.

American Psychological Association Public Policy Office, Honor for outstanding contribution to advancement of public interest policy (as member, Committee on Women in Psychology), 2005

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA)
American Evaluation Association (AEA)
American Educational Research Association (AERA)
Eastern Evaluation Research Society (EERS)

PROFESSIONAL BOARDS AND COMMITTEES (BY ELECTION AND APPOINTMENT) (SELECTED LISTING)

(CURRENT)

University Ambassador, Washington Evaluators Group 2015 - Present
STEM Evaluation Community Project Stakeholder Group (NSF Grant), 2017 – Present

(PAST)

LEED (Leaders for Equitable Evaluation and Diversity) Mentor, Annie C. Casey Foundation

(Elected) Board of Directors, American Evaluation Association

Technical Work Group for the Evaluation of the National Assessment of Educational Progress (NAEP), U.S. Department of Education

Member, Ethics Committee Guiding Principles Task Force, American Evaluation Association (AEA)

Member, Building Diversity Initiative Proposal Review Committee, American Evaluation Association

School Board Member, Children's Village Academy Charter School (Kinston, NC)

Technical Review Panel, National School Climate Surveys, U.S. Department of Education, National Center for Education Statistics

Advisory Panel, Quantitative Evaluation of the ADVANCE (NSF Funded) Program

SELECTED PROFESSIONAL BOARDS AND MEMBERSHIP LISTING (cont.'d)

Advisory Group, Evaluation of the Research and Evaluation on Education in Science and Engineering (REESE) Program (NSF Funded Grant to Westat Inc.)
Board Member, Eastern Evaluation Research Society (EERS)
Board Member, Washington Evaluators' Group
Membership Committee, American Evaluation Association (AEA)
Member, American Psychological Association (APA) Committee on Women in Psychology
Chair, American Psychological Association (APA) Task Force on Urban Psychology
Member, APA Presidential Task Force on Education
Chair, Committee on Urban Initiatives, American Psychological Association (APA)
Member, Task Force on Women Administrators in America, Division 35, APA
Commissioner, National Commission on African American Education (NCAAE)
Awards Committee, Talent Development Special Interest Group (SIG), AERA
Program Chair, Annual Convention, Division 35, APA
President (1st Elected), Section on Black Women, APA (Section 1 of Division 35)
Program Chair, Annual Convention, Section on Black Women (Division 35), PA
Member, Carolyn Sherif Award Committee, Division 35, APA
Member, Task Force on Cultural Diversity and Feminist Training, Division 35, APA
Editorial Board, *Sex Roles: A Journal of Research*
Editorial Board, *Journal of Negro Education*
Editorial Board, *Women and Health: Research on Gender, Behavior, and Policy*
Consulting Editor, Psychology of Women Quarterly
Editorial Board, *Journal of Multicultural Counseling and Development*
Newsletter Editor, Talent Development Special Interest Group (SIG), AERA

EVALUATION EXPERIENCES (SELECTED LISTING)

Evaluation and Continuous Improvement, GHUCCTS (Georgetown-Howard University Center for Clinical Translational Science). Funded by the National Institutes of Health (Component Director)

DC ACTS (Advancing Competencies in Technology and Science) Project (Evaluator)

National Science Foundation (NSF) Science Learning Center (Site Visitor)

NASA's Family Life Activities at the Smithsonian Folklife Festival (Evaluator)

Project Rebound (DC Charter Schools) (Evaluator)

Prime Time Sister Circle Project: A Stress Management and Health Promotion Project for Black Women (Project Evaluator)

Criminal Justice Coordinating Council, DC Government (Evaluator)

Northern Virginia Urban League, ARMS Extended (Resource Mothers) Project Targeting Pregnant and Parenting Adolescent Girls (Evaluator)

EVALUATION EXPERIENCES (SELECTED LISTING) (cont.'d)

National Council for Community and Educational Partnership (Evaluation Workshop Curriculum Designer and Trainer)

Howard University Graduate School & School of Social Work Summer Research Institute (Evaluator)

Howard University Medical School Curriculum (Evaluator)

Howard University Research Centers in Minority Institutions (RCMI) Program

Council of Graduate Schools, Preparing Future Faculty (PFF) Program (Evaluator)

Minority Graduate Education (MGE) Program (Evaluator)

Kids House (After-School Program) and Curriculum Kit, Urban Family Institute (Evaluator)

Family and Child Services, District of Columbia (Evaluator)

Office of Gifted and Talented, D.C. Public Schools (Evaluator)

Public Education Fund Network (PEFNet) (Evaluator)

National Academy of Sciences (Commissioned Report)

Center for Substance Abuse Treatment, U.S. Department of Health and Human Services (Evaluation Trainer)

Center for Substance Abuse Prevention, U.S. Department of Health and Human Services (Evaluation Trainer)

National Forum of Black Public Administrators (Research and Evaluation Trainer)

ARTICLES, JOURNALS, BOOK CHAPTERS AND BOOKS [(R) = REFEREED PUBLICATIONS]

Thomas, V.G. & Campbell, P. (textbook under contract; in preparation) *Evaluations in a diverse and divided country: Promise and Perils*. Thousand Oaks, CA: Sage Publications

Scott, D.M., **Thomas, V.G.**, Otado, J., Rockcliffe, F., Olopoenia, O., Johnson, D., & Callier, S. (2019). Attitudes and experiences regarding genetic research among persons of African descent. *Journal of Community Genetics*, 6, 1-8. **(R)**

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Thomas, V.G., Madison, A., Rockcliffe, F., DeLaine, K. & McDonald-Lowe, S. (2018). Racism, Social Programming, and Evaluation: Where Do We Go From Here? *American Journal of Evaluation*, 39(4), 514-526. (R)

Thomas, V.G. & Parsons, B. (2017). Culturally Responsive Evaluation Meets Systems-oriented Evaluation. *American Journal of Evaluation*, 38 (1), 7-28. (R)

Thomas, V.G., Gaston, M.H., Porter, G.K., & Anderson, A. (2016). Prime Time Sister Circles II: Evaluating a culturally relevant intervention to decrease psychological and physical risk factors for chronic disease in mid-life African American women. *Journal of the National Medical Association*, 108(1), 6-18. (R)

Manswell Butty, J. L., Wakiaga, L. A., McKie, B. K., **Thomas, V. T.**, Green, R. D., Avasthi, N., & Swierzbis, C. L. (2015). Going full circle with teacher feedback: Conducting responsive evaluations in urban pre-k classrooms. *Sage Open*, 1-11. (R)

Trochim, W.M., Rubio, D.M. & **Thomas, V.G.** & the Evaluation Key Function Committee. (2014). Evaluation guidelines for the clinical and translational science awards (CTSAs). *Clinical and Translational Sciences*, 6(4), 303-309. (R)

Thomas, V.G. (2011). Cultural issues in evaluation: From margin toward center. *American Journal of Evaluation*, 34 (4), 578-582. (R)

Gaston, M. H., Porter, G.K., & **Thomas, V.G.** (2011). Paradoxes in obesity with mid-life African American women. *Journal of the National Medical Association*, 103(1), 17-25. (R)

Thomas, V.G. & Madison, A. (2010). Integration of social justice into the teaching of evaluation. *American Journal of Evaluation*, 31(4), 570-583. (R)

Frierson, H.T., Hood, S., Hughes, G., & **Thomas, V.G.** (2010). A guide to conducting culturally responsive evaluations. In *The 2010 user-friendly handbook for project evaluation* (pp. 75-96). Arlington, VA: NSF.

Thomas, V.G. (2010). The case for better evaluation theory: Comments on Miller, Kirkhart, and Smith. *American Journal of Evaluation*, 31(3), 414-417. (R)

Thomas, V.G. (2010). Evaluation use. In P. Peterson, E. Baker, & B. McGaw (Eds.). *International Encyclopedia of Education*, Vol. 3. (pp. 614-621). Oxford: Elsevier.

Lane, S., Zumbo, B.D., Abedi, J., Benson, J., Dossey, J., Elliott, S.N., Kane, M., Robert, L., Paredes-Ziker, C., Rodriguez, M., Schraw, G., Slattery, J., **Thomas, V.**, & Willhoft, J. (2009). Prologue: An introduction to the evaluation of NAEP. *Applied Measurement in Education*, 22(4), 309-316. (R)

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Thomas, V.G. (2009). Critical race theory: Ethics and dimensions of diversity in research. In D.M. Mertens & P.E. Ginsberg (Eds.), *The handbook of social research ethics*. (pp.54-68). Thousand Oak, CA: Sage Publications.

Campbell, P.B., Stoll, A. & **Thomas, V.G.** (2009). Evaluating efforts to broadening participation in STEM fields. (pp. 64-79). In Clewell, B., & Fortenberry, N. (Eds.) *Framework for Evaluating Impacts of broadening participation projects: Report from a National Science Foundation Workshop*. Arlington, VA: Directorate for Education and Human Resources. National Science Foundation.

Campbell, P.B., **Thomas, V.G.**, & Stoll, A. (2009). Outcomes and indicators relating to broadening participation. (54-63. In Clewell, B., & Fortenberry, N. (Eds.) *Framework for Evaluating Impacts of broadening participation projects: Report from a National Science Foundation Workshop*. Arlington, VA: Directorate for Education and Human Resources. National Science Foundation.

Mednick, M. & **Thomas, V.G.** (2008). Women and achievement. In F.L. Denmark & M.A. Paludi (Eds.) (2nd ed). *Women and achievement. Psychology of women: A handbook of issues and theories*. (pp. 625-651). Westport, CT: Prager.

Jones-Wilson, F. & C. & **Thomas, V.G.** (Guest Editors). (2007). Celebrating the legacy of The Journal: 75 Years of Facilitating Excellence in Black Education. *Journal of Negro Education*, 76 (3). **(R)**

Jones-Wilson, F. & C. & **Thomas, V.G.** (Guest Editors). (2007). An overview of the education of Black people: Past, present, and future. (Guest Editorial). Celebrating the legacy of The Journal: 75 Years of Facilitating Excellence in Black Education (Special Issue). *Journal of Negro Education*, 76 (3), 196-197. **(R)**

Thomas, V.G. & Jackson, J. A. (2007). The education of African American girls: Past to present. *Journal of Negro Education*, 76(3), 357-372. **(R)**

Gaston, M.H., Porter, G.K., & **Thomas, V.G.** (2007). Prime Time Sister Circles: Evaluating a gender-specific, culturally relevant health intervention to decrease major risk factors in mid-life African American women. *Journal of the National Medical Association*, 99(4), 428-438. **(R)**

Thomas, V.G., (Task Force Chair), Saegert, S. (Principal Editor), Cantor, D.W., Gorman-Smith, D., Maton, K.I., Soriano, F.I., & Thornton, D.W. (2005). *Toward an urban psychology: Research, action, and policy*. Report of the Task Force on Urban Psychology. Washington, DC: American Psychological Association (82 pp).

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Thomas, V.G. & McKie, B. (2006). Collecting and utilizing evaluation research for public good and on behalf of African American children. *Journal of Negro Education*, 75(3), 341-352. **(R)**

LaPoint, V., Manswell Butty, J. L., **Thomas, V. G.**, & Reid, M. D. (2006). The Talent Quest Model: Career development as supplemental education for low-income Black students in middle and high schools (pp. 87-107). In R. W. Smith (Ed.). *Time for change: New visions for high school*. Cresskill, NJ: Hampton Press.

LaPoint, V. & **Thomas, V.G.** (2006). Contributions of Howard University to social science research on Black children. In D.T. Slaughter-Defoe, A.M. Garrett & A.O. Harrison-Hale (Eds.), *Our children too: A history of the Black Caucus of the Society of Research in Child Development, 1973-1977*. Monographs of the Society for Research in Child Development, Series No. 283, Vol. 71, No. 1, 173-187.

Thomas, V.G. & LaPoint, V. (2004/2005, Winter). Blending evaluation traditions: The Talent Development Model. *The Evaluation Exchange: A Periodical on Emerging Strategies in Evaluating Child and Family Services*, Vol. X (No.4), 7,22.

Thomas, V.G. & Stevens, F.I. (Eds.). (2004). *Co-constructing a contextually responsive evaluation framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. San Francisco, CA: Jossey Bass **(R)**

Thomas, V.G. & Stevens, F.I. (2004). Editor's Notes. *Co-constructing a contextually responsive evaluation framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. (pp. 1-2). San Francisco, CA: Jossey Bass. **(R)**

Thomas, V.G. (2004). Building a contextually responsive evaluation framework. In V.G. Thomas & F.I. Stevens (Eds.). *Co-constructing a contextually responsive evaluation framework: The Talent Development Model of school reform*. New Directions for Evaluation, No. 101. (pp. 3-24). San Francisco, CA: Jossey Bass **(R)**

Thomas, V.G. (Guest Editor) (2004). Studying the lives of Black women: Psychological and Sociocultural Perspectives. Special issue of the *Journal of Black Psychology*, 30 (3). **(R)**

Thomas, V.G. (2004). Introduction. *Journal of Black Psychology*, 40 (3), 281-285. Special Issue on "Studying the Lives of African American Girls and Women: Psychological and Sociocultural Perspectives. **(R)**

Thomas, V.G. (2004). The psychology of Black women: Studying lives in context. *Journal of Black Psychology*, 30(3), 286-306. **(R)**

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Tangri, S.S., **Thomas, V.G.**, Mednick, M.S., & Lee, K.S. (2003). Predictors of satisfaction among college-educated African American women. *Journal of Adult Development*, 10 (2), 113-125. **(R)**

Bonner, F.B., & **Thomas, V.G.** (2001). (Guest Editors) Black women in the academy: Challenges and opportunities. Special issue of the *Journal of Negro Education*, 70 (3).

Bonner, F.B., & **Thomas, V.G.** (2001). New and continuing challenges and opportunities for Black women in the academy. *Journal of Negro Education*, 70 (3), 121-123. **(R)**

Thomas, V.G. (2001). Educational experiences and transitions of reentry college women: Special considerations for African American female students. *Journal of Negro Education*, 70 (3), 139-155. **(R)**

Braithwaite, K., & **Thomas, V.G.** (2001). HIV/AIDS knowledge, attitudes, and risk-behaviors among African-American and Caribbean college women. *International Journal for the Advancement of Counselling*. (British spelling), 23, 115-129. **(R)**

Manswell, J.B., LaPoint, V., **Thomas, V.G.**, & Thompson, D. (2001). The changing face of after-school programs: Advocating talent development for urban middle and high school students. *National Association of Secondary School Principals Bulletin*, 85, (626), 22-34.

Thomas, V.G. (2001, May). High stakes testing: The tail wagging the dog. *Dialogue: An Essay of Opinion and Policy*. Volume 10. The Phelps-Stokes Fund.

Thomas, V.G. (2000). Learner-centered alternatives to social promotion and retention. *Journal of Negro Education*, 69 (4), 323-337. **(R)**

Thomas, V. G. (2000). Ending social promotion: Help or hindrance. *Kappa Delta Pi Record*, 37 (1), 30-32. **(R)**

Conley, M.B., & **Thomas, V. G.** (2000). A case study at the Capstone: Howard University's School of Education quest for national accreditation. In B. Williams (Ed.). *Telling our story: Reforming teacher education through accreditation*. Washington, D.C.: National Council for the Accreditation of Teacher Education.

Thomas, V.G., Braithwaite, K., & Mitchell, P. (2000). *African American women: An annotated bibliography*. Westport, CT: Greenwood Press.

Thomas, V.G., & Miles, S.E. (1995). The psychology of black women: Past, present, and future. In H. Landrine (Ed.) *Bringing cultural diversity to feminist psychology: Theory, research, and practice*. (pp. 303-330). Washington, D.C.: American Psychological Association.

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Thomas, V.G. (1994). Using feminist and social structural analysis to focus on the health of poor women. *Women and Health*, 22, 1 - 15. **(R)**

Mednick, M.S., & **Thomas, V.G.** (1993). Women and achievement: A view from the eighties. In F. Denmark and M. Paludi (Eds.) *Psychology of women: Issues and theories*. (pp. 585-625). Westport, CT: Greenwood Press.

Thomas, V.G. (1992). Explaining health disparities between African American and white populations: Where do we go from here? *Journal of the National Medical Association*, 84, 837 - 840. **(R)**

Thomas, V.G. (1990). Determinants of global life happiness and marital happiness in dual-career black couples. *Family Relations: Journal of Applied Family and Child Studies*, 39, 174-178. **(R)**

Thomas, V.G. (1990). Problems of dual-career black couples: Identification and implications for family intervention. *Journal of Multicultural Counseling and Development*, 18, 58 - 67. **(R)**

Thomas, V.G. (1989). Body-image satisfaction among black women. *Journal of Social Psychology*, 129, 107-112. **(R)**

Thomas, V.G., Milburn, N.G., Brown, D.R., & Gary, L.W. (1989). Social support and depressive symptoms among blacks. *Journal of Black Psychology*, 14, 35 - 46. **(R)**

Thomas, V.G., & James, M.D. (1988). Body image, dieting tendencies, and sex role traits in urban black women. *Sex Roles: A Journal of Research*, 18, 523 - 529. **(R)**

Chipman, S.F., & **Thomas, V.G.** (1987). The participation of women and minorities in mathematical, scientific and technical fields. In E.Z. Rothkopf (Ed.), *Review of Research in Education*. (pp. 387-430). Washington, D.C.: American Educational Research Association.

Thomas, V.G., & Shields, L.C. (1987). Gender influences on work values of black adolescents. *Adolescence*, 22, 37 - 43. **(R)**

Thomas, V.G. (1986, October). Career aspirations, parental support and work values among black female adolescents. *Journal of Multicultural Counseling and Development*, 177 - 185. **(R)**

Chipman, S.F., & **Thomas, V.G.** (1985). Women and mathematics: Outlining the problem. In S.F. Chipman, L.R. Brush, & D. Wilson (Eds.), *Women and mathematics: Balancing the equation*. (pp. 1-24). New Jersey: Lawrence Erlbaum Associates.

ARTICLES, BOOK CHAPTERS AND BOOKS (cont.'d.)

Carr, P.G., **Thomas, V.G.**, & Mednick, M.S. (1985). Evaluation of sex-typed tasks by black men and women. *Sex Roles: A Journal of Research*, 13, 311 - 316. **(R)**

Thomas, V.G., & Littig, L.W. (1985). A typology of leadership style: Examining gender and race effects. *Bulletin of the Psychonomic Society*, 23(2), 123 - 134.

Milburn, N.G., & **Thomas, V.G.** (1985). Social network characteristics and psychological well-being. *Proceedings of the eighth conference on empirical research in black psychology*. (pp. 73-82). Rockville, MD: National Institute of Mental Health Minority Center.

Thomas, V.G. (1983). Perceived traditionality and non-traditionality career aspirations of black college women. *Perceptual and Motor Skills*, 57, 979 - 982. **(R)**

Wirtenburg, T.J., Klein, S., Richardson, B., & **Thomas, V.G.** (1981). Sex equity in American education. *Educational Leadership*, 38, 311 - 319.

Thomas, V.G. (1979). *Women in a changing society*. In *The social welfare forum*. (pp. 196-208). New York: Columbia University Press.

SELECTED PROFESSIONAL PRESENTATIONS AND WORKSHOPS
(Selected Listing 2006 – Present)

Campbell, P. & **Thomas, V.G.** (2019 November). *Implicit bias, racial framing, and White fragility: Challenges and Possible Answers for Evaluators*. Think Tank Conducted at the Annual Meeting of the American Evaluation Association, Minneapolis, MN.

Thomas, V.G. & Campbell, P. (2017, November). *Cultural conflicts of interests: Definition, description, and avoidance*. Think Tank Conducted at the Annual Meeting of the American Evaluation Association, Washington, DC.

Thomas, V.G. (2017, November). Discussant on panel entitled "*Continuing the Dialog: Evaluation's Call to Action, 21st Century Perspectives in Addressing Race*" at the Annual Meeting of the American Evaluation Association, Washington, DC, November 8, 2017

Otado, J., **Thomas, V.G.**, Callier, S., Rockcliffe, F., Johnson, D., & Scott, D. (2017, April). *Knowledge, attitudes, experiences and behaviors toward genetic research among persons of African descent*. Poster session delivered at the Annual Meeting of the Association for Clinical and Translational Sciences. Washington, DC.

Thomas, V. G. (2017). *Dialogue on Race and Class in America Series*. Panelist at the American Evaluation Association's first (of three) national dialogues. Washington, DC

PROFESSIONAL PRESENTATIONS: 2006 - PRESENT) (cont.'d.)

Thomas, V.G. (2015, November) *Exemplary culturally responsive evaluations: A tale of challenge and change*. Paper delivered at a Presidential Plenary Panel at the Annual Meeting of the American Evaluation Association Meeting, Chicago, IL.

Randolph, S.M., Kiwalczyk, S., Alexander, S., **Thomas, V.G.**, & Smith, A. (2014, October). *Community-based approaches into evaluation of public health systems approaches to eliminate gender disparities: Lessons from a national evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.

Thomas, V.G. (2013, October). *Using dashboards to Improve Understanding and Use of Results: Tracking and Evaluation Strategies from the Georgetown-Howard Universities Center for Clinical Translational Science (GHUCCTS)*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.

Thomas, V.G. (2013, October). *Reframing culturally responsive evaluation from a systems perspective*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.

Thomas, V.G. (2013, October). *Social justice and evaluation in the national capital area*. Panel discussant at the Annual Meeting of the American Evaluation Association Meeting, Washington, DC.

Thomas, V.G. (2012, October). *A systems orientation for culturally and contextually responsive evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN

Thomas, V.G. (2012, October). *Injecting cultural competence and social justice into the teaching of evaluation*. Paper presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN

Thomas, V.G. (2012, October). *Designing and using dashboards in tracking and evaluation efforts*. Conversation hour presented at the Annual Meeting of the American Evaluation Association Meeting, Minneapolis, MN

Thomas, V.G. & Edwards, D. (2012, April). *An introduction to building and using dashboards for tracking and evaluation*. Skills building sessions presented at the Eastern Evaluation Research Society Meeting, Absecon, NJ

Thomas, V.G. (2011, November). *Practical applications of the AEA Public Statement on Cultural Competence in Evaluation*. Paper presented at a Think Tank the Annual Meeting of the American Evaluation Association, Anaheim, CA.

PROFESSIONAL PRESENTATIONS: 2006 - PRESENT) (cont.'d.)

Thomas, V.G. (2011, November). *Environmental sustainability and social justice: How can evaluators consider the holistic nature of social problems?* Paper presented at the Annual Meeting of the American Evaluation Association, Anaheim, CA.

Thomas, V.G., & Smith, V. (2011, November). *Designing and using data dashboards for monitoring and evaluation: A case study.* Demonstration presented at the Annual Meeting of the American Evaluation Association, Anaheim, CA.

Thomas, V.G. & Edwards, D. (2011, May). *Using dashboards in evaluation: Lessons from the field.* Paper presented at the Annual Meeting of the Eastern Evaluation Research Society. Absecon, NJ.

Thomas, V.G. & Madison, A. (2010, November). *Integrating social justice into evaluation teaching: Opportunities and strategies.* Paper presented at the Annual Meeting of the American Evaluation Association, San Antonio, TX.

Thomas, V.G. (2009, November). *Grounding evaluation theory in social justice: A critical theory view – Defining moments.* Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL.

Thomas, V.G. (2009, April). *The contexts of educational evaluations: The case of urban settings.* Paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL.

Thomas, V.G. (2008, November). *Indicators and designs for broadening participation projects.* Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.

Thomas, V.G. (2008, November). *Ethical responsibilities in evaluations with diverse populations: A Critical Race Theory (CRT) perspective.* Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.

Thomas, V.G. (2008, November). *The unique contributions of Minority Serving Institutions (MSIs) to evaluation capacity building.* Paper presented at the Annual Meeting of the American Evaluation Association, Denver, CO.

Thomas, V.G. (2008, April). *Culturally responsive evaluation.* Skills building session at the Annual Meeting of the Eastern Evaluation Research Society. Absecon, NJ.

Thomas, V.G. (2008, April). *Evaluating evaluation models as ideologies, interventions, and operational strategies.* Panel discussant at the Annual Meeting of the American Educational Research Association. New York City, NY

PROFESSIONAL PRESENTATIONS: 2006 - PRESENT) (cont.'d.)

Thomas, V. G. (2007, November). *Planning and implementing culturally relevant evaluation training for students of color: Successes and challenges*. Paper presented at the Annual Conference of the American Evaluation Association. Baltimore, MD.

Thomas, V.G. (2007, November). *Culturally responsive evaluation training for students of color: From classroom to fieldwork and back*. Chair, discussant, and panel organizer. Annual Conference of the American Evaluation Association. Baltimore, MD.

Thomas, V.G. (2007, October). *Teaching evaluation at a HBCU: Content, pedagogy, and assessment*. Presentation at the HBCU Evaluator Conference. Johnson C. Smith University. Charlotte, NC.

Thomas, V.G. (2007, August). *Beyond methods: Training students and professionals toward evaluation for public good*. Paper presented at the Annual Convention of the American Psychological Association Meeting, San Francisco, CA.

Thomas, V.G. (2006, November). *Evaluation training: Perils and promise*. Expert lecture session delivered at the 20th Annual Conference of the American Evaluation Association, Portland, OR,

Thomas, V.G. (2006). *Feminist and critical race theory contribution to ethics in evaluation*. Paper presented at the 20th Annual Conference of the American Evaluation Association, Portland, OR,

Thomas, V.G. (2006, July). *Strategies for planning and conducting culturally and contextually responsive evaluations*. Keynote address delivered at the National Evaluation Institute. Sponsored by the Consortium on Educational Accountability and Teacher Education (CREATE) and the Dallas Independent School District.

Thomas, V.G. (2006, May). *Feminist and critical race theory. Ethics and dimensions of diversity*. Paper presented at the Second International Congress of Qualitative Inquiry. University of Illinois at Urbana-Champaign.

Thomas, V.G. (2006, April). *Conducting culturally and contextually responsive evaluations*. Workshop conducted at the 29th Annual Conference of the Eastern Evaluation Research Society. Absecon, NJ.

Thomas, V.G. (2006, April). *Beyond traditional methods and procedures: Training practicing evaluators toward evaluation for the public good*. Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

FUNDED RESEARCH PROJECTS

EXTERNAL GRANTS

Evaluation and Continuous Improvement Component (ECI), GHUCCTS (Georgetown-Howard University Center for Clinical Translational Science). Funded by the National Institutes of Health, 2015 – 2020. (CTSA full award amount \$27 M) (Director, ECI Component).

Collaborative Research: AGEP Transformation Alliance: CIRTl AGEP - Improved Academic Climate for STEM Dissertators and Postdocs to Increase Interest in Faculty Careers. Funded by the National Science Foundation, \$144,463 (HU Portion), 2016 - 2020 (Co-Principal Investigator).

Tracking and Evaluation (TE), GHUCCTS (Georgetown-Howard University Center for Clinical Translational Science). Funded by the National Institutes of Health, 2010 – 2015. (\$625,000 funding for TE Component) (Director).

Conference Workshop Grant on Broadening Participation of MSI Faculty in Evaluation Training and the Profession. Funded by the National Science Foundation 2007-2010. Award Amount \$49,999. (Principal Investigator).

Howard University Gaining Options: Girls Investigate Real Life (GO-GIRL) Project. Funded by the National Science Foundation (as part of a larger dissemination grant from the NSF Principal Investigator). 2005- 2007. Award Amount \$10,000 (HU/Principal Investigator). .

Evaluation of the District of Columbia's Pre-K Incentive Program. Funded by the D.C. Government, Office of Early Childhood Development (OECD), Original grant in FY 2006. Award amount., \$360,000. (Co-Principal Investigator). (Continuation grant funded in FY 2007) (Co-Principal Investigator).

A Contextually Relevant Mathematics and Science Summer Evaluation Training Institute for Experienced Evaluators. Funded by the National Science Foundation, October 1, 2002 - September 30, 2006. Award Amount - \$1.5 million (Principal Investigator)

Research Experiences for Undergraduates (REU). A Supplement to the NSF Project on Contextually Relevant Mathematics and Science Summer Evaluation Training Institute for Experienced Evaluators. Funded by the National Science Foundation, January 2004. Award Amount - \$10,000 (Principal Investigator)

A Planning Grant for a Culturally Relevant Math and Science Summer Evaluation Training Institute for Mid-level Evaluators. Funded by the National Science Foundation, September 01, 2001 - February 2002. Award Amount - \$95,432 (Principal Investigator).)

Assessment and Evaluations Innovations Project. Funded as part of the Center for the Education of Students Placed At Risk (CRESPAR) Grant by the Office of Educational Research and Improvement, U.S. Department of Education, 10/1/99 - 9/30/03. (Total amount for Assessment and Evaluations Innovations Project - \$300,000) (Co-Principal Investigator)

Well-Being Among Black and White College Women at Midlife. Funded by the National Institute of Mental Health, 5/1/92 - 4/30/96, \$547,000 (Co-Principal Investigator).

Educational and Vocational Aspirations of Reentry College Women. Funded as a DuPont Award by the Women's College Coalition, 7/1/92 - 12/30/93, \$7,000. (Principal Investigator)

Howard University Women's Life Path Study. Funded as part of the MacArthur Foundation Successful Midlife Development Network, July 1992, \$15,000. (Co-Principal Investigator)

The Role of Indigenous Organizations in Economic Development and Community Stabilization. Cooperative Agreement with the U.S. Department of Housing and Urban Development, 1995, \$2,500. (Principal Investigator)

Predictors of Depressive Symptoms in Urban Black Adults. Funded by the U.S. Department of Health and Human Services, 1985 - 1988, \$837-532. (One of the members of the proposal development team at the Institute for Urban Affairs and Research)

INTERNAL (UNIVERSITY) GRANTS

Developing an Undergraduate Service Learning Course on Middle School Girls: Theory, Research, and Practice. Funded by the Howard University Fund for Academic Excellence, 2006-2007, \$5,000 (Principal Investigator)

The Development of a Course and Reference Materials on "The Psychology of African American Women." Funded by the Howard University Fund for Academic Excellence, July 1998 - June 1999, \$2,500. (Principal Investigator)

A Qualitative Study of Black Reentry College Women. Funded by the University-Sponsored Faculty Research Program in the Social Sciences, Humanities, and Education, July 1995 - June 1996, \$9,500. (Principal Investigator)

Educational Experiences of Mature African American Females: A Reexamination of Reentry College Women. Funded by the Walter and Theodora Daniel Educational Research Award, February 1995 - January 1996, \$2,500. (Principal Investigator)

Well Being Among Black College-Educated Women. Funded by the Office of Research Administration, 1991, \$36,752 (Co-Principal Investigator); also funded by the Graduate School of Arts and Sciences Collaborative Core Unit, \$4,950 in FY '90 and \$11,580 in FY '91. (Co-Principal Investigator)

Dual-Career Black Families: An Examination of Parenting, Marriage, and Career Roles. Funded by the University-Sponsored Faculty Research Program in the Social Sciences, Humanities, and Education, July 1988 - June 1989, \$7,835. (Principal Investigator)

Certifications

CITI Collaborative Institutional Training Initiative Certified (Human Research Curriculum)

Protecting Human Research Participants (Certification of Completion of Course), National Institutes of Health (NIH) Office of Extramural Research

PROFESSIONAL DEVELOPMENT (SEMINARS/COURSES) TAKEN SINCE 2008 (Selected Listing)

- ☐ Network Analysis Made Simple, International Network of Social Network Analysis (INSNA), 2014
- ☐ Moving Beyond Descriptives: Basic Network Statistics with Statnet , (INSNA) 2014
- ☐ Visualizing Social Networks. How to Create Meaningful and Compelling Network Drawings, (INSNA), 2014
- ☐ Employing Mixed Methods in Evaluation, Centers for Disease Control/American Evaluation Association's Summer Evaluation Institute, June 2008
- ☐ Qualitative Data Analysis, Centers for Disease Control & the American Evaluation Association's Summer Evaluation Institute, June 2008
- ☐ Strengthening Evaluation through Cultural Relevance and Cultural Competence, Centers for Disease Control & the American Evaluation Association's Summer Evaluation Institute, June 2008

COURSES TAUGHT

Graduate Courses Taught

Evaluation Methodology
Selected Topics in Evaluation
Human Diversity
The Psychology of African American Women
Diversity in the College Classroom

Evaluation Theory and Practice
Introduction to Educational Research
Techniques of Urban Analysis I & II
Family Structures and Functions

Undergraduate Courses Taught

Human Development and Family Relations
Risk & Resiliency in Families and Relationships
Positive Aging Across the Lifespan
Research Methods and Statistics
Race and Racism
Community Development and Urban Problems
Field Experience in Human Development (with focus on Adolescent Female Development)
Honors Seminar

EDUCATION

- Ph.D.** **Howard University**, Major: Social Psychology; Minor: Personality Psychology
- M.S.** **Howard University**, Major: Social Psychology
- B.S.** **South Carolina State College**, Major: Psychology; Minor: Sociology

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Education



D.H.L., Doctor of Humane Letters, May 2016
Florida Memorial University, Miami Gardens, FL



Ph.D., Counseling Psychology, January 2002,
Temple University, Philadelphia, PA

Dissertation: The relationship between race and psychopathy: An evaluation of selected psychometric properties of the Psychopathy Checklist – Revised (PCL-R) for incarcerated African American men



M.Ed., Counselor Education, May 1997
The Pennsylvania State University, University Park, PA



B.S., Psychology, May 1995
Louisiana State University, Baton Rouge, LA
Minor: Sociology with Criminology Emphasis



National Institute of Justice, WEB DuBois Fellowship Program, August 2003-August 2004

Predoctoral Psychology Internship, October. 2001
The US Department of Justice, Federal Bureau of Prisons, Atlanta, GA
Specializations: Forensic and Correctional Psychology

Academic, Professional & Political Appointments

- **President and CEO**, The Quality Education for Minorities Network (QEM), Washington, DC. Serve as Principal Investigator of federally and privately sponsored grants designed to build capacity and provide technical assistance to HBCUs and other minority serving institutions. Oversee all aspects of operation, including fundraising, talent development and strategic direction (2016-present).
- **Tenured Full Professor** (*Assistant and associate from 2005-2015*), Howard University Counseling Psychology Program (an APA accredited doctorate program), Washington, DC. Duties include: Teaching graduate level courses, research, and advising (2015-present)
- **Editor-in-Chief**, The Journal of Negro Education, the oldest continuously published referred journal by and about Black people. Duties include: Managing the budget, corresponding with Editorial/Advisory Board members, peer reviewers, authors, subscribers, and business vendors, and overseeing all operations of The Journal including manuscript-review and acceptance, and the publication of special issues (2008-present).
- **Executive Editor & Editor-in-Chief**, *Journal of the Center for Policy Analysis and Research (CPAR)*, The biennial journal, a multidisciplinary periodical, publishes original research and analyses on public policy issues related to Black politics in the United States and abroad (2017-present).
- **Executive Director**, White House Initiative on Historically Black Colleges and Universities, U.S. Department of Education, Washington, DC. Duties include: Appointed by President Barack Obama to devise strategies to sustain and expand federal support to HBCUs, directing efforts to strengthen the pipeline of students from secondary education to HBCUs, examining, interpreting and providing guidance on federal budgets, working with HBCU administrators to access resources from the federal government (2013-2016).
- **Senior Research Analyst**, Congressional Black Caucus Foundation, Washington, DC. Duties include: Directing research, writing and editing, and directing District Level Forums to increase civil engagement (2006-2013).
- **Adjunct Professor**, Drexel University, Department of Community Health and Prevention, Philadelphia, PA. Duties include: Teaching graduate level course and advising with curriculum development (2008 – 2013).
- **Contributing Educational Editor**, The Root, New York, NY. Duties include: write a year-long series called “Show Me The Numbers” that examines some of the most pressing educational and social issues facing African-Americans (2012 – 2015).
- **Research Fellow**, Mental Health and Substance Abuse in Corrections (MHSAC) Clinical Research Scholars Training Program at Morehouse School of Medicine, Atlanta GA. Duties include: Under the leadership of CBCF academic advisory

board member Dr. Ronald Braithwaite, the MHSAC was designed to train emerging scholars to research Mental health challenges, substance use disorders, and HIV/AIDS among Black people in correctional settings (2008-2010).

- **Faculty Research Fellow**, NSF Center for Behavioral Neuroscience, Emory University, Atlanta, GA. Duties include: Conducting neurobehavioral behavioral research on drugs and behavior (Summer 2006).
- **Assistant Professor**, Southern University Psychology Department, Baton Rouge, LA.

Publications

Books & Edited Volumes

- Toldson, I. A. (2019). *No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear About Black People*. Brill-Sense: Boston, MA
- Toldson, I. A. (Eds.). (2018). *Defining the Black Agenda in a Post-Obama Era*. The Center for Policy Analysis and Research (CPAR) at the Congressional Black Caucus Foundation, Inc. (CBCF): Washington, DC.
- Sealey-Ruiz, Y., Lewis, C.W., & Toldson, I.A.(Eds). (2014) *Teacher Education and Black Communities: Implications for Access, Equity and Achievement*. Information Age Publishing, Inc: Charlotte, NC.
- Lewis, C., & Toldson, I. A. (Eds.). (2013). *Black Male Teachers: Diversifying the United States' Teacher Workforce*. Emerald Press: United Kingdom.
- Toldson, I. A. & Morton, J. (2012). *Black People Don't Read: The Definitive Guide to Dismantling Stereotypes and Negative Statistical claims about Black Americans*. Washington, DC: CreateSpace Publishing. ISBN 1478188995
- Toldson, I. A. (2004). *Black Sheep*. Baton Rouge: House of Songhay Commission for Positive Education. ISBN 0-910758-53-0 (pbk.) PS3620.O326B55 2004 Genre/Form: Psychological fiction; Suspense fiction. Library of Congress indexed as Substance Abuse Counselors Fiction.

Peer-refereed Journals

- Toldson, I. A. (2017). Drivers and Barriers of Success for HBCU Researchers Submitting STEM Proposals to the National Science Foundation. *Journal of Negro Education*, 86(4), 415-421.
- Toldson, I. A. (2017). Will Betsy DeVos be a Friend or Foe to HBCUs? *Journal of Negro Education*, 86(1), 1-2.
- Toldson, I. A., & Lewis, C. W. (2017). Advancing Teacher Training Programs at Historically Black Colleges and Universities through Technical Assistance and Federal Investments (Editor's Commentary). *Journal of Negro Education*, 86(2), 83-93.
- Toldson, I. A., & Johns, D. J. (2016). Erasing Deficits. *Teachers College Record*, 118(6), 1-7.
- Toldson, I. A. (2016). The "P.R.O.P.E.R." Way to Educate Black Students: 25 indicators of School Excellence. *Journal of Negro Education*, 85(1), 1-2.
- Toldson, I. A. (2016). The Funding Gap between Historically Black Colleges and Universities and Traditionally White Institutions Needs to be Addressed. *Journal of Negro Education*, 85(2), 97-99.
- Toldson, I. A. (2015). Weeding out v. Building Up: Why Justice Scalia was Wrong about Black Scientists. *Journal of Negro Education*, 84(4), 517-518.
- Toldson, I. A. (2015). Why we believe! Getting over the fact that Black boys are brilliant. *Journal of Negro Education*, 84(2), 105-106.
- Toldson, I. A., & Washington, A. (2015). How HBCUs Can Get Federal Sponsorship from the United States Department of Education. *Journal of Negro Education*, 84(1), 1-6.
- Al'Uqdah, S. N., Grant, S., Malone, C. M., McGee, T., & Toldson, I. A. (2015). Impact of Community Violence on Parenting Behaviors and Children's Outcomes. *Journal of Negro Education*, 84(3), 428-441.
- Toldson, I. A. (2014). Myths Versus Realities. *Crisis*, 121(4), 12-17.
- Toldson, I. A. (2014). Black Males Aren't Failing Our Schools. Our Schools Are Failing Them. *Chronicle of Higher Education*, 61(9), B20-B21.
- Esters, L.L. & Toldson, I.A. (2013). Supporting Minority Male Education in Science, Technology, Engineering, and Mathematics (STEM) Disciplines. *Texas Education Review* 1, 209-219.
- Toldson, I.A. & Lemmons, B. (2013). Social Demographics, the School Environment, and Parenting Practices Associated with Parents' Participation in Schools and Academic Success among Black, Hispanic and White Students. *Journal of Human Behavior and the Social Environment*. 23(2) 237-255.

- Toldson, I.A. & Ebanks, M. (2013). Collateral damage in the classroom: How race and school environment influence teachers' attitudes and behaviors toward their students. *The National Journal of Urban Education & Practice*. 6, (1), 20-39.
- Toldson, I.A., Sutton, R., & Fry, R. (2012). Preventing Delinquency and Promoting Academic Success Among School-age African American Males. *Journal of African American Males in Education (JAAME)*. 3(1), 12 -27.
- Toldson, I.A., & Lemus, E. (2012). Reducing Gang Violence, Improving School Security and Creating a Culture Of Learning In Schools. *African American Learners Journal*. 1(1), 15-24.
- Ebanks, M. E., Toldson, I. A., Richards, S., & Lemmons, B. P. (2012). Project 2011 and the preparation of Black and Latino students for admission to specialized high schools in New York City. *Journal of Negro Education*, 81(3), 241-251.
- Toldson, I. A., Ray, K. V., Hatcher, S., & Straughn, L. (2011). Examining the long-term racial disparities in health and economic conditions among Hurricane Katrina survivors: Policy implications for Gulf Coast recovery. *Journal of Black Studies*. 42(3), 360-78
- Toldson, I. A., Woodson, K. M., Braithwaite, R., & Holliday, R. C. (2010). Academic potential among African American adolescents in juvenile detention centers: Implications for reentry to school. *Journal of Offender Rehabilitation*, 49(8), 551-570
- Toldson, I. A., & Anderson, K. A. (2010). The Role of Religion in Promoting Academic Success for Black Students. *Journal of Negro Education*, 79(3), 205-213.
- Toldson, I. A., & Owens, D. (2010). "Acting Black": What Black Kids Think About Being Smart and Other School-related Experiences. *Journal of Negro Education*, 79(2), 91-96.
- Toldson, I. A., & Snitman, A. (2010). Education Parity and Economic Disparities: Correcting Education-Attainment Discrepancies among Black People in the United States. . *Journal of Negro Education*, 79(1), 1-5.
- Toldson, I. A., Brown, R. L. F., & Sutton, R. M. (2009). 75 Years after the Miseducation of the Negro: New Imperatives for the Education of Black Males. *Journal of Negro Education*, 78(3), 195-203.
- Caldwell, L. D., Sewell, A. A., Parks, N., & Toldson, I. A. (2009). Before the Bell Rings: Implementing Coordinated School Health Models to Influence the Academic Achievement of African American Males. *Journal of Negro Education*, 78(3), 204-215.
- Hatcher, S. S., Maschi, T., Morgen, K., & Toldson, I. A. (2009). Exploring the impact of racial and ethnic differences in the emotional and behavioral responses of maltreated youth: Implications for culturally competent services. *Children and Youth Services Review*, 31(9), 1042-1048.
- Toldson, I. A. (2009). School Districts Serving the Largest Number of African American Students and their Congressional Representatives: A Call for Educational Advocacy. *Journal of Negro Education*, 78(2), 99-101.
- Hatcher, S., Toldson, I.A., Godette, D.C., Richardson, J.B. (2009). Mental Health, Substance Abuse, and HIV Disparities in Correctional Settings: Practice and Policy Implications for African Americans. *Journal of Health Care for the Poor and Underserved*. 20(2), 6-16.
- Toldson, I. A. & Toldson, I. L. (2007). A father's call: Father-son relationship survival of critical life transitions. *The Black Scholar*, 37, 2.
- Toldson, I.A., Harrison, M.G. & Perine, R.D. (2006). Assessing the impact of family process on rural African American adolescents' competence and behavior problems using latent growth curve analysis. *Journal of Negro Education*, 75(3), 430-452.
- Duncan, C. Harrison, M.G., Toldson. I.A., & Malaka, D. (2005). Social Stigma, HIV/AIDS Knowledge, and Sexual Risk: A Cross-Cultural Analysis. *Journal of Applied Biobehavioral Research* 10(1), 1-26.
- Harrison, M.G., Malaka, D., Toldson, I.A., & Amoateng, Y. (2005). Perceived competence of rural South African and rural African American families: A cross-cultural assessment of structural validity. *Ethnicity and Disease*, 15(3), 379-386.
- Toldson, I. L. & Toldson, I. A. (2001). Biomedical ethics: An African-centered psychological perspective. *The Journal of Black Psychology*, 27(4), 401-423.
- Toldson, I. A. & Toldson, I. L. (2000). Esoteric Group Therapy: Counseling African American Adolescent Male Conduct Disorder. *The Journal of African American Men*, 4(3), 73-88.

Book Chapters

- Toldson, I.A. (2016). Counseling persons of Black African ancestry. In, P. B. Pedersen, W. J. Lonner, J. G. Draguns, & J. E. Trimble (Eds.), *Counseling Across Cultures*, 7th Edition. Thousand Oaks, CA: Sage.
- Toldson, I.A. (2015). Reducing suspensions by improving academic engagement among school-age Black males. In, D.J.

Losen (Ed.), *Closing the School Discipline Gap: Equitable Remedies for Excessive Exclusion*. New York, NY: Teachers' College Press.

- Toldson, I. A. (2012). The History of the Congressional Black Caucus' Education Policy Influence. In, *The Conscience of Congress*. Washington, DC: Congressional Black Caucus Foundation.
- Toldson, I. A. and Lemmons, B. (2012). Postsecondary Educational Aspirations and Expectations Among School-Age Black Males: Monitoring the Future of Black Men in STEM Fields. In, H. T. Frierson and W. F. Tate (Eds.) *Beyond Stock Stories and Folktales: African Americans' Paths to STEM Fields*. United Kingdom: Emerald Group Publishing Limited.
- Toldson, I. A. (2011). Birthright: Anecdotes of Fatherhood, Race and Redemption. In: M. Connor & J. White (Eds.), *Black Fathers: An Invisible Presence in America, Second Edition*. New Jersey: Routledge Academic.
- Toldson, I. A., Braithwaite, R. L., and Rentie, R. (2009). Promoting College Aspirations among School-age Black American Males. In, H. T. Frierson, W. Pearson, and J. H. Wyche (Eds.) *Black American Males in Higher Education: Participation and Parity*. United Kingdom: Emerald Group Publishing Limited.
- Toldson, I. A., Aba, A., and Woodson, K. (2009). HIV/AIDS. In R. L. Braithwaite, S. E. Taylor, and H. Treadwell (Eds.). *Health Issues in the Black Community* (3rd ed.). New York: Wiley.
- Toldson, I. A. and Utsey (2008). Racial and cultural aspects of psychotherapy and supervision. In S., Hess, A. K., Hess, K. D., & Hess, T. H. (Eds.). *Psychotherapy supervision: Theory, research, and practice* (2nd ed.). (pp. 537-559). Hoboken, NJ US: John Wiley & Sons Inc.
- Toldson, I.A. (2008). Counseling persons of Black African ancestry. In, P. B. Pedersen, W. J. Lonner, J. G. Draguns, & J. E. Trimble (Eds.), *Counseling Across Cultures*, 6th Edition. Thousand Oaks, CA: Sage.
- Toldson, I. A. & Toldson, I. L. (2006). A Father's Call: Father-Son Relationship Survival of Critical Life Transitions. In: M. Connor & J. White (Eds.), *Black Fathers: An Invisible Presence in America*. New Jersey: Erlbaum Associates.
- Toldson, I. A. (2006). Between the lines: Reading into the So-called 'Rap Wars'. In: P. Oliver (Eds.), *Turn the page and don't you stop: Successful chapters into our lives*. Chicago: Say it Loud Publications.

Monographs and Policy Reports

- Toldson, I. A. & Pearson, D. (2019). *Strategic Priorities for Historically Black Colleges and Universities with Teacher Preparation Programs*. Boulder, CO: State Higher Education Executive Officers Association
- Toldson, I. A. (2019). *Let it Resound: Research, Action, and Practice for Historically Black Colleges and Universities (RAP for HBCUs)*. Washington, D.C.: The Quality Education for Minorities Network.
- Toldson, I.A. & Cooper, G. (2014). Historically Black Colleges and Universities Data Dashboard: Using the Integrated Postsecondary Education Data System to Understand the Current State of HBCUs. Washington, DC: White House Initiative on HBCUs
- Toldson, I. A. & Manekin, S.D. (2014). Building bridges: Connecting out-of-school time to classroom success among school-age Black males in the District of Columbia. Washington, DC: The DC Children and Youth Investment Trust Corporation. Available: http://cyitc.org/wp-content/uploads/2014/05/CYITC_FocusPointReport_final.pdf.
- Toldson, I. A. (2014). *Decreasing Dropout Rates for African American Male Youth with Disabilities*. Clemson, SC: National Dropout Prevention Center for Students with Disabilities (NDPC-SD) for the United States Department of Education, Office of Special Education Programs (OSEP).
- Toldson, I. A. & Lewis, C.W. (2012). *Challenge the Status Quo: Academic Success among School-age African American Males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc.
- Toldson, I. A., & Crowell, C. (2012). *Middle School/High School Boys of Color Policy Scan and Information Gathering*. Washington, DC: CLASP Inc.
- Toldson, I. A., & Esters, L.L. (2012). *The quest for excellence: Supporting the academic success of minority males in science, technology, engineering, and mathematics (STEM) disciplines*. Washington, DC: Association of Public and Land-grant Universities.
- Toldson, I. A. (2011). *Breaking Barriers 2: Plotting the Path Away from Juvenile Detention and toward Academic Success for School-age African-American Males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc.
- Toldson, I. A. (2008). *Breaking Barriers: Plotting the Path to Academic Success for School-age African-American Males*. Washington, D.C.: Congressional Black Caucus Foundation, Inc.
- Toldson, I. A. (2007) *An Evaluation of the HBCU Anti-Smoking Initiative*. Washington, DC: Congressional Black Caucus Foundation

- Toldson, I. A., and Scott, E. L. (2006). *Poverty, Race and Policy: Strategic Advancement of a Poverty Reduction Agenda*. Washington, DC: Congressional Black Caucus Foundation

Newspaper and Magazine Articles

- Betsy DeVos's Power Over Black Colleges. By Ivory A. Toldson., on March 2, 2017. *The New York Times*.
- Black colleges are the biggest victims of states' invasive new funding rules. By: Andre M. Perry and Ivory Toldson on December 16, 2014. *The Washington Post*.
- Black Males Aren't Failing Our Schools. Our Schools Are Failing Them. By Ivory A. Toldson, Ph.D. on October 27, 2014. *The Chronicle of Higher Education*.
- Winning the Race to the Top: Preparing students for postsecondary success. By Ivory A. Toldson, Ph.D. on June 8, 2014. Op Ed published in the *Tampa Bay Times* and the *Baton Rouge Advocate*
- Think You Know the Dropout Rates for Black Males? You're Probably Wrong. The data to support a dropout crisis among black students are being misreported and used to support stigmatizing tactics. By Ivory A. Toldson, Ph.D. on June 4, 2014. *TheRoot.com*
- Will the New SAT Boost College Prospects for Black Students? Black students have always performed poorly on standardized tests, but these tests are not necessarily the best measurement of college success. By Ivory A. Toldson, Ph.D. on March 18, 2014 *TheRoot.com*
- Dealing With Black Boys Who Deal Drugs. Research shows that racial bias in the juvenile-justice system leads to unfair treatment. By Ivory A. Toldson, Ph.D. on August 28, 2013 *TheRoot.com*
- Florida's Racist Past Helped Kill Trayvon. The state's black history provides clues to why George Zimmerman confronted the unarmed teen. By Ivory A. Toldson, Ph.D. on July 20, 2013 *TheRoot.com*.
- Fixing the Miseducation of Black Children. Black students need parent-school partnerships. Here's how to build those bridges. By Ivory A. Toldson, Ph.D. on July 11, 2013 *TheRoot.com*.
- Single Parents Aren't the Problem. Who's at home doesn't affect a child's education as much as you may think. By Ivory A. Toldson, Ph.D. on July 3, 2013 *TheRoot.com*.
- What Black High School Grads Need to Hear: Graduation speakers often opt for tough love. Here's what they should say instead. By Ivory A. Toldson, Ph.D. on May 21, 2013 *TheRoot.com*.
- Black Male Teachers: Becoming Extinct?: There are more African-American male educators than recent reports suggest. Ivory A. Toldson, Ph.D. on April 19, 2013 *TheRoot.com*.
- Retire the Myth: Black Men, Jail and College: More on the falsehood and how it's caused a missed opportunity to solve real issues. Ivory A. Toldson, Ph.D. on March 7, 2013 *TheRoot.com*.
- More Black Men in Jail Than in College? Wrong: A 13-year-old report using questionable data gave rise to an enduring myth. Ivory A. Toldson, Ph.D. on February 28, 2013 *TheRoot.com*.
- The 'Acting White Theory' Doesn't Add Up: Why the academic achievement gap is not rooted in black anti-intellectualism. Ivory A. Toldson, Ph.D., January 30, 2013 *TheRoot.com*.
- Massacres, Mental Health and Black Kids. As Newtown coverage conflates mental illness and violence, students may suffer. By Ivory A. Toldson, Ph.D. on December 27, 2012 *TheRoot.com*.
- School Security Boosts Student Insecurity? Why metal detectors in black schools can do more harm than good. Ivory A. Toldson, Ph.D. on November 30, 2012 *TheRoot.com*.
- How Race Matters in the Classroom: Do black kids have problems in schools because so few teachers look like them? by Ivory A. Toldson, Ph.D. on October 22, 2012 *TheRoot.com*.
- When the Status Quo Is Not Good Enough: Challenging current academic standards can ensure black achievement in schools. Ivory A. Toldson, Ph.D., on September 18, 2012 *TheRoot.com*.
- Black Reading Skills: Reports Miss the Mark: Here's why standardized tests don't tell the whole story. By Ivory A. Toldson, Ph.D., on August 17, 2012 *TheRoot.com*.
- Debunking Education Myths About Blacks: Our series with the Journal of Negro Education shows that the news isn't all bad. By Ivory A. Toldson, Ph.D. on July 19, 2012 *TheRoot.com*.
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- Toldson, I. A. (2010). What black kids think about being smart and other school-related experiences (Publication., from Empower Magazine: <http://www.empowernewsmag.com/listings.php?article=1573>
- Toldson, I. A. (2010). Breaking Barriers: Unleashing the Potential of Black Males in School. <http://www.insidetheschool.com/articles/breaking-barriers-unleashing-the-potential-of-black-males-in-school/>
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- Toldson, I. A. (2010). Breaking Barriers: Reducing Gang Violence, Improving Security and Creating a Culture of Learning in Schools. Madison, WI: Insider the School.
- Toldson, I. A. (2010). Breaking Barriers: How Teachers Can Help Black Males Achieve. Madison, WI: Insider the School.
- Toldson, I. A. (2008). 25 years after "Roots of Soul": Contemporary Issues in Counseling Persons of Black African Ancestry. Hanover, MA: Microtraining and Multicultural Development.

Encyclopedia Entries

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- Toldson, I. A. (1999). Aboriginality; Adaptation; African American; Afrocentricity; Black American; and Black Identity Development. In: P. Arredondo, H. Cheatham, J. Mio, D. Sue, & J. Tremble (Eds.), *Key Words in Multicultural Interventions*. Connecticut: Greenwood Press.

Research and Grant Activity

- NSF INCLUDES Coordination Hub (Submitted as Co-PI to NSF) 11/28/2017, \$819,992.44 of \$10,499,687.00 – Collaboration between EDC, Westat, Equal Measure, SRI, the Quality Education for Minorities (QEM) Network,

Georgia Institute of Technology - Constellations Center for Equity in Computing, and Digital Promise

- Developing a Model to Explicate the Institutional and Student Characteristics Associated with HBCU Production of Baccalaureate Graduates Who Subsequently Earn STEM Doctorates (Submitted as PI to NSF) 10/30/2017, \$1,499,240.00 – Collaboration with American Institute for Research
- *Increasing the Competitiveness of 2- and 4-year Minority-serving Institutions (MSIs) in Science, Technology, Engineering, and Mathematics (S-STEM)*; Award Number:1757143; Principal Investigator: IVORY TOLDSON; NSF, DUE, Start Date:12/15/2017; Award Amount: \$171,229.00.
- *QEM Outreach Forum on Building Research and Education Capacity in Advanced Computing, Communications, and Information Systems at HBCUs*, Award Number:1724391; Principal Investigator: IVORY TOLDSON; NSF, CNS, Start Date:09/01/2017; Award Amount: \$176,435.00.
- *Workshops to Broaden the Participation of HBCU STEM Faculty in NSF's Education Research-focused Programs*, Award Number:1741718; Principal Investigator: IVORY TOLDSON; NSF, HRD; Start Date: 08/01/2017; Award Amount: \$559,471.00.
- *Workshop to Broaden Participation and Increase the Competitiveness of Minority-serving Institutions in the Robert Noyce Teacher Scholarship Program*; Award Number:1742877; Principal Investigator: IVORY TOLDSON; Co-Principal Investigator: Laura-Lee Davidson; NSF; Start Date:06/01/2017; Award Amount: \$201,163
- *A Proposal to Provide Leadership Development and Technical Assistance to TCUP Faculty and Students*; Award Number:1313529; Principal Investigator: IVORY TOLDSON; NSF; Start Date:11/01/2013; Award Amount: \$1,160,935.00.
- *NSF INCLUDES: QEM Design & Development Launch Pilot (DDLPI) Project in Partnership with HBCUs and TCUs*; Award Number:1649095; Principal Investigator: IVORY TOLDSON; Co-Principal Investigator: Eugene Deloatch, Laura-Lee Davidson, Leander McDonald, Juliette Bell, Althea Burns; NSF, OIA; Start Date:10/01/2016; Award Amount: \$272,243.00.
- *Workshops to Increase the Number and Competitiveness of Minority-Serving Institutions (MSIs)' Proposals to NSF Life STEM Program*; Award Number:1738128; Principal Investigator: IVORY TOLDSON; Co-Principal Investigator: Monica Mitchell; NSF, DRL, Start Date:05/01/2017; Award Amount: \$232,537.00.
- *A Proposal to Support The Talent Development and Innovation in Sciences (TDIS) Internship Program*; Award Number:1724650; Principal Investigator: IVORY TOLDSON; NSF, OIA; Start Date:06/01/2017; Award Amount: \$190,372.00.
- *Cultural Engagement and Recruitment of American Indian Males into Computer Science through Computational Linguistics*; Award Number:1446997; Principal Investigator: IVORY TOLDSON; NSF, HRD Start Date: 04/01/2015; Award Amount: \$299,427.00.
- *HBCU-UP Education Research: Enhancing Research Productivity of Early CAREER STEM Faculty at HBCUs*; Award Number:1042681; Principal Investigator: IVORY TOLDSON; NSF, HRD; Start Date:09/15/2010; Award Amount: \$2,206,564.00.
- *Expanding the depth, quality, and reach of research on black male achievement*; Principal Investigator: IVORY TOLDSON; Open Society Foundation; Start Date: 2012; Award Amount: \$300,000.00.
- *Executing a dissemination plan for Breaking Barriers: Plotting the Path to Academic Achievement for African American males*; Principal Investigator: IVORY TOLDSON; Open Society Foundation; Start Date: 2012; Award Amount: \$150,000.00.
- *Congressional Black Caucus Foundation Redevelop, Restore, Return: Advancing a Strategic Policy Agenda for Gulf Coast Recovery*. Principal Investigator: IVORY TOLDSON; Louisiana Disaster Recovery Foundation; Start Date: 2007; Award Amount: \$25,000.
- Principal Investigator, Howard University New Faculty Start Up Research Fund (2006-2007)
- Principal Investigator, Howard University Sponsored Faculty Research Program in the Social Sciences, Humanities and Education (2006-2007)
- Principal Investigator, Howard University Fund for Academic Excellence, *Travel Support of Students and Faculty to attend The 24th Annual Columbia University Winter Roundtable National Conference* (2006-2007)
- W.E.B. DuBois Fellowship Program. (2003-2004). U.S. Department of Justice, National Institute of Justice funded grant. Proposal title: Evaluating the predictive and structural validity of an actuarial method for screening civil liabilities among police officers.

- SMET Small Research Grants. (2002) Louis Stokes Louisiana Alliance for Minority Participation (LS-LAMP). Proposal title: The interaction between Black identity development and Black jury decision-making: Implications for jury selection in criminal proceedings.

Honors and Distinctions

Awards

- 2019 Rainbow Push Award for Excellence in Higher Education
- 2018 LSU Legend Award Recipients – A.P. Tureaud Sr. Black Alumni Chapter
- 2015 “Equity Champion Award” from the NYC Department of Education
- 2014 Penn State Black Alumni Reunion H. Jesse Arnette / Cynthia A. Baldwin Outstanding Alumni Award
- 2014 & 2013 The Root 100
- 2014 The 30 Most Influential Forensic Psychologists Working Today emergency-management-degree.org
- 2013 Chart of the Day Winner & Chart of the Year Nominee: Black Men In College vs Prison. The Daily Dish.
- 2013 Top 25 Forensic Psychology Professors, ForensicsColleges.com
- 2013 Diverse Magazine, Emerging Scholar
- 2011 Diopian Institute for Scholarly Advancement Award for Intellectual Initiative and Academic Action
- 2009 IMPACT Leader for the Month of April
- 2006 Featured on C-SPAN2 Books for “Black Sheep: When the American Dream becomes a Black Man’s Nightmare”
- 2005 Changing Facing Award for Outstanding Literature, EBONetworks, L.L.C. New Orleans, LA
- 2004 Young Research Investigator of the Year, Southern University and A & M College.
- 2003 WEB DuBois Fellowship Award, The US Department of Justice, National Institute of Justice.
- 2003 Travel Award for Emerging Faculty, Office of Sponsored Programs, Board of Regents.

Articles written about Ivory A. Toldson

- Washington, A (2017, December). Introducing Dr. Ivory A. Toldson. HBCU Times
- Martin, M. (2014, June). Do You Want The Truth, Or Do You Just Like Your Story Better? NPR News. <http://www.npr.org/2014/06/11/320997355/do-you-want-the-truth-or-do-you-just-like-your-story-better>
- Milloy, C. (2014, June). Young black males in the District are refusing to be counted out. *Washington Post*. http://www.washingtonpost.com/local/young-black-males-in-the-district-are-refusing-to-be-counted-out/2014/06/03/05cfc39a-eb56-11e3-b98c-72cef4a00499_story.html
- DuBois, J. (2013, June 19). Named one of 30 Leaders in The Fight for Black Men. <http://www.newsweek.com/2013/06/19/obamas-former-spiritual-advisor-joshua-dubois-fight-black-men-237610.html>.
- Savali, K. W. (2012, January 13). Dr. Ivory Toldson Charts Black Successes, Not Failures NewsOne, from <http://newsone.com/nation/kirstensavali/dr-ivory-toldson-charts-black-successes-not-failures/>
- Freeman, S. Z. (2011, February). Professor Ivory Toldson Is Helping to Break Barriers. Capstone Magazine, from <http://www.howard.edu/capstone/feb2011/feature2.html>
- Clark, C. (2011). Interview with Dr. Ivory Toldson. Brotha Online.
- Martin, M. (2011, October 12). Debunking Black Marriage Myths. NPR News, from <http://www.npr.org/templates/story/story.php?storyId=141267758>
- Chideya, F. (2009, January 15). Inside The Mind Of A Criminal. NPR News, from <http://www.npr.org/templates/story/story.php?storyId=99405740>
- Griffin, C. E. (2009). School matters: How African-American Males Can Succeed in School. New America Media from http://news.newamericamedia.org/news/view_article.html?article_id=c8ec8bec183f89091a61cdc015f1a6c8
- Roger, R. (2009, September 5). A simple map to school success. The Virginian-Pilot
- The Washington Post. (2008, January 6, 2008). Ready for 2028, IVORY TOLDSON, 34, D.C. The Washington Post, p. N04, 2011 Featured in Howard University Capstone Magazine's "Professor Ivory Toldson Is Helping to Break Barriers"
- Bethea, G. S. (2007, Fall 2007). Improving the Lives of African American Males in the 21st Century. Quest Research at Howard University.

Executive Leadership

- **Mayoral appointee**, *Commission on Fathers, Men and Boys*, Washington, DC. (2016 – present)

- **Executive Board Member**, *The Mount Vernon Triangle Community Improvement District (Mount Vernon Triangle CID)* a private, nonprofit organization established to enhance the overall quality of life for residents, visitors, employees and property owners in the Mount Vernon Triangle neighborhood. Founded in 2004, the Mount Vernon Triangle CID is considered to be one of Washington DC's best examples of a mixed-use community.(2012-present)
- **Advisory Board Member**, *Generation Ready*, the only national provider of leader and teacher professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, and a targeted digital content library that ensures sustained professional growth and improved student learning.(2013-present)
- **Advisory Board Member**, *Morehouse Research Institute (MRI)*, Established in 1990, the MRI is a national clearinghouse of information about the more than 18 million African-American males in the United States. The major thrust is research, publications and symposia to address the dearth of scholarship on issues affecting African-American men.(2013-present)
- **Board of Directors Member**, *National Council on Educating Black Children*, a premier non-profit and civil rights organization with a distinguished focus on improving educational opportunities and outcomes for African American children. By galvanizing "coalitions of the willing", NCEBC is aggressively implementing solutions that elevate communities by empowering stakeholders who are ready to "take responsibility" for their villages.(2011-2015)
- **Advisory Board Member**, *SHW Enterprises, LLC*, doing business as ScholarCentric, operates as a K-12 educational publishing company. The company focuses on helping students to stay in school and achieve academic success.(2010-2014)

Public Speeches & Panels

Recent

- **Keynote Speaker**. Educational Equity, the Black and Latino Male Leadership Symposium on the campus of Penn State University (2018).
- **Office of Naval Research Distinguished Lecturer**, Dr. Toldson discussed undergraduate computer science education at HBCUs, and opportunities for the Office of Navy Research to engage with this important sector of higher education. Washington, DC (2018)
- **Keynote Speaker** for the National Male Student Success Conference, in Orlando, FL, This year's theme was Creating 21 Century Pathways to Male Success. Preparing students for success in the 21st Century and beyond. (2017)
- **Keynote Speaker** for the Citywide Black History Program in Baton Rouge, LA. (2017)
- **Guest Presenter** for the CISE Directorate of the National Science Foundation in Arlington, VA, To discuss The Critical Role of Historically Black Colleges and Universities in the Postsecondary Computing Education Landscape. (2017)
- **Keynote Speaker** for the Black History Month Observation Program, at the Drug Enforcement Administration in Arlington, VA. The topic this year was "The Crisis In Black Education." (2017)
- **Speaker and Panelist** at the U.S Citizenship and Immigration Services (USCIS), 2017 Black History Month Observation in Washington, DC, (2017)
- **Panelist** for the 40th Annual National Council for Black Studies Conference, in Houston, TX from (2017).
- **Keynote Speaker** in the Annual Winning the Race Conference, at Delta State University, Cleveland, MS. (2017)
- **Keynote Speaker** for the 2nd Annual HBCU Symposium, at Florida Memorial University (2017)
- **Panelist** for the 2017 Georgetown University McCourt School of Public Policy LEAD (Leadership Evidence Analysis Debate) held on April 6, in Washington, DC. (2017)
- **Panelist** for the Council for Exceptional Children 2017 Annual Convention & Expo, Boston, MA. The discussion topic was: "Addressing Disproportionality in Special Education: Culturally Responsive and Equitable Education for All Students." (2017)
- **Keynote Speaker** for the National Alliance of Black School Educators (NABSE) Policy Institute, on May 2, in Washington, DC. (2017)
- **Commencement Speaker** for the 2017 Graduates of the Whitney M. Young, Jr., School of Social Work Commencement Ceremony at Clark Atlanta University. (2017)
- **Featured Speaker** for the Association of Public and Land-grant Universities (APLU) 2017 HBCU Summit in New Orleans, LA. The discussion topic was: "Creating a Culture of Student Success through Team-Based Solutions." (2017)
- **Keynote Speaker** at the Education Justice Conference in Orlando, FL. (2017)
- **Panelist** for the Naval Future Force S&T Expo, to discuss Historically Black Colleges and Universities / Minority Institutions, held on July 21 at the Walter E. Washington, Convention Center in Washington, DC. This year's theme was "Accelerating to the Navy & Marine Corps After Next." (2017)
- **Keynote Speaker** for the SHHEO 2017 Higher Education Policy Conference. The theme this year was "Structuring Higher Education for Student Success and the Public Good." (2017)

- **Panelist** for the Congressional Black Caucus Foundation, Incorporated (CBCF), at the Walter E. Washington, Convention Center in Washington, DC. The theme was “And Still I Rise” (2017)
- **Keynote Speaker** for the National Education Association’s 2017 HBCU Summit held at the NEA Headquarters, in Washington, DC. This year’s theme was “Advocate, Collaborate and Educate: Amplifying Excellence through a Community of Innovation and Collaboration” (2017).
- **Panelist** for the 2017 ASHE X. Council on Public Policy in Higher Education Pre-Conference held on November the 8th in Washington, DC. The discussion topic was “Changing the Numbers: NSF’s strategy to STEM diversity” (2017).
- **Keynote Speaker** for the Business of the University Conference in Houston, TX. The theme was “Innovate, Elevate, and Revitalize their University Business Model for Student Success.” (2017)
- **Keynote Speaker** for The University of Mississippi Medical Center held in Jackson, MS. The program topic was “Beyond Horizons: A Recognition of Scholarship and Achievement.” (2017)

Past

- **Invited panelist**, "Black Male Teens: Moving to Success in the High School Years symposium." During the 2013 symposium, policymakers, practitioners and advocates will focus on the latest research, strategies and college- and career-readiness models aimed at creating high schools where opportunities for Black males prevail. (2013)
- **Keynote speaker**, Massachusetts Teachers Association (MTA). MTA hosted a partnership meeting in Boston with the New England regional leadership of the NAACP. (2013)
- **Keynote speaker**, "Critical Issues in Black Studies: Race in Context" at the University of Texas – Arlington. (2013).
- **Keynote speaker**, 6th Annual, Asa G. Hilliard III and Barbara A. Sizemore, Research Institute on African Americans and Education. (2013)
- **Invited panelist**, The Senate Dirksen Office Building, Washington D.C. “Closing the School Discipline Gap: Research to Policy.” This briefing presents the findings from newly commissioned studies that were presented at a research conference in D.C. (2013)
- **Keynote speaker**, The Montgomery County Public Schools, Office of Community Engagement and Partnerships. The event, “Community Conversation on African American Student Achievement” was a district-wide conversation to support African American students and their families. (2013)
- **Featured panelist**, East Carolina University in Greenville, NC. The event featured a panel discussion and screening of “Beyond the Bricks.” (2013)
- **Keynote speaker**, The Wisconsin Association of Black Men at the University of Wisconsin. The Wisconsin Association of Black Men hosted their 5th Annual Black Men's Initiative Forum with the support of the Office of Vice Provost and Chief Diversity Officer. The theme was “Black Male Interaction with the American Legal System.” (2013)
- **Featured speaker**, The All Star weekend in Houston, TX. NBA All-Stars Chris Paul and Carmelo Anthony convened the discussion on strategies to improve life outcomes for Black Men and Boys. (2013)
- **Invited panelist**, Founder’s Day Symposium and Town Hall Meeting at Morehouse College.
- **Invited panelist**, Middle States Regional Forum in Brooklyn, NY. Dr. Toldson presented with New York City Public Schools on “Promoting College Aspirations Among Black and Latino Young Men.” (2013)
- **Invited presenter**, Inclusive Schools Capstone Event. The Inclusive Schools Week is a one-day conference that aims to provide members of the education community with the tools necessary to create classrooms inclusive of all students, including those challenged by disability, gender, poverty, cultural heritage, and language. (2013)
- **Keynote speaker**, Portland Community College Black History Month Celebration; sponsored by the Office of Affirmative Action and Equity. (2013)
- **Invited speaker**, The Association of California School Administrators Leadership Summit. The summit ACSA’s premier professional development event. (2012)
- **Keynote speaker**, The Ohio State’s Office of Diversity and Inclusion (ODI) Distinguished Lecture Series. This series was created to bring top scholars of color to Ohio State to share their research with our academic community. (2012)
- **Organizer**, The HBCU Experience is More than a Game Academic Symposium, The Acting Black Theory: Scientific Discoveries at HBCUs that Change the Narrative of Black Students and Change the World as We Know It. (2012)
- **Keynote speaker**, The Normandy School District fall convocation. The Normandy School District was founded in 1894. It is located in St. Louis County, directly northwest of St. Louis City. The Normandy School District enrolls more than 5,000 students in preschool through grade 12. (2012)
- **Invited panelist**, A.C.T.O.R. (A Continuing Talk On Race) symposium, one of the in-house series at Busboys and Poets, Washington, DC.
- **Invited presenter**, The American Federation of Teachers (AFT) TEACH Network Conference in Detroit. (2012)

- **Keynote speaker**, College Readiness Institute for Educators in Washington, DC. The Annual College-Readiness Institute for Educators is sponsored by Reach for College! and the Community College of the District of Columbia. (2012)
- **Keynote speaker**, The National Urban Leadership Training Institute (NULTI). This inaugural NULTI session was held on the campus of Indiana University-Purdue University, Indianapolis. (2012)
- **Invited panelist**, National Education Association. The panel was part of NEA's Day of Learning – a series of workshops to educate our delegates on pressing policy, advocacy, and political issues.
- **Keynote speaker**, 3rd Annual Barbara A. Sizemore Summer Conference and Award Ceremony, Gaining the Tools to Take Action in Urban Schools and Communities, Duquesne University. (2012)
- **Keynote speaker**, The Black Star Project Second Annual Midwest Black Male Education Conference in Chicago, IL. (2012)
- **Keynote speaker**, New Jersey Head Start New Jersey Head Start Association (NJHSA), annual state conference in Atlantic City (2012)
- **Keynote speaker**, for 2011 School Leadership Program Project Directors' and Evaluators' meeting, U.S. Department of Education Office of Innovation and Improvement *Washington, DC. (2011)*
- **Keynote speaker**, for National Urban League, Thursday Network at the National Urban League Washington, DC office. *Washington, DC (2011)*
- **Keynote speaker**, for NEA Human and Civil Rights, NEA Priority Schools Campaign at the National Education Association headquarters. *Washington, DC (2011)*
- **Keynote speaker**, for ISAAC Conference on Research Directions, May 2, 2011. *Hilton Head, SC*
- **Moderator**, for Townhall on Black Male Achievement at the 25th Annual National Council on Educating Black Children Convention in. *Las Vegas, NV (2011)*
- **Keynote speaker**, for "Show Me the Numbers: Realities and Myths about Educating Black Students" at the NAACP Freedom Ball at the University of Louisville. *Louisville, KY (2011)*
- **Participant**, for "Increasing the Odds: Improving the Academic Success of African American Males" at the Liberty Hill Foundation. *Los Angeles, CA (2011)*
- **Panelist**, for "Increasing the Odds: Improving the Academic Success of African American Males" at the Department of Education, Office of Innovation and Improvement. *Washington, DC (2011)*
- **Keynote speaker**, for Breaking Barriers: Helping Black Males Win the Education War at Saint Louis University. *St. Louis, MO (2010)*
- **Discussant**, Chicago Area Project's 75th Anniversary Conference. Chicago, IL, Topic: *Approaches to Delinquency Prevention (2010)*.
- **Invited Panelist**, 10th Anniversary Celebration of BAEO – Black Alliance for Educational Options, Milwaukee, WI (2010).
- **Invited Speaker**, Quality Education for Minorities Workshop on the Recruitment and Retention of African American Male Students in Science, Technology, Engineering, and Mathematics. Atlanta, GA (2010).
- **Keynote speaker**, Delta Sigma Theta's Empowering Males to Build Opportunities for Developing Independence (EMBODI) at Charles Herbert Flowers High School, Prince Georges County, MD (2010).
- **Panelist**, Third Annual Gathering of Leaders of the Coalition of Schools Educating Boys of Color (COSEBOC). New Orleans, LA (2009).
- **Keynote speaker**, Afterschool Institute's Training Institute Luncheon in Baltimore, MD (2009).
- **Keynote speaker**, Alliance for Graduate Education in Mississippi (AGEM) annual winter meeting. Jackson, MS (2009).
- **Panelist**, New York premiere screening event for "Beyond the Bricks." Panelist will include: Dr. Adelaide Sanford, Vice Chancellor Emerita, NY Board of Regents; Dr. John Jackson, President, The Schott Foundation for Public Education (2009).
- **Panel Organizer and Speaker**, The Congressional Black Caucus Foundation (CBCF), the Urban Issues Breakfast Forum of Greater Los Angeles, and the Open Society Institute's Campaign for Black Male Achievement's Educating Black Males." California African Museum, Los Angeles, CA (2009).
- **Panel Committee Member**, "National Ethnic Minority Parent Engagement Forum" at the Westin Bonaventure Hotel in Los Angeles, CA (2009)
- **Panel Organizer and Speaker**, The Congressional Black Caucus Foundation (CBCF), K.L.E.O. Community Family Life Center, and the Open Society Institute's Campaign for Black Male Achievement's "Breaking Barriers: Ending School Violence and Improving Academic Success among Black Males." Chicago, IL (2009).
- **Media Guest**, "The Edge, with Garland Nixon" at the Channel 16 Studio, discussed the findings from Breaking Barriers (2009).

- **Keynote speaker**, Norfolk's Monroe Elementary School "Breaking Barriers: Creating Pathways to Academic Excellence for African American Youth," sponsored by the Darden College of Education at Old Dominion University. Norfolk, VA (2009).
- **Keynote speaker**, Howard University Graduate School Visitation and Presentations on the Hilltop Research Day. Washington, DC (2009).
- **Panelist**, 103rd Anniversary Convention of Alpha Phi Alpha Fraternity, moderated by Roland Martin of CNN and took place on Saturday morning. Other panelists included Dr. Naim Akbar, Hill Harper, US Representative Bobby Scott. New Orleans, LA (2009).
- **Panelist**, 99th Annual National Urban League Conference, "Saving our Students: Keeping our Kids on the Graduation Pathway," Chicago, IL (2009).
- **Panel Organizer and Speaker**, The Congressional Black Caucus Foundation (CBCF), Clayton County Public Schools (CCPS), and the Open Society Institute's Campaign for Black Male Achievement's "Breaking Barriers: Fostering Excellence among Black Males in Public Schools." Jonesboro, Georgia (2009).
- **Keynote speaker**, Concerned Black Men National Mentoring Conference convened in Baltimore, MD (2008).
- **Workshop Facilitator**, Alpha Kappa Alpha Sorority Inc. 2nd Annual Stop-the-Violence: Live in L.O.V.E Conference, Howard University, Washington, DC. Topic: *Education policy* (2008).
- **Invited Panelist**, Second Annual National Conference on Health Disparities hosted by Congresswoman Donna M. Christensen, University of the Virgin Islands St. Croix. Topic: *Education as a health disparity* (2008).
- **Invited Panelist**, 32nd Annual Legislative Conference of the *National Black Caucus of State Legislators*, Washington, DC. Topic: *Education: The Great Equalizer of Poverty* (2008).
- **Invited Panelist**, Delta Sigma Theta 19th Annual "Delta Days in the Nation's Capital," Washington, DC. Topic: *Education: The Great Equalizer of Poverty* (2008).
- **Guest Lecturer**, Community Epidemiology Class, Drexel University School of Public Health, Philadelphia, PA. Topic: *Opportunities and Challenges in Community Epidemiology: A Discussion of "Black Sheep"* (2008).
- **Keynote speaker**, MC-Rockville Black/African-American History Month Kick-off Event, Rockville, MD. Topic: History in the Making: The Relevancy of the Past to the Present and Implications for the Future (2008).
- **Keynote speaker**, The University of Tennessee Health Science Center Motivational Speaker Series, Memphis, TN. Topic: Translating Research to Empower the Community (2008).
- **Guest Presenter**, The Kennedy Krieger Research Institute Research Initiatives for Student Enhancement (RISE) Awards Meeting for Researchers and Faculty, Columbia, MD. Topic: *Navigating the Maze: Using Rodent Models of Addiction to Explain Drug Vulnerability in Distressed Communities* (2007)
- **Keynote speaker**, Urban Leadership Institute Luncheon, Baltimore, MD. Topic: *Souls of Black* (2012-2014)
- **Keynote speaker**, 12th Annual Leadership Symposium, State University of New York, Stony Brook. Topic: *Challenges in Higher Education: The African-American Male Experience* (2007).
- **Panelist**, Southern University and A&M College the State of the Black Student Symposium, Baton Rouge, Louisiana. (2006)
- **Panelist**, Martin Luther King, Jr. Commission Drum Majors Leadership Conference, Hot Springs, Arkansas. King Holiday Theme: *Why We Can't Wait* (2006)
- **Guest Speaker**, Annual National Black History Month Film & Discussion Series, Washington, DC. Topic: *The Untold Story of Emmet Till* (2006).
- **Keynote speaker**, Arkansas Fifth Division Circuit Court Cycle Breakers Program, Little Rock, AR. Topic: *Breaking Cycles of Addiction* (2005).
- **Guest Speaker**, 13th Annual Juneteenth Celebration, Baton Rouge, LA. Topic: *Race and Resistance from Emancipation to Present* (2005).
- **Guest Speaker**, North Baton Rouge Chamber of Commerce Executive Breakfast, Baton Rouge, LA. Topic: *The History and Development of Black Enterprise from Reconstruction to Now* (2005)
- **Guest Speaker**, Jetson Correctional Center for Youth Honors Program, Baton Rouge, LA. Topic: *Steps to Success: Extracting the Positive Messages from Hip Hop* (2005).
- **Panelist**, Arkansas Black Male Development Symposium, Philander Smith College, Little Rock, AR. Topic: *Health,*

Wellness and Spirituality among Black men (2005).

- **Featured Speaker**, 2nd Annual National Black Counseling Psychologists Conference, Howard University, Washington, DC. Topic: *Making Research Make Sense: Advancing Socially Responsible Research among Black Counseling Psychologist* (2005).
- **Guest Speaker**, Baba Sitawi Kiongozi Jahi's Adolescent Offender Group, New Orleans, LA. Topic: *A socio-cultural perspective on deviance*.
- **Guest Speaker**, Southern University of New Orleans, LA PsychFest, New Orleans, LA. Topic: *Awakening the third eye* (2005).
- **Panelist**, Brother 2 Brother Literary Symposium, Medgar Evers College, Brooklyn, New York. Topic: *Promoting a love of literacy in predominately Black grade schools* (2005)
- **Guest Speaker**, Calling All Sisters Together (CAST), Southern University, Baton Rouge, LA. Topic: *Exploring the Mind/Body Connection* (2005)
- **Motivational Speaker**, Southern University Student Affairs Motivational Speaker Series, Baton Rouge, LA (2004)
- **Expert Panelist**, Southern University Law School, Relationship Forum. Baton Rouge, LA (2003)
- **Guest Speaker**, Louisiana State University, Summer Scholars Program. Baton Rouge, LA (2002)
- **Keynote speaker**, John H. Scott Memorial Scholarship Program. Tallulah, LA (2002)
- **Guest Speaker**, Morganza Elementary School's Black History Program, Morganza, LA (2002)
- **Seminar Presentation**, Coping and Stress Management. Baton Rouge High School, Baton Rouge, LA (2002; 2003; 2004)
- **Systems Consultation**, The Association of Black Psychologist (**ABPSI**), Community outreach program, Understanding urban violence in impoverished African American communities (1999).

Peer-Reviewed Paper Presentations and Symposia

- Toldson, I. A., Mcgee, T., & Lemmons, B. (2013). Reducing Suspensions by Improving Academic Engagement among School-age Black Males. Paper presented at the Closing the school discipline gap: Research to practice, Washington, DC.
- Toldson, I.A., Isquierdo, M.L. and Dye, K. (2010). *Social-Emotional Learning and Resiliency Prove Missing Links to Advancing Achievement*. American Association of School Administrators National Conference on Education. Phoenix, AZ.
- **Invited presenter**, Toldson, I.A. (2009). The State of the Field: Prevention Science Training. Society for Prevention Research Pre Conference Workshop, Washington, DC.
- **Invited presenter**, Toldson, I.A. (2009). School-based Mental Health Services for Students with Special Needs. 21st Annual Conference of the DC Mental Health Association, Washington, DC.
- Toldson, I.A. (2009). *Breaking Barriers: Plotting the Path to Academic Success among School-age African American Males*. 117th American Psychological Association Annual Conference in Toronto, Canada.
- Toldson, I.A. and Weaver, R. (2009). *Social-Emotional Learning and Resiliency Prove Missing Links to Increasing Academic Achievement and Graduation Rates*. 53rd Annual Fall Conference of the Council of the Great City Schools. Portland, OR.
- Toldson, I. A., Caldwell, L., and Banks, R. (2008) Breaking Barriers: Personal, Emotional and Family Factors that Contribute to Academic Success among School-aged African American Males. The 40th Association of Black Psychologists Annual International Convention, Oakland, CA.
- Toldson, I. A., Ray, K., and Louis, L. (2008) Community Displacement: Addressing the Psychological Needs of Persons Affected by Forced Migration. The 40th Association of Black Psychologists Annual International Convention, Oakland, CA.
- **Invited presenter**, Toldson, I. A. (2008). 25 years after Roots of Soul: Contemporary Issues in Counseling Persons of Black African Ancestry. The 25th Annual Columbia University Winter Roundtable National Conference, New York, NY.
- **Invited presenter**, Sue, D., King, J., Toldson, I.A., Leong, F.T., Domenech Rodríguez, M., Ridley, C.R. (2007) Counseling ethnic minorities. Counseling across Cultures Symposium, Center for Cross-Cultural Research, Western Washington University.
- Toldson, I. A., Neill, D., and Hoang, Y. (2007) Navigating the Maze: Using Animal Models of Addiction to Explain Drug Vulnerability in Distressed Communities. Annual Meeting of the Association for Behavioral Analysis, San Diego, CA.
- Toldson, I. A., Fry, R., and Rentie, R. (2007) Delinquency Prevention among African American Adolescent Males: The Role of Poverty, Risk, and Protective Factors. The 39th Association of Black Psychologists Annual International Convention, Houston, TX.

- **Invited presenter**, Toldson, I. A. (2007). Black Boys to Men: Addressing Anger & Rage among Black Boys. 12th Annual Conference for the Louisiana FINS Association, Baton Rouge, LA
- Toldson, I. A. and Fry, R. (2007). Counselors, Educators, and the Legislative Process: A Non-Traditional Strategy for Helping Professionals. The 24th Annual Columbia University Winter Roundtable National Conference, New York, NY.
- **Invited presenter**, Toldson, I.A. (2007). Plight of the African American Male in the 21st Century - Odds and Adversities. RAMP 26th Annual Conference, Washington, DC.
- Toldson, I.A. and Ray, K. (2007). Exploring Factors that Improve Educational Outcomes and Reduce Involvement in the Juvenile Justice System for African American Youth. Leadership for Equity and Excellence: Transforming Education, Washington, DC.
- **Invited presenter**, Toldson, I.A. (2006). National Drug Treatment Policies and Practices - Social Justice Implications. 20th Annual Counseling and Treating People of Colour: An International Perspective Conference, Punta Cana, Dominican Republic.
- Connor, M., Parham, T., Hopkins, D., Toldson, I, & Cunningham, G. (2006). Fatherhood in Contemporary Black America: Invisible but Present. American Psychological Association Annual Convention, New Orleans, LA.
- **Invited Panelist**, Toldson, I.A. (2006). Dealing with Unmet Needs of Co-Occurring Mental and Emotional Disorders in Substance Abuse Treatment Programs – Are there Racial Disparities in Access to Treatment? National African-American Drug Policy Coalition 2nd Annual Summit, Washington, DC.
- **Invited Panelist**, Toldson, I.A. (2006). Hip Hop Roundtable – The Impact of Hip Hop on Music, Culture and Drug Abuse and How to Turn It to a Positive Force for Good. National African-American Drug Policy Coalition 2nd Annual Summit, Washington, DC.
- Toldson, I.A. (2006). The Confluence of Substance Abuse and Criminal Justice: Implications for Culturally-Congruent Research, Practice, and Policy. The 8th Annual Dr. Lonnie E. Mitchell National Substance Abuse and Mental Health Conference, Washington, DC.
- Berkel, L. A., Toldson, I.A., Furlong, E., Hickman, A., and Blue, A. (2006). African American Men's Beliefs about Intimate Partner Violence. American Psychological Association Annual Convention, New Orleans, LA.
- Toldson, I. A., Rostow, C., and Ray, K. (2006). Advancing Social Justice through Police Psychology Screening: Predicting Racially and Sexually Offensive Behavior among Police Officers. The 23rd Annual Columbia University Winter Roundtable National Conference, New York, NY.
- Toldson, I. A., Rostow, C., and Ray, K. (2006). Assessing 'faking good' and other impression management attempts among law enforcement candidates. The American Psychology-Law Society is a division of the American Psychological Association, St. Petersburg, FL.
- Scholarship Presenter, Toldson, I. A. (2005). The relationship between drug abuse and race among Black and White federal inmates. NIDA Health Disparities Conference, “*Bridging Science & Culture To Improve Drug Abuse Research in Minority Communities*,” Atlanta, GA.
- Toldson, I.A., Perine, R.D., & Harrison, M.G. (2005). Coping strategies among rural South African and rural African American families. American Psychological Association Annual Convention, Washington DC.
- Toldson, I.A., Perine, R.D., & Harrison, M.G. (2005). Assessing the impact of family process on rural African American adolescents' competence and behavior problems using latent growth curve analysis. Association for Behavior Analysis Annual Convention, Chicago, IL.
- **Invited Presentation**, Toldson, I. A. (2004). Hip Hop Analysis: Is there a message in the music? The African America Family Empowerment Summit at the University of Nebraska, Lincoln, NE.
- Toldson, I. A., Rostow, C., and Davis, R. (2004). Evaluating the predictive and structural validity of an actuarial method for screening civil liabilities among police officers. American Psychological Association Annual Convention, Honolulu, Hawaii.
- Carmack, C., Toldson, I. A., Rostow, C., and Davis, R. (2004). Psychological Assessment of Women Law Enforcement Applicants Using the MMPI-2. American Psychological Association Annual Convention, Honolulu, Hawaii.
- Duncan, S. A. & Toldson, I. A. (2004). Espionage, Murder, Kidnapping, and Drug Offenses: Institutional Violence as a Function of Type of Crime and Severity of Sentence. International Association of Forensic Mental Health Services, Stockholm, Sweden.
- Toldson, I. A., Davis, R., and Rostow. (2004). Assessing 'faking good' and other impression management attempts among law enforcement candidates. The Academy of Criminal Justice Sciences Annual Meeting, Las Vegas, NV
- Thomas, E., Toldson, I. A., Rostow, C., and Davis, R. (2004). The admissibility of police psychologists as expert witnesses according to Daubert (Student Poster Presentation). Fifth Annual National Conference on Science and the Law, Tampa,

FL.

- Toldson, I.A., Harrison, M. & Perine, R. (2004). Strategies for Establishing the Cross-Cultural Validity of Educational and Mental Health Assessments, The 21st Annual Columbia University Winter Roundtable National Conference, New York, NY.
- **Invited Presentation**, Toldson, I. A. (2003). Addressing mental health assessment and treatment in the Black Community using the Sociobehavioral Modification in Learning Environments (SMILE) tools. The Black Male Empowerment Summit at the University of Nebraska, Lincoln, NE.
- Harrison, M., Toldson, I. A., and Duncan, C. (2003). Family process model and high-risk behaviors among rural African American adolescents: An alternative development model approach. Southeastern Psychological Association Annual Convention, New Orleans, LA.
- Toldson, I. A. & Duncan, S. A. (2003). Predictive differences between Psychopathy and Antisocial Personality Disorder (ASPD) among North American inmates. Psychology & Law International, Interdisciplinary Conference, Edinburgh, Scotland.
- Toldson, I.A., Hunter, E., & Hines, H. (2003). Evaluation of the Sociobehavioral Modification in Learning Environments (SMILE) tools with emotional and behavioral disordered adolescents. The Winter Meeting for the Comprehensive Community Mental Health Services for Children and Their Families Program System of Care Communities (Department of Health and Human Services), Portland, OR.
- Toldson, I. A., & Williams, J. M. (2002). The interaction between Black identity development and Black jury decision-making: Implications for jury selection in criminal proceedings. The Annual Conference of the Society for Police & Criminal Psychology, Orlando, FL
- **Invited Presentation**, Toldson, I. A. (2000). Computer Technology, Maximizing Advantages. "Breaking the Silence," A Summit on Behavioral Health in the African American Community.
- **Invited Presentation**, Toldson, I. A. (1999). Esoteric Group Therapy: Implications for the Treatment and Prevention of African American Adolescent Male Conduct Disorder. The Association of Black Psychologist (ABPSI), Regional Conference, Philadelphia, PA.
- Liker, M., Toldson, I.A., & Williams, M. (1998). The confluence of rap and violence: Implications for urban youth and the counselors who serve them. The Columbia University Winter Roundtable National Conference, New York, NY.

Research, Evaluation, Assessment, and Training Services

- **Researcher and Technical Writer, D.C. Children and Youth Investment Trust Corporation:** Served as lead evaluator and author of final report to identify specific mechanisms by which out-of-school time (OST) programs can build effective bridges to encourage and affirm academic success among Black male students. (2012-2014)
- **Project Evaluator, Concerned Black Men National Organization CBM Cares:** Provided technical expertise and managed the collaborative relationships between the evaluation team and CBM Cares chapters©; facilitating the collection and cleaning of data, as well as production of the surveys and reports for the following sites: Prince George's County, Washington, DC, Columbia, SC, Philadelphia, PA, Richmond, VA. (2013-2014).
- **Trainer, Broward County Public Schools (FL):** Prepared and Conduct a series of trainings to Broward Schools. Including: Series I: An introduction to Black male achievement; Series II: Understanding disruptive behaviors among Black males; Series III: Attending to developmental and family needs of Black males & Series IV: ADVANCED: Developing cultural sensitivity. (2013-2014).
- **Trainer, Baltimore County Public Schools (MD):** Prepared and Conduct a series of trainings including: Series I: An introduction to Black male achievement; Series II: Understanding disruptive behaviors among Black males; Series III: Attending to developmental and family needs of Black males & Series IV: ADVANCED: Developing cultural sensitivity. (2013).
- **Consultant and Technical Writer, Association of Public and Land-grant Universities:** Served as lead author of final report to launch a multiyear project with the goal of enhancing access and success of minority (i.e., African American, Latino/Hispanic, Native American, and Southeast Asian) males in STEM disciplines at APLU-member institutions (2011-2012)
- **Lead evaluator, BPSOS: Conduct staff interviews:** Boat People SOS (BPSOS) is the nation's largest Vietnamese-American 501(c)3 nonprofit organization devoted to Vietnamese-American civic and political activism. Duties included conduct site observations twice a year for each key project activity, such as staff training, home- based care sessions, or

peer support group workshops; Analyze and interpret the collected data and summarize them in the team's quarterly report to BPSOS project staff; Meet with BPSOS project staff and Project Director to review the data, evaluate progress, and make recommendations to improve performance; and Write final evaluation report (2010-2012).

- **Trainer, Philadelphia Youth Study Center:** Prepared and conducted daylong trainings on *PTSD and Adolescent Development, Cross-gender supervision, The Ecology of Youth who Sell Drugs, Gangbang, and commit other Crimes, and Psychopharmacology in Children* for the Youth Study Center, under contract with Dunbar Agency. The Youth Study Center is the City of Philadelphia's highest level of secure detention for youth between the ages of 13 and 18. (2010-2012).
- **Project Evaluator, CLASP:** Conducted research on the issue of boys and young men of color to inform the field in the areas of education, pathways to employment, and health. Carried out the following activities: participated in roundtable discussions, conducted electronic and telephone surveys to gather input and guidance from practitioners, advocates, and systems leaders in the field, aggregated findings into a written paper, and provided significant input and on the final paper, and participated in meetings with funder regarding project as appropriate (2011-2012).
- **Consultant, New York City's Young Men's Initiative:** The Expanded Success Initiative (ESI) is a key part of New York City's Young Men's Initiative and is a partnership among the Department of Education, The Fund for Public Schools (FPS), Mayor Michael Bloomberg, and the Open Society Foundations. Duties include: provide expertise and technical assistance to ESI; draw on experience and content expertise to advise OSF and their grantee partners on the underlying theory of change, supporting strategies, planned activities, timeline, and evaluation of ESI particularly as it relates to OSF's interest in increasing the school engagement and reducing school push-out and drop-out of young men of color. (2012-present).
- **Trainer, T.W.O. (The Woodlawn Organization) Chicago, IL:** Provide school in-service training and a community forum called, "Let's Break the Barriers." Discussed educating black youth and breaking the barriers that limit their academic success, for educators, parents and the entire community coming together with very specific methods of creating winning environments for children. (2011)
- **Trainer, Advance Innovative Education Baton Rouge, LA:** Conducted a workshop for "Redesigning Lessons, Re-envisioning Principals," a program of Advance Innovative Education, A Not for Profit Corporation that prepares principals. Dr. Toldson workshop was called, "Promoting Academic Success and School Discipline in Culturally Diverse Schools with Innovative Leadership" (2011).
- **Consultant, the Southern Regional Education Board (SREB) Jacksonville, FL:** Prepared and presented on the topic, *Building a School Culture of Success* to a group of approximately 42 principals and assistant principals who were participating in the "Florida Leadership Academy for Schools of Innovation and Improvement." The participants are expected to gain advanced knowledge, strategies and commitment to leadership actions that will result in more African American males having success in the classroom and afterward (2011).
- **Trainer, Rigor, Relevance, and Relationships Conference Teacher and Leadership Conference Cypress, TX:** Cypress Fair ISD is the largest 'Recognized' school district in the state of Texas. The topics included (1) Strategies to Reduce Suspensions and Disciplinary Referrals; (2) Show Me the Numbers: Realities and Myths about Educating Black Children; and (3) Engaging and Involving Parents in Student's Education (2010-2011).
- **Trainer, Hayfield Secondary:** Prepared and conducted a presentation for secondary personnel entitled "Breaking Barriers: Plotting the Path to Academic Success for School-age Black Males."
- **Cooperative Parenting Trainer, American Psychological Association and Superior Court of the District of Columbia,** Washington, DC. Duties include: Teach classes for the *Program for Agreement for Cooperation in Contested Custody Cases* to parents who are preparing for child custody mediation. Topics include children and conflict, adapting to family changes, communication, stress management, and child development. The initiative was funded by the American Psychological Association (2007-present).
- **COSIG Trainer, Louisiana Office of Addictive Disorders and Office of Mental Health,** Baton Rouge, LA. Duties include: Trained state mental health workers and substance abuse counselors on co-occurring disorders under contract with the State of Louisiana. The initiative was funded by the U.S. Department of Health and Hospitals (2005).
- **Forensic Examiner; Jury Consultant, Office of the Public Defender,** Baton Rouge, LA. Duties include: Pretrial Psychopathy/Substance Use assessment of a capital murder suspect; Jury consulting; Testified as expert witness (2005).
- **Clinical Director, Manhood Training Village,** Baton Rouge, LA. Duties include: Therapy, psychological assessments, treatment planning and directing clinical operations for 8 adolescent males in state custody (2002-2005).
- **Predoctoral Psychology Intern, US Penitentiary,** Atlanta, GA. Duties include: Individual therapy, forensic assessment, suicide risk assessment, crisis intervention and research. Recipient of *Special Act Award* from Warden. (2000-2001)
- **Group Leader, Psychology Intern, The Clayton Center,** Jonesboro, GA. Duties include: Domestic Violence Group

development and facilitation, Marital Counseling and Consultation (2000-2001).

- **Clinical Practicum, Psychological Consultant, Behavior Specialist, & Mobile Therapist, Warren E. Smith Health Centers**, Philadelphia, PA. Duties include: psychodiagnostic assessment, individual and family counseling and psychotherapy to children and families in urban Philadelphia (1998-2000).
- **Psychological Consultant & Evaluator, The Consortium**, Philadelphia, PA. Duties include: Administering psychological tests and assessments to children in a partial hospitalization program under the supervision of a licensed psychologist (1998-2000).
- **Clinical Practicum, Group Mental Health Therapist, The Passages Program**, Philadelphia, PA. Duties include: Adolescent substance abuse group counseling and psychotherapy (1999-2000).
- **Counseling Practicum, Bradley Community Counseling Psychology Clinic**, Philadelphia, PA. Duties included: supervised individual, family, & vocational counseling and psychotherapy (1998-99).
- **Mental Health Therapist, Sobriety through Outpatient (S.T.O.P.)**, Philadelphia, PA. Duties include: Drug and alcohol abuse treatment programs, individual counseling and psychotherapy, implementing clinical evaluations, DSM-V diagnosis and treatment planning (1997-98).

Professional Development and Trainings

- Fellow, (2010). The Emerging Scholars Interdisciplinary Network Summer Fellowship Program in Applied Multi-Ethnic Research at ICPSR, University of Michigan, Ann Arbor, MI.
- Training. (2009). Summer Workshop: Analyzing Poverty and Socioeconomic Trends Using the American Community Survey (ACS). The five-day workshop took place in Ann Arbor, MI at the University of Michigan National Poverty Center.
- Training. (2005) Proposal Development and Evaluation Workshop for Major Instrumentation Awards, Sponsored by Quality Education for Minorities and funded by the National Science Foundation.
- Seminar Series. (2004) Special Populations Research Development Seminar Series, sponsored by the National Institute on Drug Abuse (Funded).
- Summer Institute. (2004) Summer Institute on Longitudinal Methods, sponsored by The Pennsylvania State University and the National Institute on Drug Abuse (Scholarship Recipient).
- Workshop. (2004) Providing Technical Assistance to Increase the Participation and Competitiveness of Junior Faculty at Minority Institutions and Minority Junior Faculty in the National Science Foundation's Faculty Early Career Development (Career) Program. National Science Foundation (NSF)
- Training. (2003). Training of Trainers: Motivational Interviewing, Mid-Atlantic Addiction Technology Transfer Center, Virginia Commonwealth University, Trainer: Dr. Robert Miller.
- Training. (2003). Structural Equation Modeling, with AMOS. The National Institute on Drug Abuse (NIDA).
- Certificate of Training. (2002), Intermediate Training on Motivational Interviewing, the Louisiana Office for Addictive Disorders.
- Certificate of Training. (2002), The Correct Admission and Application of the Addiction Severity Index (ASI), the Louisiana Office for Addictive Disorders.

Courses Taught

<i>Graduate</i>	<i>Undergraduate</i>
<ul style="list-style-type: none"> ▪ Advanced Psychopathology ▪ Testing and Measurement ▪ Counseling in Urban Diverse Communities ▪ Multicultural Counseling ▪ Legal and Ethical Issues in Counseling ▪ Consulting and Counseling 	<ul style="list-style-type: none"> ▪ General Psychology ▪ Abnormal Psychology ▪ Developmental Psychology ▪ Therapeutic Approach to Substance Abuse ▪ Drugs and Human Behavior (Web-based) ▪ Forensic Psychology

Professional Associations

- American Educational Research Association (**AERA**)

- American Psychological Association (**APA**)
- Association of Black Psychologist (**ABPsi**)
- Alpha Phi Alpha Fraternity Inc.
- Sigma Pi Phi Fraternity, Inc.
- National Association for the Advancement of Colored People (**NAACP**)

DAWN WILLIAMS, Ph. D.

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EDUCATION

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|-------|---|
| Ph.D. | Educational Policy Studies
Dual residencies in the Departments of Educational Policy Studies and Educational Organization and Leadership
University of Illinois at Urbana-Champaign, May 2003

Dissertation: “ <i>The Promise of School Choice: Local School Control Efforts to Close the Achievement Gap in the Federal Context of Accountability</i> ”; Committee Members: Drs. Laurence Parker (Chair), James D. Anderson, William Trent, and Richard Hunter |
| M.A. | Educational Policy Studies
University of Illinois at Urbana-Champaign, August 2000 |
| B.S. | Elementary Education (Magna Cum Laude)
North Carolina Agricultural & Technical State University, December 1995 |

PROFESSIONAL WORK EXPERIENCE

Howard University, Washington DC

Dean, School of Education, 2018 – Present.

Interim Dean, School of Education, 2016 - 2018.

Department Chair, Educational Leadership and Policy Studies, 2010-2016.

Associate Professor, 2008 - Present.

Program Coordinator, Educational Administration and Policy (M.A. MEd, and CAGS), 2004 – 2010.

Assistant Professor, 2003 -2008.

University of Illinois at Urbana-Champaign, Urbana, IL

Administrative Intern, Stratton Elementary, Champaign, Illinois

Observed and performed administrative duties as a principal. Conducted a mixed method needs assessment of external academic programs within the school building, 2001.

Research Team Leader, Summer Research Opportunity Program, University of Illinois
Assisted minority undergraduate students from various campuses in graduate level research, 2001-2002.

Research Assistant, College of Education, University of Illinois at Urbana-Champaign
Assisted in the collection of data to ensure that the department of Educational Organization and Leadership has met the standards mandated by NCATE, 2001.

Graduate Teaching Assistant, College of Education, University of Illinois at Urbana-Champaign

Planned and implemented instruction in *Historical and Social Foundations of Education*; *Methods course in Teaching Elementary Social Studies*; and *Issues and Practices in Addressing Diversity in Elementary Education*, 2000 – 2002.

Graduate Research Assistant, P-16 Task Force, University of Illinois system
Collected and organized data on university educational community outreach programs. Maintained content on the P-16 task force web page, 2000.

Graduate Coordinator, America Reads/America Counts, University of Illinois
Supervised undergraduate tutors at Washington Early Childhood Center, 2000-2001.

Doctoral Summer Research Intern, Educational Testing Service, Oakland, California
Conducted an evaluation and participated in data analysis of 4th and 8th grade NAEP writing samples nation-wide as part of a large qualitative study, 1999.

ACT High School Instructor, Education Talent Search, Danville, Illinois
Taught ACT preparation workshops in mathematics to 11th and 12th grade students, 1999.

K-12 Teaching Experience

Third Grade Teacher, Deep Creek Central Elementary, Chesapeake, Virginia
Planned and implemented instruction and assessment for 3rd grade students, 1996-1998.

Second Grade Teacher, Sternberger Elementary School, Greensboro, North Carolina.
Planned and implemented instruction and assessment for 2nd grade students, 1996.

Student Intern, Head Start Early Childhood Program, Greensboro, NC, 1995
Aided teachers in providing instruction for 3 – 5-year-old children.

ADMINISTRATIVE EXPERIENCE

DEAN, HOWARD UNIVERSITY
SCHOOL OF EDUCATION
2016 - PRESENT

Serve as the senior academic and administrative officer of a school comprised of

three academic departments, approximately 300 students, 40 faculty members and 12 staff.

Set the strategic, operational and financial directions of the School.

Provide leadership in student recruitment and enrollment, program development, and the expansion of faculty research portfolios.

HIGHLIGHTED ACCOMPLISHMENTS

- Led successful unit re-accreditation and removal of previous AFI citations resulting in 100% standard compliance for the next seven years by CAEP
- The School of Education experienced two consecutive increases in rankings by the U.S. News & World Report: #105 in 2017 and #93 in 2018. The 2018 ranking marks the first documented ranking in the top 100.
- Led the faculty through the development of a five-year strategic plan
- Created the position Director of School and University Partnerships in order to build an infrastructure for partnership programs and to encourage entrepreneurial academic efforts and outreach
- Introduced and led the hosting of an annual faculty business meeting in local public schools to further expose faculty to issues in urban education and generate energy for potential partnerships/research
- Instituted quarterly faculty professional development workshops
- Developed a marketing plan to increase the SOE's visibility and social media footprint by ramping up our Facebook and Twitter accounts. Also introduced a re-designed website and added an SOE YouTube channel and LinkedIn account.
- Positioned the STEM Teacher Leaders' Summit with the Smithsonian Science Education Center, whereas 150 educators developed strategic plans to diversify the pipeline of STEM educators in their respective districts
- Obtained university approval for a new PhD Program in Higher Education Leadership and Policy Studies
- Launched our inaugural service learning oriented study abroad programs in Havana, Cuba for undergraduate elementary education students and Ghana for graduate students
- Generated extramural financial support by creating a fundraising campaign to support doctoral students
- Increased donor awards to be used as recruitment scholarships

DEPARTMENT CHAIR, EDUCATIONAL LEADERSHIP AND POLICY STUDIES HOWARD UNIVERSITY 2010-2016

Guided an academic department of 7 faculty members and approximately 90 graduate students through a period of expansion.

Successfully led the initiative to obtain institutional membership with the University Council on Education Administration.

Increased visibility and community outreach by establishing academic partnerships through the EdD programs with local school districts.

Helped to coordinate the national Howard University Urban Superintendent Academy in collaboration with the American Association of School Administrators.

Established an Education Leadership Advisory Board to advise the department faculty on leadership and research preparation of aspiring principals, superintendents and policy professionals.

Developed a new Ph.D. program in Higher Education Leadership and Policy Studies with an emphasis on leadership development and policy advocacy for Minority Serving Institutions.

**PROGRAM COORDINATOR, EDUCATIONAL ADMINISTRATION AND POLICY
HOWARD UNIVERSITY
2004-2010**

Guided the department and students through a period of curriculum reform and implementation. As a result, we achieved accreditation AND national recognition from the Education Leadership Constituent Council (ELCC).

Provided oversight for recruitment and orientation of new masters degree students. Authored comprehensive exams and facilitated the evaluation process.

Collected and analyzed program level assessment data.

RESEARCH AND SCHOLARSHIP

GRANTS AWARDED

“Multiple Consciousness: Investigating the Identities (Academic, Gender, Race and Disability) of Black Women Undergraduate Students in STEM and Their Impact on Persistence” Co-PI: National Science Foundation. \$1.4 M. 2015 to present.

“EAGLE III Leadership Training Project”. (PI) Prince George’s County Public Schools and Montgomery County Public Schools (MD), \$1.5 M. August 2012 - Present

“Pathways of Blacks and Hispanics in Engineering Education”, (Co-PI) National Science Foundation. \$1.7 M. October 2011 to 2015.

“Education Research Grant: Examining the Post-Baccalaureate Decisions of High Achieving Black STEM Students (HABSS)”, (Co-PI) National Science Foundation.

\$1,018,792. September 2006 to August 2011.

“A Dream Deferred: A Multi-Generational Study of the Prince Edward County Lockout”, (PI). Social Sciences, Humanities and Education Grant: Howard University, Funded \$10,000 (2008)

“From Congress to the Classroom: The Adoption of DCPS Vouchers” (PI) New Faculty Grant, Howard University. Funded \$62,000 (2005)

UNFUNDED GRANTS

“Broadening Participation Research Center” (Co-PI) National Science Foundation, \$10,000,000 (2016) Advanced to the finalist round

“Urban Superintendent Academy” (PI) American Express Leadership Grant, \$239,000 (2016)

“Urban Superintendent Academy” (PI) American Express Leadership Grant, \$270,000 (2015)

RESEARCH ACTIVITY

Research Scientist for externally funded research in STEM and Engineering Education Research, (multiple grant projects) 2006 – Present

Oral History Consultant, Robert Russa Moton Museum, Farmville, VA, 2008-2009.

DC Research Consortium on College Access and Retention, Washington, DC, 2008-2010

Faculty Research Consultant, Center for Advancement in Engineering Education, National Science Foundation, 2008-2012

External Evaluator for HBCU Reading First Programs, National Council of the Accreditation of Teacher Education, 2005

Education Consultant, Virginia Department of Education, Richmond, VA, 2004

Graduate Researcher: Lessons learned from the 1998 NAEP Classroom Writing Study. Prepared by Educational Testing Service for the 1998 National Assessment of Educational Progress Secondary Analysis Program, National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, 2000.

PUBLICATIONS

Williams, D. (2019). From Congress to the Classroom: A Cultural Policy Analysis of the DC School Choice Incentive Act. (Work in progress).

Williams, D. (2019). An Evolution from Culturally Relevant to Culturally Affirming Practices. Association for Supervision and Curriculum Development. (Work in progress).

Smith, K., Fleming, L., and Williams, D. (2019). African American Engineering Undergraduates Employing Interdependent Attitudes in an Academic Context. *Journal of Negro Education* (Under review).

Smith, K., Boakye, B., Williams, D. and Fleming, L. (2019). The Exploration of how Identity Intersectionality Strengthens STEM Identity for Black Female Undergraduates Attending an Historical Black College and University. *Journal of Negro Education* (Under review).

Williams, D. (2018). The Internal Interim Leader: Called to Serve during an Era of Change. In Hicks, T. & Watson, L. (Eds.). *Black Administrators in Higher Education: Autoethnographic Explorations and Personal Narratives*. Hamilton Books. ISBN numbers (9780761870203 for hardcopies/9780761870210 for the e-book)

Fleming, L., Moore, I., Williams, D., Bliss, L., & Smith, K. (2013). Social Support: How Hispanic and Black Engineering Students Perceive the Support of Peers, Family, and Faculty. Published proceedings of the American Society for Engineering Education, Atlanta, GA.

Fleming, L., Smith, K., Williams, D., & Bliss, L. (2013). Engineering Identity of Black and Hispanic Undergraduates: The Impact of Minority Serving Institutions. Published proceedings of the American Society for Engineering Education, Atlanta, GA.

Williams, D. (2012). Should the K-12 school organizational structure for public education in the United States be dramatically altered? In Hunter, R., Brown, F., Donahoo, S., Russo, C., and Osborne, A. *Debating Issues in American Education*. Sage Publications

Williams, D. (2008). The Promise of School Choice and the Burden of Diversity. *The Journal of the Center for Research on African American Women*, 7(1), 9. 42-52.

Dover, V., Williams, D., Fleming, L. & Quinones, V. (2008). Variances in Coping Efficacy: among Women STEM students: Is Gender or Discipline More Influential? Published proceedings of the American Society for Engineering Education Annual Conference, Pittsburgh, PA.

Dover, V., Fleming, L., Williams, D., & Quinones, V. (2008). An Examination of

the Use of Social Cognitive Career Theory to Explore Factors Influencing the Post Baccalaureate Decisions of High Achieving Engineering Students. Published proceedings of the American Society for Engineering Education Annual Conference, Pittsburgh, PA.

Fleming, L., Ledbetter, S., Williams, D., & McCain, J. (2008). Engineering Students Define Diversity: An Uncommon Thread. Published proceedings, American Society for Engineering Education Annual Conference, Paper # AC2008-1039.

Williams, D., Fleming, L., & Jones, M. (2007). Competition, Confidence, and Challenges in the Engineering Classroom: American and International Students Speak Out. Published proceedings of the American Society for Engineering Education Annual Conference, Hawaii.

McCain, J., Fleming, L., Williams, D., & Engerman, K. (2007). The Role of “Doggedness” in the Completion of an Undergraduate Degree in Engineering. Published proceedings, American Society for Engineering Education Annual Conference, Chicago, IL.

Williams, D. & Land, R. (2006). The Legitimation of Black Subordination: The Impact of Color Blind Ideology on African-American Education. *Journal of Negro Education*, 75(4), 579-588.

Fleming, L., Engerman, K., & Williams, D. (2006). Why Students Leave Engineering: The Unexpected Bond. Published proceedings of the American Society for Engineering Education Annual Conference, Chicago, IL.

Adams, R., Allendoerfer, C., Fleming, L., Leifer, L., & Williams, D. (2006). A Model for Building and Sustaining Communities of Engineering Education Research Scholars. Published proceedings of the American Society for Engineering Education Annual Conference, Chicago.

Williams, D. (2006). Public School Choice: The New K-12 Desegregation Model? In Hunter, R. and Brown, F. (Eds.). *No Child Left Behind and other Federal Programs for Urban School Districts*. 9, 285-298 Elsevier Press

Williams, D., Carr, T. & Clifton, N. (2006). Technology and Urban Youth: Emergent Issues Regarding Access. In Hunter, R. and Tettayah, S. (Eds.). *Education and Technology: Issues in Applications, Policy and Administration* 8, 101-113. Elsevier Press

Williams, D. & Evans-Winters, V. (2005). The Burden of Teaching Teachers: Memoirs of Race Discourse in the Teacher Education Classroom. *The Urban Review*, 37 (3), 201-219.

Williams, D. (2004). Book Review of Our schools, our future: Are we still at risk? Edited by Peterson, P. In *The Journal of Negro Education*, 73 (4), 458-459.

Hunter, R. & Williams, D. (2003). Zero tolerance policies: Are they effective? *Journal of School Business Affairs*, (July/August), 6-10.

Williams, D. & Parker, L. (2003). Standardized testing and assessment policy: Impact on racial minorities and implications for educational leadership. In Hunter, R. & Brown, F. (Eds.). *Challenges of Urban Education and Efficacy of School Reform*, 6, 207-220.

Williams, D. (With Parker, L. et al.) (2000). Race, discipline, and educational leadership: African American student perspectives on the Decatur, IL incident. *Journal of Special Education Leadership*, 13(1), 19-29.

CONFERENCE PRESENTATIONS

Boakye, B., Williams, D., Smith, K., and Fleming, L. (2019). The Impact of the Combined Status of Race and Gender on the Persistence of Black Female STEM Students. Invited Presentation at the Research in Engineering Education Symposium. Cape Town, South Africa.

Williams, D. (2019) Building and Cultivating an Authentic Partnership Between PK-12 and University Systems. Presented at the National Alliance of Black School Educators. Baltimore, MD.

Williams, D. (2019). Reauthorization of the Higher Education Act: Preparation and Retention of Educational Professionals Act. Division A panel presentation at the annual meeting of the American Education Research Association. Toronto, ON.

Williams, D. (2018). Early Career Mentoring Seminar. Division A panel presentation at the annual meeting of the American Education Research Association. New York, NY.

Bliss, L., Bornmann, F., Williams, D., Fleming, L., (2015). Integration and Achievement: Predicting Persistence among Black and Hispanic Engineering Students. Invited Presentation at the Research in Engineering Education Symposium. Dublin, Ireland

Williams, D., Burris, S., Fleming, L., Moore, I., & Boddicker, P. (2015). Beating the Odds: The Struggle and Empowerment of Female Engineering Students. Annual American Educational Research Association Conference. Chicago, IL.

Smith, K., Williams, D., Fleming, L., Bliss, L., & Brunetta, F., (2015). What Matters for Minority Students Attending Minority-Serving Institutions: The Importance of Peer Interaction Among Black and Hispanics Engineering Undergraduates. Annual American Educational Research Association Conference, Chicago, IL.

Williams, D. (2014). Advancing the Leadership Pipeline through University and District Partnerships: Perspectives on Building and Cultivating Relationships. American Educational Research Association Annual Meeting, Philadelphia, PA.

Bliss, L., Bornmann, F., Fleming, L., Williams, D.G., Smith, K.C., & Moore, I. (2014) Broadening the Pipeline through the Study of Pathways and Persistence: Findings from the Second Year. The 2014 Annual American Educational Research Association, Philadelphia, PA.

Bliss, L., Bornmann, F., Fleming, L., Williams, D., & Smith, K. (2013). Broadening the Pipeline Through the Study of Pathways and Persistence: Findings from the First Year. American Education Research Association. 35.044.

Bliss, L., Bornmann, F., Fleming, L., Williams, D., & Smith, K. (2013). A New Instrument for Measuring Academic and Social Integration of Black and Hispanic Engineering Undergraduates. American Education Research Association, 21.034.

Williams, D., Moore, I., & Fleming, L. (2011). Defining Diversity: Impacts on Students' Engineering Identity", Proceedings of Research in Engineering Education Symposium. MAD-REES-157.

Williams, D. (2009). From Congress to the Classroom: A Cultural Policy Analysis of the DC School Choice Incentive Act at the American Educational Research Association Annual Meeting, San Diego, CA.

Williams, D. (2009). The Transition from School to College: An Agenda for Early Access Interventions. An invited talk at the University of Michigan Ann Arbor, MI

Fleming, L., & Williams, D. (2009). Exploring the Pathways to Engineering Graduate Education of High Achieving Black Students. Research on Engineering Education Symposium; Cairns, Queensland, AUS REES-2009-104.

Fleming, L., & Williams, D. (2008). Diversity in Engineering: What's in a Definition? Research on Engineering Education Symposium; Davos, Switzerland, REES-2008-10.

Williams, D., Fleming, L., & Dover, V. (2008). Post Baccalaureate Decisions of High Achieving Black STEM Students: Exploring the What, When and Why. Research on Engineering Education Symposium, Davos, Switzerland, REES-2008-15.

Williams, D. (with Winters, V.). (2005). The Burden of Teaching Teachers: Memoirs of Race Discourse in the Teacher Education Classroom at the American Educational Research Association in San Francisco, CA.

Williams, D. (2004). Local School Control Efforts to Close the Achievement Gap in the Federal Context of Accountability at the Closing the Gap Conference, Sponsored by the Institute on the Study of Race Relations, Petersburg, VA

Williams, D. (2004). The Promise of School Choice: The Story of Reform in Central District at the American Educational Research Association Annual Meeting, San Diego, CA

Williams, D. (2004). The Promise of School Choice: Local School Control Efforts

to Close the Achievement Gap in the Federal Context of Accountability at the American Educational Research Association Annual Meeting, San Diego, CA

Williams, D. (2004). The Unforgotten Legacy of the “Lost Generation” and the Responsibility of the “First Generation” Prince Edward County High School and R.R. Moton Civil Rights Museum, Farmville, VA.

Williams, D. (2004). Public School Choice: The New K-12 Desegregation Model? at the Frederick D. Patterson’s Research Conference, Washington, DC.

Williams, D. (2004). The Promise of School Choice: Local School Control Efforts to Close the Achievement Gap in the Federal Context of Accountability at the National Alliance of Black School Educators Annual Conference, Dallas, TX.

Williams, D. (With Noffke, S. & Brinkeley, R.) (2003). Teaching Social Studies Methods for Social Justice at the American Educational Research Association Annual Meeting, Chicago, IL.

Williams, D. (With Noffke, S. & Brinkeley, R.) (2002). Teaching Social Studies Methods for Social Justice at the National Council for Social Studies, Phoenix, AZ.

KEYNOTE PRESENTATIONS

Congressional Black Caucus, Annual Leadership Conference, “From Equity to Emancipation: Reimagining Black Education in the Post-Civil Rights Era.” Panel speaker, 2019

Learn Together Live Together, Panelist on the Bolling vs. Sharpe 65th Anniversary Supreme Court ruling, 2019.

Banneker High School Black History Program, Washington, DC, 2019

Association for the Supervision and Curriculum Development (ASCD), Separate and Still Unequal: Race in America’s Schools 65 years after Brown v. Board of Education panel speaker, 2019

Urban Superintendent Academy Keynote Graduation Speaker, 2018

Delta Scholars Program, Howard County, MD. 2018

Jack and Jill of America, National Harbor Chapter keynote graduation speaker, 2017

Washington Policy Seminar, Institute for Education Leadership, Education Policy Leadership Fellowship Program panel speaker, 2017

University Council of Education Administration Barbara Jackson Scholar Keynote speaker, 2016

Phi Delta Kappa Induction Ceremony, Howard University Chapter, 2009

Lunch on High. Metropolitan Baptist Church, Washington, DC, 2004

MEDIA EVENTS

Speaker, Howard Forward 2019-2024: A Special Presentation of the University's New Strategic Plan, 2019

Quoted in Howard University Newsroom: Howard University Rises in U.S. News and World Report's 2020 National Graduate School Rankings, published on March 12, 2019
<https://education.howard.edu/newsroom/article/9691/howard-university-rises-us-news-world-report-s-2020-national-graduate-school>

Quoted in Howard University Newsroom: Howard University School of Education Highlights the Importance of Black Male Educators published on March 4, 2019
<https://education.howard.edu/newsroom/article/9621/howard-university-school-education-highlights-importance-black-male-educators>

Quoted in Howard University Newsroom: Howard University School of Education Hosting Roundtable Discussion to Engage Young Voters published on October 19, 2018
<https://education.howard.edu/newsroom/article/8986/howard-university-school-education-hosting-roundtable-discussion-engage-young>

Quoted in Howard University Newsroom: School of Education Cultivates Rising Leaders Through Partnership with Local School Districts published on September 10, 2018
<https://education.howard.edu/newsroom/article/8696/school-education-cultivates-rising-leaders-through-partnership-local-school>

Quoted in Viewpoint by BBC: Beyonce's Homecoming celebrates black culture and education <https://www.bbc.com/news/world-us-canada-47982033?fbclid=IwAR0zf8gzPDkMTATiqKBznWYAgi-NlZTx6deQW-GvX0-eZ0qRxBdcrHWI4LM>

Breaking down Beyonce's documentary on iconic 2018 Coachella performance Aired on ABC Nightline News on April, 18, 2019 <https://abcn.ws/2PxxXdl>

The Journey. Howard University Radio, 2018

Politics and Prose Bookstore Teach in on Education, Washington, DC.
<https://www.youtube.com/watch?v=m4o4xfF6tU4>, August 31, 2017

Urban Superintendent Academy- Urban Education Conference telecast on C-SPAN2, August 25, 2017

Quoted in Newsone.com article entitled: "HBCUs Have Unique Role In Training Skilled Black Educators" Posted March 2, 2017

<https://newsone.com/3683842/hbcu-unique-role-training-skilled-black-educators-howard-university-teacher-shortage-diversity-jo>

Roland Martin Education Town Hall televised on TV One network, October 2016

Quoted in Howard University Magazine: The Browning of Education, Race and Ethnicity at a Crossroad, Summer 2016, Volume #25, Issue #2

Quoted in Howard University Magazine: The Howard Women, Fall 2016, Volume #25, Issue #3

Quoted in Diverse Issues in Higher Education: Academy Launched to Boost Diversity Among School District Superintendents, April 28, 2015

TEACHING

ACADEMIC COURSES TAUGHT

Research in Educational Administration

Advanced Qualitative Research Methods

Seminar in Education Policy

Administrative Behavior and Theory

The History of Black Education

Multicultural Education: Issues and Trends

Dissertation Seminar

Organizational Change in Education

Historical and Sociological Foundations of Education

Social Studies Methods for Elementary Students

WORKSHOPS TAUGHT

The Fundamentals of the APA Writing Style

Teachers as Researchers/Action Research

Institute for the Scholarship on Engineering Education:

Mixed Methods Research Models

Research Through Theoretical Frameworks

Structured Interview Data Analysis

Dissertation 101: The Writing Process

Qualitative Data Analysis

Summer Intensive Qualitative Research Workshop

Writing for a Purpose: Publications, Manuscripts and Grants

SERVICE

HOWARD UNIVERSITY SERVICE ENGAGEMENT

Deans' Council, 2016 to Present.

Search Chair, College of Dentistry Decanal Search, 2018-19

Howard University non-medical Institutional Review Board member,
2011-2013

Howard University Budget Advisory Committee, 2009-2013

Howard University School of Education Scholarship Committee, 2008-2010

Howard University School of Education NCATE Standard 5, 2005 Chair.

The Howard University Institutional Assessment Work Group of the University-Wide
Self Study for Middle States Reaffirmation of Accreditation, 2007

The Oversight Committee of the Daniel Fund, School of Education, 2007 - Present

Howard University (MS)² Charter School Support Team, 2006-2010

School of Education Honors and Awards Ceremony Committee, Howard University, 2004-2010

School of Education Nominating Committee, Howard University, 2003-2010

School of Education Assessment Committee Chair (2006-07), Howard University, 2003-2007

Brown at 50 Task Force, Howard University, 2003-2004

PROFESSIONAL SERVICE

National Science Foundation Grant Reviewer, 2017

American Education Research Association Division A Graduate Student Mentor, 2016

University Council of Education Administration Barbara Jackson Scholar Mentor, 2015-Present

Urban Superintendent Academy Steering Committee, 2014- Present

University of Illinois College of Education AERA Mentorship Award Steering Committee, 2004 – Present.

H. John Heinz III School for Public Policy & Management GAO Systems Synthesis Advisory Board, Washington, DC, 2011

COMMUNITY SERVICE

National Black MBA Leaders of Tomorrow Case Competition Judge, 2019

Fairwood Community Education Committee, 2015 – Present

United Way International, Alexandria, VA, 2013

United Way Regional Advisory Council, Prince George's County, MD, 2009-2012

Election Judge, Board of Elections, Prince George's County, MD, 2008 – 2012

Vice President, Board of Directors, Ascensions Community and Psychological Services, Washington, DC, 2006 – 2011

Chief Election Judge, Board of Elections Montgomery County, MD, 2004

Voting Unit Election Judge, Board of Elections Montgomery County, MD, 2003

Deputy Registrar, Champaign County, IL, 1999-2003

ADVISORY BOARDS

Research Advisory Board Member, Rigorous Research in Engineering Education

United Way Regional Advisory Board, Prince George's County, MD

Ascensions Community and Psychological Services, Washington, DC

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

University Council on Education Administration (UCEA)

American Educational Research Association (AERA)

Division A- Administration

Division L- Educational Policy and Politics

Research Focus on Black Education Special Interest Group

American Society of Engineering Education (ASEE)

Educational Research Methods Division

Phi Delta Kappa Honor Society, Member (1999-Present) and Howard University Faculty Advisor

Jack and Jill of America, Incorporated, National Harbor Chapter, Foundation Co-chair (2016 – Present)

Delta Sigma Theta Sorority, Incorporated:

Champaign-Urbana Alumnae Chapter President (2002-03), Vice President (2000-01),

Education Committee Chair (1999-2000)

National Council of Negro Women, 1st Vice President, Champaign, IL Chapter (1998-2001)

PROFESSIONAL DEVELOPMENT

LEADERSHIP

Fundraising for Deans – Academic Impressions, 2019

American Council on Education's National Women's Leadership Forum, 2017

Council of Academic Deans from Research Education Institutions - Annual Fall Meeting – 2014, 2016, 2017, 2018.

American Association of Colleges of Teacher Education Leadership Summit, Portland Oregon, 2016.

Hampton University Executive Leadership Summit, Hampton, VA, 2014.

Masters Series for Distinguished Leaders, Skinner Leadership Institute, Washington, DC, 2013.

Department Chair Leadership Institute, IDEA, Austin TX, 2011.

RESEARCH

American Education Research Association – Consortium of Universities and Research Institutions Dean’s Policy Meeting 2016, 2017, 2018.

QSR NVIVO9 Advanced Qualitative Software Training, Washington, DC, 2011.

QSR NVIVO8 Qualitative Software Training, Washington, DC, 2009.

Intensive Summer Qualitative Research Workshops, Smithtown, NY, 2008.

Qualitative Data Analysis Using Excel, New York, NY, 2008.

Professional Grant Writing Workshop, American University, Washington, DC, 2007.

QSR NVIVO7 Qualitative Software Training, Ann Arbor, MI., 2007.

Designing Qualitative Studies with a Racial/Ethnic Diversity Focus: A Pragmatic Approach, Chicago, IL, 2007.

Designing Research: Exploring Complementary Methods in Education Research, Chicago, IL, 2007.

Dealing with NSF’s Intellectual Merit and Broader Impacts Criteria Workshop, San Diego, CA, 2007.

Engineering Education Proposal Writing and Project Management Workshop, San Diego, CA, 2006.

Rigorous Research in Engineering Education, Golden, CO, 2005.

National Science Foundation Grant Writing Workshop, Indianapolis, IN, 2005.

Library of Congress Research for Teachers Workshop, Washington, DC, 2005.

National Research Council Symposium on Using the School Level Database when Conducting Federal Program Research, Washington DC, 2005.

SOCIAL JUSTICE

National Education Association HBCU Summit, Washington, DC, 2017

NAACP HBCU Education Deans Summit, New Haven, CT, 2017

The State of the Black Union, Hampton, VA, 2007.

Legislative and Advocacy Training Workshop, Baltimore MD, 2007.

AWARDS, HONORS AND RECOGNITIONS

Inspirational Interdisciplinary Project Award, Howard University Faculty Senate Award, 2009

Elias Walsh

Senior Researcher

Proposed role: Lead research projects and conduct peer review

- ◆ Conducted research on the retention and effectiveness of DC teachers and school leaders
- ◆ Provided technical assistance to DCPS and the Office the State Superintendent on measuring teacher and school effectiveness
- ◆ Worked with multiple state and local education agencies to develop and use measures of teacher and school effectiveness and conduct rigorous research projects
- ◆ More than eight years of experience on the WWC, including project director overseeing the application of WWC standards in reviews of education research in early childhood to grade 12

Experience

Mathematica

Project Director, What Works Clearinghouse-Organization of Reporting of Evidence of Graduation, Achievement, and Nonacademic Outcomes (WWC-OREGANO) (2018-). Manage all aspects of reviews of research, including the systematic review process, writing and disseminating reports, and staffing for a large project that includes multiple subcontractors and dozens of staff and consultants. Lead development of summary review products in educator effectiveness and school leadership. Participate on technical team to review, revise, and develop evidence standards. The WWC is funded by the U.S. Department of Education (ED), Institute of Education Sciences (IES) with a mission to be a central and trusted source of scientific evidence on what works in education. The WWC develops and implements standards for reviewing and synthesizing education research and assesses the rigor of research evidence on the effectiveness of programs, practices, and policies in education. The WWC has produced hundreds of reports on education interventions to inform evidence-based practices in schools and classrooms.

Project Director, Impact of Replacing Principals on Student Achievement in District of Columbia Public Schools (DCPS) (2013-2015). Investigated the impact of new principals in Washington, DC since 2007 on student achievement. Used a difference-in-differences design to compare the achievement trends of students in DCPS before and after DCPS replaced a principal then compared this change to the change in the achievement of students in comparison schools with the same principal.

Researcher, Value-Added Assessment System for Schools and Teachers in the District of Columbia (2011-2015). Investigated changes to the value-added models for schools and teachers in DCPS for use with high-stakes teacher assessment system. Developed, researched, and implemented improvements to the value-added methods used to evaluate teachers in DCPS. Provided technical assistance to DCPS and the Office of the State Superintendent on value added.

Project Director, Impact of 2007 School Reforms on District of Columbia Public Schools (2012-2014). Described the retention of effective teachers, the distribution of teacher effectiveness across schools, and the

Education

2011 Ph.D., Economics and Public Policy, University of Michigan

2005 M.P.P., Education and Social Welfare Policy, University of Michigan

2000 B.A., Mathematics and Philosophy, Cornell College

Positions

2011- Mathematica

2015- Senior Researcher

2011-2015 Researcher

2003-2010 Graduate Student Research Assistant, University of Michigan

2000-2002 Teacher, Chicago Public Schools

experience and tenure of principals following the passage of the DC Public Education Reform Amendment Act. Examined trends in the effectiveness of DCPS teachers over time. Responded to the DC auditor's request for this analysis in partnership with participating organizations in the DC Education Consortium on Research and Evaluation, including the American Institutes for Research, Policy Studies Associates, and the RAND Corporation.

Deputy Project Director and Technical Methods Lead, WWC PreK-12 Contract (2015-2018). Oversaw setting standards for reviews of research, reviewer training, production of reports, and quality assurance for a large project that includes multiple subcontractors and dozens of staff and consultants. Led the development of the Version 4.0 WWC Procedures and Standards Handbooks. The WWC is funded by ED, IES with a mission to be a central and trusted source of scientific evidence on what works in education.

Researcher, What Works Clearinghouse (2011-2015). Reviewed, assessed, and rated the rigor of studies on foundational reading, algebra instruction, dropout prevention, and other interventions informing practice guides, intervention reports, and other products. Served on team of experts to develop recommendations and guidance on methodological and statistical issues encountered in study reviews. Provided technical guidance to reviewers on implementing WWC procedures and standards. This project, sponsored by ED, IES, reviews the rigor and extent of research evidence in a variety of topic areas within education.

Project Director, Evaluation Services for KIPP School Leadership Programs (2018-). Conduct an evaluation of KIPP's school leadership programs, which include programs to support new principals to open new schools or begin leading existing schools. Oversee the development and administration of a survey of program participants, and an analysis to measure whether a participant selection instrument identifies candidates who will succeed as principals. Lead an analysis to rigorously measure the effectiveness of a program to prepare and support new principals using a quasi-experimental design.

Principal Investigator, Maryland Educator Evaluation System Training (2018-2019). Support the Maryland State Department of Education to make research-based improvements to its educator evaluation system and communicate changes and options to key stakeholders. Develop presentations on measuring student growth for a variety of state stakeholders. This project is funded by the Mid-Atlantic Regional Education Laboratory.

Researcher, Impact of Departmentalized Instruction in Elementary Schools (2017-). Develop approaches to measure effectiveness of teachers to support the design of a randomized controlled trial to evaluate the impact of departmentalized instruction in elementary schools. The effectiveness measures will be used to assess how principals allocated teachers to subjects and whether the impact of departmentalized instruction varied based on the principal's approach. This study is funded by the U.S. Department of Education (ED), Institute of Education Sciences (IES).

Researcher, Access to Effective Teaching for Disadvantaged Students (2014-2019). Conduct research on best practices in value-added modeling to measure educator effectiveness. Investigate how much value-added estimates change in response to key modeling decisions by estimating and comparing results from multiple value-added models. This study uses five years of data on all teachers and students in grades 4 to 8 from 29 diverse U.S. school districts. Value-added models are a statistical technique used to measure a teacher's contribution to student learning, accounting for a student's previous achievement level and background characteristics. This project is funded by ED, IES.

Researcher, National Title I Study of Implementation and Outcomes: Early Childhood Language Development (2015-2017). Conduct analysis to identify potentially promising instructional practices to support the language development of children in prekindergarten through 3rd grade. This study examines the extent to which the instructional practices of teachers are associated with student growth in language and comprehension skills. This study is funded by ED, IES.

Project Director, Value-Added Analysis Services for the State of Oklahoma (2013-2016). Provided support to the Oklahoma State Department of Education on developing value-added measures of educator effectiveness for their educator evaluation system. Engaged with stakeholders to design and update value-added models for teachers and schools that meet the needs of the state. Estimated value-added results based

on student test scores. Assisted with training and communication about the value-added models and their use in the evaluation system. Assisted with designing score reports for teachers and administrators.

Task Leader, Pennsylvania Teacher Effectiveness Pilot Phase 2 (2012-2013). Provided technical assistance to implement a new statewide observation-based rubric for evaluating teacher effectiveness that will also incorporate indicators based on student achievement. Assessed the internal consistency of scores from the pilot observation rubric. Designed and estimated teacher value-added models and correlated teacher value-added estimates with pilot classroom observation scores from the pilot observation rubric. Assisted the state in constructing the overall measure of teacher effectiveness.

University of Michigan; Ann Arbor, MI

As **Graduate Student Research Assistant (2003-2010)**, cleaned and analyzed data on a variety of projects, including analyses of the effects of the Los Angeles riots, sex offender laws, housing vouchers, No Child Left Behind, incentives against plagiarism, a teacher nonrenewal policy change, and teacher performance pay for several faculty at the Center for Local, State, and Urban Policy; University of Michigan Law School; Department of Economics; and Gerald R. Ford School of Public Policy.

Chicago Public Schools; Chicago, IL

As **Teacher (2000-2002)** for the Teach For America program at Austin Community Academy High School, taught high school courses in algebra, geometry and precalculus, and worked with the Austin Math Department to develop curriculum and assessments.

Papers and Publications

Walsh, Elias, and Dallas Dotter. "The Impact of Replacing Principals on Student Achievement in DC Public Schools." Forthcoming in *Education Finance and Policy*, 2018.

Walsh, Elias, Dallas Dotter, and Albert Y. Liu. "Can More Teachers Be Covered? The Accuracy, Credibility, and Precision of Value-Added Estimates with Proxy Pre-Tests." Working Paper 64. Princeton, NJ: Mathematica Policy Research, August 2018.

Chiang, Hanley, Elias Walsh, Tim Shanahan, Claudia Gentile, Alyssa Maccarone, Tiffany Waits, Barbara Carlson and Sam Rikoon. "An Exploration of Instructional Practices that Foster Language Development and Comprehension: Evidence from Prekindergarten through Grade 3 in Title I Schools (NCEE 2017-4024)." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2017.

Herrmann, Mariesa, Elias Walsh, and Eric Isenberg. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." *Statistics and Public Policy*, vol. 3, no. 1, 2016.

Liu, Albert Y., Elias Walsh, and Dallas Dotter. "Measuring Teacher and School Value Added in Oklahoma, Spring 2016." Issue brief submitted to the Oklahoma State Department of Education. Washington, DC: Mathematica Policy Research, May 2016.

Walsh, Elias, and Eric Isenberg. "How Does Value Added Compare to Student Growth Percentiles?" *Statistics and Public Policy*, vol. 2, no. 1, 2015.

Isenberg, Eric, and Elias Walsh. "Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models." *Journal of Research on Educational Effectiveness*, vol. 8, no. 1, 2015, pp 112-119.

Isenberg, Eric, Bing-ru Teh, and Elias Walsh. "Elementary School Data Issues for Value-Added Models: Implications for Research." *Journal of Research on Educational Effectiveness*, vol. 8, no. 1, 2015, pp 120-129.

Walsh, Elias, Albert Y. Liu, and Dallas Dotter. "Measuring Teacher and School Value Added in Oklahoma, 2013-2014 School Year." Final report submitted to the Oklahoma State Department of Education. Washington, DC: Mathematica Policy Research, February 2015.

Walsh, Elias, and Dallas Dotter. "The Impact of Replacing Principals on Student Achievement in DC Public Schools." Final report submitted to the Walton Family Foundation. Washington, DC: Mathematica Policy Research, December 2014.

Isenberg, Eric, and Elias Walsh. "Measuring Teacher Value Added in DC, 2013-2014 School Year." Final report submitted to the Office of the State Superintendent of Education for the District of Columbia and the District of Columbia Public Schools. Washington, DC: Mathematica Policy Research, August 2014.

Walsh, Elias, and Dallas Dotter. "Longitudinal Analysis of the Effectiveness of DCPS Teachers." Washington, DC: Mathematica Policy Research, July 2014.

Walsh, Elias, Albert Y. Liu, and Dallas Dotter. "Measuring Teacher and School Value Added in Oklahoma, 2012-2013 School Year." Final report submitted to the Oklahoma State Department of Education. Washington, DC: Mathematica Policy Research, May 2014.

Isenberg, Eric, and Elias Walsh. "Measuring Teacher Value Added in DC, 2012-2013 School Year." Final report submitted to the Office of the State Superintendent of Education for the District of Columbia and the District of Columbia Public Schools. Washington, DC: Mathematica Policy Research, January 2014.

Isenberg, Eric, and Elias Walsh. "Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models." Working paper. Chicago: Mathematica Policy Research, October 2013.

Isenberg, Eric, Bing-ru Teh, and Elias Walsh. "Elementary School Data Issues: Implications for Research Using Value-Added Models." Working paper. Chicago: Mathematica Policy Research, October 2013.

Walsh, Elias, and Eric Isenberg. "How Does a Value-Added Model Compare to the Colorado Growth Model?" Working paper. Chicago: Mathematica Policy Research, October 2013.

Education Consortium for Research and Evaluation. "Evaluation of the DC Public Education Reform Amendment Act: Report No. 2, School Year 2011-2012." Washington, DC: The George Washington University, Graduate School of Education and Human Development, September 2013 (contributing author).

Walsh, Elias. "Plan for the Longitudinal Analysis of the Effectiveness of DCPS Teachers." Washington, DC: Mathematica Policy Research, September 2013.

Education Consortium for Research and Evaluation. "Evaluation of the DC Public Education Reform Amendment Act: Report No. 1, School Year 2010-2011." Washington, DC: The George Washington University, Graduate School of Education and Human Development, July 2013 (contributing author).

Walsh, Elias, and Stephen Lipscomb. "Classroom Observations from Phase 2 of the Pennsylvania Teacher Evaluation Pilot: Assessing Internal Consistency, Score Variation, and Relationships with Value Added." Report submitted to the Team PA Foundation and the Pennsylvania Department of Education. Cambridge, MA: Mathematica Policy Research, May 2013.

Herrmann, Mariesa, Elias Walsh, Eric Isenberg, and Alexandra Resch. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." Working paper. Washington, DC: Mathematica Policy Research, April 2013.

Protik, Ali, Elias Walsh, Alexandra Resch, Eric Isenberg, and Emma Kopa. "Does Tracking of Students Bias Value-Added Estimates for Teachers?" Working paper. Princeton, NJ: Mathematica Policy Research, March, 2013.

Matsudaira, Jordan, Adrienne Hosek, and Elias Walsh. "An Integrated Assessment of the Effects of Title I on School Behavior, Resources, and Student Achievement." *Economics of Education Review*, vol. 31, no. 1, 2012, pp 1-14.

Walsh, Elias. "The Role of Wage Persistence in the Evolution of the College-High School Wage Gap." Unpublished doctoral dissertation. Ann Arbor, MI: University of Michigan, 2011.

Walsh, Elias. "School Entry Policies and the Value of Time in (and out of) School." Unpublished doctoral dissertation. Ann Arbor, MI: University of Michigan, 2011.

Jacob, Brian, and Elias Walsh. “What’s in a Rating?” *Economics of Education Review*, vol. 30, no. 3, 2011, pp. 434-448.

Walsh, Elias, Sarah Dolfen, and John DiNardo. “Lies, Damn Lies, and Pre-Election Polling.” *American Economic Review: Papers and Proceedings*, vol. 99, no. 2, 2009, pp. 316-322.

Presentations

Glazerman, Steve, Elias Walsh, and Jeffrey Terziev. “Refining Student Growth Measures in Maryland’s Educator Evaluation System.” Presented to the Maryland State Department of Education, Baltimore, October 25, 2018.

Seftor, Neil and Elias Walsh. “What Works Clearinghouse: Procedures and Standards Version 4.0.” Institute of Education Sciences Webinar, November 2017.

Walsh, Elias, Allison McKie, and Jonathan Jacobson. “What Works Clearinghouse Resources for Research on Teachers.” Presented at the Teacher Quality Programs Education Summit, Alexandria, VA, May 2017. Walsh, Elias and Jessie Mazeika. “Finding Evidence: New Resources for Education Researchers from the What Works Clearinghouse.” Institute of Education Sciences Webinar, March 2017.

Elias Walsh, Philip Gleason, and Eric Isenberg. “Are Value-added Estimates Unbiased? An Assessment Using Multiple Districts.” Presented at the American Education Finance Association Annual Meeting, Washington, DC, March 2017.

Tate, Christopher, Melanie Taylor, Elias Walsh, Marshal Conley, Phil Hardin, Caryn Ward, Sally Kingston, Ritu Khanna, Kathleen Ryan Jackson, Tricia Lopez, and David Castro. “Using Evidence as a Local Educational Agency to Strengthen Education Investments and Achieve Student Outcomes.” Department of Education, Office of State Support, in the Office of Elementary and Secondary Education Webinar, December 2016.

Ongart, Danielle, Kathy Ryder, Elias Walsh, Marshal Conley, Justyn Poulos, Kathleen Ryan Jackson, and Sally Kingston. “Using Evidence as a State Educational Agency to Strengthen Education Investments and Achieve Student Outcomes.” Department of Education, Office of State Support, in the Office of Elementary and Secondary Education Webinar, November 2016.

Gentile, Claudia, Hanley Chiang, and Elias Walsh. “An Exploration of Instructional Practices that Foster Language Development and Comprehension: Evidence from Prekindergarten through Grade 3 in Title I Schools.” Presented to the IES Technical Work Group, August 25, 2016.

Walsh, Elias. “The Impact of Replacing Principals on Student Achievement in DC Public Schools.” Presented at the Association for Public Policy Analysis and Management Research Conference, Miami, November 2015.

Walsh, Elias, Albert Y. Liu, and Dallas Dotter. “Research and Recommendations for the Oklahoma Value-Added Models.” Presented to the Oklahoma Teacher and Leader Effectiveness Commission, Oklahoma City, June 18, 2015.

Isenberg, Eric, Jeffrey Max, Philip Gleason, Elias Walsh, Jonah Deutsch, and Michael Hansen. “Study of the Distribution of Effective Teaching: Results for Final Report.” Presented to the IES Technical Work Group, Washington, DC, May 20, 2015.

Walsh, Elias, and Eric Isenberg. “How Does Value Added Compare to Student Growth Percentiles?” Presented at the National Council on Measurement in Education, Chicago, April 2015.

Isenberg, Eric, Elias Walsh, Philip Gleason, and Jeffrey Max. “Decisions that Matter in Value-Added Models.” Presented to the IES Technical Work Group, Washington, DC, November 3, 2014.

Walsh, Elias. “Decisions for the 2013-2014 Oklahoma Value-Added Model.” Presented to the Oklahoma Teacher and Leader Effectiveness Commission, Oklahoma City, January 21, 2014.

Walsh, Elias. "Combining Value Added with Other Components." Presented to the Oklahoma Teacher and Leader Effectiveness Commission, Oklahoma City, December 17, 2013.

Walsh, Elias, Jenyfer Glisson, and Kerri White. "Decisions for the Oklahoma Value-Added Model and Educator Evaluation System." Presented to the Oklahoma Value Added Technical Advisory Board, Oklahoma City, December 4, 2013.

Walsh, Elias, Albert Y. Liu, and Dallas Dotter. "Decisions for the Oklahoma Value-Added Model." Presented to the Oklahoma Teacher and Leader Effectiveness Commission, Oklahoma City, November 19, 2013.

Walsh, Elias. "Retention of and Access to Effective Teachers in DC Public Schools." Presented at the Association for Public Policy Analysis and Management Research Conference, Washington, DC, November 2013.

Isenberg, Eric, and Elias Walsh. "Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models." Presented at Using Student Test Scores to Measure Teacher Performance: The State of the Art in Research and Practice, East Lansing, MI, October 2013.

Isenberg, Eric, Bing-ru Teh, and Elias Walsh. "Elementary School Data Issues: Implications for Research Using Value-Added Models." Presented at Using Student Test Scores to Measure Teacher Performance: The State of the Art in Research and Practice, East Lansing, MI, October 2013.

Walsh, Elias, and Eric Isenberg. "How Does a Value-Added Model Compare to the Colorado Growth Model?" Presented at Using Student Test Scores to Measure Teacher Performance: The State of the Art in Research and Practice, East Lansing, MI, October 2013.

Protik, Ali, Elias Walsh, Alexandra Resch, Eric Isenberg, and Emma Kopa. "Does Tracking of Students Bias Value-Added Estimates for Teachers?" Presented at the American Education Finance Association Annual Meeting, New Orleans, March 2013.

Teh, Bing-ru, Alexandra Resch, Elias Walsh, Eric Isenberg, and Heinrich Hock. "Is the Stability of Value Added Underestimated?" Presented at the American Education Finance Association Annual Meeting, New Orleans, March 2013.

Herrmann, Mariesa, Elias Walsh, Eric Isenberg, and Alexandra Resch. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." Presented at the American Education Finance Association Annual Meeting, New Orleans, March 2013.

Walsh, Elias, Alexandra Resch, and Eric Isenberg. "Research on Multiple Years of Pre-Tests, Classroom Characteristics, Grade Repeaters, and Floor Effects." Presented to the OSSE/DCPS Technical Advisory Board, Washington, DC, January 23, 2013.

Walsh, Elias. "The Value of Time in (and out of) School." Presented at the Association for Education Finance and Policy Annual Conference, Boston, March 2012.

Isenberg, Eric, Alexandra Resch, and Elias Walsh. "Student-Level Output and Potential Changes to the DC Value-Added Model." Presented to DCPS Technical Advisory Board, Washington, DC, January 31, 2012.

Walsh, Elias. "Cognitive Ability, Labor Force Participation, and Earnings." Presented at the Midwest Economics Association Annual Meeting, Evanston, IL, March 2010.

Walsh, Elias. "Does School Matter?" Presented at the Midwest Economics Association Annual Meeting, Cleveland, March 2009.

Walsh, Elias, and Justin McCrary. "Learning in School: New Evidence from Survey and Administrative Data." Presented at the University of California at Berkeley Labor Seminar, Berkeley, CA, 2009.

Walsh, Elias. "Lies, Damn Lies, and Pre-Election Polls." Presented at the Midwest Economics Association Annual Meeting, Chicago, March 2008.

Referee

2017	<i>American Educational Research Journal</i>
2017	<i>Educational Finance and Policy</i>
2017	<i>Journal of Research on Educational Effectiveness</i>
2012-2018	<i>Economics of Education Review</i>
2015-2016	<i>Journal of Educational and Behavioral Statistics</i>
2015	<i>Statistics and Public Policy</i>
2013-2017	<i>Educational Researcher</i>

Awards and Honors

2011	Integrated Public Use Microdata Series Graduate Student Research Award for “The Role of Wage Persistence in the Evolution of the College-High School Wage Gap,” University of Michigan
2011	Rackham One-Term Dissertation Fellowship, University of Michigan
2010	Rackham Debt Management Award, Rackham Graduate School, University of Michigan
2009, 2010	Gerald R. Ford School of Public Policy Research Fellowship, University of Michigan
2008-2010	Rackham Travel Grant, Rackham Graduate School, University of Michigan
2006	Summer Research Fellowship, Department of Economics, University of Michigan
2005, 2006	Fellowship, Department of Economics, University of Michigan
2003	Fellowship, Gerald R. Ford School of Public Policy, University of Michigan

Dallas Dotter

Researcher

Proposed role: Lead research projects

- ◆ Conducted multiple studies on education in DC, coordinating with My School DC, Office of the Deputy Mayor for Education, and Office of the State Superintendent of Education
- ◆ Expertise in obtaining and analyzing student-level data from education agencies in DC
- ◆ Worked with multiple state and local education agencies to develop and use measures of teacher and school effectiveness and conduct rigorous research projects

Experience

Mathematica

Project Director and Co-Principal Investigator, Evaluation of Education Governance Reforms in Washington, DC (2018-). Serve as Director and Co-Principal Investigator for a quasi-experimental study building evidence on the impacts of the Washington, DC, school reforms that began with major governance changes in 2007, and more recently include the build-out of a comprehensive unified application and enrollment system in 2014. The design uses a cohort growth approach, estimating the impacts of these policies on National Assessment of Educational Progress (NAEP) performance growth between grades 4 and 8 for cohorts of DC students, relative to cohorts in a comparison group of cities over the same time period.

Principal Investigator, K-3 Student Learning Measure Research for the State of Maryland (2018-). Develop and assess the properties of a school-level measure of student growth for the early elementary grades in Maryland schools. Deliver recommendations on decision points associated with modeling student growth using the statewide Kindergarten Readiness Assessment and grade 3 standardized math and reading assessments. Produce and deliver school- and district-level growth estimates for all Maryland public schools. Report to the state of Maryland on the implications of assessment changes in later years for estimating student growth in early elementary grades

Project Director, School Enrollment Demand Simulator (2017-). Develop and validate a predictive model of school enrollment demand using rank-ordered common school lottery applications for Washington, DC, public and public charter schools. Translate this model to an interactive data dashboard for stakeholders to simulate enrollment demand for schools in response to hypothetical policy changes, such as school relocations, capacity expansions, or new programmatic offerings. This study builds upon previous work using application data to estimate choosers' preferences for school attributes and is funded by a grant from the Walton Family Foundation.

Researcher, Market Signals: Deep Dive Analysis of Parental School Choice in Washington, DC (2014-2016). Analyzed rank-ordered school preferences submitted by DC families as part of the unified district and charter school lottery process called My School DC. The study used econometric analysis to estimate choosers' preferences for different school and neighborhood attributes and commuting distance. The resulting parameters were then used to simulate outcomes under different school assignment and choice policies. This project was funded with a grant from the Walton Family Foundation.

Education

2013 Ph.D., Economics, University of California, San Diego

2007 B.S., Economics, magna cum laude, University of North Texas

Positions

2013- Mathematica

2009-2013 Research Associate, San Diego Education Research Alliance

2008-2012 University of California
2012 Instructor

2008-2012 Teaching Assistant

2009-2011 Research Assistant

Researcher, Evaluation of My School DC Common School Lottery in Its First Year (2014-2015). Led research analyzing the algorithmic process and application outcomes for the common lottery in Washington, DC including both public charter and DCPS schools. Study included all applications in the first year of the common lottery, including any offers made to applicants, offer acceptances, and subsequent enrollments. Findings informed My School DC on the extent to which the lottery process generated results as designed and generated recommendations for future years. The study was sponsored by the Office of the Deputy Mayor for Education.

Researcher, Impact of 2007 School Reforms on District of Columbia Public Schools (DCPS) (2013-2014). Described the retention of effective teachers, the distribution of teacher effectiveness across schools, and the experience and tenure of principals following the passage of the DC Public Education Reform Amendment Act. Examined trends in the effectiveness of DCPS teachers over time. Responded to the DC auditor's request for this analysis in partnership with participating organizations in the DC Education Consortium on Research and Evaluation, including the American Institutes for Research, Policy Studies Associates, and the RAND Corporation.

Researcher, Impact of Replacing Principals on Student Achievement in District of Columbia Public Schools (2013-2014). Investigated the impact of new principals in DCPS since 2007 on student achievement. Used a difference-in-differences design to compare the achievement trends of students in DCPS before and after DCPS replaced a principal and compared this change to the change in the achievement of students in comparison schools with the same principal.

Researcher, Design and Feasibility of an Impact Study of Magnet Schools (2017-). Research design and feasibility assessment for analysis of the impacts of magnet schools that were part of the federal Magnet School Assistance Program grantees from fiscal years 2016 and 2017. Analyze complex lotteried admission procedures and outcomes for grantee schools to determine feasible experimental research designs using randomized assignments of students. Design analysis techniques and, if the option is exercised, conduct evaluation of the causal impacts of magnet schools on student outcomes.

San Diego Education Research Alliance; University of California, San Diego

As **Research Associate (2009-2013)**, conducted analyses for the U.S. Department of Education, National Assessment of Career and Technical Education, on the relationships between participation in career and technical education in San Diego and postsecondary enrollment, persistence and attainments. Performed analyses on independent and team research projects as part of a collaboration between the University of California, San Diego Department of Economics and the San Diego Unified School District, including linking postsecondary records and intelligence testing scores of students to administrative data.

Papers and Publications

Walsh, Elias, and Dallas Dotter. "The Impact of Replacing Principals on Student Achievement in DC Public Schools." *Education Finance and Policy*, *forthcoming* (posted online December 2018).

Walsh, Elias, Dallas Dotter, and Albert Y. Liu. "Can More Teachers Be Covered? The Accuracy, Credibility, and Precision of Value-Added Estimates with Proxy Pre-tests". *Mathematica Policy Research Working Paper No. 64*. Princeton, NJ: Mathematica Policy Research, August 2018.

Glazerman, Steven, and Dallas Dotter. "Market Signals: Evidence on the Determinants and Consequences of School Choice from a Citywide Lottery." *Educational Evaluation and Policy Analysis*, vol. 39, no. 4, 2017, pp. 593-619.

Liu, Albert Y., Elias Walsh, and Dallas Dotter. "Measuring Teacher and School Value Added in Oklahoma, Spring 2016." Issue brief submitted to the Oklahoma State Department of Education. Washington, DC: Mathematica Policy Research, May 2016.

Moore, Quinn, Judith Cannon, Dallas Dotter, Esa Eslami, John Hall, Joanne Lee, Alicia Leonard, Nora Paxton, Michael Ponza, Emily Weaver, Eric Zeidman, Mustafa Karakus, and Roline Milfort. "Program Error in the National School Lunch Program and School Breakfast Program: Findings from the Second Access, Participation, Eligibility and Certification Study (APEC II)." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support. Princeton, NJ: Mathematica Policy Research, May 2015.

Walsh, Elias, Albert Y. Liu, and Dallas Dotter. "Measuring Teacher and School Value Added in Oklahoma, 2013-2014 School Year." Final report submitted to the Oklahoma State Department of Education. Washington, DC: Mathematica Policy Research, February 2015.

Walsh, Elias, and Dallas Dotter. "Longitudinal Analysis of the Effectiveness of DCPS Teachers." Washington, DC: Mathematica Policy Research, July 2014.

Dotter, Dallas. "Essays on the Impacts of Education Policies." Doctoral dissertation. San Diego: University of California, San Diego, 2013.

Dotter, Dallas. "Breakfast at the Desk: The Impact of Universal Classroom Breakfast Programs on Academic Performance." Working paper. San Diego: University of California, San Diego, 2012.

Betts, Julian, Andrew Zau, John McAdams, and Dallas Dotter. "Career and Technical Education in San Diego: A Statistical Analysis of Course Availability, Student Course-Taking Patterns, and Relationships with High School and Postsecondary Outcomes." Washington, DC: U.S. Department of Education, National Assessment of Career and Technical Education, 2011.

Awards and Honors

2012-2013	Spencer Dissertation Fellow, National Academy of Education
2011-2012	Clive Granger Research Fellowship
2011-2012	Teaching Excellence Award, University of California, San Diego
2008-2009	Graduate Research Fellowship, University of California, San Diego
2007	Jack Johnson Scholarship
2007	George Benz Scholarship
2006	Arthur A. Smith Memorial Award

Information Technology

R, Stata, MATLAB, SAS

Emma Ernst

Senior Systems Analyst

Proposed role: Data management and security; contribute to research projects

- ◆ 10 years of experience developing data management systems used to analyze data from more than 75 school districts, and leading teams of programmers to prepare, secure, and analyze the data
- ◆ Led work to prepare and analyze administrative data as deputy project director for a project to provide technical assistance to DCPS and the Office of the State Superintendent of Education in DC on measuring teacher and school effectiveness
- ◆ Currently collecting and analyzing DCPS student demographic, attendance, and health data for a Regional Educational Laboratory study of student health disparities

Experience

Mathematica

Systems Lead, Deputy Project Director, Value Added for Schools and Teachers (2009-2016). Led a team of seven programmers to clean and identify abnormalities in administrative data from District of Columbia Public Schools (DCPS) and the Office of the State Superintendent of Education and produce value added results. Organized programming work and managed day-to-day tasks to meet tight deadlines within a tight budget. Met with clients to discuss data needs and developed data file layouts. Produced detailed specifications for cleaning data and creating analysis file and value-added models. Created and documented quality control procedures that reduce the risk of problems occurring. Implemented specifications in Stata for teacher and school value-added models. Worked with data to identify co-teaching teams from validated roster data, prepare student-teacher links, and produce school dosage using enrollment data. Developed methods for tracking data cleaning.

Systems Analyst, REL MA 6.2 DC Health Disparities Analysis (2018-). Work with programmers to clean and analyze student level demographics, attendance, GPA, suspensions, and health data from DCPS.

Systems Lead, Impact Evaluation of Departmentalized Instruction in Elementary Schools (2018-). Work with programmers to clean administrative data and produce value added scores from 8 school districts. Develop database to track teacher videos. Work with staff to administer surveys to principals and teachers

Systems Lead Inform Teacher Prep (2017-). Lead team of programmers to systematically clean and analyze student administrative data from 20 school districts--including test scores, demographics data and teacher rosters. Provided programming support to programmers to clean and analyze survey data, and video coaching data. Develop data management system with all data to be used for analysis. Produce Access database to track teacher videos and coaching sessions.

Education

2008 Master's Certificate in Project Management, George Washington University

2006 M.A., B.A., Mathematics, Boston University

Positions

2009- Mathematica

2015- Senior Systems Analyst

2011-2015 Systems Analyst

2009-2011 Senior Programmer Analyst

2006-2009 Statistician, U.S. Census Bureau

2005-2006 Analytic Research Intern, Massachusetts Department of Public Health

2004-2005 Actuarial Intern, The Social Company

Systems Lead, Investing in Innovation Validation (2017-2019). Worked with districts to collect data for 18 districts. Monitored and organized programmers to systematically clean and analyze student administrative data, including test scores, demographics, and teacher links. Created data management system and restricted use files to be used for analysis. Developed cleaning, diagnostics, and analysis specifications. Processed and clean teacher survey and observation data. Develop tools to monitor and track budget and costs.

Systems Lead, Teacher Quality Distribution and Measurement Study (2011-2017). Organized and monitored work of several programmers at Mathematica and a subcontractor to run multiple models and perform analysis on 29 districts. Created a data cleaning training manual for cleaning administrative data, developing quality control checks, and creating analysis files. Developed a system of programs for producing value-added models and multiple sensitivity analysis for all districts. Provided programming support for programmers cleaning administrative data and diagnosing issues when running models. Collaborated with programmers to produce analysis files with teacher personnel data. Cleaned student background, test score, teacher-student links, and enrollment data.

Senior Systems Analyst, Charleston County School District Educator Evaluation System (2016). Updated and created specifications for cleaning administrative data used to produce value added results. Worked with programmers to clean data and help identify key issues. Tracked task progress to help maintain the schedule and budget.

Systems Lead, Analytic Technical Assistance and Development (2016). Led a team of programmers and researchers to conduct impact analysis using data from previous evaluations and compared the results generated from the RCT-YES tool under a tight timeframe and budget. Reviewed output and code for quality assurance.

Senior Programmer, Analytic and Technical Support for Advancing Education Evaluations (2009-2011). Cleaned and reconciled state demographics and test score data for charter school analysis. Created regression model in SAS using robust standard errors, to predict reading and math test scores using test score data, time-invariant student covariates, and other covariates such as special education. Developed propensity score, fixed effect, and exact matching models in SAS using SAS Survey Procedures. Conducted program bootstrapping to determine the significance of the exact matching and propensity score models. Conducted sensitivity analysis for final report.

Senior Programmer, Evaluation of Moving High-Performing Teachers to Low-Performing Schools (2009-2011). Created a SAS program to monitor files on local area network. Used mobility files to create a student-level record file containing the dates students were in a school. Combined district test data, mobility data, and demographics data to create a student-teacher-level file for analysis for four districts. Developed Excel macro using Visual Basic that updates graphs and alternative text in Word.

Senior Programmer, Evaluation of the Impact of Teacher Induction Programs (2009). Produced SAS programs to clean district data and to create analysis files for three different districts. Identified teachers not in district data and verified teaching status using mobility survey data. Helped define teacher disposition codes. Developed a program in Stata to bring together mobility information on teachers from various sources.

U.S. Census Bureau; Washington, DC

As **External Data Request Team Leader (2008-2009)**, managed team member activities involving documentation, scheduling, tracking, production, review, and dissemination of data requests. Allocated resources to produce data requests from external clients. Collaborated with management to prepare production packages and monitor their upward flow. Maintained schedule for data delivery to customers.

As **Statistician (2006-2009)**, worked in a team environment to produce annual population estimates for the nation, states, and counties by age, sex, race, and Hispanic origin. Translated written specifications into SAS computer programs. Rewrote and documented programs in SQL and IML to improve transparency and organization. Performed SAS programming audits to check common errors in the log, confirm that input data are being used correctly, and verify version control. Tested, debugged, and refined SAS programs to produce

estimates. Incorporated Capability Maturity Model Integration guidelines and project management tools to ensure process improvement. Used Visual Basic and Excel/Script Editor to create graphical review tools. Reviewed and analyzed vital statistics data for consistency and reasonableness. Presented a seminar on population estimates and projections development at the Understanding Federal Statistics Conference (three times a year).

As **National, State, and County Characteristics Release Leader (2006-2009)**, coordinated development and management approval of release packages. Conducted radio interviews with National Public Radio and CBS News and answered media calls. Prepared highlights and tables for press releases. Worked with Internet staff to properly display tables and files; developed forms to track progress.

As **External Data Request Review Subteam Leader (2007-2008)**, organized review of requests from external customers. Evaluated reports from reviewers to guarantee accurate analysis.

Massachusetts Department of Public Health; Boston, MA

As **Analytic Research Intern (2005-2006)**, implemented data checks using SAS and Access to assist with the production of the Birth Defects Surveillance Report. Created an extensive database in Access using Visual Basic and SQL. Performed statistical analysis to compare the frequency of birth defects identified in a hospital-based surveillance program.

The Segal Company; Boston, MA

As **Actuarial Intern (2004-2005)**, reviewed actuarial computations and reconciled data for pension fund valuation reports.

Papers, Publications, and Presentations

Ben-Shalom, Yonatan, Grace Ferry, Emma Kopa, Ellen Singer, Nancy Clusen, and Eric Schone. "TRICARE Standard Survey of Providers: Combined 2008-2010 Results." Report submitted to TRICARE Management Activity. Washington, DC: Mathematica Policy Research, July 2012.

Fortson, Kenneth, Natalya Verbitsky-Savitz, Emma Kopa, and Philip Gleason. "Using an Experimental Evaluation of Charter Schools to Test Whether Nonexperimental Comparison Group Methods Can Replicate Experimental Impact Estimates." Report submitted to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Princeton, NJ: Mathematica Policy Research, April 2012.

Verbitsky-Savitz, Natalya, Kenneth Fortson, Philip Gleason, and Emma Ernst. "Do Comparison Group Methods Replicate Experimental Impact Estimates in an Education Setting? A Charter School Evaluation Example." Presented at the Joint Statistical Meetings, Vancouver, BC, Canada, August 2010.

Continuing Professional Development

2007 SAS Certified Base Programmer for SAS9

Awards

2006 Population Division Employee of the Month Peer Recognition Award, U.S. Census Bureau

Information Technology

SAS, SAS Macros, SAS Survey Procedures, SPSS, SQL, IML UNIX, Basic, Visual Basic, C++, Stata, Word, Excel, PowerPoint, Access, SharePoint, Script Editor, Project, PageMaker, Acrobat, Photoshop, SUDAAN

Mary A. Grider

Senior Systems Analyst and Director, Human Services Systems and Technology

Proposed role: Data management and security; contribute to research projects

- ◆ Led a team of programmers to prepare measures of teacher and school effectiveness for DCPS and the Office the State Superintendent
- ◆ 15 years of experience managing the collection and processing of student records from more than 50 school districts and states, including for studies of teacher training and access to teacher effectiveness
- ◆ Prepared public and restricted use files, and performed data masking to mitigate disclosure risk

Experience

Mathematica

Senior Systems Analyst, District of Columbia (DC) Value-Added Models (VAMs) (2009-2015). Led team of programmers cleaning student and teacher data from DC Public Schools and writing SAS, Stata, and VBA code to implement VAMs specified by researchers and produce formatted output in Excel. Developed specifications for combining source data files into files used for conducting value-added analysis. Proposed and documented business rules describing client decisions regarding teacher, school, and student eligibility; definitions of key variables used in the model; sources of data; and the construction of the analysis file. Developed quality control plan and monitored implementation. Conducted quality reviews of program code. Wrote Stata programs to run and compare different types of teacher and school VAMs and to create Excel files with model results, during the first year of the project.

Senior Systems Analyst, The National Science Foundation Research Experiences for Undergraduates Evaluation Framework and Tracking Pilot (2018-). Oversee development of dashboards and integration with data system.

Senior Systems Analyst, Evaluation of Employment Coaching for Temporary Assistance for Needy Families and Related Populations (2018-). Lead programming team preparing data for analysis. Develop and implement programming standards and quality assurance plan. Conduct code reviews. Lead collection of National Directory of New Hires (NDNH) data.

Senior Systems Analyst, Definitions and Policies Related to the Incidence of Child Abuse and Neglect and Related Risk Project (2017-). Oversee development of coding database and data dissemination website. Lead preparation of data for archiving and public release.

Education

- 1999** M.B.A., Yale School of Management
- 1991** B.S., Applied Mathematics, Yale University

Positions

- 2000- Mathematica**
- 2018-** Director, Human Services Systems and Technology
- 2009-** Senior Systems Analyst
- 2016-2018** Associate Director of Human Services Research Systems
- 2009-2016** Supervisor, Systems Analysts and Senior Programmers
- 2006-2009** Systems Analyst
- 2001-2006** Senior Programmer
- 2000** Research Assistant/Programmer
- 1991-1997** Houston Independent School District
- 1994-1997** Technology Coordinator, Charles H. Milby High School
- 1992-1997** Mathematics Teacher, Charles H. Milby High School
- 1991-1992** Mathematics Teacher, McReynolds Middle School
- 1991-1993** Teach For America Corps Member

Senior Systems Analyst, Workforce Investment Act (WIA) Experimental Evaluation (2015-2017). Led programming team preparing data, estimates, and tables for impact analysis. Designed analytic files and conducted code reviews. Developed Stata code to produce impact estimates. Led collection and preparation of data from NDNH. Funded by the U.S. Department of Labor (DOL), the WIA evaluation examines the effect of job training, occupational counseling, and other career services on participants' employment and earnings.

Senior Systems Analyst, Impact Evaluation of Support for Principals (2015-2017). Reviewed administrative data requests and programming specifications. This experimental study for the U.S. Department of Education (ED) will assess the impact and implementation of professional development for principals in approximately 10 districts and 100 schools.

Senior Systems Analyst, An Impact Evaluation of the Teacher Incentive Fund (TIF) (2010-2017). Provided technical assistance to TIF grantees on data system infrastructure to support the implementation of performance-based compensation systems. Developed data requests for collection of administrative data from school districts and grantees. Led collection of student and educator records from 16 school districts and grantees and oversaw team of systems analysts and programmers cleaning data and preparing for analysis.

Senior Systems Analyst, The MasterCard Foundation Scholars Program—Learning Partner (2015-2016). Led the production of descriptive statistics for brief. Trained programming staff and conducted code reviews. Designed analytic files. The MasterCard Foundation Scholars Program provides holistic support including scholarships, mentoring, transition support, and networking to academically promising but economically disadvantaged students in sub-Saharan Africa and other parts of the developing world.

Senior Systems Analyst, Evaluation Services for El Salvador Education and Training and Productive Development (2014). Designed system for conducting public random assignment using Excel VBA.

Senior Systems Analyst, Multi-Dimensional Educator Evaluation Framework and Educator Effectiveness Rating System (2013-2014). Developed specifications for data needed to produce value-added measures. Authored data management plan.

Senior Systems Analyst, Teacher Quality Distribution and Measurement Study (2010-2014). Developed specification and procedures for collecting and processing data from 30 school districts. Trained staff in collecting and preparing data and analysis files. Conducted quality reviews of program code used to clean data and prepare for analysis.

Senior Systems Analyst, Impact on Secondary Student Math Achievement of Highly Selective Routes to Alternative Certification (2010-2013). Led team of analysts and programmers obtaining and cleaning district records from 15 school districts for more than 7,000 student sample members. Developed initial data request and oversaw customization for individual districts. Monitored progress of team members contacting districts and requesting data. Conducted quality reviews of program code. Prepared student mobility data for analysis. Led preparation of restricted use data files, documentation, and disclosure analysis plan.

Senior Systems Analyst, Impact Evaluation of Race to the Top and School Improvement Grants (2011). Consulted on development of specifications and procedures for collecting and processing data from school districts and state education agencies.

Senior Systems Analyst, Analytic and Technical Support for Advancing Education Evaluations (2009-2011). Documented process of developing restricted use files, data documentation, and disclosure analysis plans for ED, Institute of Education Sciences (IES)-sponsored randomized controlled trials and presented to staff of Regional Education Laboratories (RELs). Reviewed draft data documentation and disclosure analysis plans produced by RELs.

Senior Systems Analyst, Evaluation of New Leaders for New Schools Effective Practice Incentive Community (2009-2011). Developed specifications for data diagnostics to use in screening student achievement and demographics data submissions received from more than 100 charter schools. Led team of programmers reviewing and cleaning data submissions.

Systems Analyst and Project Manager, Evaluation of the Impact of Teacher Induction Programs (2004-2010).

Collected student records data from school districts. Prepared analysis files and tables. Drafted Disclosure Analysis Plan and prepared restricted use data files and documentation. Prepared monthly expenditure analysis and progress reports, reviewed client and subcontractor invoices, monitored subcontractor expenditures, and prepared reimbursements to school districts. Constructed analysis files, tracking system data, and student records data. Developed protocols for screening student records data and oversaw work of three programmers to screen and clean data and construct analysis files. Extracted school district data from Common Core of Data (CCD) using SAS to identify school districts with potential for inclusion in the study. Met with staff in several school districts to provide information about the study and assess feasibility of participation, monitored and conducted assignments of program providers to school districts, and conducted random assignment of schools in subset of districts participating in study. Worked with districts to determine reimbursement amounts and payment schedules. Conducted classroom observations. This study for ED examines the effect of high-intensity teacher induction programs on teacher mobility and practices and on student achievement.

Systems Analyst, What Works Clearinghouse (WWC) (2007-2009). Developed tracking reports using SQL Server Reporting Services to monitor production of WWC products. Developed Help Desk procedures for tracking and responding to inquiries from the public. Oversaw Help Desk operations.

Systems Analyst, Evaluation of Moving High-Performing Teachers to Low-Performing Schools (2007-2009).

Collected student records data from school districts. Oversaw programmers preparing data for value-added analysis. This study funded by ED, IES tests the impacts of bonuses to high value added teachers willing to move to low-performing schools.

Systems Analyst and Project Manager, Impact Evaluation of Teacher Preparation Models (2003-2009).

Drafted Disclosure Analysis Plan and prepared restricted use data files and documentation. Prepared monthly expenditure analysis and progress reports. Reviewed client and subcontractor invoices. Monitored subcontractor expenditures. Conducted student testing, classroom observations, and context study interviews. Constructed analysis files from survey data, McGraw-Hill student test files, CCD, and tracking system records using SAS and Stata. This five-year study for ED examined the efficacy of different teacher preparation methods in contributing to the academic achievement of students.

Senior Programmer, National Evaluation of Upward Bound (2003-2006). Upgraded and maintained the Upward Bound tracking system. Designed and produced reports in Access using data from the tracking system. Constructed analysis file from tracking data, survey data, and Integrated Postsecondary Education Data System data. Analyzed data using SAS and Stata. This project for ED evaluated the Upward Bound program.

Senior Programmer and Project Manager, Evaluation of Individual Training Account (ITA) Demonstration (2000-2006).

Prepared monthly expenditure analysis and internal and external progress reports. Reviewed client and subcontractor invoices. Monitored expenditures for two subcontractors. Constructed the analysis file from tracking data. Oversaw research assistant/programmers constructing analysis files from survey and administrative records. Analyzed data using Stata and developed table automation process in SAS and VBA. Performed random assignment of subjects in remote sites. Trained site personnel in technical procedures and use of the study tracking system. Maintained tracking system and produced reports for project staff at Mathematica and remote sites. The ITA Demonstration, sponsored by DOL, examined different approaches to providing training vouchers through ITAs.

Senior Programmer and Project Manager, Teach For America (TFA) Evaluation (2001-2004).

Prepared monthly expenditure analysis and progress reports. Modified tracking system and created reports. Conducted random assignment of late entrants. Administered tests in schools. Developed training materials for test administrators. Assisted in development of teacher survey. Performed preliminary analysis of pilot test and survey data and analysis of survey data, using SAS. Funded by the Corporation for the Advancement of Policy Evaluation, this study evaluated the impact of TFA program on the performance of students.

Senior Programmer, Veteran Population Model (2000-2004). Developed Excel pivot tables for displaying reports produced by population projection model. Automated table creation in Excel using Visual Basic for Applications. Oversaw modification and production of reports by research assistants. This project designed and developed a new population projection model for the U.S. Department of Veterans Affairs that projects veteran caseloads for as long as 100 years in the future.

Senior Programmer and Project Manager, Feasibility Study of a Single Payer Health Plan Model (2002-2003). Programmed Excel-based microsimulation model to estimate cost and feasibility of a single payer health plan model for the state of Maine using Unibus Adapter in Excel. Prepared model documentation. Monitored the project budget and prepared monthly reports.

Senior Programmer, Microsimulation and Related Analyses for Estimating Costs and Participation in the Food Stamp Program (FSP) (2000-2003). Modified SAS programs and Excel spreadsheets to calculate participation rates for FSP from 1994 to 1999; also modified FSP models to simulate the effects of reforms. Mathematica provided the Food and Nutrition Service with the microsimulation, analytic, and programming support necessary to estimate the impact of proposed changes to the FSP and to programs that interact with the FSP, in this study for the U.S. Department of Agriculture.

Senior Programmer, Lessons from Medicare + Choice (M+C) Experience (2001-2002). Constructed data set for contract withdrawal analysis from multiple sources. Modeled withdrawals from M+C program, using SAS and Stata. Created summary tables.

Senior Programmer, Reestimating the Impacts of Worker Profiling and Reemployment Services (WPRS) Using Matched Comparison Groups (2000-2001). Wrote SAS programs to create matched comparison groups, estimate impacts, and estimate standard errors. Under contract to DOL, Employment and Training Administration (ETA), Mathematica used data from WPRS systems to test whether matching methods are better able to replicate the experimental impact estimates of the Job Search Assistance Demonstration than are conventional non-experimental methods.

Research Assistant/Programmer, Evaluation System for Medicare + Choice Initiatives (2000-2001). Gathered data on Medicare participation from the Centers for Medicare & Medicaid Services (CMS) website. Wrote SAS programs to analyze participation data on M+C programs. Sponsored by the U.S. Department of Health and Human Services, CMS, this project developed and implemented an evaluation system for the M+C program to provide information to CMS on how the program is evolving, how well it is achieving its goals, where problems are arising, and why they are arising.

Research Assistant/Programmer, Evaluation of Job Corps Program (2000). Wrote SAS programs to analyze data for cost-benefit analysis of Job Corps program. Funded by DOL, ETA, this project evaluated the economic impacts of Job Corps. The study estimated, overall and for key student subgroups, the net impact of Job Corps on participants' postprogram earnings, employment, and related outcomes.

Houston Independent School District; Houston, TX

As **Technology Coordinator (1994-1997)**, helped design and implemented system for tracking textbook distribution to students, which reduced textbook losses by \$22,000 (73 percent) over two years. Redesigned procedures for school opening days to maximize use of student database, minimize paperwork, and ensure that the physical count of 3,500 students matched the active students in the database. Performed daily maintenance on school databases and sent daily updates to district. Provided ongoing technical support for 100 computer users at the school. Served as liaison between school staff and outside personnel, including district-wide area network administrators, repair technicians, and data analysts.

As **Mathematics Teacher (1991-1997)**, competitively selected and placed through TFA, taught Algebra I, Pre-Algebra, Computer Math, and 7th-grade math. Taught remedial math to low-performing seniors during spring 1997; 85 percent passed the state assessment required for graduation.

Papers and Publications

Bleeker, M., S. Dolfen, A. Johnson, S. Glazerman, E. Isenberg, and M. Grider. "The State of Teacher Induction in Urban America." In *Organization and Effectiveness of Induction Programs for New Teachers*, edited by T.M. Smith, L.M. Desimone, and A. Porter. New York: Teachers College Record, 2012.

Glazerman, Steven, Eric Isenberg, Sarah Dolfen, Martha Bleeker, Amy Johnson, Mary Grider, and Matthew Jacobus. "Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study." NCEE 2010-4027. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, June 2010.

Isenberg, Eric, Steven Glazerman, Martha Bleeker, Amy Johnson, Julieta Lugo-Gil, Mary Grider, Sarah Dolfen, and Edward Britton. "Impacts of Comprehensive Teacher Induction on Student and Teacher Outcomes: Results from the Second Year of a Randomized Controlled Study." Washington, DC: Mathematica Policy Research, August 2009.

Constantine, Jill M., Daniel W. Player, Timothy W. Silva, Kristin Hallgren, Mary Grider, and John G. Deke. "An Evaluation of Teachers Trained Through Different Routes to Certification." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, February 2009.

Glazerman, Steven M., Sarah Dolfen, Martha M. Bleeker, Amy W. Johnson, Eric Isenberg, Julieta Lugo-Gil, Mary Grider, and Edward Britton. "Impacts of Comprehensive Teacher Induction on Student and Teacher Outcomes: Results from a Large-Scale Randomized Experiment." Washington, DC: Mathematica Policy Research, October 28, 2008.

Information Technology

SAS, VBA, Access, Stata, SQL, C, Pascal, LISP, HTML, Minitab, FoxPro, Fortran

Alyson Burnett

Researcher

Proposed role: Lead and contribute to research projects

- ◆ Ten years of experience conducting and disseminating relevant education research, including on topics in school and district reform, school choice and charter schools, teacher and leader training and quality, and college and career readiness
- ◆ Co-principal investigator on a Regional Educational Laboratory project to study advanced placement policies in DCPS
- ◆ Contributed to a qualitative study of leadership development practices within KIPP, including working with KIPP-DC
- ◆ Five years of experience examining the quality of research reports on projects such as the WWC

Experience

Mathematica

Co-Principal Investigator, Regional Educational Laboratory Mid-Atlantic (2018-). Design and conduct a descriptive study on Advanced Placement course policies in Washington, DC, Public Schools. Drafted the research proposal, data management plan, and data-sharing agreements. Conduct descriptive analyses and will write sections of the final report. Regional Educational Laboratories are funded by the U.S. Department of Education (ED), Institute of Education Sciences (IES).

Certified Reviewer, What Works Clearinghouse (2014-). Conduct systematic reviews on group design studies on topics including dropout prevention, early learning, adolescent literacy, and adult education. Served in a leadership role on the adult education team by reconciling and creating final versions of the reviews. Based on the results of the reviews, Mathematica produces intervention reports, quick reviews, and practice guides to summarize the effectiveness of educational interventions for education policymakers, practitioners, and researchers.

Researcher, Evaluation of Uncommon Schools (2019-). Conduct an impact evaluation of the effect of enrollment in Uncommon Schools on students' achievement using propensity score matching. Collect and analyze student-level administrative data from two school districts, including student-level demographics, school enrollment, and standardized achievement test scores. Will conduct diagnostics to assess the quality of administrative data, conduct propensity score matching, and use the matched data set to make impact estimates. Will coauthor the final evaluation report.

Researcher, Evaluation and Analysis of the Principal Supervisor Initiative (2018-2019). Conducted quantitative analyses for an evaluation of the Wallace Foundation's Principal Supervisor Initiative, which aims to improve the effectiveness of school principals and their supervisors in six urban school districts. Conducted correlational analyses on the relations between implementation policies and practices and the performance of school principals. Prepared briefings for the client and wrote sections of the final report.

Education

2019 Ph.D., Measurement Statistics and Evaluation, University of Maryland

2013 M.A., Measurement Statistics and Evaluation, University of Maryland

2008 B.A., Psychology, summa cum laude, Trinity University

Positions

2014- Mathematica

2019- Researcher

2014-2019 Research Analyst

2013-2014 Research Associate, University of Maryland University College

2009-2013 American Institutes for Research

2011-2013 Research Associate

2009-2011 Research Assistant

Lead Site Visitor and Research Analyst, Evaluation of the Knowledge Is Power Program (KIPP) Investing in Innovation (i3) Grant (2014-2015). Led and co-led site visits to three KIPP regions, including KIPP DC, to examine promising leadership development practices, as part of a larger evaluation of the KIPP Foundation's i3 grant from ED. Analyzed qualitative data from visits and wrote individual case studies for five KIPP regions. Site visits included interviews with regional and school leaders and observations of leadership coaching sessions and leadership team meetings.

Research Analyst, Parent Information and School Choice Evaluation (2015-2018). Worked with a small team to design and conduct a quick-turnaround experiment for IES that investigated the effect of different school presentation strategies on parents' school choice decisions. Drafted sections of the Office of Management and Budget package, conducted a literature review on presentation strategies and school choice, conducted factor analyses, constructed scales for measuring the outcomes, analyzed results, and presented at technical working group meetings. Coauthored the design report, the technical appendix, a working paper, and a user-friendly guide to districts and practitioners involved with school choice.

Implementation Analysis Task Leader, Atlanta Public Schools (APS) Turnaround Strategy Evaluation (2017). Wrote interview and focus group protocols, conducted trainings for site visitors, led site visits to APS central office and schools, developed analysis plans and processes for coding interview data, analyzed site visit data, and wrote memos to APS on the implementation of the Turnaround Strategy.

Impact Reviewer, Home Visiting Evidence of Effectiveness Review (2016-2017). Conducted systematic reviews on behalf of ACF to assess the evidence of effectiveness of home visiting models. Updated home visiting model reports based on the results of the evidence reviews.

Research Analyst, District-Charter Collaboration (2015-2016). Conducted survey and qualitative research for a study funded by the Bill & Melinda Gates Foundation on seven cities that received grants to implement activities that encourage collaboration across sectors. Contributed to the analysis plan, developed table shells, analyzed quantitative survey data, and coauthored the survey report memo. Conducted interviews and focus groups, coded and analyzed qualitative data using ATLAS.ti, and synthesized findings for the implementation study. Coauthored the study's final report and issue brief.

Deputy Task Leader for Administrative Data Collection, Impact Evaluation of Race to the Top and School Improvement Grants (2014-2015). Led the administrative data collection for 26 states and districts, kept in regular contact about upcoming data requests, and communicated concerns or questions about data received for a national impact study for IES. Analyzed trends of all incoming state-level data to identify issues and determine follow-up questions.

Research Analyst, Strategic Use of Data Project (2014-2015). Contributed to the initial design and planning, data collection, analysis, and reporting for a study funded by the Bill & Melinda Gates Foundation on states' teacher evaluation policies and processes for establishing teacher-student-data links. Researched teacher evaluation policies of each state, developed criteria for state selection, recommended a final list of states, drafted the interview protocol, and conducted interviews with leaders of teacher evaluation systems in four states. Analyzed data using a specific coding structure and coauthored the final report. Analyzed qualitative site visit data and wrote individual case studies for 12 entities utilizing Strategic Data Partner and Education Pioneer fellows, for a companion study.

University of Maryland University College (UMUC); Adelphi, MD

As **Research Associate (2013-2014)** for the Institutional Research department, provided higher education research and evaluation in distance learning formats, student learning, retention, course completion, and success. Conducted literature reviews, designed studies and developed instruments, collected and managed data, analyzed large data sets, and communicated research results orally and in writing. Participated in the following projects:

Research Associate, Class Size Study (2013-2014). Conducted two studies on the effects of class size on student and faculty outcomes. Collected and analyzed survey and administrative data, conducted quantitative

analyses using SAS and qualitative analyses using NVivo, and wrote two final reports and presented findings to enable administrators to make decisions on class sizes.

Research Associate, National Student Clearinghouse Studies (2013-2014). Designed and conducted three studies based on the National Student Clearinghouse data set to answer key questions about UMUC students. The first study analyzed the patterns of UMUC students' enrollments at other institutions after they leave UMUC; the second analyzed the graduation of former UMUC students at other institutions; and the third analyzed the enrollment and graduation trends from a cohort of students who started at UMUC in 2007. Analyses involved manipulating and analyzing a data set of more than 3 million entries using SAS.

American Institutes for Research; Washington, DC

As **Research Associate (2011-2013)** and **Research Assistant (2009-2011)**, participated in the following projects:

Deputy Director, Integration and Scale-Up Evaluation, the Bill & Melinda Gates Foundation (2012-2013). Planned data collection for a multi-state evaluation on the integration of teacher evaluation policies and the Common Core Standards. Developed research questions and plans and revised based on client feedback, conducted literature reviews, wrote interview questions, analyzed qualitative data (policy documents and interviews), led meetings, and made staffing decisions.

Site Visit and Survey Task Leader, AP Insight Evaluation, The College Board (2012-2013). Planned on-site data collection in two school districts. Conducted interviews with teachers, focus groups with students, and observations of classrooms. Analyzed data and presented findings to the College Board in a PowerPoint presentation and a written report. Developed a survey on teacher instructional practices.

Product Developer, National Center on Response to Intervention (NCRTI) (2011-2012). Created resources for a national center to provide guidance for states, districts, and schools implementing RTI. Created the training modules for Implementing Effective Literacy Practices for Instructing English Learners within the RTI Framework and Implementing Response to Intervention. Led a team in developing a series of self-paced training modules on the essential components of RTI.

Deputy Task Leader, Syracuse Say Yes to Education (2009-2012). Planned data collection in 32 schools; wrote analysis plans and protocols; trained staff; coordinated visits; supervised junior staff; and conducted interviews, focus groups, and observations. Wrote and reviewed individual school reports, analyzed qualitative and quantitative data, conducted literature reviews of school programs, and facilitated briefings with school leadership teams to discuss the implications for school improvement planning.

Research Associate, New York City Department of Education, School Audits (2011). Analyzed quantitative survey data and wrote reports for 15 schools on the supports provided to students with disabilities and English language learners and their teachers. Trained new project staff and consulted with database developers on questions and problems to ensure accuracy of survey data entry.

Papers and Publications

U.S. Department of Health and Human Services. "2012 and 2014 Regional Partnership Grants to Increase the Well-Being of and to Improve the Permanency Outcomes for Children Affected by Substance Abuse: 2018 Report to Congress." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, forthcoming (contributing author).

Goldring, Ellen B., Melissa A. Clark, Mollie Rubin, Laura K. Rogers, Jason A. Gissom, Brian Gill, Tim Kautz, Moira McCullough, Michael Neel, and Alyson Burnett. Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative. Report submitted to the Wallace Foundation. Vanderbilt Peabody College and Mathematica, October 2019.

Burnett, A. "The Performance of Balance Diagnostics for Propensity-Score Matched Samples in Multilevel Settings." Doctoral dissertation. College Park, MD: University of Maryland, 2019.

D'Angelo, Angela, Juliette Henke, Roseana Bess, Yange Xue, Sarah Avellar, Alyson Burnett, Cleo Jacobs Johnson, and Ayesha De Mond. "Regional Partnership Grants Cross-Site Design Report. Report submitted to U.S. Department of Health and Human Services, Administration for Children and Families, Administration for Children, Youth, and Families, Children's Bureau. Washington, DC: Mathematica Policy Research, May 2019.

U.S. Department of Health and Human Services. "2012 and 2014 Regional Partnership Grants to Increase the Well-Being of and to Improve the Permanency Outcomes for Children Affected by Substance Abuse: Fourth Report to Congress." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, February 2019 (contributing author).

Burnett, Alyson, Julieta Lugo-Gil, and Sarah Avellar. "National Cross-Site Evaluation and Evaluation-Related Technical Assistance: RPG4 First Annual Report." Draft report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Administration for Children, Youth, and Families, Children's Bureau. Washington, DC: Mathematica Policy Research, December 2018.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Nudging Parents to Choose Better Schools: The Importance of School Choice Architecture." Working Paper 64. Washington, DC: Mathematica Policy Research, November 2018.

Burnett, Alyson, Ira Nichols-Barrer, Steven Glazerman, and Jon Valant. "Presenting School Choice Information to Parents: Technical Appendix (NCEE 2019-4003)." Report submitted to the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Washington, DC: Mathematica Policy Research, October 2018.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, and Alyson Burnett. "Presenting School Choice Information to Parents: An Evidence-Based Guide (NCEE 2019-4003)." Report submitted to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Washington, DC: Mathematica Policy Research, October 2018.

D'Angelo, Angela, Juliette Henke, Roseana Bess, Yange Xue, Sarah Avellar, Alyson Burnett, Cleo Jacobs Johnson, and Ayesha De Mond. "Regional Partnership Grants Cross-Site Design Report." Draft report submitted to the U.S. Department of Health and Human Services, Administration for Children, Youth, and Families, Children's Bureau. Washington, DC: Mathematica Policy Research, September 2018.

U.S. Department of Health and Human Services. "2012 and 2014 Regional Partnership Grants to Increase the Well-Being of and to Improve the Permanency Outcomes for Children Affected by Substance Abuse: Third Report to Congress." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, December 2016 (contributing author).

Burnett, Alyson, Moira McCullough, and Christina Clark Tuttle. "Understanding District-Charter Collaboration." Issue brief submitted to the Bill & Melinda Gates Foundation. Washington, DC: Mathematica Policy Research, August 2016.

Tuttle, Christina, Moira McCullough, Scott Richman, Kevin Booker, Alyson Burnett, Betsey Keating, and Michael Cavanaugh. "Understanding District-Charter Collaboration Grants." Report submitted to the Bill & Melinda Gates Foundation. Washington, DC: Mathematica Policy Research, August 2016.

Nichols-Barrer, Ira, Alyson Burnett, Steven Glazerman, Jon Valant, and Jesse Chandler. "Parent Information and School Choice Evaluation: Design Report." Report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, May 2016.

Crowley, Jacqueline M., Alyson Burnett, Caroline Massad Francis, and Debra A. Strong. "RPG Cross-Site Evaluation and Technical Assistance: Third Annual Report." U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. Princeton, NJ: Mathematica Policy Research, March 2016.

Richman, Scott, Alyson Burnett, Erin Dillon, Lisbeth Goble, Moira McCullough, and Christina Clark Tuttle. "District-Charter Collaboration Grant Implementation: Findings from Teacher and Principal Surveys." Summary brief submitted to the Bill & Melinda Gates Foundation. Washington, DC: Mathematica Policy Research, January 2016.

Knechtel, Virginia, Mary Anne Anderson, Alyson Burnett, Thomas Coen, Margaret Sullivan, Christina Clark Tuttle, and Philip Gleason. "Understanding the Effect of KIPP as it Scales: Volume II, Leadership Practices at KIPP." Report submitted to the KIPP Foundation. Washington, DC: Mathematica Policy Research, September 2015.

Pickens Jewell, Cassandra, Kristin Hallgren, Alyson Burnett, and Sarah Wissel. "Exploring Systems, Structures, and Policies to Support Teacher-Student Data Links for High-Stakes Decision Making." Memo submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, September 2015.

Sullivan, Margaret, Brittany English, Alyson Burnett, and Jillian Berk. "Implementing the Virginia RETHINKS Health Sciences Education TAACCCT Grant." Prepared for Tidewater Community College. Washington, DC: Mathematica Policy Research, May 2015.

Bagby, Emilie, Alyson Burnett, Anca Dumitrescu, Kristine Johnson, Cara Orfield, and Matt Sloan. "Niger NECS Impact Evaluation Baseline Report." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, April 2015.

Hallgren, Kristen, and Alyson Burnett. "Companion Document for the Strategic Data Project and Education Pioneers Year 2 Report: Changing Education Agencies from the Inside Out." Report submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, 2014.

Herman, Rebecca, Alyson Burnett, Mariesa Cash, and Vanessa Coleman. "Community Collaboration on Education Reform: Say Yes Syracuse." Washington, DC: American Institutes for Research, 2014.

Center on Response to Intervention. "Implementing Effective Literacy Practices for Instructing English Language Learners Within the Response to Intervention (RTI) Framework." Washington, DC: American Institutes for Research, 2013 (lead author).

Center on Response to Intervention. "Implementing Response to Intervention." Washington, DC: American Institutes for Research, 2013 (lead author).

Burnett, Alyson, Ellen Cushing, and Lauren Bivona. "Uses of Multiple Measures for Performance-Based Compensation." Washington, DC: Center for Educator Compensation Reform, American Institutes for Research, 2012.

Giffin, Jessica, and Alyson Burnett. "Center for Educator Compensation Reform Glossary of Performance-Based Compensation Terms." Washington, DC: American Institutes for Research, Center for Educator Compensation Reform, 2012.

Presentations

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Nudging Parents to Choose Better Schools: How the Design of a School Shopping Site Can Influence School Choices." Presented at the School District of Philadelphia's Research, Policy, and Practice Conference, Philadelphia, PA, May 2019.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Tradeoffs for Policymakers and Parents: How the Design of a School Shopping Website Can Affect School Choices." Presented at the Society for Research on Educational Effectiveness, Washington, DC, March 2019.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Nudging Parents to Choose Better Schools: The Importance of School Choice Architecture." Presented at the Association of Public Policy Analysis and Management Conference, Washington, DC, November 2018.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Helping Low-Income Parents Choose Schools: A Randomized Experiment." Presented at the MIT School Access and Quality Summit 2018, Cambridge, MA, November 2018.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Alyson Burnett, and Jesse Chandler. "Parental School Choice as a 'Choice Architecture' Problem." Presented at the Association of Education Finance and Policy Conference, Washington, DC, March 2017.

Cole, Russell, Juliette Henke, and Alyson Burnett. "RPG II Participants: Enrollment and Baseline Risk Profiles." Presented at the Children's Bureau Discretionary Grantee Meeting, Washington, DC, July 2015.

Certifications

2014	What Works Clearinghouse Group Design Standards
2012	CLASS Pre-K and K-3
2012	Youth and School-Age Program Quality Assessment

Honors and Awards

Phi Beta Kappa

Information Technology

Word, Excel, PowerPoint, Access, MPlus, NVIVO, ATLAS.ti, SAS, SPSS, Stata, R, HLM, Lisrel, Winsteps, Parscale, FlexMIRT, Tableau, Vovici

Duncan D. Chaplin

Senior Researcher

Proposed role: Conduct peer review

- ◆ More than 10 years of experience as a peer reviewer on hundreds of products for Regional Educational Laboratories
- ◆ Worked with multiple state and local education agencies to produce and use research evidence, including six research projects in DC
- ◆ Currently evaluating education reforms in DC

Experience

Most Relevant Experience

Senior Advisor, Evaluation of Education Reforms in DC (2018-). Provide advice on an evaluation of education reforms in DC using a quarter-century of data from the National Assessment of Educational Progress. Work supported by the Laura and John Arnold Foundation.

Senior Adviser, Value-Added Models for Schools and Teachers in District of Columbia (DC) Public Schools (2009-2015). Served as senior adviser on a project involving development and implementation of VAMs for schools and teachers in the Washington, DC Public School system for use with high-stakes teacher assessment system.

Senior Reviewer for Regional Educational Laboratories (RELs) (2012-). Review study designs and research reports completed by RELs on a wide range of educational policy issues.

Senior Adviser, Assistance for Empowering Effective Teachers in Pittsburgh (2009-2015). Served as task leader and senior adviser on a project with the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers that involves development of better measures of teacher performance.

Senior Adviser, Value-Added Analysis Services for the State of Oklahoma (2013-2017). Advised the team that is supporting the Oklahoma State Department of Education on developing value-added measures of educator effectiveness for their educator evaluation system.

Senior Adviser, Pennsylvania Teacher and Principal Evaluation Technical Assistance (2012-2013). Served as senior adviser on a project with the Pennsylvania Department of Education (PDE) that involved estimating VAMs, comparing the results to classroom observation-based measures of teacher effectiveness, and providing advice to PDE on how best to combine these two types of measures.

Senior Reviewer for Analytic and Technical Support for Advancing Education Evaluations (2006-2011). Conducted reviews of research design and final reports produced by RELs funded by ED, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

Principal Investigator, Evaluation of the 2004 Summer Program (2004-2005). Managed work of Urban Institute staff and led the design for an evaluation of the DC 2004 summer school program for the DC Public Schools. This project was one of a series focused on out-of-school-time activities for DC youth.

Education

1993 Ph.D., Economics, University of Wisconsin-Madison

1982 B.A., Economics, University of Michigan

Positions

2005- Mathematica

1999-2005 Adjunct Professor, Georgetown University Public Policy Program

1992-2005 The Urban Institute

1999-2005 Senior Research Methodologist

1992-1999 Research Associate

1987-1991 University of Wisconsin-Madison

1988-1991 Research Assistant

1987-1988 Teaching Assistant

Principal Investigator, Reports of the Evaluation of the DC 21st Century Community Learning Centers (CCLC) (2000-2003). Managed Urban Institute staff and took the lead on analysis, design issues, and report writing for a series of reports describing implementation and impacts of the DC 21st CCLC Program. This work was done for the DC Public Schools.

Principal Investigator, Report on the DC Children and Youth Investment Partnership (2000-2001). Managed Urban Institute staff and took the lead on this report that describes the history and development of the DC Children and Youth Investment Partnership. This work was done for DC Agenda.

Principal Investigator, Capacity and Needs Assessments for Activities of DC Youth (1999). Managed Urban Institute staff and subcontractors and took the lead on this analysis of the needs for youth activities in DC. This work was done for the Office of the Mayor of DC.

Coprincipal Investigator, A Day in the Life of DC Kids (1999-2000). Conducted a survey of all DC 6th graders (public, private, and charter schools) regarding their activities on the previous day and wrote two reports describing the results. This work was done for the Cafritz Foundation.

Additional Mathematica Experience

Principal Investigator, Ghana II Power Compact Evaluation (2017-). Lead design work for evaluations of the \$498 million investments in Ghana by the Millennium Challenge Corporation to improve the quality and reliability of their electric power distribution systems. Under the 10-year evaluation, the Mathematica team is using qualitative and quantitative data to assess the outcomes and effectiveness of the compact projects. Mathematica is exploring a variety of methods including the use of randomized control trials, satellite data, and Google Streetview data.

Senior Researcher, Design Replication Working Group (2014-). Contribute to various meta-analyses of within-study comparisons that compare estimated impacts obtained using quasi-experimental methods with benchmark estimates that are typically based on random assignment. These meta-analyses are designed to determine which types of quasi-experimental designs work best at reducing bias. Reports will focus on regression discontinuity, interrupted time series, and other non-equivalent comparison group designs. Results are being presented at conferences and submitted for publication at peer-reviewed journals. The project is funded by the National Science Foundation. **Co-Project Director (2014-2017), Senior Adviser (2008-2014), Evaluation of the Millennium Challenge Account-Tanzania (2008-2017).** Advised on design of impact evaluations for the Millennium Challenge Account-Tanzania energy interventions using a mix of experimental and quasi-experimental approaches. Current plans include using random assignment to estimate impacts of a pilot program offering electricity connection cost subsidies to households, using regression discontinuity to estimate impacts of extensions of electricity lines into new areas, and using instrumental variables to estimate impacts of electricity use.

Senior Advisor, Global Climate Change Monitoring and Evaluation Project (2013-2015). Provided guidance and technical assistance to the United States Agency for International Development (USAID) in their efforts to evaluate various programs designed to mitigate climate change in several countries around the globe. These programs were funded by the Private Financing Advisory Network, a public-private partnership that includes USAID. Mathematica worked as a subcontractor to Development and Training Services, Incorporated, on this project.

Project Director, Analytic Research Management Support for Advancing Education Research (2012-2015). Directed project overseeing production of research papers and briefs for ED. These products were designed to help applied researchers in the field of education and cover a range of methodological questions commonly faced in this area.

Task Co-Leader, Evaluation of the Teacher Incentive Fund (TIF) (2009-2015). Co-led task to provide technical assistance to districts, states, and education organizations that received TIF grants from ED on the design and implementation of performance-based compensation systems. Technical assistance activities included conducting a needs assessment, addressing specific implementation challenges, supporting the development of performance measures, providing advice on value-added methods, polishing communication

tools, promoting stakeholder engagement, and developing documents that provided guidance on specific components of a compensation system. This random assignment study for ED will estimate the impact of performance-based compensation systems on student achievement, teacher quality, and teacher mobility.

Senior Adviser, Financial Inclusion Insights Data Analysis and Report (2014). Worked with a small team of researchers and analysts to generate a deeper understanding of how digital financial services can meet their potential for helping lift more people out of poverty. The team used the Financial Inclusion Insights data set to develop new insights about why and how some people are already benefiting from this transformative mechanism and why others have not yet taken advantage of these opportunities. The project was funded by the Bill & Melinda Gates Foundation.

Senior Adviser, Achievement First (2009-2010). Advised the Achievement First group of charter schools on selecting student assessments to be used to evaluate teachers, developing value-added performance measures, and providing SAS computer programs and documentation to implement the recommended measures.

Project Director, Evaluation of Roads to Success (RTS) (2007-2010). Directed evaluation of an initiative started in 2005 by RTS to help forge connections between students' school experiences and their aspirations for adulthood using weekly meetings throughout middle and high school. RTS partnered with Mathematica to conduct an eight-year evaluation of their intervention. This evaluation is designed to rigorously estimate impacts of their intervention using random assignment. It includes collection of baseline and follow-up data using both surveys and administrative information on more than 7,000 students in 25 schools.

Project Director, Evaluation of New Leaders for New Schools (NLNS) Effective Practices Initiative (2006-2010). Directed the evaluation of a new initiative by NLNS to use teacher incentives to help identify promising educational practices. The evaluation involves quasi-experimental impact analyses, case studies, and a substantial value-added component to help identify promising teacher practices.

Senior Adviser, Evaluation of the American Board for Certification of Teacher Excellence (ABCTE) (2006-2008). Helped project director oversee development of study of two ABCTE initiatives—the Master Teacher and Passport certifications—using experimental and quasi-experimental research designs. Provided advice on data collection, impact estimation, and other technical issues. Helped develop survey instruments.

Senior Researcher, Monographs on Programs Serving Out-of-School Youth (2006-2007). Led the development and writing on a literature review for this study, which was focused on programs that encourage disconnected youth to obtain their high school or general educational development (GED) diploma and move on to postsecondary education or training. Involved in designing other aspects of this study, which includes case studies. This study was sponsored by ED, Office of Vocational and Adult Education.

Georgetown University; Washington, DC

As **Adjunct Professor (1999-2005)**, taught educational accountability and reform course. Served as the practicum (master's thesis) adviser and oversaw original quantitative analyses of pertinent policy issues for 15 Georgetown students. Was lead methodologist on American University committee for a Ph.D. candidate in education policy.

The Urban Institute; Washington, DC

As **Senior Research Methodologist (1999-2005)**, participated in the following projects:

Principal Investigator, Reversing the Summer Slide: Experimental Evidence (2003-2005). Managed process and impact evaluation work for an evaluation of a summer learning program focused on at-risk primary school students. The study involved random assignment of more than 2,000 students to treatment and control groups, testing of these students and surveys of the students and their parents, and a qualitative component designed to aid understanding of the program being implemented. This work was funded by the Smith Richardson and Grant Foundations.

Principal Investigator, The Gender Gap in Higher Education (2003-2005). Managed Urban Institute staff and consultants and led the analysis, design, and report writing on this study of the gender gap in higher

education, relying largely on data from the National Educational Longitudinal Study. This work was funded by the Kellogg Foundation.

Principal Investigator, Estimating Relationships in the National Assessment of Educational Progress (NAEP) (2003-2005). Managed Urban Institute staff and took the lead in this study of how NAEP data might be used to obtain rigorous impact estimates. This work was done as part of a field-initiated study for ED.

Project Director, National Education Technology Trends Study (2001-2005). Managed work of Urban Institute staff, subcontractors, and consultant, and led design and methodology work and report writing for an evaluation of the Enhancing Education Through Technology program. The study involved national surveys of school districts, schools, and teachers, and case studies. The Urban Institute collaborated with SRI International and the American Institutes for Research (AIR) in this ED-funded study, which included an impact analysis using a regression discontinuity design.

Design Adviser, Evaluation of the Community Revitalization through Democratic Action (CRDA) Project of U.S. Agency for International Development in Serbia (2002). Assisted with design and implementation of an evaluation of the CRDA project in Serbia. Conducted site visit to Serbia to oversee implementation of baseline survey. Evaluation design included a pre-post analysis of perceptions of local projects identified by pictures of the physical locations affected by those projects.

Principal Investigator, The Evaluation of the Kids House Program (2001-2002). Conducted an evaluation of the Kids House child care program in DC. This project included an impact analysis based on survey data with a comparison group drawn from the National Survey of American Families. This work was done for the Kids House program.

Senior Researcher, The Integrated Studies of Education Technology (1999-2002). Helped with design issues, analyses, and report writing, including a major report on the E-Rate program that provides more than \$2 billion dollars per year to support education technology nationwide. The Urban Institute collaborated with SRI International and AIR in this ED-funded study.

Principal Investigator, E-Rate and Schools Serving American Indians and Empowerment Zones (2000-2001). Wrote one report on the relationship between the E-Rate program and schools serving American Indians and a second report on the relationship between the E-Rate program and empowerment zones, both relying heavily on administrative data covering all recipients of E-Rate funding. This work was done for ED.

As **Research Associate (1992-1999)**, participated in the following projects:

Principal Investigator, General Educational Diplomas and Earnings: What Are the Costs and Benefits? (1997-1999). Analyzed the GED program and policies and their relationships with high school graduation rates. This study resulted in numerous publications and was a precursor to the highly influential work of the Urban Institute on graduation rates in the United States. This work was done as a field-initiated studies grant for ED.

Coprincipal Investigator, The African American High Scorers Project (1997-1999). Analyzed data on the SAT scores of all African Americans and a random subset of non-African Americans and produced a series of four reports describing the relationships between these scores and the students' personal characteristics, their high schools, their neighborhoods, and the colleges where they applied. This work was done for the Mellon Foundation.

Principal Investigator, Affirmative Action and High School Course Taking (1997-1999). Analyzed the importance of affirmative action in college admissions, relying largely on longitudinal data from ED covering three cohorts of students who graduated from high school in 1972, 1982, and 1992. This work was done as part of a field-initiated studies program of ED.

Principal Investigator, The Effects of Math and Science Education for Non-Collegebound Youth (1995-1997). Analyzed the importance of high school course-taking in math and science on later earnings,

especially for non-collegebound youth, relying again on longitudinal data from ED. This work was funded by the National Science Foundation.

University of Wisconsin-Madison; Madison, WI

As **Research Assistant (1988-1991)**, performed data analysis and literature review work on child care. As **Teaching Assistant (1987-1988)**, taught econometrics.

Papers, Publications, and Presentations

EDUCATION

Lipscomb, Stephen, Jeffrey Terziev, and Duncan Chaplin. "Measuring Teachers' Effectiveness: A Report from Phase 3 of Pennsylvania's Pilot of the Framework for Teaching." Report submitted to the Team PA Foundation and the Pennsylvania Department of Education. Cambridge, MA: Mathematica Policy Research, April 2015.

Goldhaber, Dan, and Duncan Chaplin. "Assessing the 'Rothstein Falsification Test.' Does It Really Show Teacher Value-Added Models Are Biased?" *Journal of Research on Educational Effectiveness*, vol. 8, no. 1, 2015, pp. 8-34.

Chaplin, Duncan, and Allison McKie. "Dropout Rates." In *Encyclopedia of Education Economics & Finance*, edited by Dominic J. Brewer, and Lawrence O. Picus. Thousand Oaks, CA: SAGE Publications, Inc., 2014.

Ross, Chris and Duncan Chaplin. "Teacher Evaluation." In *Encyclopedia of Education Economics & Finance*, edited by Dominic J. Brewer, and Lawrence O. Picus. Thousand Oaks, CA: SAGE Publications, Inc., 2014.

Chaplin, Duncan, and Michael Puma. "Digital Divide." In *Encyclopedia of Education Economics & Finance*, edited by Dominic J. Brewer, and Lawrence O. Picus. Thousand Oaks, CA: SAGE Publications, Inc., 2014.

Chaplin, Duncan, Brian Gill, Allison Thompkins, and Hannah Miller. "Professional Practice, Student Surveys, and Value-Added: Multiple Measures of Teacher Effectiveness in the Pittsburgh Public Schools." Washington, DC: U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Mid-Atlantic, July 2014.

Gill, Brian, Duncan Chaplin, Allison Thompkins, and Hannah Miller. "Multiple Measures of Teacher Effectiveness." Presentation at the American Educational Research Association Annual Meeting, Philadelphia, April 2014.

Gill, Brian, and Duncan Chaplin. "Multiple Measures of Teacher Effectiveness in the Pittsburgh Public Schools." Presentation at the Pittsburgh Public Schools, Pittsburgh, May 24, 2013.

Gill, Brian, and Duncan Chaplin. "Evaluating Teachers 2.0." Op-ed in *Pittsburgh Post-Gazette*, October 21, 2012.

Goldhaber, Dan, and Duncan Chaplin. "Assessing the 'Rothstein Test': Does It Really Mean Teacher Value-Added Models Are Biased?" Presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference, Washington, DC, November 5, 2011; the National Bureau of Economic Research, Cambridge, MA, May 11, 2012; Using Student Test Scores to Measure Teacher Performance – the State of the Art in Research and Practice sponsored by the Institute for Education Sciences, Lansing, Michigan, October 10, 2013.

Bleeker, Martha, Duncan Chaplin, and Kevin Booker. "Impacts of an Education and Career Planning Program During Middle School." Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, April 2011.

Bleeker, Martha, Duncan Chaplin, and Kevin Booker. "Gender Differences in the Education and Career Plans of Students from Low-Income, Rural Middle Schools." Poster presented at the Society for Research on Adolescence Biennial Meeting, Philadelphia, March 2010.

Chaplin, Duncan, Martha Bleeker, and Kevin Booker. "Roads to Success: Estimated Impacts of an Education and Career Planning Program During Middle School." Report submitted to the Roads to Success Program. Washington, DC: Mathematica Policy Research, February 26, 2010.

Potamites, Liz, Duncan Chaplin, Eric Isenberg, and Kevin Booker. "Measuring School and Teacher Effectiveness in the EPIC Charter School Consortium—Year 2." Final report submitted to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, October 23, 2009.

Potamites, Liz, Duncan Chaplin, Eric Isenberg, and Kevin Booker. "Measuring School and Teacher Effectiveness in Memphis—Year 2." Final report submitted to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, October 23, 2009.

Chaplin, Duncan, Martha Bleeker, and Claire Smither. "Rigorous Evaluation of Roads to Success: Design Report." Report submitted to the Roads to Success Program. Washington, DC: Mathematica Policy Research, May 14, 2009.

Cody, Scott, Alison Wellington, Margaret Sullivan, Virginia Knechtel, and Duncan Chaplin. "Baseline Statistics for Evaluation of the Effective Practices Incentive Communities Initiative." Report submitted to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, March 2009.

Cody, Scott D., Alison Wellington, and Duncan Chaplin. "Design of the Evaluation of the Effective Practices Incentive Communities Initiative." Report submitted to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, March 2009.

Chaplin, Duncan, Hanley Chiang, Margaret Sullivan, Virginia Knechtel, Dominic Harris, Shinu Verghese, Kathy Sonnenfeld, Barbara Kennen, and John W. Hall. "2008 Principal/Vice Principal Survey Results for Evaluation of Effective Practice Incentive Communities (EPIC)." Final report submitted to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, March 2009.

Booker, T. Kevin, Duncan D. Chaplin, and Eric Isenberg. "Measuring Charter School Effectiveness Across States." Washington, DC: Mathematica Policy Research, April 2008.

Chaplin, Duncan D., Jeffrey Capizzano, Kendra Bischoff, and Nicola Woodroffe. "Ingredients of a Successful Summer Learning Program: A Case Study of the Building Educated Leaders for Life (BELL) Accelerated Learning Summer Program." Washington, DC: The Urban Institute, June 29, 2007.

Cain, Glen G., and Duncan D. Chaplin. "Why Women Have Higher Attainments in Post-Secondary Education than Men." University of Wisconsin, Department of Economics. Report presented at the Society for Labor Economics Annual Meeting, Chicago, May 2007.

Chaplin, Duncan, Steven M. Glazerman, Gail P. Baxter, and Elizabeth Seif. "Teacher Licensure Exams: How Do They Compare?" Report prepared for the American Board for the Certification of Teacher Excellence, January 2007. Presented at the American Educational Research Association Annual Meeting, Chicago, April 2007.

Logerfo, Laura, Austin Nichols, and Duncan D. Chaplin. "Gender Gaps in Math and Reading Gains During Elementary and High School by Race and Ethnicity." Presented at the Population Association of America Annual Meeting, New York, March 2007.

Chaplin, Duncan D., and Jeffrey Capizzano. "Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)." Washington, DC: The Urban Institute, August 7, 2006. Presented at the Association for Public Policy Analysis and Management Annual Meeting, Madison, WI, November 2006, at the DC Early Childhood Research Consortium, Washington, DC, November 2006, and at the American Youth Policy Forum policy-maker meeting, Washington, DC, November 2006.

Chaplin, Duncan D., and Daniel Klasik. "Gender Gaps in College and High School Graduation by Race, Combining Public and Private Schools." Education Working Paper Archive. Washington, DC: Mathematica Policy Research, with The Urban Institute, November 2006.

- Chaplin, Duncan D. "The On-Track Indicator as a Predictor of High School Graduation." Commentary. Chicago: Consortium on Chicago School Research at the University of Chicago, June 2005.
- Chaplin, Duncan D. "Graduation and Dropout Trends in Chicago: A Look at Cohorts of Students from 1991 Through 2004." Forward. Chicago: Consortium on Chicago School Research at the University of Chicago, January 2005.
- Chaplin, Duncan D. "Graduation Rate Questions." Presented at the National Press Club for the Alliance for Excellent Education on Graduation Rates in the United States, Washington, DC, December 2004.
- Chaplin, Duncan D. "Pushouts, the Downside of Test Score Accountability." Presented at a congressional breakfast for the Aspen Institute, Capitol Building, Washington, DC, September 2004.
- Chaplin, Duncan D. "Public and Private Benefits of Education for At-Risk Youth and the Alliance for Excellent Education Programs." Washington, DC: The Urban Institute for the Alliance for Excellent Education, 2003.
- Chaplin, Duncan D., Mark D. Turner, and Andreas D. Pape. "Minimum Wages and School Enrollment of Teenagers: A Look at the 1990s." *Economics of Education Review*, vol. 22, no. 1, February 2003, pp. 11-21.
- Swanson, Christopher B., and Duncan D. Chaplin. "Counting High School Graduates When Graduates Count: Measuring Graduation Rates Under the High Stakes of NCLB." Paper presented at the National Economics Association Annual Meeting, Washington, DC, January 2003.
- Chaplin, Duncan D. "Tassels on the Cheap." *Education Next*, no. 3, 2002, pp. 24-29.
- Puma, Michael E., Duncan D. Chaplin, Kristin M. Olson, and Amy C. Pandjiris. "The Integrated Studies of Educational Technology: A Formative Evaluation of the E-Rate Program." Washington, DC: The Urban Institute, October 2002.
- Liu, Meredith, Victoria Russell, Duncan D. Chaplin, Jacqueline Raphael, Helen Fu, and Emily Anthony. "Using Technology to Improve Academic Achievement in Out-of-School-Time Programs in Washington, DC." Washington, DC: The Urban Institute, October 2002.
- Chaplin, Duncan D. "Estimating the Impact of Economic Integration of Schools on Racial Integration." In *Divided We Fail: Coming Together Through Public School Choice*. Report of the Century Foundation Task Force on the Common School. New York: The Century Foundation Press, September 2002.
- Turner, Mark, and Duncan Chaplin "Is a Higher Minimum Wage Good for Teenagers?" *Youth Notes*, July-August 2002.
- Keegan, Sinead, and Duncan D. Chaplin. "Creating a Seamless Web of Services for Youth: The DC Children and Youth Incentive Partnership, Report to DC Agenda." Washington, DC: The Urban Institute, January 2002.
- Chaplin, Duncan D. "Empowerment Zones, Enterprise Communities, and E-Rate Application Rates." *Georgetown Public Policy Review*, vol. 7, no. 1, 2001.
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- Chaplin, Duncan D. "E-Rate and American Indian-Serving Schools: Who Applies and Who Gets Funded?" Report prepared for the U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service, Elementary and Secondary Education Division. Washington, DC: The Urban Institute, 2001.
- Puma, Michael E., and Duncan D. Chaplin. "E-Rate and the Digital Divide." Paper presented at the American Educational Research Association Annual Meeting, Seattle, April 2001.
- Hannaway, Jane, and Duncan D. Chaplin. "A Day in the Life of DC Kids: After School Activities and the Pyramid of Privilege." Presented at the Urban Institute DC Research Forum, September 2000, and the Population Association of America Annual Meeting, Washington, DC, March 2001.

Chaplin, Duncan D., and Jane Hannaway. "Applying to College: Effects of High School Type by Race and Ethnicity." Paper presented at the Society of Government Economists Annual Meeting, New Orleans, January 2001.

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Raphael, Jacqueline, Duncan D. Chaplin, Luke Miller, and Zakia Redd. "Formative Report on the DC 21st Century Community Learning Center After-School Program." Washington, DC: The Urban Institute, July 2000.

Chaplin, Duncan D., Antoinette Mitchell, Jorge Ruiz-de-Velasco, Calvin Johnson, and Kathryn L.S. Pettit. "Capacity and Needs Assessments: Youth Activities in the District of Columbia, A Report to the Office of the Mayor of the District of Columbia." Washington, DC: The Urban Institute, 1999.

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Chaplin, Duncan D., Jane Hannaway, Stephanie Bell-Rose, and Stephanie Creaturo. "African-American High Scorers Project." Submitted to the Mellon Foundation. "Technical Report One: Individual Background Characteristics and SAT Performance," "Technical Report Two: School and Neighborhood Factors and SAT Performance," "Technical Report Three: Student Activities, Course-Taking, School Performance, and SAT Performance," "Technical Report Four: College Competitiveness, Educational Aspirations, and SAT Performance." Washington, DC: The Urban Institute, 1998.

Chaplin, Duncan D. "Raising Standards: The Effects of High School Math and Science Courses on Future Earnings." *Virginia Journal of Social Policy and the Law*, vol. 6, no. 1, 1998.

Chaplin, Duncan D., and Jane Hannaway. "Breaking the Cycle: Instructional Efficacy and Teachers of 'At-Risk' Students." Working Paper. The Urban Institute: Washington, DC, fall 1998.

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Chaplin, Duncan D. "High School Courses, College Admissions, and Affirmative Action." Presented at the Population Association of America Annual Meeting, Chicago, April 1998.

Chaplin, Duncan D. "Intergenerational Transmission: Earnings and Education." Presented at the Population Association of America Annual Meeting, Chicago, April 1998.

Chaplin, Duncan D., and Jane Hannaway. "High School Employment: Meaningful Connections for At-Risk Youth." Presented at the Association for Public Policy Analysis and Management Annual Meeting, November 1995; the National Research Council, Washington, DC, June 1997; and the American Sociological Meetings, Toronto, August 1997.

Chaplin, Duncan D., and Robert Lerman. "Dropping Out: Public and Private Costs." Presented at the Eastern Economics Association meetings, Washington, DC, April 1997.

Chaplin, Duncan D. "The Earnings Benefits of Math and Science in High School." Presented at the American Educational Research Association Annual Meeting, Chicago, March 1997.

Chaplin, Duncan D. "Employment and Education: African American Teenage Males, 1970-1990." *Journal of African American Studies*, vol. 1, no. 1, 1995, pp. 23-35.

Chaplin, Duncan D. “Estimating the Effect of Schooling on Current Employment for Black Teenage Males: 1970-1980.” Presented at the Midwest Economics Association meetings, St. Louis, April 1991.

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Mamun, Arif, and Duncan Chaplin. “Benefits and Challenges of Expanding Grid Electricity in Africa: Rigorous Evidence on Household Impacts in Developing Countries.” Presentation at the Millennium Challenge Corporation conference, “Access to Energy: What Do We Know?” Washington, DC, May 31, 2018.

Bos, Kristine, Duncan Chaplin, and Arif Mamun. “Benefits and Challenges of Expanding Grid Electricity in Africa: A Review of Rigorous Evidence on Household Impacts in Developing Countries.” *Energy for Sustainable Development*, vol. 44, June 2018, pp. 64-77.

Rangarajan, Anu, Candace Miller, Kathleen Auth, Duncan Chaplin, Jörg Peters, and Shreena Patel. “Plug In, Power Up! Connecting to Grid Electricity in Africa.” Presentation at the Center for International Policy Research and Evaluation, Washington, DC, November 29, 2017.

Mamun, Arif, Duncan Chaplin, Ali Protik, John Schurrer, Divya Vohra, Kristine Bos, Hannah Burak, Laura Meyer, Anca Dumitrescu, Christopher Ksoll, and Thomas Cook. “Grid Electricity Expansion in Tanzania: Findings from a Rigorous Impact Evaluation.” Issue Brief. Washington, DC: Mathematica Policy Research, March 2017.

Protik, Ali, Duncan Chaplin, Arif Mamun, John Schurrer, Divya Vohra, and Kristine Bos. “Impacts of Actually Connecting to the Electric Grid in Tanzania.” InFocus Brief. Washington, DC: Mathematica Policy Research, March 2017.

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Chaplin, Duncan, Arif Mamun, Ali Protik, John Schurrer, Divya Vohra, and Kristine Bos. “Impacts of Low-Cost Connection Offers in Tanzania: Evidence from a Randomized Controlled Trial.” InFocus Brief. Washington, DC: Mathematica Policy Research, March 2017.

Vohra, Divya, Edith Felix, Duncan Chaplin, and Arif Mamun. “The Kigoma Solar Activity in Tanzania: Evaluation Findings.” Issue Brief. Washington, DC: Mathematica Policy Research, March 2017.

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Vohra, Divya, Edith Felix, Duncan Chaplin, and Arif Mamun. “Evaluation of the Kigoma Solar Activity in Tanzania: Final report.” Washington, DC: Mathematica Policy Research, February 2017.

Chaplin, Duncan, and Arif Mamun. “Quality of Data on Connections to the National Electric Grid for Evaluation of Millennium Challenge Corporation’s Energy Project in Mainland Tanzania.” Memorandum submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, November 23, 2015.

Chaplin, Duncan, Arif Mamun, Candace Miller, Ali Protik, and John Schurrer. “Evaluation of the Tanzania Energy Sector Project: Final Update of Design Report.” Submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, July 28, 2015.

Miller, Candace, John Schurrer, Nicholas Redel, Arif Mamun, and Duncan Chaplin. “Millennium Challenge Corporation’s Electricity Transmission and Distribution Line-Extension Activity in Tanzania: Qualitative Evaluation.” Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, July 22, 2015.

Schurrer, John, Nicholas Redel, Duncan Chaplin, and Arif Mamun. "Evaluation of the Zanzibar Interconnector Activity: Findings from the Hotel Study." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, July 20, 2015.

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AT-RISK YOUTH

Chaplin, Duncan D. "Drug Use and Abuse Among Disadvantaged Youth." Washington, DC: The Urban Institute, April 1996.

Merryman, Amanda, and Duncan Chaplin. "Crime Behavior and Victimization Among Disadvantaged Youth." Washington, DC: The Urban Institute, April 1996.

Chaplin, Duncan D. "Teenage Males in Households on AFDC." Presented at the National Association for Welfare Research and Statistics meetings, Jackson Hole, WY, September 1995.

Martha, R., Laudan Y. Aron, Duncan Chaplin, and Shannon E. Cavanagh. "The Homeless in the 1990 Decennial Census: Description of Persons Found in Emergency, Runaway Youth, and Battered Women's Shelters, Visible in the Streets, and in Other Selected Group Quarters." Report to the U.S. Department of Housing and Urban Development. Washington, DC: The Urban Institute, fall 1993.

CHILD CARE

Hofferth, Sandra, and Duncan Chaplin. "State Regulations: Effects on Cost, Quality, Availability, and Use of Child Care Programs." Presented at the Workshop on Child Care, National Institutes of Health, Bethesda, MD, April-May 1998.

Hofferth, Sandra L., and Duncan D. Chaplin. "State Regulations and Child Care Choice." *Population: Research and Policy Review*, vol. 17, 1998, pp. 111-140.

Chaplin, Duncan D., Paul Fronstin, Philip K. Robins, Sandra L. Hofferth, and Douglas A. Wissoker. "The Price Elasticity of Child Care Demand: A Sensitivity Analysis." Presented at the Population Association of America meetings, Washington, DC, March 1997.

Chaplin, Duncan D., Sandra L. Hofferth, and Douglas A. Wissoker. "Price and Quality in Child Care Choice: A Revision." *Journal of Human Resources*, vol. 31, no. 3, 1996.

Hofferth, Sandra L., Duncan D. Chaplin, Douglas A. Wissoker, and Philip K. Robins. "Choice Characteristics and Parents' Child-Care." *Rationality and Society*, vol. 8, no. 4, November 1996, pp. 453-495.

Chaplin, Duncan D., and Sandra L. Hofferth. "Hours of Employment and Child Care." Presented at the Population Association of America Annual Meeting, San Francisco, April 1995.

Hofferth, Sandra L., and Duncan D. Chaplin. "Child Care Quality versus Availability: Do We Have to Trade Off One for the Other?" Washington, DC: The Urban Institute, 1994.

Hofferth, Sandra L., and Duncan D. Chaplin. "Caring for Young Children while Parents Work: Public Policies and Private Strategies." Washington, DC: The Urban Institute, 1994.

BOOK REVIEWS

Chaplin, Duncan D. "The Birth of Head Start: Preschool Education Policies in the Kennedy and Johnson Administrations." *Journal of the American Planning Association*, September 2007.

Chaplin, Duncan D. "Evidence Matters, Randomized Trials in Education Research." *Georgetown Public Policy Review*, vol. 8, no. 1, spring 2003, p. 231.

Professional Activities

2002-	Evaluation Board for the BELL Foundation, Boston
2010-2015	Center for Disease Control, Health Equity Consultation Team
2005-2015	Board Member, The Foundation for Sustainable Development, San Francisco
2006-2009	The DC Early Care and Education Research Consortium
2006-2007	Technical Advisory Committee for the Economic Impact of Child Care and Early Education
2001-2004	Chavez Public Policy Charter High School, Washington, DC
2000-2002	The DC Children and Youth Investment Stakeholder Interagency Action Team

Professional Memberships

Association for Education Finance and Policy
Association for Public Policy Analysis and Management

Referee/Discussant

2017-2018	Journal of Research on Educational Effectiveness
2002-2018	<i>Journal of Policy Analysis and Management</i>
2002-2018	<i>Economics of Education Review</i>
1999-2017	<i>Education Evaluation and Policy Analysis</i>
2014, 2015	<i>Education Assessment</i>
2010-2015	Centers for Disease Control and Prevention
2009-2014	<i>Education Finance and Policy</i>
2013	<i>Educational Researcher</i>
2012	<i>American Education Research Journal</i>
2012	Society for Research on Educational Effectiveness
2011	<i>Childtrends</i>
2011	American Enterprise Institute
2008, 11, 13	American Education Finance Association Annual Meeting
2010	National Research Council
2009	National Academy of Sciences
2002, 03, 06, 07, 09	American Educational Research Association Annual Meeting
2008	Harvard Achievement Gap Conference
2007	<i>Education Policy Analysis Archives</i>
2007	Society for Research in Child Development Biennial Meeting

2003-2004,	
2006-2007, 12	Association for Public Policy Analysis and Management Annual Meeting
2006	<i>Education Working Paper Archive</i>
2004, 2006	<i>Southern Economic Journal</i>
2005	<i>Education Next</i>
2005	<i>Criminology and Public Policy</i>
2005	DC Office of Early Childhood Development
2004, 2005	<i>Sociology of Education</i>
2001, 03, 04	The National Center for Education Statistics
2003	<i>The Information Society</i>
2001, 2002	<i>Social Science Quarterly</i>
2001	<i>Social Science Research</i>
Before 2001	<i>African Finance and Economic Development, American Economic Review, Journal of Human Resources,</i> American Real Estate and Urban Economic Association Meeting

Grant Reviewer

2004-2016	Smith Richardson Foundation
2007	U.S. Department of Education, Institute of Education Sciences
2004-2006	Grant Foundation
2003-2004	Hewlett Foundation
2003-2004	Michigan State University Centers of Excellence Program
2002	National Board of Professional Teaching Standards
Before 2002	DC Children and Youth Investment Trust Corporation; Fund for the Improvement of Post-Secondary Education; Grant Foundation; National Science Foundation; U.S. Department of Education Office of Educational Research and Improvement, Field Initiated Studies Program

Task Force Work

National Institute of Statistical Sciences/Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators

Graduation Rates Advisory and the Economics of High School Reform Advisory Groups of the Alliance for Excellent Education

Press Citations

The New York Times, Chicago Tribune, Boston Globe, Education Week, Time Magazine, Gannett News Service, City Journal, St. Petersburg Times, The New Mexican, The San Antonio Express News, The Indianapolis Star, The Arizona Republic, The Record (Bergen County, NJ), PNN Online, Reason Magazine, iMP Magazine, Canoe, Federal Computer Week

Alexandra Resch

Senior Researcher

Proposed role: Conduct peer review

- ◆ Led teacher evaluation and technical assistance projects with DCPS and the Office the State Superintendent
- ◆ Worked closely with Race to the Top-District grantees to identify initiatives to evaluate to provide action-oriented evidence to inform districts' decisions and conduct those evaluations
- ◆ Experienced quality reviewer of research products, including for the WWC, Regional Educational Laboratories, and oversight of research projects with Race to the Top-District grantees

Experience

Mathematica

Deputy Director of State and Local Education Partnerships (2017-2018). Oversaw business development, grant and proposal writing, client relations, risk management, and quality control for work with state and local education agencies (school districts). Managed program evaluations, measurement of educator effectiveness, and surveys.

Project Director (2013-2015), Deputy Project Director (2012-2013), Task Leader and Researcher (2011-2013), Value-Added Assessment System for Schools and Teachers in the District of Columbia (DC) (2011-2015).

Led the research track investigating changes to the value-added models for schools and teachers in Washington, DC, for use with high-stakes teacher assessment system. Researched improvements to the value-added methods used to evaluate teachers in DC schools and improvements to the information that teachers receive about value added. Provided TA to the Washington, DC Public Schools and the Office of the State Superintendent of Education (OSSE) regarding value added. TA included developing and delivering presentations explaining value-added methods to school and district leaders and ad hoc research tasks.

Deputy Project Director, Technical Assistance on Value Added for the Office of the State Superintendent of Education of the District of Columbia (2012-2014).

Provided TA to OSSE and DC charter local education agencies on the value-added model implemented as part of the RTT grant. Attended periodic meetings to advise the technical support committee, a board of six education leaders who assist OSSE in decision making on the value-added model and use of value added in teacher evaluations in charter local education agencies in DC.

Researcher, Pennsylvania Teacher Evaluation Pilot 2

Technical Assistance (2013). Examined relationships between teacher value-added estimates and principals'

Education

2008 Ph.D., Public Policy and Economics, University of Michigan

2005 M.A., Economics, University of Michigan

1998 M.S., Applied Economics and Finance, University of California, Santa Cruz

1997 B.A., Economics with highest honors, University of California, Santa Cruz

Positions

2008- Mathematica

2013- Senior Researcher

2018-2019 On leave (at Gates Foundation)

2017-2018 Deputy Director of State and Local Education Partnerships

2015-2017 Associate Director of Research

2008-2013 Researcher

2018-2019 Interim Senior Program Officer, Measurement, Learning, and Evaluation, Bill & Melinda Gates Foundation

2004-2007 University of Michigan

2004-2007 Research Assistant

2006 Teaching Assistant

1998-2003 Research Assistant, Board of Governors of the Federal Reserve System

perceptions of teachers' professional practices to identify the practices of teachers who make larger contributions to student achievement growth. The results of this research will be used to assist the Pennsylvania Department of Education in the development of its overall measure of teacher effectiveness. This project is sponsored by the Team Pennsylvania Foundation with the support of the Bill & Melinda Gates Foundation.

Senior Adviser, Evaluation of Ed Tech for Knowledge is Power Program (KIPP) DC (2016-2017).

Provided guidance to team designing and conducting RCEs of education technologies. Mathematica is a subcontractor to Applied Engineering Management (AEM) Corporation.

Senior Adviser, Evaluation of IREAD for Clarksdale Municipal School District (2016-2017). Provided guidance to team designing and conducting rapid-cycle evaluation of IREAD, a digital reading program. Mathematica is a subcontractor to AEM.

Project Director, Race to the Top-District (RTT-D) Rapid-Cycle Evaluation Technical Assistance (TA) (2015-2017). Provided TA on RCE and other methods for quick-turnaround evaluation to RTT-D grantees. Worked with grantees to plan and carry out quick-turnaround studies of personalized learning tools implemented as part of their grants. Developed webinar introducing RCE, designed application form to assess feasibility of grantee-proposed RCE studies, and selected grantees for pilot of RCE. Mathematica is a subcontractor to AEM.

Project Director, Multi-Dimensional Educator Evaluation Framework and Educator Effectiveness Rating System (2013-2017). Led development of a new teacher and principal evaluation system to support Charleston County School District's Teacher Incentive Fund (TIF) grant. Developed evaluation framework to combine multiple measures of teacher and principal effectiveness into an educator effectiveness rating. Developed value-added measures of teacher and principal effectiveness. Oversaw subcontractor's development of student learning objectives for teachers of non-tested grades and subjects and a web-based reporting system to communicate effectiveness ratings to teachers and principals.

Researcher, Analytic and Technical Assistance and Development (2012-2017). Evaluated analytic and technical assistance and development needs of the Regional Educational Laboratories (RELs) and developed training materials and reports to meet these needs. Coauthored two reports about conducting opportunistic experiments in education settings and provide guidance to researchers seeking to undertake such research. This project, sponsored by ED, Institute of Education Sciences (IES), supports IES and the National Center for Education Evaluation and Regional Assistance in providing analytic TA and guidance to the RELs by expanding the resources available to guide researchers in meeting IES standards, implementing evaluation research methods, and presenting findings clearly.

Project Director, Evaluation of iReady for IDEA Public Schools (2015-2016). Designed and conducted an RCE to assess the effectiveness of iReady, a computer program used to supplement elementary literacy instruction in three IDEA schools in Texas's Rio Grande Valley. Worked closely with IDEA staff to refine research questions, assess data availability and quality, and finalize the evaluation design. The evaluation uses a matched comparison group design. Mathematica is a subcontractor to AEM.

Project Director, Evaluation of Nearpod for Springdale, Arkansas, Public Schools (2015-2016).

Designed and conducted an RCE to assess the effectiveness of Nearpod, an interactive presentation and assessment tool. Worked closely with Springdale staff to refine research questions, assess data availability and quality, and finalize the evaluation design, while adapting to changing district priorities. The evaluation uses a random assignment design and embeds an additional study of messaging strategies. Mathematica is a subcontractor to AEM.

Researcher, Analytic and Technical Support for Advancing Education Evaluations, Fast Response Project (2010-2012).

Reviewed work plans and reports for the REL Fast Response Project. Reviewed assessments of relevance, utility, and technical quality and made recommendations for revisions to reports. Fast Response studies are non-experimental and focus on high priority education issues for the region. This task is sponsored by ED, IES.

Researcher, What Works Clearinghouse (WWC) (2008-2012). Reviewed, assessed, and rated the rigor of studies for numerous WWC topic areas and the Out-of-School Time, Data-Driven Decision Making and Teaching Fractions Practice Guides, and drafted topic area intervention reports. The reviews, for ED, provided the foundation for topic area reports and practice guides intended to describe best practices for educators.

Senior Adviser, Big Bets in Middle Years Math Evaluation (2019-). Advise project team and provide quality assurance review on all aspects of this work. This project, funded by the Bill & Melinda Gates Foundation, has three main components: (1) develop evaluation plans for 10 grantees delivering interventions in middle-years math; (2) provide technical assistance to implement grantee evaluation plans; and (3) develop a proposal for a set of tools and resources to support the grantees and the foundation to use evidence to inform decision making and program improvement.

Expert Consultant, Evaluation of Colorado Works Case Management and Technical Assistance on Enhancing Employment Outcomes (2016-2018). Designed and conducted rapid-cycle evaluations (RCEs) of behavioral nudges designed to increase timely submission of required documentation by program participants at a county workforce center in Colorado. Provided technical assistance to build capacity of county staff in conducting RCEs.

Project Director, Rapid-Cycle Technology Evaluations (2015-2018). Designed and developed free online tools to develop school and district evaluation capacity and support continuous improvement. Designed and conducted RCEs of educational technology products used in school districts. Supported districts in using the tools to evaluate technology and other interventions. This project, sponsored by U.S. Department of Education (ED), Office of Educational Technology, has produced a free online platform (the Ed Tech RCE Coach) that walks a user through a simple evaluation from start to finish. The Coach embeds professional development in the process of conducting a study and documents the user's findings in a concise findings brief.

Technology Tools Team Lead, Piloting Tools to Inform Design of a Shared-Services Platform (2017). Led efforts to identify and resolve the technology requirements of nonprofits participating in Project Evident. This project aims to design and pilot approaches to increase the capacity of nonprofit service providers to implement evidence-based approaches to program delivery.

Associate Director of Research (2015-2017). Supervised 10 researchers, supporting their career development, managing work assignments, and assessing performance. Assisted in researcher recruiting, strategic planning, and project staffing.

Site Liaison, Job Search Assistance (JSA) Strategies Evaluation (2015-2016). Recruited potential state and local Temporary Assistance for Needy Families (TANF) agencies to participate in the evaluation. Assisted with research design and development of random assignment system. For this study, conducted on behalf of the Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE), Mathematica is working in partnership with Abt Associates to investigate the impacts of different JSA program approaches on TANF participants' short-term employment and earnings outcomes.

Expert Consultant, Advancing Welfare and Family Self-Sufficiency Research Project (Project AWESOME) (2014-2016). Participated in workgroup developing a continuous quality improvement approach for developing local capacity for innovation and evaluation. Provided TA to state TANF agencies on conducting efficient, rigorous evaluations using existing administrative and program data. This project supported OPRE through TA activities designed to motivate and support academics and state and local human service agencies to generate and use family self-sufficiency and stability research to improve program effectiveness.

Researcher, An Impact Evaluation of the Teacher Incentive Fund (2010-2015). Led the TA teams working with two TIF grantees. Provided TA to TIF evaluation grantees on the design and implementation of performance-based teacher and principal compensation systems. Presented on technical issues in measuring teacher effectiveness at TIF grantee meeting. TA activities included conducting a needs assessment, addressing specific implementation challenges, supporting the development of performance

measures, providing advice on value-added methods, and developing documents that provide guidance on specific components of a compensation system. This evaluation, sponsored by ED, uses a random assignment design to estimate the impact of performance pay incentives on student achievement and educator effectiveness, mobility, and recruitment.

Senior Researcher, Colorado Temporary Assistance for Needy Families Technical Assistance (2014).

Assisted the Colorado Department of Human Services with their TANF program redesign through evidence-based TA aimed at improving employment outcomes. Provided evaluation TA for conducting opportunistic experiments/RCEs, and low-burden, randomized control trial experiments using existing data.

Task Leader, Evaluation of Knowledge Is Power Program Schools (2012-2013). Led analyses and authored report chapter evaluating the impacts of 15 KIPP middle schools using an experimental lottery-based design. This project, sponsored by the KIPP Foundation, uses both random assignment and quasi-experimental designs to measure the effects of attending a KIPP school on student achievement and other student outcomes, as well as to examine whether KIPP graduates appear to be on a path to success in high school and college.

Researcher, Child Care and Early Education Quality Features, Thresholds and Dosage and Child Outcomes: Study Design (2011-2013). Developed alternative designs and methods to systematically examine which features, thresholds, and dosages of child care quality are linked to child outcomes. The project is funded by the U.S. Department of Health and Human Services (DHHS), ACF, OPRE to examine associations between the quality of early education settings and child outcomes for at-risk children from infancy through preschool in center-based settings.

Researcher, Analytic and Technical Support for Advancing Education Evaluations, Methodological Papers (2008-2012). Coauthored report replicating experimental impact estimates using a regression discontinuity (RD) design. This project, sponsored by ED, IES, aimed to assess the validity of the RD design and the extent to which this validity depends on specific design characteristics.

Researcher, The City University of New York (CUNY) Research Project on Academic Momentum (2010). Provided CUNY with consulting services for this project on issues of sampling, methodology, and statistical analyses. The experiment looked to identify first-year undergraduates who choose to register part-time for the spring semester, and incentivize them to attend full-time instead.

Reviewer, Home Visiting Evidence of Effectiveness (2009-2010). Reviewed and assessed the rigor of studies of home visiting programs designed to support the well-being and development of children. Authored reports for specific program models. This project, funded by DHHS, Assistant Secretary for Planning and Evaluation, evaluated which program models are evidence based and summarized the evidence base for each model.

Researcher, Evaluation of the Impact on Secondary Student Math Achievement of Highly Selective Routes to Alternative Certification (HSAC) (2008-2009). Researched potential district participants and recruited schools and districts to participate in this national evaluation of the effectiveness of teachers from Teach For America and Teaching Fellows programs. Worked with school administrators to randomly assign students in participating schools to classrooms taught by HSAC or non-HSAC teachers.

Bill & Melinda Gates Foundation; Seattle, WA

As **Interim Senior Program Officer, Measurement, Learning, and Evaluation (2018-2019)**, worked with K–12 leaders to develop and articulate a strategic approach to evaluation and evidence, aligned with the programmatic strategy. Led development of summative evaluation strategy for the Networks for School Improvement Strategy, using a design charrette approach to engage a broader set of researchers and stakeholders. Coached junior colleagues on career development.

University of Michigan; Ann Arbor, MI

As **Research Assistant (2004-2007)** for the Department of Economics and the Gerald R. Ford School of Public Policy, cleaned, managed, and analyzed data, and contributed to the writing and editing of papers and

projects in postsecondary education policy and low-income populations. Projects on postsecondary education included a review of the public role in higher education, an analysis of the optimal distribution of resources, and an analysis of the effects on admissions of outlawing affirmative action. Projects on low-income populations included analyses of barriers to work for participants in the Women's Employment Study and the effects of earnings disregards on the labor market outcomes of former welfare recipients.

As **Teaching Assistant (2006)** for the Junior Summer Institute in Public Policy and International Affairs at the Gerald R. Ford School of Public Policy, assisted in calculus and intermediate microeconomics courses and provided one-on-one tutoring and mentoring.

Board of Governors of the Federal Reserve System; Washington, DC

As **Research Assistant (1998-2003)** for the International Banking Section, Division of International Finance, managed and analyzed data to contribute to the understanding of the international positions of domestic and foreign banks, the effects of new financial instruments on these markets, and the health and stability of international financial markets.

Papers and Publications

Chandler, Jesse J., Ignacio Martinez, Mariel M. Finucane, Jeffrey G. Terziev, and Alexandra M. Resch. "Speaking on Data's Behalf: What Researchers Say and How Audiences Choose." *Evaluation Review*, March 2019. Available online.

Isenberg, Eric, and Alexandra Resch. "How Do Test Scores at The Ceiling Affect Value-Added Estimates?" *Statistics and Public Policy*, vol. 5, no. 1, May 2018, pp. 1-6

Berk, Jillian, Philip Gleason, and Alexandra Resch. "RD or Not RD: Using Experimental Studies to Assess the Performance of the Regression Discontinuity Approach." *Evaluation Review*, vol. 42, no. 1, February 2018, pp. 3-33.

Resch, Alexandra, and Jonah Deutsch. "Measuring School and Teacher Value Added in Charleston County School District, 2014-2015 School Year." Washington, DC: Mathematica Policy Research, November 2015.

McCay, Jonathan, Alicia Meckstroth, Lauren Akers, Alexandra Resch, Michelle Derr, and Jillian Berk. "Learning What Works: A Guide to Opportunistic Experiments for Human Services Agencies." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, October 2015.

Meckstroth, Alicia, Alexandra Resch, Jonathan McCay, Michelle Derr, Jillian Berk, and Lauren Akers. "Advancing Evidence-Based Decision Making: A Toolkit on Recognizing and Conducting Opportunistic Experiments in the Family Self-Sufficiency and Stability Policy Area." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, October 2015.

Resch, Alexandra, and Jonah Deutsch. "Measuring School and Teacher Value Added in Charleston County School District, 2013-2014 School Year." Washington, DC: Mathematica Policy Research, August 2014.

Resch, Alexandra, and Eric Isenberg. "How Do Test Scores at the Floor and Ceiling Affect Value-Added Estimates?" Working paper. Washington, DC: Mathematica Policy Research, July 2014.

Akers, Lauren, Alexandra Resch, and Jillian Berk. "Making the Most of Opportunities to Learn What Works: A School District's Guide." REL 2014-048. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Analytic Technical Assistance and Development, May 2014.

Resch, Alexandra, Jillian Berk, and Lauren Akers. "Recognizing and Conducting Opportunistic Experiments in Education: A Guide for Policymakers and Researchers." REL 2014-037. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Analytic Technical Assistance and Development, April 2014.

Herrmann, Mariesa, Elias Walsh, Eric Isenberg, and Alexandra Resch. “Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels.” Working paper. Washington, DC: Mathematica Policy Research, April 2013.

Protik, Ali, Elias Walsh, Alexandra Resch, Eric Isenberg, and Emma Kopa. “Does Tracking of Students Bias Value-Added Estimates for Teachers?” Working paper. Washington, DC: Mathematica Policy Research, March 2013.

Tuttle, Christina Clark, Brian Gill, Phil Gleason, Virginia Knechtel, Ira Nichols-Barrer, and Alexandra Resch. “KIPP Middle Schools: Impacts on Achievement and Other Outcomes.” Washington, DC: Mathematica Policy Research, February 2013.

Gleason, Philip, Alexandra Resch, and Jillian Berk. “Replicating Experimental Impact Estimates Using a Regression Discontinuity Approach.” NCEE 2012-4025. Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, April 2012.

Resch, Alexandra M. “Three Essays on Resources in Education.” Unpublished doctoral dissertation. Ann Arbor, MI: University of Michigan, 2008.

Sallee, James M., Alexandra M. Resch, and Paul N. Courant. “On the Optimal Allocation of Students and Resources in a Public System of Higher Education.” *B.E. Journal of Economic Analysis and Policy*, vol. 8, issue 1 (Advances), June 2008.

Courant, Paul N., Michael McPherson, and Alexandra M. Resch. “The Public Role in Higher Education.” *National Tax Journal*, vol. 59, no. 2, June 2006, pp. 291-318.

Fairlie, Robert W., and Alexandra M. Resch. “Is There ‘White Flight’ into Private Schools? Evidence from the National Educational Longitudinal Survey.” *Review of Economics and Statistics*, vol. 84, no. 1, February 2002, pp. 321-333.

Presentations

Resch, Alexandra, Jeremy Rochelle, Katrina Stevens, and Melina Uncapher. “Learning Sciences and Ed Tech: Uncovering the Facts.” Panel discussion at SXSWedu, Austin, TX, March 4, 2019.

Resch, Alexandra, Tim Sass, Ruth Neild, and Katrina Stevens. “Balancing Evidence and Action in Education.” Roundtable discussion at Association for Public Policy Analysis & Management Conference, Washington, DC, November 10, 2018.

Boulay, Beth, Andrew Feldman, Mary Kay Gugerty, Carolyn Hill, and Alexandra Resch. “Building and Using Evidence-Based Practices: Emerging Approaches Across Policy Domains.” Panel discussion at Association for Public Policy Analysis & Management Conference, Washington, DC, November 9, 2018.

Resch, Alexandra. “Presentation Matters!” Ignite talk at the American Evaluation Association Annual Conference, Cleveland, November 1, 2018.

Resch, Alexandra, Marc Holley, Joy Lesnick, and Matthew Linick. “Communicating Results: Getting Stakeholders to Accept ‘It Depends’.” Think tank session at the American Evaluation Association Annual Conference, Cleveland, November 1, 2018.

Resch, Alexandra, and Anu Rangarajan. “RCE Coach: Making Rapid Cycle Evaluations Easy Using a Web-Based Tool.” Presentation at MERL Tech, London, March 19, 2018.

Resch, Alexandra. “What Can We Learn from Small Pilots Conducted by School Districts? Lessons from the Ed Tech RCE Coach.” Presentation at the Society for Research on Educational Effectiveness, Washington, DC, February 28, 2018.

Resch, Alexandra. “The Ed Tech Rapid Cycle Evaluation Coach.” Presentation at the American Evaluation Association Annual Conference, Washington, DC, November 10, 2017.

Resch, Alexandra, and Fatima Jabril. "Finding What Works: Rapid Cycle Evaluations for Ed Tech." Interactive workshop at International Society for Technology in Education Conference, San Antonio, June 27, 2017.

Resch, Alexandra, and Fatima Jabril. "Rapid Cycle Evaluations of Ed Tech." Interactive workshop at SXSWedu, Austin, TX, March 7, 2017.

Resch, Alexandra, Jesse Chandler, Mariel Finucane, Ignacio Martinez, and Jeffrey Terziev. "Comparing Bayesian and Frequentist Inference for Decision-Making." Presentation at the Society for Research on Educational Effectiveness, Washington, DC, March 2, 2017.

Resch, Alexandra, and Ignacio Martinez. "Simple Application of Bayesian Methods for School-Level Decisions." Presentation at the Society for Research on Educational Effectiveness, Washington, DC, March 2, 2017.

Resch, Alexandra. "Tools for Evaluation." Presentation as part of Evaluation and Evidence-Based Decision-Making, My Brother's Keeper Technical Assistance Webinar, Washington, DC, July 20, 2016.

Resch, Alexandra, and Lauren Scher. "Helping Schools Learn What Works: Tools for Rapid-Cycle Evaluation." Skill building session presented at the Eastern Evaluation Research Society Annual Conference, Galloway, NJ, May 2, 2016.

Burkander, Paul, Virginia Knechtel, and Alexandra Resch. "Building Knowledge About What Works: Using *RCT-YES*." Skill building session presented at the Eastern Evaluation Research Society Annual Conference, Galloway, NJ, May 2, 2016.

Resch, Alexandra. "What Is *RCT-YES*?" Presentation at the American Educational Research Association Annual Conference, Washington, DC, April 11, 2016.

Resch, Alexandra. "Using Evidence to Get Smart Fast About What Works: Rapid-Cycle Evaluation." Webinar for the District Reform Support Network, Washington, DC, April 7, 2016.

Resch, Alexandra. "Experiences from Two Quick-Turnaround Evaluations Using *RCT-YES*." Presentation at Society for Research on Educational Effectiveness Annual Conference, Washington, DC, March 3, 2016.

Resch, Alexandra. "Estimating and Reporting Impacts Using *RCT-YES*." Presentation at the Association for Public Policy Analysis and Management Fall Conference, Miami, November 12, 2015.

Zaveri, Heather, Alexandra Resch, and Tara Rice. "Monitoring and Evaluation for Early Innovation: Process Evaluation, Rapid-Cycle Evaluation, and Developing a Performance Measure Plan." Presentation at the Teen Pregnancy Prevention Tier 2 Orientation, Washington, DC, November 10, 2015.

Resch, Alexandra. "How Grantees Can Use Rapid-Cycle Evaluation." Presentation at the RTT-D Personalized Learning Summit, Washington, DC, October 16, 2015.

Resch, Alexandra, and Christina Tuttle. "Embedding Evaluations in Everyday Activities: Conducting Opportunistic Experiments in Schools and Districts." Professional Development Mini Course at the American Educational Research Association Annual Meeting, Chicago, April 19, 2015.

Resch, Alexandra. "Rapid-Cycle Evaluation: Race to the Top-District Tools and Strategies." Webinar for the District Reform Support Network, April 16, 2015.

McCay, Jonathan, Alexandra Resch, and Lauren Akers. "Using Evidence to Inform Policy and Program Decisions: Rapid-Cycle Evaluations and Opportunistic Experiments." Presented at the National Association for Welfare Research and Statistics Annual Workshop, Providence, RI, August 19, 2014.

Akers, Lauren, Jillian Berk, and Alexandra Resch. "Evaluators' Institute 301: Increasing Evidence within GEAR UP." Workshop at the National Council for Community and Education Partnerships/GEAR UP Annual Conference, Washington, DC, July 23, 2014.

Resch, Alexandra, Jillian Berk, and Lauren Akers. "Recognizing and Conducting Opportunistic Experiments." Presentation to the Welfare Research and Evaluation Conference, Washington, DC, May 29, 2014.

Berk, Jillian, Alexandra Resch, and Lauren Akers. "Taking Advantage of Opportunistic Experiments: Skill-Building Session." Presented at the Eastern Evaluation Research Society Annual Conference, Galloway, NJ, April 2014.

Resch, Alexandra, and Eric Isenberg. "How Do Test Scores at the Floor and Ceiling Affect Value-Added Estimates?" Presented at the Association for Education Finance and Policy Annual Meeting, San Antonio, March 2014.

Protik, Ali, Elias Walsh, Alexandra Resch, Eric Isenberg, and Emma Kopa. "Does Tracking of Students Bias Value-Added Estimates for Teachers?" Presented at the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Teh, Bing-ru, Alexandra Resch, Elias Walsh, Eric Isenberg, and Heinrich Hock. "Is the Stability of Value Added Underestimated?" Presented at the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Herrmann, Mariesa, Elias Walsh, Eric Isenberg, and Alexandra Resch. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." Presented at the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Resch, Alexandra, Brian Gill, Phil Gleason, and Christina Clark Tuttle. "Impacts of KIPP Schools on Higher-Order Thinking Skills and Non-Academic Outcomes: Findings from a National Experimental Evaluation." Presented at the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Resch, Alexandra M. "Combining Performance Measures with Different Levels of Difficulty." Presented at the Teacher Incentive Fund Measurement Issues Meeting, Ft. Lauderdale, FL, June 2012.

Berk, Jillian, Philip Gleason, and Alexandra M. Resch. "Replicating Experimental Impact Estimates Using a Regression Discontinuity Design." Presented at the American Evaluation Association Meeting, San Antonio, November 2010.

Resch, Alexandra M. "New Evidence on School Funding and Student Achievement." Presented at the American Education Finance Association Annual Meeting, Richmond, VA, March 2010.

Resch, Alexandra M., Philip Gleason, and Jillian Berk. "Replicating Experimental Impact Estimates Using a Regression Discontinuity Design." Presented at the Association for Public Policy Analysis and Management Conference, Washington, DC, November 2009.

Resch, Alexandra M. "Does More Money Buy Better Teachers? Evidence from New Jersey." Presented at the Association for Public Policy Analysis and Management Conference, Los Angeles, November 2008.

Resch, Alexandra M. "The Effects of the Abbott School Finance Reform on Education Expenditures in New Jersey." Presented at the American Education Finance Association Annual Meeting, Denver, April 2008.

Resch, Alexandra M. "The Effects of the Abbott School Finance Reform on Student Achievement in New Jersey." Presented at the Midwest Economics Association Annual Meeting, Chicago, March 2007.

Resch, Alexandra M. "The Effects of the Abbott School Finance Reform on Student Achievement in New Jersey." Presented at the Association for Public Policy Analysis and Management Conference, Madison, WI, November 2006.

Cadena, Brian C., and Alexandra M. Resch. "Time Constraints and Healthcare Usage: Do Children Suffer Health Consequences Because of Working Mothers' Busy Schedules?" Presented at the Association for Public Policy Analysis and Management Conference, Madison, WI, November 2006.

Professional Memberships

American Economic Association
American Educational Research Association
Association for Education Finance and Policy
Association for Public Policy Analysis and Management

International Society for Technology in Education
Society for Research on Educational Effectiveness

Professional Activities

2013-	External Adviser, Evaluation of Young Scholars Programs, Jack Kent Cook Foundation
2014	Referee, <i>Economics of Education Review</i>
2010	Referee, <i>Education Finance and Policy</i>
2008	Reviewer, American Educational Research Association
2007	Referee, <i>Journal of Population Economics</i>

Awards

2007	Spencer Dissertation Fellowship, The Spencer Foundation
2007	Rackham Predoctoral Fellowship, Rackham Graduate School, University of Michigan
2004-2007	Graduate Research Fellowship, National Science Foundation
2004, 2005	Summer Research Fellowship, Department of Economics, University of Michigan

Ira Nichols-Barrer

Senior Researcher

Proposed role: Lead research projects and conduct peer review

- ◆ Experienced project director with expertise in designing evaluations of education programs, applying quantitative analysis methods, and securely managing educational administrative data
- ◆ More than 7 years of experience leading peer reviews of Regional Educational Laboratory research proposals and reports
- ◆ Led multiple large-scale impact studies of charter school networks, including a recent evaluation of the impact of KIPP middle schools on long-term postsecondary outcomes

Experience

Mathematica

Project Director, Postsecondary Impacts of Knowledge Is Power Program (KIPP) Middle Schools (2018-). Lead evaluation design, data collection, and analysis tasks for a lottery-based randomized controlled trial estimating the impacts of KIPP middle schools on college enrollment and college persistence. This long-term follow-up analysis will track students who entered KIPP in 2008–2009 and participated in Mathematica’s inaugural study of KIPP middle schools. The study is funded by the Laura and John Arnold Foundation.

Deputy Project Director, Design and Feasibility of an Impact Study of Magnet Schools (2017-). Lead evaluation design, data collection, and management tasks to assess the feasibility of an impact evaluation of about 40 federal Magnet School Assistance Program grantees. If feasible, the impact evaluation will recruit districts and schools with sufficient oversubscription to support a lottery-based randomized controlled trial. The study will estimate the impacts of magnet schools on student achievement and other outcomes, including the peer environment and instructional practices experienced by magnet school students. This study is funded by the U.S. Department of Education (ED), Institute of Education Sciences (IES).

Lead Reviewer, Regional Educational Laboratory (REL) Peer Review (2012-). Review research design plans and study reports produced by RELs funded by ED, IES, National Center for Education Evaluation and Regional Assistance. Assess the policy relevance and methodological rigor of proposed research designs, assess the quality and validity of study results, and provide substantive feedback and technical support.

Task Leader, Parent Information and School Choice Evaluation (2015-2018). Led evaluation design and analysis tasks for an online experiment evaluating the understandability and usability of school choice information for parents of school-age children. Developed and implemented a hierarchical Bayesian evaluation design to analyze data collected from parents randomly assigned to one of 72 different presentation approaches, in the framework of a factorial experiment. This study is funded by ED, IES.

Project Director, Massachusetts State Assessments Data Analysis (2015). Led analyses examining how the Partnership for Assessment of Readiness for College and Careers tests and Massachusetts Comprehensive

Education

2009 M.P.P., Public Policy, Harvard University

2003 B.A., History, summa cum laude, Carleton College

Positions

2009- Mathematica

2016- Senior Researcher

2012-2016 Researcher

2009-2011 Research Analyst

2008 Graduate Intern, Jameel Poverty Action Lab

2008 Analyst Intern, Government Accountability Office

2004-2007 Program Officer, National Democratic Institute for International Affairs

2003-2004 Fulbright Scholar, Fulbright Fellowship

Assessment System tests predict students' success in college. Estimated the relationship between test scores and college grades and remedial course enrollment. Oversaw project staffing, data collection, analysis, and the dissemination of study results. This project was sponsored by the Massachusetts Executive Office of Education.

Project Director, Georgia II Industry-Led Skills and Workforce Development Evaluation Services (2017-). Lead study design, data collection, implementation, and analysis tasks for a performance evaluation of technical and vocational education investments in the Republic of Georgia. Lead implementation of a mixed-methods study design including in-depth qualitative methods and a student tracer survey measuring labor market outcomes. This Millennium Challenge Corporation (MCC) project includes grant-based support for new vocational education programs, supporting collaboration among course-providers and with industry, and implementing government policy reforms. Mathematica's evaluation will measure the outputs and potential impacts of these activities using multiple evaluation designs and data collection activities.

Deputy Project Director, Georgia II General Education Project Impact Evaluation Services (2013-). Lead quantitative study design, data collection design, implementation, and analysis tasks for an impact evaluation of the Improving General Education Quality project in the Republic of Georgia. Lead implementation of a school-level random assignment design evaluating school rehabilitation and infrastructure investments. This MCC project also includes mentoring for teachers of science, technology, engineering, and mathematics; training for principals to strengthen school management; and encouraging use of learning assessments. Mathematica's evaluation will estimate the impacts of these activities using multiple evaluation designs and data collection activities.

Task Leader, MasterCard Foundation Scholars Program Learning Partner (2015). Oversaw the overall design and conduct of the multi-method evaluation of a scholarship program in Ghana, with a focus on implementing the study's propensity score matching design. The MasterCard Foundation Scholars Program provides holistic support including scholarships, mentoring, transition support, and networking to academically promising but economically disadvantaged students in sub-Saharan Africa and other parts of the developing world.

Task Leader, Impact Evaluation of Expeditionary Learning (EL) (2014-2015). Led quantitative design and analysis tasks for the evaluation component of an Investing in Innovation (i3) Grant awarded to EL to examine the program's impact on teacher practice and retention, and student achievement and behavior. Led tasks for the impact evaluation related to randomized controlled trial design, setting up the study, conducting analyses, and writing study reports. EL includes curriculum and professional development designed to support teachers in implementing the new Common Core State Standards in English Language Arts.

Task Leader, Evaluation of Knowledge Is Power Program Investing in Innovation Grant (2011-2015). Led analyses evaluating the impacts of KIPP middle schools and high schools using quasi-experimental methods, supervised collection of administrative student records from all states and districts with KIPP high schools, led analysis of survey data collected from participants in the KIPP School Leadership Program, and conducted qualitative interviews with KIPP school leaders. This project is the independent evaluation component of the KIPP Foundation's \$50 million i3 grant from ED, which includes an impact analysis of the effect of KIPP schools on student achievement, attainment, and other outcomes, and an implementation analysis of leadership pathways in the network of KIPP schools.

Task Leader, Evaluation of Knowledge Is Power Program Middle Schools (2010-2014). Led analyses evaluating the impacts of more than 40 KIPP middle schools using quasi-experimental methods. Led descriptive analyses of student selection, attrition, and replacement patterns in KIPP schools. Led student records collection from all states and districts with KIPP charter schools and supervised data cleaning for state and district student-level data files. This project, sponsored by the KIPP Foundation, used both random assignment and quasi-experimental designs to measure the effects of attending a KIPP school on student achievement and other outcomes, as well as to examine whether KIPP graduates appear to be on a path to success in high school and college.

Task Leader, Impact Evaluation Design and Implementation Services—Rwanda (2010-2014).

Coordinated the design and implementation of a rigorous evaluation of MCC Threshold Program governance initiatives in Rwanda. Led instrument design for a 10,000-respondent survey on local governance; coordinated local data collection activities; and analyzed survey data to assess program impacts using experimental, quasi-experimental, and descriptive methods. This MCC program intended to strengthen the rule of law, civil liberties, and political rights and to promote good governance and increased civic participation in policymaking.

Project Director, Evaluation of Expeditionary Learning Middle Schools (2013). Led evaluation design and rigorous analyses of the impacts of five EL middle schools. Directed budgeting, staffing, data collection, data cleaning, and project management tasks. This study, sponsored by EL, used quasi-experimental methods to investigate the effectiveness of EL's whole-school education model, which provides project-based curricula and professional development to teachers and school leaders in both charter schools and traditional public schools.

Task Leader, National Study of Charter Management Organization (CMO) Effectiveness (2009-2012).

Implemented analyses to evaluate the impacts of CMOs using quasi-experimental methods. Led development of CMO-specific reports explaining quasi-experimental impacts on student achievement, high school graduation, and college enrollment. Supervised data cleaning and analysis of state and district student-level longitudinal data sets. This first rigorous, national evaluation of CMO effectiveness used experimental, quasi-experimental, survey, and case study methods to estimate impacts on student outcomes, examine practices that are associated with positive impacts, and understand the relationships between CMOs and their local policy environments.

Research Analyst, Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) Food Packages Policy Options Study (2009-2011). Implemented data collection, database design, analysis, and report drafting for a study of revisions to WIC state food packages. Identified comprehensive list of state variations in WIC policies through data collection from 90 WIC state agencies and analyzed how policies have changed over time.

Research Analyst, Report Insert on Direct Certification Best Practices (2010). Conducted interviews with state school lunch program administrators and coauthored a report to Congress identifying best practices in direct certification of children for benefits from the National School Lunch Program.

Research Analyst, What Works Clearinghouse (WWC) (2009-2010). Coordinated literature review on programs or interventions associated with adolescent literacy, learning fractions, and emotional and behavioral disorders. WWC is funded by ED, IES, and is an effort to provide policymakers and stakeholders with timely and relevant information on the effectiveness of programs or interventions in education and child development.

Research Analyst, Hunger in America 2009 (2009). Helped execute a survey of more than 30,000 food pantries, food kitchens, and homeless shelters and a survey of more than 70,000 individuals seeking emergency food provision. Analyzed survey results to identify the number of clients served by agencies, the characteristics of agencies and clients, and the changes in these factors over time. Assisted in report drafting, editing, and production.

Research Analyst, National Evaluation of Reading Comprehension Interventions (2009). Conducted literature review identifying statistically significant correlations between teacher self-efficacy and student reading comprehension outcomes. This experimental study for ED is evaluating the impact of reading comprehension interventions in social studies and science on 5th-grade reading achievement.

Jameel Poverty Action Lab; Cambridge, MA

As **Graduate Intern (2008)**, developed research bulletins synthesizing evidence from a randomized controlled trial. Evaluated policies including incentives for HIV testing in Kenya, conditional cash transfers in Columbia, anticorruption efforts in Indonesia, and service provider absence in India.

Government Accountability Office; Washington, DC

As **Analyst Intern (2008)**, evaluated human health risk assessment process of the Environmental Protection Agency (EPA) at Superfund sites. Completed analysis of trends in the effectiveness and intensity of EPA's Superfund enforcement strategies (1983-2007) using Access database. Led 10 interviews with leading U.S. government agency officials from the EPA, the U.S. Army Corps of Engineers, and the U.S. Department of Health and Human Services.

National Democratic Institute for International Affairs; Washington, DC

As **Program Officer (2004-2007)**, coordinated programs related to strengthening governance institutions in Afghanistan, Sri Lanka, Pakistan, and Thailand. Successfully liaised with donors including the U.S. Agency for International Development, the U.K. Department for International Development, the National Endowment for Democracy, and the U.S. State Department Bureau of Democracy, Human Rights, and Labor. Monitored project budgets, developed program evaluation reports, and coordinated field office activities.

Fulbright Fellowship; Sri Lanka

As **Fulbright Scholar (2003-2004)**, completed research project contrasting communalism in Sri Lanka's civil war with nation's multiethnic pilgrimages. Conducted archival analysis and Sinhala-language field interviews.

Papers and Publications

Kassler, Daniel, Ira Nichols-Barrer, and Mariel Finucane. "Beyond 'Treatment Versus Control': How Bayesian Analysis Makes Factorial Experiments Feasible in Education Research." *Evaluation Review*, forthcoming.

Nichols-Barrer, Ira, Nicholas Ingwersen, Camila Fernandez, Elena Moroz, and Matt Sloan. "Interim Report for the Georgia Improving General Education Quality Project's School Rehabilitation and Training Activities," Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica, June 2019.

Borkum, Evan, Irina Cheban, Camila Fernandez, and Ira Nichols-Barrer. "Evaluation Interim Report for the Georgia II Industry-Led Skills and Workforce Development Project," Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica, May 2019.

Nichols-Barrer, Ira, Christina Tuttle, Dallas Dotter, and Phil Gleason, "Feasibility of an Impact Study of Federally Funded Magnet Schools," Memorandum submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica, April 2019.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, Jesse Chandler, and Alyson Burnett. "Nudging Parents to Choose Better Schools: The Importance of School Choice Architecture." Mathematica Working Paper Series no. 65. Washington, DC: Mathematica Policy Research, November 2018.

Glazerman, Steven, Ira Nichols-Barrer, Jon Valant, and Alyson Burnett. "Presenting School Choice Information to Parents: An Evidence-Based Guide." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, October 2018.

Burnett, Alyson, Ira Nichols-Barrer, Steven Glazerman, and Jon Valant. "Presenting School Choice Information to Parents: Technical Appendix." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, October 2018.

Protik, Ali, Ira Nichols-Barrer, Jacqueline Berman, and Matt Sloan. "Bridging the Information Gap Between Citizens and Local Governments: Evidence from a Civic Participation Strengthening Program in Rwanda." *World Development*, vol. 108, August 2018, pp. 145-156.

Nichols-Barrer, Ira, Nicholas Ingwersen, Elena Moroz, and Matt Sloan. "Baseline Report for the Georgia Improving General Education Quality Project's School Rehabilitation Activity," Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, December 2017.

Borkum, Evan, Ira Nichols-Barrer, and Irina Cheban. "Evaluation Design Report for the Georgia II Industry-Led Skills and Workforce Development Project." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, July 2017.

Borkum, Evan, Ira Nichols-Barrer, and Irina Cheban. "Evaluability Assessment for the Georgia II Industry-Led Skills and Workforce Development Project." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, March 2017.

Nichols-Barrer, Ira, Nicholas Ingwersen, Elena Moroz, and Matt Sloan. "Evaluation Design Report for the Georgia Improving General Education Quality Project's Training Educators for Excellence Activity." Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, January 2017.

Nichols-Barrer, Ira, Kate Place, Erin Dillon, and Brian Gill. "Testing College Readiness: Massachusetts Compares the Validity of Two Standardized Tests." *Education Next*, vol. 16, no. 3, summer 2016, pp. 71-76.

Nichols-Barrer, Ira, Alyson Burnett, Steven Glazerman, Jon Valant, and Jesse Chandler. "Parent Information and School Choice Evaluation: Design Report." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, May 2016.

Nichols-Barrer, Ira, Philip Gleason, Brian Gill, and Christina Clark Tuttle. "Student Selection, Attrition, and Replacement in KIPP Middle Schools." *Educational Evaluation and Policy Analysis*, vol. 38, no. 1, March 2016, pp. 5-20.

Nichols-Barrer, Ira, and Brian Gill. "PARCC Tests Do Work After All." Op-ed. *Cleveland Plain Dealer*, November 6, 2015.

Nichols-Barrer, Ira, Kate Place, Erin Dillon, and Brian Gill. "Predictive Validity of MCAS and PARCC: Comparing 10th Grade MCAS Tests to PARCC Integrated Math II, Algebra II, and 10th Grade English Language Arts Tests." Report submitted to the Massachusetts Executive Office of Education. Cambridge, MA: Mathematica Policy Research, October 2015.

Dillon, Erin, Ira Nichols-Barrer, Brian Gill, and Kate Place. "Calibrating Performance Standards Across State Lines: How PARCC Predicts College Readiness." Cambridge, MA: Mathematica Policy Research, October 2015.

Nichols-Barrer, Ira, Caroline Lauver, Leigh Linden, and Matt Sloan. "Evaluation Design Report for the Georgia Improving General Education Quality Project's School Rehabilitation Activity." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, November 2014.

Nichols-Barrer, Ira, Philip Gleason, Brian Gill, and Christina Clark Tuttle. "Does Student Attrition Explain KIPP's Success?" *Education Next*, vol. 14, no. 4, fall 2014.

Nichols-Barrer, Ira, Jacqueline Berman, Ali Protik, Anu Rangarajan, Matt Sloan, and Lindsay Wood. "Rwanda Threshold Program Evaluation: Final Report." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, October 2014.

Nichols-Barrer, Ira, Jacqueline Berman, Ali Protik, Anu Rangarajan, Matt Sloan, and Lindsay Wood. "Lessons on Improving Governance in a Complex Policy Environment in Rwanda." Washington, DC: Mathematica Policy Research, October 2014.

Gleason, Phil, and Ira Nichols-Barrer. "Education Management Organizations." In *Encyclopedia of Education Economics and Finance*, edited by Dominic Brewer and Lawrence Picus. Thousand Oaks, CA: Sage Publications, Inc., September 2014.

Gill, Brian, and Ira Nichols-Barrer. "Charter Schools." In *Encyclopedia of Education Economics and Finance*, edited by Dominic Brewer and Lawrence Picus. Thousand Oaks, CA: Sage Publications, Inc., September 2014.

Gleason, Philip M., Christina Clark Tuttle, Brian Gill, Ira Nichols-Barrer, and Bing-ru Teh. "Do KIPP Schools Boost Student Achievement?" *Education Finance and Policy*, vol. 9, no. 1, 2014, pp. 36-58.

Nichols-Barrer, Ira, Matt Sloan, Ken Fortson, and Leigh Linden. "Program Logic Assessment for the Georgia Improving General Education Quality Project." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, December 2013.

Nichols-Barrer, Ira, and Joshua Haimson. "Impacts of Five Expeditionary Learning Middle Schools on Academic Achievement." Cambridge, MA: Mathematica Policy Research, July 2013.

Tuttle, Christina Clark, Brian Gill, Phil Gleason, Virginia Knechtel, Ira Nichols-Barrer, and Alex Resch. "KIPP Middle Schools: Impacts on Achievement and Other Outcomes." Washington, DC: Mathematica Policy Research, February 2013.

Colman, Silvie, Ira Nichols-Barrer, Julie Redline, Barbara Devaney, Sara Ansell, and Ted Joyce. "Effects of the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC): A Review of Recent Research." Report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Princeton, NJ: Mathematica Policy Research, January 2012.

Furgeson, Joshua, Brian Gill, Joshua Haimson, Alexandra Killewald, Moira McCullough, Ira Nichols-Barrer, Bing-ru Teh, Natalya Verbitsky Savitz, Melissa Bowen, Allison Demeritt, Paul Hill, and Robin Lake. "Charter-School Management Organizations: Diverse Strategies and Diverse Student Impacts." Final report. Princeton, NJ: Mathematica Policy Research, January 2012.

Nichols-Barrer, Ira, Lindsay Wood, Matt Sloan, and Anu Rangarajan. "Evaluation of the Rwanda Threshold Program: Baseline Report." Report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, October 2011.

Cole, Nancy, Jessica Jacobsen, Ira Nichols-Barrer, and Mary Kay Fox. "WIC Food Packages Policy Options Study, Final Report." Report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Cambridge, MA: Mathematica Policy Research, June 2011.

Ranalli, Dennis, Janis Johnston, Edward Harper, Rosemary O'Connell, Jay Hirschman, Quinn Moore, Ira Nichols-Barrer, and Nancy Cole. "Direct Certification in the National School Lunch Program: State Implementation Progress." Special Nutrition Programs Report no. CN-10-DC. Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, Office of Research and Analysis, October 2010.

Tuttle, Christina Clark, Bing-ru Teh, Ira Nichols-Barrer, Brian P. Gill, and Philip Gleason. "Student Characteristics and Achievement in 22 KIPP Middle Schools." A report of the National Evaluation of KIPP Middle Schools. Washington, DC: Mathematica Policy Research, June 2010.

Stephenson, John B., Christopher Murray, Krista Loose, Kathleen Padulchick, Ira Nichols-Barrer, Miles Ingram, Vincent Price, and Tim Bazzle. "Superfund Litigation Has Decreased and EPA Needs Better Information on Site Cleanup and Cost Issues to Estimate Future Program Funding Requirements." Publication no. GAO-09-656. Washington, DC: U.S. Government Accountability Office, July 2009.

Nichols-Barrer, Ira. "Colonial and Post-Colonial Power at Kataragama: Government Intervention and Religious Change." *Ethnic Studies Report*, vol. 21, no. 1, 2003.

Presentations

Nichols-Barrer, Ira. "Nudging Parents to Choose Better Schools: How Information Design Drives Action," Paper presentation at the Strategic Data Project Annual Convening, Center for Education Policy Research, Harvard University, Cambridge, MA, May 20, 2019.

Gleason, Phil, Ira Nichols-Barrer, and Thomas Coen. "Expanding Without Blowing Up: Assessing the Challenges of Scaling Up a Successful Charter School Network." Paper presentation at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, DC, November 10, 2018.

Nichols-Barrer, Ira, Emilie Bagby, Larissa Campuzano, and Sarah Humpage Liuzzi. "Measuring Teacher Practices in MCC Evaluations in Guatemala, El Salvador, Morocco, and Georgia," Presentation at the Millennium Challenge Corporation Evaluation Summit, Washington, DC, July 10, 2017.

Nichols-Barrer, Ira, Phil Gleason, and Thomas Coen, “Assessing the Challenges to Scaling Up a Successful Charter School Network,” Paper presented at the Association for Education Finance and Policy Annual Conference, Washington DC, March 17, 2017.

Nichols-Barrer, Ira, Mariel Finucane, Steve Glazerman, and Jon Valant, “Beyond ‘Treatment versus Control’: How Bayesian Design Makes Factorial Experiments Feasible in Education Research,” Paper presented at the Association for Education Finance and Policy Annual Conference, Washington DC, March 16, 2017.

Nichols-Barrer, Ira, Phil Gleason, Christina Tuttle, Thomas Coen, and Virginia Knechtel. “Do Charter School Networks Deflate as They Expand? Trends in the Impacts of KIPP Schools during a Period of Rapid Growth in the KIPP Network.” Paper presented at the Society for Research on Educational Effectiveness, Washington, DC, March 5, 2016.

Nichols-Barrer, Ira. “Do Tests Aligned with the Common Core Predict College Success?” Program on Education Policy and Governance, Harvard University, Cambridge, MA, November 17, 2015.

Nichols-Barrer, Ira, and Brian Gill. “Comparing MCAS and PARCC in Predicting Students’ Performance in College.” Presentation to the Massachusetts Board of Elementary and Secondary Education, Malden, MA, October 19, 2015.

Nichols-Barrer, Ira. “Embedding Rigorous Evaluation Designs in Education Interventions: A Collaborative Approach.” Paper presented at the Comparative and International Education Society Conference, Washington, DC, March 9, 2015.

Nichols-Barrer, Ira, Ryan Moore, Jennifer Heintz, and Matt Sloan. “Evaluating the Impacts of Classroom Assessment Initiatives: Benefits and Potential Approaches.” Paper presented at the Third Annual Black Sea Conference, Batumi, Georgia, September 13, 2014.

Nichols-Barrer, Ira, Ali Protik, Lindsay Wood, Jacqueline Berman, and Matt Sloan. “Understanding the Impacts of a Civic Participation Initiative in Rwanda.” Paper presented at the Association for Public Policy Analysis and Management Fall Research Conference, Washington, DC, November 7, 2013.

Nichols-Barrer, Ira. “Equity and Access to Quality Across Schools.” Panel discussant, Association for Education Finance and Policy Annual Conference, New Orleans, March 16, 2013.

Nichols-Barrer, Ira, Brian Gill, Phil Gleason, and Christina Clark Tuttle. “KIPP Impacts on Academic Achievement: Propensity Score Matching Results for 41 KIPP Middle Schools.” Paper presented at the Association for Education Finance and Policy Annual Conference, New Orleans, March 16, 2013.

Nichols-Barrer, Ira, Ali Protik, and Matt Sloan. “Rwanda Threshold Program Evaluation: Preliminary Findings.” Presentation to the Millennium Challenge Corporation, Washington, DC, January 23, 2013.

Nichols-Barrer, Ira, Matt Sloan, Anu Rangarajan, John Molyneaux, and Sophia Sahaf. “Results of the MCC-Funded Rwanda Threshold Program Evaluation: Strengthening Civic Participation, RNP Inspectorate Services, and Media.” Paper presented at the Experiments in Government and Politics Meeting, Stanford, CA, November 2, 2012.

Nichols-Barrer, Ira, Bing-ru Teh, Natalya Verbitsky-Savitz, and Brian Gill. “The Diverse Impacts of Charter-School Management Organizations.” Paper presented at the Association for Education Finance and Policy Annual Conference, Boston, March 15, 2012.

Nichols-Barrer, Ira, Lindsay Wood, Matt Sloan, and Anu Rangarajan. “Rwanda Threshold Program: Baseline Findings.” Presentation to the Millennium Challenge Corporation, Washington, DC, October 11, 2011.

Nichols-Barrer, Ira, Christina Clark Tuttle, Brian P. Gill, and Philip Gleason. “Student Selection, Attrition, and Replacement in KIPP Middle Schools.” Paper presented at the American Educational Research Association Annual Meeting, New Orleans, April 8, 2011.

Sloan, Matt, Ira Nichols-Barrer, Lindsay Wood, and Anu Rangarajan. “Survey Response and Data Quality Issues in the Evaluation of the Rwanda Threshold Program.” Paper presented at the Eighth International Workshop on Comparative Survey Design and Implementation, London, March 24-26, 2011.

Sloan, Matt, Ira Nichols-Barrer, Lindsay Wood, and Anu Rangarajan. "Rwanda Threshold Program Evaluation: Strengthening Civic Participation, RNP Inspectorate Services, and Media." Paper presented at the Millennium Challenge Corporation Inaugural Impact Evaluation Conference, Washington, DC, January 21, 2011.

Referee

Economics of Education Review
Educational Evaluation and Policy Analysis
Evaluation Review
Journal of School Choice

Awards

2014	Best Academic Paper on School Choice and Reform, Association of Education Finance and Policy
2003	Phi Beta Kappa

Information Technology

Stata, Access, Quicken, Microsoft Office

Mariesa Herrmann

Senior Researcher

Proposed role: Lead research projects and conduct peer review

- ◆ More than seven years of experience reviewing the quality of proposed study designs and research reports for multiple projects funded by the U.S. Department of Education and others
- ◆ Extensive experience working with state and local education agencies to conduct quantitative research on topics related to their needs
- ◆ More than 10 years of experience conducting quantitative research on a range of topics in education, including principal and teacher effectiveness, school improvement, and early childhood education

Experience

Mathematica

Peer Reviewer, Independent Review and Evaluation for Regional Educational Laboratories (2012-). Review study designs and research reports completed by Regional Educational Laboratories for relevance, utility, quality of study design and methods, and readability. Reviewed more than 30 study designs and reports on education policy topics such as school discipline, principal effectiveness, English language learners, and college readiness. This project provides analytic and technical support to the U.S. Department of Education's Institute of Education Sciences (IES).

Co-Study Director and Principal Investigator, Regional Educational Laboratory Mid-Atlantic Study of a School Readiness Threshold for Philadelphia (2018-). Oversee analyses to identify a threshold on Pennsylvania's kindergarten entry assessment that most accurately predicts students' reading proficiency by the end of grade 3. Coauthor study reports. Provide technical assistance to School District of Philadelphia staff. This study is sponsored by IES.

Co-Study Director and Principal Investigator, Regional Educational Laboratory-Mid-Atlantic Study of New Jersey's Principal Evaluation System (2012-2016). Oversaw all study activities, which included designing a study to describe New Jersey's new principal evaluation system, collecting and analyzing data, and writing reports. This study, sponsored by IES, examined the variance of principal evaluation ratings, year-to-year stability of the ratings, relationship between the ratings and student characteristics, and the relationships among the ratings.

Subcontract Project Director and Reviewer, Research Synthesis of the Role of Assistant Principals and Pathways to the Principalship (2019-). Oversee direction, planning, and implementation of Mathematica's study activities as a subcontractor to Vanderbilt University. These activities include reviewing, assessing the rigor of, and synthesizing research on assistant principals, and conducting descriptive analyses of national survey data and state administrative data. This study, for the Wallace Foundation, will produce a report synthesizing research on assistant principals.

Reviewer, What Works Clearinghouse (2014). Reviewed, assessed, and rated the rigor of studies on interventions in foundational reading and the single study review topic area. The reviews for the U.S. Department of Education provide the foundation for reports characterizing the effectiveness of various interventions.

Education

2012 Ph.D., Economics, with distinction, Columbia University

2006 B.A., Economics, with highest honors, University of Texas

Positions

2012- Mathematica

2017- Senior Researcher

2012-2017 Researcher

2007-2011 Columbia University

2007-2011 Research Assistant

Reviewer, Clearinghouse for Labor Evaluation and Research (CLEAR) (2013). Reviewed, assessed, and rated the rigor of research evaluating effectiveness of various labor-related policies and practices for the U.S. Department of Labor. The goal of CLEAR is to become a central and trusted resource on the effectiveness of labor programs.

Deputy Task Leader for Analysis, Impact Evaluation of Support for Principals (2017-). Oversee the analysis and reporting for a large-scale random assignment study of the effects of intensive principal professional development and coaching. This study, for IES, will assess the implementation and impacts of professional development and coaching for principals in 8 districts and 100 schools.

Acting Project Director (2017-2018), Deputy Project Director (2015-2017), Researcher (2013-2015), Evaluation of Race to the Top-Early Learning Challenge (RTT-ELC) Tiered Quality Rating and Improvement Systems (TQRIS) (2013-2018). Oversaw all study activities, which include developing an interview protocol to understand challenges faced by authors of states' TQRIS validation studies, collecting and analyzing data, and writing briefs and reports. Contributed to design of study to validate the TQRIS in two to three of the nine RTT-ELC Round 1 states. This study is being conducted under the RTT-SIG evaluation contract. It includes descriptive analyses of TQRIS implementation, an analysis of the feasibility of examining the relationship between early childhood programs' TQRIS ratings and their students' kindergarten readiness, and a synthesis of the states' TQRIS validation studies that were required under the RTT-ELC grants.

Deputy Project Director (2015-2017), Researcher (2013-2015) Impact Evaluation of Race to the Top (RTT) and School Improvement Grants (SIG) (2013-2017). Oversaw direction, planning, and implementation of all study activities, including analysis and writing of the second RTT and SIG study reports. This impact study for IES assessed the impact and implementation of RTT and SIG in approximately 60 districts and 500 schools. The SIG study component used a regression discontinuity design, and the RTT component was descriptive.

Researcher, An Impact Evaluation of the Teacher Incentive Fund (2013-2017). Led analyses of impacts of pay-for-performance on student achievement and educator effectiveness and retention. Helped oversee a team that collected administrative student and educator data from 13 districts. Coauthored the last three reports. Contributed to two restricted use data files. This randomized experiment for IES examined the impact of performance-based incentives on principal and teacher outcomes and student achievement in 13 districts and 183 schools.

Deputy Task Leader for Study Design Report, Impact Evaluation to Inform the Teacher and School Leader Incentive Program (2018-). Oversee the drafting of a design report for a large-scale random assignment evaluation of teacher leader roles. This study, for IES, will assess the implementation and impacts of teacher leaders in about 10 districts and 100 schools.

Deputy Task Leader for Study Design Report and Recruiter, Impact Evaluation of Departmentalized Instruction (2017-). Oversee the drafting of a design report for a large-scale quasi-experimental evaluation of the effects of switching from self-contained classrooms to departmentalized instruction. Recruit districts to participate in study. Develop implementation support materials. This study, for IES, will assess the implementation and impacts of departmentalized instruction in about 10 districts and 100 schools. This study will use propensity score models to examine the impacts of departmentalized instruction on student achievement and educator outcomes.

Deputy Project Director, Feasibility Study for an Impact Evaluation of Paraprofessional Reading Tutors (2017-2018). Oversaw direction, planning, and implementation of all study activities. Served as lead author of design report. The study, for IES, recommended designs for a future large-scale random assignment evaluation to inform how districts use and train their paraprofessionals. The study interviewed nine reading tutoring programs and up to nine groups of district officials, teachers, and paraprofessionals.

Columbia University; New York, NY

As **Research Assistant (2007-2011)**, cleaned and analyzed data using Stata for an evaluation of the effect of teacher absences on student achievement and a randomized evaluation of an after school program in Washington, DC.

Selected Papers and Publications

JOURNAL ARTICLES AND BOOK CHAPTERS

Herrmann, Mariesa, Elias Walsh, and Eric Isenberg. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." *Statistics and Public Policy*, vol. 3, no. 1, 2016, pp. 1-10.

REPORTS

Harding, Jessica F., Mariesa A. Herrmann, Elías S. Hanno, and Christine Ross. "Using Kindergarten Entry Assessments to Measure Whether Philadelphia's Students are On-Track for Reading Proficiently." Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic, October 2019.

Herrmann, Mariesa and Christine Ross. "Measuring Principals' Effectiveness: Results from New Jersey's First Year of Statewide Principal Evaluation." REL report 2016-156. Washington, DC: National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic, Institute of Education Sciences, U.S. Department of Education, August 2016. Available online.

Ross, Christine, Mariesa Herrmann, and Megan Hague Angus. "Measuring Principals' Effectiveness: Results from New Jersey's Principal Evaluation Pilot." REL report 2015-089. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic, May 2015. Available online.

Herrmann, Mariesa, Melissa Clark, Susanne James-Burdumy, Christina Tuttle, Tim Kautz, Virginia Knechtel, Dallas Dotter, Claire Smither Wulsin, and John Deke. "The Effects of a Principal Professional Development Program Focused on Instructional Leadership." NCEE report 2020-0002. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, October 2019.

Herrmann, Mariesa, Gretchen Kirby, Jonah Deutsch, Clare Wolfendale, Andrea Mraz Esposito, Pia Carmina Caronongan, and Lisa Dragoset. "Quality Ratings and System Characteristics: Patterns in the Round 1 Race to the Top-Early Learning States." Final brief submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, March 2019.

Fox, Lindsay, Moira McCullough, Pia Caronongan, and Mariesa Herrmann. "Are Ratings from Tiered Quality Rating and Improvement Systems Valid Measures of Program Quality? A Synthesis of Validation Studies from Race to the Top-Early Learning Challenge States." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, January 2019.

Kirby, Gretchen, Mariesa Herrmann, Clare Wolfendale, and Andrea Mraz Esposito. "Moving on Up? Program Quality Ratings Under Race to the Top-Early Learning Challenge." Final brief submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, January 2019.

Chiang, Hanley, Cecilia Speroni, Mariesa Herrmann, Kristin Hallgren, Paul Burkander, and Alison Wellington. "Evaluation of the Teacher Incentive Fund: Final Report on Implementation and Impacts of Pay-for-Performance Across Four Years." NCEE report 2017-4004. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, December 2017.

Dragoset, Lisa, Jaime Thomas, Mariesa Herrmann, John Deke, Susanne James-Burdumy, Cheryl Graczewski, Andrea Boyle, Rachel Upton, Courtney Tanenbaum, and Jessica Giffin. "School Improvement Grants: Implementation and Effectiveness." NCEE report 2017-4013. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, January 2017.

Dragoset, Lisa, Jaime Thomas, Mariesa Herrmann, John Deke, Susanne James-Burdumy, Cheryl Graczewski, Andrea Boyle, Rachel Upton, Courtney Tanenbaum, and Jessica Giffin. "Race to the Top: Implementation and Relationship to Student Outcomes." NCEE report 2016-4001. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, October 2016.

Wellington, Alison, Hanley Chiang, Kristin Hallgren, Cecilia Speroni, Mariesa Herrmann, and Paul Burkander. "Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance After Three Years." NCEE report 2016-4004. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, August 2016.

Dragoset, Lisa, Susanne James-Burdumy, Kristin Hallgren, Irma Perez-Johnson, Mariesa Herrmann, Christina Tuttle, Megan Hague Angus, Rebecca Herman, Matthew Murray, Courtney Tanenbaum, and Cheryl Graczewski. "Usage of Practices Promoted by School Improvement Grants." NCEE report 2015-4019. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, September 2015.

Dragoset, Lisa, Susanne James-Burdumy, Kristin Hallgren, Irma Perez-Johnson, Mariesa Herrmann, Christina Tuttle, Megan Hague Angus, Rebecca Herman, Matthew Murray, Courtney Tanenbaum, and Cheryl Graczewski. "Usage of Policies and Practices Promoted by Race to the Top." NCEE report 2015-4018. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, September 2015.

Chiang, Hanley, Alison Wellington, Kristin Hallgren, Cecilia Speroni, Mariesa Herrmann, Steven Glazerman, and Jill Constantine. "Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance After Two Years." NCEE report 2015-4020. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, September 2015.

Herrmann, Mariesa, Lisa Dragoset, and Susanne James-Burdumy. "Are Low-Performing Schools Adopting Practices Promoted by School Improvement Grants?" NCEE report 2015-4001. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, October 2014.

Wellington, Alison, Mariesa Herrmann, Emilyn Whitesell, Philip Gleason, Jason Margolis, and Kristin Hallgren. "Design of an Impact Evaluation to Inform the Teacher and School Leader Incentive Program." Draft design report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, February 2019.

Herrmann, Mariesa, Peter Schochet, Sharon Vaughn, Denise Uitto, Kristin Hallgren, Emilyn Whitesell, Jacob Hartog, Lindsay Ochoa, Sara Woodruff, Amanda Lee, and Libby Makowsky. "Feasibility and Design of an Impact Evaluation of Paraprofessional Reading Tutors." Draft design report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, October 2018.

Clark, Melissa A., Hanley Chiang, Mariesa Herrmann, Libby Makowsky, Paul Burkander, Elias Walsh, Alison Wellington, Lucy Steiner, and Florence Chang. "Design of an Impact Evaluation of Departmentalized Instruction in Elementary Schools." Draft design report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, January 2018.

Perez-Johnson, Irma, Pia Caronongan, Gretchen Kirby, Mariesa Herrmann, Patricia DelGrosso, and Lisa Dragoset. "Race to the Top-Early Learning Challenge: Descriptive Study of Tiered Quality Rating and Improvement Systems in Nine Round 1 States." Draft design report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, May 2014.

Presentations

Jessica Harding, Mariesa Herrmann, Christine Ross, and William Leith. "Using Kindergarten Entry Assessments to Measure Whether Philadelphia's Students are On-Track for Reading Proficiently." Briefing presented at School District of Philadelphia, Philadelphia, PA, November 19, 2019.

Eliás Hanno, Jessica Harding, Mariesa Herrmann, and Christine Ross. "Using Kindergarten Entry Assessments to Measure Whether Philadelphia's Students are On-Track for Reading Proficiently: Preliminary Findings." Briefing presented School District of Philadelphia, April 22, 2019.

Herrmann, Mariesa, and Christine Ross. "Measuring Principals' Effectiveness: Results from New Jersey's First Year of Statewide Principal Evaluation." Briefing presented at the New Jersey Department of Education, Trenton, NJ, December 21, 2015.

Herrmann, Mariesa, and Christine Ross. "Using Year-to-Year Changes in Schoolwide Student Outcomes to Inform Principal Goals." Briefing presented at the New Jersey Department of Education, Trenton, NJ, December 1, 2015.

Herrmann, Mariesa, and Christine Ross. "Principal Evaluation Ratings and Year-to-Year Changes in Schoolwide Student Outcomes: Interim Findings from the 2013-14 New Jersey Principal Evaluation Study." Briefing presented at the New Jersey Department of Education, Trenton, NJ, February 18, 2015.

Herrmann, Mariesa, Christine Ross, and Megan Hague Angus. "Measuring School Leaders' Effectiveness: A Report on New Jersey's Principal Evaluation Pilot." Briefing presented at the New Jersey Department of Education, Trenton, NJ, June 26, 2014.

Walsh, Elias, and Mariesa Herrmann. "Explaining Growth Models and their Use in Accountability Systems: a Primer for States, Districts, and Education Researchers." Professional learning course at the American Educational Research Association Annual Meeting, New York City, April 14, 2018.

Jessica Harding and Mariesa Herrmann. "Using Kindergarten Entry Assessments to Measure Whether Philadelphia's Students are On-Track for Reading Proficiently." Briefing presented at Regional Educational Laboratory Mid-Atlantic Strengthening the Early Education Continuum Alliance meeting, Princeton, NJ, December 2, 2019.

Herrmann, Mariesa, and Christine Ross. "Measuring School Leaders' Effectiveness: A Report from New Jersey." Briefing presented at the Regional Educational Laboratory Mid-Atlantic Governing Board, Philadelphia, April 13, 2015.

Herrmann, Mariesa. "The Effects of a Principal Professional Development Program Focused on Instructional Leadership." Presentation at the Association for Public Policy Analysis and Management, Denver, CO, November 8, 2019. Tuttle, Christina, Melissa A. Clark, Mariesa Herrmann, and Susanne James-Burdumy. "Impact Evaluation of Support for Principals: Implementation and Impacts." Briefing of technical working group members, Washington, DC, May 8, 2018.

Speroni, Cecilia, Mariesa Herrmann, and Alison Wellington. "Teacher Incentive Fund (TIF) Evaluation: Implementation and Impacts of Pay-for-Performance After Four Years." Briefing of technical working group members, Washington, DC, November 7, 2016.

Speroni, Cecilia, Mariesa Herrmann, and Alison Wellington. "Teacher Incentive Fund (TIF) Evaluation: Implementation and Impacts of Pay-for-Performance After Four Years." Briefing for the Institute of Education Sciences, Washington, DC, October 24, 2016.

Schochet, Peter, Mariesa Herrmann, and Sharon Vaughn. "Feasibility and Design of an Impact Evaluation of Paraprofessional Reading Tutors." Briefing of technical working group members, Washington, DC, September 18, 2018.

Herrmann, Mariesa, Elias Walsh, Eric Isenberg, and Alexandra Resch. "Shrinkage of Value-Added Estimates and Characteristics of Students with Hard-to-Predict Achievement Levels." Presentation at the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Herrmann, Mariesa, and Jonah Rockoff. "Work Disruption, Worker Health and Productivity: Evidence from Teaching." Presentation at the Society of Labor Economists/European Association of Labour Economists Annual Meeting, London, July 2010.

Herrmann, Mariesa. "Does Special Education Benefit Non-disabled Students?" Presentation at the American Education Finance Association Annual Meeting, Richmond, VA, March 2010.

Referee

Economic Inquiry

Economic Journal

Economic Letters

Economica

Journal of Applied Econometrics

Journal of the European Economics Association

Journal of Policy Analysis and Management

Journal of Public Economics

National Science Foundation

Awards and Honors

2007-2010 National Science Foundation Graduate Research Fellowship

Information Technology

Stata

Allison McKie

Senior Researcher

Proposed role: Lead research projects and conduct peer review

- ◆ More than 12 years of experience on the WWC, including quality assurance lead, reviewer development lead, reviewer training lead, and topic area deputy
- ◆ Extensive experience working with school districts to conduct and use research, including DCPS
- ◆ More than 10 years of experience evaluating education interventions in random assignment, quasi-experimental, and descriptive studies

Selected Experience

Mathematica

Reviewer Development Lead (2019-), Quality Assurance Lead (2015-2018), Training Lead (2015-2018), Deputy (2013-2017), Grant Reviews Lead (2015), Principal Investigator (2014), Senior Researcher (2010-2012), Deputy Principal Investigator (2008-2010), Researcher (2006-2008), What Works Clearinghouse (WWC) (2006-2019). Provide feedback to reviewers and identify issues that need to be addressed via targeted guidance or training. Oversaw quality assurance reviews of all WWC products. Managed training and certification of reviewers, conducted in-person trainings, and either developed or reviewed technical content of online training modules. Co-led the teacher training, evaluation, and compensation topic area. Reviewed research papers and reports on teacher training programs, teacher induction programs, teacher evaluation systems, teacher compensation systems, and teacher professional development programs. Wrote intervention reports. Led reviews of research cited in federal grant proposals and co-led middle school math curricula topic area. This project, sponsored by the U.S. Department of Education (ED), conducted systematic reviews of the research literature and characterized the effectiveness of interventions in reports posted on the WWC web page.

Principal Investigator, Regional Educational Laboratory Mid-Atlantic (RELMA) (2018-). Lead design and analysis of a quasi-experimental study examining the impact of structured relationship-building teacher home visits on student and teacher outcomes in District of Columbia Public Schools. Lead a project assessing the feasibility of conducting a cross-state teacher mobility study in the Mid-Atlantic region. Sponsored by the U.S. Department of Education (ED), RELMA collaborates with state and local education agencies in the Mid-Atlantic region to support the use of evidence in improving student academic outcomes by providing training, coaching, and technical assistance and conducting applied research studies.

Senior Researcher, Evaluation Training and Technical Assistance in Program Evaluation (2015).

Reviewed and commented on grantee evaluation reports. This study, sponsored by the U.S. Department of Health and Human Services, provides technical assistance to approximately 70 local evaluations, across two cohorts, of teen pregnancy prevention programs.

Education

- 2007** Ph.D., Economics, Massachusetts Institute of Technology
- 1999** B.A., Economics and Political Science, University of North Carolina at Chapel Hill

Positions

- 2005-** Mathematica
- 2010-** Senior Researcher
- 2005-2010** Researcher
- 2002-2004** Teaching Assistant, Massachusetts Institute of Technology
- 2001** Research Assistant, Harvard University
- 2000** Training Program Participant, American Economic Association
- 1999** Program Participant, Minority Undergraduate Research Assistant Program
- 1998-1999** Mellon Undergraduate Trainee, Carolina Population Center

Researcher, Analytic and Technical Support for Advancing Education Evaluations (2007-2010).

Critiqued Regional Educational Laboratory (REL) study reports. Summarized REL reports for quick turnaround analyses of American Recovery and Reinvestment Act topics. Reviewed proposals to conduct fast-response studies. Synthesized multiple reviewer comments to produce written report. This project, sponsored by ED, provides support to the Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance in several ways, including review of REL study designs and reports.

Quality Assurance Reviewer, Kellogg Foundation Grantee Review (2015-2016). Provided quality assurance review of work plan, rubrics, reviewer training materials, interim summary reports or lists of best practices, and final deliverables. This project, sponsored by the W. K. Kellogg Foundation created coding rubrics and conducted systematic reviews of grantee documents to help the Foundation categorize what data, information, and best practices it has supported through its programming and identify the extent to which grantee activities align with the foundation's theory of change.

Project Director (2010-2012), Researcher (2006-2010), Evaluation of the Teacher Advancement Program (TAP) in Chicago Public Schools (2006-2012). Coauthored impact reports. Estimated impacts on teacher retention and stakeholder perceptions using administrative teacher data, teacher surveys, and principal interviews. Analyzed teacher surveys to characterize implementation. Conducted random assignment of schools. Analyzed school characteristics by program selection status. Conducted power analysis and coauthored design report. Presented overview of the evaluation to prospective schools. Prepared data requests. Oversaw day-to-day project management. This evaluation, sponsored by the Joyce Foundation, used both random assignment and quasi-experimental methods to estimate the impact of Chicago TAP on student and teacher outcomes. The study also analyzed implementation.

Project Director, Evaluation of the District of Columbia (DC) Public Schools Family Engagement Program (2014-2016). Led development of evaluation plan. Contributed to design of teacher survey instrument. Conducted random assignment of schools. Oversaw day-to-day project management. This study, sponsored by the DC Public Education Fund through a grant with the Heising-Simons Foundation, planned to use a random assignment design, primary data collection, and administrative data to estimate the impacts of a two-year, school-based intervention to increase family engagement and student achievement via activities such as home visits and academic parent-teacher teams.

Senior Researcher, An Evaluation of the Teacher Quality Enhancement Grants—The Teacher Residency Program (TRP) (2011-2015). Estimated novice teacher retention using district employment records and mobility survey data. Analyzed mentor, resident, and teacher of record surveys to characterize TRP participants. Interviewed program directors to obtain in-depth information on TRP implementation. Coauthored design report, analysis plans, and evaluation reports. Contacted grantees to determine their eligibility for various study components and assisted in arranging data collection activities. Wrote a district research application. This study, sponsored by ED, describes the characteristics of TRPs and their participants and analyzes teacher retention.

Senior Researcher, An Impact Evaluation of the Teacher Incentive Fund (TIF) (2010-2014). Provided technical assistance to TIF evaluation grantees as they developed and implemented performance-based teacher and principal compensation systems. Coauthored Office of Management and Budget (OMB) recruitment package. This evaluation, sponsored by ED, uses a random assignment design to estimate the impact of performance pay incentives on student achievement and educator effectiveness, mobility, and recruitment. The study also examines correlations between particular program features and student achievement and describes the challenges districts face in program implementation.

Senior Researcher, Evaluation of TNTP's Turnaround Leadership Teams Strategy (TLTS) Mid-Phase Education Innovation and Research (EIR) Grant (2018-). Contribute to development of study design. This independent evaluation of TNTP's \$8 million EIR grant uses a random assignment design to estimate the impact of TLTS on student achievement and other outcomes and includes an implementation analysis to inform program fidelity and replication.

Deputy Project Director, Programmatic Outcomes Evaluation (2016). Wrote landscape scans that summarized frequently used measures related to programmatic outcomes. This project, sponsored by the W.K. Kellogg Foundation, supports the foundation in assessing and refining programmatic outcomes to improve health, education, and family economic security outcomes for children.

Senior Researcher, National College Ready Survey (NCRS) (2014). Led analysis of Wave 2 of the NCRS. Wrote a report summarizing survey findings. This survey, sponsored by the Bill & Melinda Gates Foundation, provides data on the uptake of college-readiness reform strategies among a national sample of schools and districts.

Principal Investigator, Evaluation of Strategic Data Use Initiatives (2011-2014). Conducted a scan of programs that support high school students in taking the steps needed to enroll in college. Coauthored a report that profiled promising college access programs. Interviewed school district personnel to create profiles of sites participating in the Education Pioneers and Strategic Data Project initiatives. This evaluation, sponsored by the Bill & Melinda Gates Foundation, conducts interviews, surveys, longitudinal case studies, and quantitative analyses to examine progress being made in four initiatives geared toward supporting the strategic use of education data at district and state levels.

Researcher, Evaluation of Knowledge Is Power Program (KIPP) Schools (2007-2008). Recruited schools to participate in the experimental component of the evaluation, conducted in-person visits, and summarized school eligibility and study participation plans. This project, sponsored by the KIPP Foundation, uses both random assignment and quasi-experimental designs to measure the effects of attending a KIPP school on student achievement and other student outcomes, as well as to examine whether KIPP graduates appear to be on a path to success in high school and college.

Researcher, Evaluation of Moving High-Performing Teachers to Low-Performing Schools (2007-2008). Prepared data to conduct value-added analysis. Coauthored OMB package. Conducted power analysis to determine sample size. This study, sponsored by ED, is a randomized experiment designed to estimate the impact of high-performing teachers on the low-performing schools to which they transfer.

Researcher, Case Studies of Programs for Preparing Disconnected Youth for Success in Postsecondary Education and Careers (2007-2008). Analyzed drop-out trends using National Education Longitudinal Study of 1988 (NELS) and Education Longitudinal Study of 2002 (ELS) data. Assessed comparability of ELS and NELS data. Coauthored report. This study, sponsored by ED, conducted case studies of programs that prepare out-of-school youth to attain a high school credential and either postsecondary education or employment.

Researcher, Impact Evaluation of Mandatory-Random Student Drug Testing (2006-2008). Contacted control schools periodically to monitor the integrity of the experimental design. Recruited comparison schools, confirmed the participation of grantees, visited participating schools, and wrote memos summarizing visits. This study, sponsored by ED, used a random assignment design to assess the impact of mandatory-random student drug testing on outcomes, including students' drug use, attitudes about drug use, and participation in activities subject to drug testing.

Researcher, Quantum Opportunity Program (QOP) Impact Analysis (2005-2007). Analyzed data and wrote portions of final report. This evaluation, sponsored by the U.S. Department of Labor, used a random assignment design to estimate the impacts of QOP on outcomes, including high school completion, postsecondary education and training, employment, and risky behaviors.

Researcher, Teacher Pay Reform Feasibility Study (2005-2007). Wrote portions of report laying out design options for conducting a rigorous evaluation of teacher incentive programs using random assignment methods. Analyzed the number of schools required to achieve specified precision targets under various random assignment design scenarios. Investigated teacher incentive programs and the availability of data to study such programs. Wrote portions of report profiling incentive programs and describing possible quasi-experimental research designs. This study, conducted for ED, IES, explored the feasibility of analyzing existing education data to estimate the effects of teacher compensation reform policies on key outcomes such as student achievement and teacher recruitment and retention.

Researcher, Impact Evaluation of Teacher Preparation Models (2006). Interviewed directors of teacher preparation programs and documented the information obtained as part of a context study. This evaluation, conducted for ED, IES, combined a random assignment design with non-experimental methods to estimate the impact of different teacher preparation models on student achievement.

Massachusetts Institute of Technology; Cambridge, MA

As **Teaching Assistant (2002-2004)**, taught principles of microeconomics to undergraduates. Graded exams and held office hours.

Harvard University; Cambridge, MA

As **Research Assistant (2001)**, conducted research for a Kennedy School of Government assistant professor on the effects of student loans on schooling decisions.

American Economic Association; Austin, TX

As **Training Program Participant (2000)**, researched the propensities of different segments of the U.S. population to smoke cigarettes and drink alcohol.

Minority Undergraduate Research Assistant Program (MURAP); Chapel Hill, NC

As **Program Participant (1999)**, researched the effects of educational vouchers on school outcomes for low-income elementary students. Presented findings at the MURAP conference.

Carolina Population Center; Chapel Hill, NC

As **Mellon Undergraduate Trainee (1998-1999)**, presented research on rising wage inequality. Participated in a “Demography and Inequality” seminar and critiqued the research of other participants.

Papers and Publications

Silva, Tim, Allison McKie, and Philip Gleason. “New Findings on the Retention of Novice Teachers from Teaching Residency Programs.” NCEE Evaluation Brief 2015-4015. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, August 2015.

Chaplin, Duncan, and Allison McKie. “Dropout Rates.” In *Encyclopedia of Education Economics & Finance*, edited by Dominic J. Brewer, and Lawrence O. Picus. Thousand Oaks, CA: SAGE Publications, Inc., 2014.

McKie, Allison, Alena Davidoff-Gore, Jared Coopersmith, and Lisa Klein Vogel. “The National College Ready Survey: Wave 2 (2013-2014).” Report submitted to the Bill & Melinda Gates Foundation. Washington, DC: Mathematica Policy Research, November 20, 2014.

Silva, Tim, Allison McKie, Virginia Knechtel, Philip Gleason, and Libby Makowsky. “Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools.” NCEE report 2015-4002. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, November 2014.

McKie, Allison, Lauren Akers, and Margaret Sullivan. “Profiles of Promising Programs: Findings from a College Access Scan.” Report submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, May 23, 2014.

McKie, Allison, Philip Gleason, and Tim Silva. “Study of Teaching Residency Programs: Analysis Plan for Second Round of Retention Data.” Draft report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, November 8, 2013. Seifullah, Allison McKie, Libby Makowsky, Philip Gleason, and Tim Silva. “Study of Teacher Residency Programs: Analysis Plan.” Draft report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, August 1, 2012.

Glazerman, Steven, and Allison Seifullah. "An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years." Report submitted to the Joyce Foundation. Washington, DC: Mathematica Policy Research, March 7, 2012.

Glazerman, Steven, and Allison Seifullah. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year Two Impact Report." Report submitted to the Joyce Foundation. Washington, DC: Mathematica Policy Research, May 17, 2010.

Glazerman, Steven M., Allison N. McKie, and Nancy L. Carey. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impact Report." Report submitted to the Joyce Foundation. Washington, DC: Mathematica Policy Research, April 27, 2009.

Chaplin, Duncan, and Allison N. McKie. "Who Is Dropping Out and from Where: A Comparison of Public High School Drop-Out Rates for 1990 and 2002 Sophomores." Draft report submitted to the U.S. Department of Education, Office of Vocational and Adult Education and Office of Elementary and Second Education. Princeton, NJ: Mathematica Policy Research, April 4, 2008.

McKie, Allison N. "The Effect of State-Mandated Salary Increases on Teacher Exit." Unpublished doctoral dissertation paper. Cambridge, MA: Massachusetts Institute of Technology, 2007.

McKie, Allison N. "How Do State Characteristics Impact the Teacher Location Decision? Evidence from a Conditional Logit Model." Unpublished doctoral dissertation paper. Cambridge, MA: Massachusetts Institute of Technology, 2007.

McKie, Allison N. "The Short-Run Effect of State-Mandated Salary Increases on Teacher Qualifications: Do States Get What They Pay For?" Unpublished doctoral dissertation paper. Cambridge, MA: Massachusetts Institute of Technology, 2007.

Glazerman, Steven M., Allison N. McKie, Nancy L. Carey, and Dominic Harris. "Evaluation of the Teacher Advancement Program (TAP) in the Chicago Public Schools: Study Design Report." Report submitted to the Joyce Foundation. Washington, DC: Mathematica Policy Research, November 14, 2007.

Max, Jeffrey, Allison N. McKie, and Steven M. Glazerman. "Feasibility of a Star Teacher Demonstration." Report submitted to the U.S. Department of Education, Institute of Education Sciences/National Center for Education Evaluation and Regional Assistance. Washington, DC: Mathematica Policy Research, February 28, 2007.

Schirm, Allen L., Elizabeth A. Stuart, and Allison N. McKie. "The Quantum Opportunity Program Demonstration: Final Impacts." Washington, DC: Mathematica Policy Research, July 2006.

Glazerman, Steven M., Timothy W. Silva, Nii Addy, Sarah A. Avellar, Jeffrey Max, Allison N. McKie, Brenda Natzke, Michael Puma, Patrick Wolf, and Rachel Ungerer Greszler. "Options for Studying Teacher Pay Reform Using Natural Experiments." Report submitted to the U.S. Department of Education. Washington, DC: Mathematica Policy Research, March 30, 2006.

Presentations

McKie, Allison, Dana Rotz, and Neil Seftor. "What Works Clearinghouse (WWC) Recertification for Standards Version 4.0." Presented for What Works Clearinghouse, webinar, January 12, 2018.

McKie, Allison, and Elias Walsh. "What Works Clearinghouse (WWC) Resources for Research on Teachers." Presentation at the Office of Innovation and Improvement Teacher Quality Programs Education Summit, Arlington, VA, May 11, 2017.

McKie, Allison. "Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools." Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 17, 2015.

Seifullah, Allison, and Steven Glazerman. "An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years." Paper presented at the Association for Education Finance and Policy Annual Conference, Boston, March 15, 2012.

Seifullah, Allison M., and Steven M. Glazerman. "Impacts of the Teacher Advancement Program in Chicago." Symposium at the American Educational Research Association Annual Meeting, New Orleans, April 10, 2011.

Seifullah, Allison M., and Steven M. Glazerman. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year Two Impact Report." Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference, Boston, November 6, 2010.

McKie, Allison N., and Steven M. Glazerman. "Impacts of the Teacher Advancement Program in Chicago." Symposium at the American Educational Research Association Annual Meeting, Denver, May 1, 2010.

Stevens, Carla, Don Hilber, Carol Ruckel, Steven Glazerman, Allison McKie, Chris Thorn, and Peter Witham. "Anticipating the Data Quality Challenges in TIF: Delivering Student-Teacher Linkages and Managing and Presenting Complex Data." Center for Educator Compensation Reform Webinar, April 15, 2010.

McKie, Allison N. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impact Report." Presentation at the American Education Finance Association Annual Conference, Richmond, VA, March 19, 2010.

McKie, Allison N. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impacts." Presentation at the Association for Public Policy Analysis and Management Annual Fall Research Conference, Washington, DC, November 9, 2009.

Glazerman, Steven. M., and Allison N. McKie. Briefing for the Joyce Foundation and Chicago Public Schools to inform stakeholders about year one impact findings from the Evaluation of the Teacher Advancement Program (TAP) in Chicago Public Schools, Chicago, April 21, 2009.

McKie, Allison N. "Can an Intensive, Comprehensive Program Help At-Risk Youth to Succeed? Final Impacts of the Quantum Opportunity Program Demonstration." Presentation at the Association for Public Policy Analysis and Management Annual Meeting, Los Angeles, November 7, 2008.

McKie, Allison N. Presentations for prospective schools to describe the Evaluation of the Recognizing Excellence in Academic Leadership (REAL) project. REAL Informational Sessions, Chicago, February 6, 2007 and February 15, 2007.

Schirm, Allen L., Elizabeth A. Stuart, and Allison N. McKie. Briefings for U.S. Department of Labor to inform policymakers about final impact findings from the Quantum Opportunity Program Demonstration. U.S. Department of Labor, Washington, DC, May 1, 2006 and June 8, 2006.

Awards

	Phi Beta Kappa
2004-2005	Spencer Dissertation Fellowship
2000-2002	Massachusetts Institute of Technology Economics Department Fellowship
1997-1999	University of North Carolina Office for Student Counseling Academic Award

Joanne Pfleiderer

Director of Communications

Proposed role: Disseminate research

- ◆ Led the development and implementation of the Mid-Atlantic Regional Educational Laboratory (REL) dissemination strategy to reach, engage, and influence a wide range of education stakeholders and build partnerships for sharing information
- ◆ Conducted audience analysis with education stakeholders for REL Mid-Atlantic, including the Philadelphia, Pittsburgh, and DC school districts, as well as state and local education agencies
- ◆ Managed editing, design, and production of Mathematica's WWC publications and reviewed deliverables for quality
- ◆ Coordinated dissemination with DCPS through the REL Mid-Atlantic Governing Board meetings and updates

Experience

Mathematica

Director of Communications (1996-). Develop, implement, and administer the corporate communications program to increase visibility and influence. Map overall strategic direction as well as plan for annual and long-range communications to maximize the impact of the company's research. Oversee branding and corporate identity, as well as thought leadership, media relations, editorial services, publishing, website development and management, library and information services, and communications training. Coordinate dissemination to policy, program, and research audiences. Led the team that redesigned the corporate website and intranet.

Communications Director, Mid-Atlantic Regional Educational Laboratory (2017-). Lead the development of the dissemination strategy to reach, engage, and influence a wide range of education stakeholders and build partnerships for information sharing. Develop diverse content, including video, infographics, and webinars to disseminate across platforms, fuel collaborations, and lead to improvement in practice.

Adviser, Teen Pregnancy Prevention Grantees (2014-2017).

Developed and presented live interactive webinars and dissemination guides focused on best practices and effective dissemination approaches, including social media campaigns, web content for blogs and other online channels, infographics, and multimedia tools for grantees funded by the U.S. Department of Health and Human Services, Office of Adolescent Health.

Communications Adviser, Analytic Technical Assistance and Development (2013-2014). Developed guides for the Regional Educational Laboratories on best practices in effective dissemination, including news blasts, infographics, multimedia, and 508 compliance.

Communications Manager, What Works Clearinghouse (WWC) (2007-2014). Led an extensive rebranding, restructuring, and relaunch of the WWC website, for the U.S. Department of Education, that began in 2007 and continued with Mathematica's second contract for enhancing the site in 2012. Convened key audience groups, including researchers, district leaders, policymakers, teachers, and the media to find out

Education

1992-1993 Graduate course work, Curriculum and Instruction, Rider College

1978 B.A., English, cum laude, State University College of New York at Buffalo

Positions

1992- Mathematica

1996- Director of Communications

1992-1996 Managing Editor

1981-1992 Educational Testing Service

1988-1992 Senior Writer/Editor, Corporate Publications and Editorial Services

1981-1988 Editor, Center for Occupational and Professional Assessment, Test Production

about their information needs, develop the communications strategy, conceptualize and build new products, and elevate the reach and influence of the WWC.

Communications Adviser, Home Visiting Evidence of Effectiveness Website (2011). Provided strategic counsel for the structure and content of this clearinghouse on effective home visiting interventions intended to inform funding decisions by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Policy Research and Evaluation.

Educational Testing Service; Princeton, NJ

As **Senior Writer/Editor, Corporate Publications and Editorial Services (1988-1992)**, collaborated with senior leadership for the National Assessment of Educational Progress to research, write, and disseminate publications for popular and technical audiences, including the first-ever National Assessment of Educational Progress on Computer Competence and multiple rounds of the Math Report Card, Reading Report Card, Science Report Card, and Writing Report Card. Conceptualized and worked with designers and researchers on Policy Information Center briefings. Assisted with annual research conference logistics and dissemination; staffed national education conferences, including the American Association of Colleges for Teacher Education, American Educational Research Association, Council of Chief State School Officers, Council of the Great City Schools, Southern Regional Education Board, and others; and coordinated dissemination to Historically Black Colleges and Universities.

As **Editor, Center for Occupational and Professional Assessment, Test Production (1981-1988)**, reviewed tests, proposals, and informational materials for students as well as nurses, respiratory therapists, registered dietitians, and other professionals.

Publications

Pfleiderer, Joanne, Felicia Hurwitz. "The Value of Engagement: How to Set Up and Facilitate an Effective Partnership Meeting." Houston, Texas: National Network of Education Research to Practice Partnerships, December 2019.

Pfleiderer, Joanne. "The REL Mid-Atlantic Alliance: Training and Supporting Excellent Educators." Video script. Washington, DC: U.S. Department of Education, 2017.

Pfleiderer, Joanne. "The REL Mid-Atlantic Career Readiness Alliance: A Partner in Promoting Career Entry and Success." Video script. Washington, DC: U.S. Department of Education, 2017.

Pfleiderer, Joanne. "The REL Mid-Atlantic: Building Capacity to Use Research in Decision Making." Video script. Washington, DC: U.S. Department of Education, 2017. AVA Gold Digital Award.

Pfleiderer, Joanne, John Kennedy, and Patrick Convery. "Using Plain Language in Your Writing." Video script. Princeton, NJ: Mathematica Policy Research, 2016.

Pfleiderer, Joanne, and Amy Berridge. "Teen Pregnancy Prevention Programs Dissemination Kit: Supporting Projects Working to Prevent Teen Pregnancy in the United States." Washington, DC: U.S. Department of Health and Human Services, 2014.

Pfleiderer, Joanne. "508 Compliance: Preparing Presentations, Excel Files, Websites, and Multimedia Products." Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2013.

Pfleiderer, Joanne. "First Impressions: Creating Newsflashes with Impact." Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2013.

Pfleiderer, Joanne. "Teachers Who Made the A List." *Philadelphia Inquirer*, December 10, 2004.

Pfleiderer, Joanne. "How Do You Write Technical Material That Educated Readers Will Read?" Interviewed in *Writing Concepts: The Business Communications Report*, Springfield, VA: Communications Concepts, 1995.

Pfleiderer, Joanne. "What Every Parent Should Know About Testing." Princeton, NJ: Educational Testing Service, 1992.

Pfleiderer, Joanne. "The Test for Our Society: The Nation's Report Card." Princeton, NJ: Educational Testing Service, 1992.

Pfleiderer, Joanne. "Crossroads in American Education." Princeton, NJ: Educational Testing Service, 1992.

Pfleiderer, Joanne (ed.). "What We Can Learn from Performance Assessment for the Professions." Princeton, NJ: Educational Testing Service, 1992.

Pfleiderer, Joanne (ed.). "Sex Equity in Educational Opportunity, Achievement, and Testing." Princeton, NJ: Educational Testing Service, 1991.

Pfleiderer, Joanne. "To Succeed in Science." Washington, DC: National Science Foundation, 1990.

Pfleiderer, Joanne (ed.). "New Directions for Teacher Assessment." Princeton, NJ: Educational Testing Service, 1989.

Presentations

Pfleiderer, Joanne, and Carmen Ferro. "Extending Your Reach: Mounting an Integrated Communications Strategy." Presented to the U.S. Department of Health and Human Services, webinar, 2017.

Pfleiderer, Joanne, and Amy Berridge. "Getting Your Message Heard: Simple and Successful Dissemination." Presented to the U.S. Department of Health and Human Services, webinar, 2014.

Certifications and Training

1995 Certified Trainer, American Writing Institute

Professional Memberships

American Association for Public Opinion Research
 Association for Public Policy Analysis and Management
 Association for Supervision and Curriculum Development
 International Association of Business Communicators

Honors and Awards

2018	AVA Gold Digital Award, Long Form Video, Association of Marketing and Communication Professionals
2011	MarCom Gold Award, E-Communications, Association of Marketing and Communications Professionals
2008	APEX Award of Excellence, Best Internet Site Redesign, Communications Concepts, Inc.
2008	MarCom Honorable Mention, Annual Reports, Association of Marketing and Communications Professionals
2005	Magnum Opus Honorable Mention Award, Best Internet Site Redesign, Content Marketing Institute

T. Kevin Booker

Senior Researcher

Proposed role: Lead research projects and conduct peer review

- ◆ Conducted research on education topics relevant to state education systems, including charter schools and educator evaluation
- ◆ More than 10 years of experience on the WWC, including lead methodologist for the charter school topic area
- ◆ Provided peer review of descriptive studies for the Regional Educational Laboratories

Experience

Mathematica

Lead Methodologist and Senior Researcher, Topic Areas, What Works Clearinghouse (WWC) (2009-). Lead methodologist for Charter School Topic Area, leading reviews and reports for three intervention reports. Coordinate and help lead the effort to review the research evidence on the effectiveness of interventions for ED. Oversee review process, contribute to setting standards for reviews of research, reconcile reviewer evaluations, and write and review intervention reports. This project, sponsored by ED, conducts systematic reviews of the research literature and characterizes the effectiveness of interventions in reports posted on the WWC web page.

Senior Researcher, Analytic and Technical Assistance for Advancing Education Evaluations (2007-). Serve as lead reviewer and QA reviewer for small-scale descriptive study plans and reports produced by 10 Regional Educational Laboratories (RELs). Review and QA reviews for REL reports and develop review protocols for technical assistance documents. This project is sponsored by ED.

Project Director, Evaluation of Texas's Public Charter School Program Start-Up Grant (2017-). Lead study design and analysis using a quasi-experimental design to estimate impacts for individual charter schools, estimate impacts for key student groups of disadvantaged students, and benchmark the magnitude of each school's impact to the size of the local achievement gap. Mathematica is a subcontractor to Safal Partners on this evaluation for the Texas Education Agency.

Senior Researcher, Evaluation of the Bill & Melinda Gates Foundation District-Charter Collaboration Grants (2013-2017). Lead impact evaluation task, using quasi-experimental methods to evaluate impacts on student achievement. Funded by the Gates Foundation, this evaluation will examine the effects of grants in seven cities on collaboration and equity between district and charter school sectors; describe the implementation experience, including the barriers and facilitators to collaboration; and identify promising practices by relating implementation findings to observed effects.

Senior Researcher, Impact Evaluation of the Teacher Incentive Fund (TIF) (2010-2014). Provide technical assistance to TIF evaluation grantees as they develop and implement performance-based teacher and principal compensation systems. Advise districts on developing and implementing value-added models and make presentations to district staff. This evaluation, sponsored by the U.S. Department of Education

Education

2006 Ph.D., Economics, Texas A&M University

1998 B.S., Economics, Texas A&M University

Positions

2006- Mathematica

2011- Senior Researcher

2006-2011 Researcher

2005-2006 Research Consultant, University of Washington

2005-2006 Adjunct Economist, RAND Corporation

2000-2004 Research Assistant, Texas A&M University

(ED), uses a random assignment design to estimate the impact of performance pay incentives on student achievement and educator effectiveness, mobility, and recruitment.

Senior Researcher, Evaluation of the Knowledge Is Power Program (KIPP) Investing in Innovation (i3) Grant (2010-2016). Contribute to study design and impact analysis. The independent evaluation component of the KIPP Foundation's \$50 million i3 grant from ED has three primary elements: an impact analysis of the effect of KIPP schools on student achievement, attainment, and other outcomes; an implementation analysis of KIPP's leadership pathways at the local and national levels; and a correlational analysis investigating factors related to impacts.

Lead Recruiter and Implementation Monitor, Impact Evaluation of Departmentalized Instruction in Elementary Schools (2017-). Lead in recruiting districts, including development of protocols used to screen districts for eligibility. Lead team reaching out to districts and schools across the country. Helped develop the implementation monitoring and principal interview protocols. Lead implementation monitoring site visits. This project for ED will evaluate the impact of departmentalized instruction—an instructional model in which teachers specialize in teaching specific subjects—on student achievement in the upper elementary grades and other key outcomes.

Lead Recruiter, Study of Secondary Math Teachers from Highly Selective Routes to Alternative Certification (2008-2010). Led the recruiting effort for several large school districts. Led team in working with schools to identify matched teachers and randomly assign students. This project is sponsored by ED.

Lead Recruiter, Impact Evaluation of Mandatory-Random Student Drug Testing (2006-2008). Contributed to the study design of a national random assignment evaluation of the impact of student drug testing. Led contact for multiple participating districts. Recruited several comparison schools. This project is sponsored by ED.

Project Director, Evaluation of New Leaders Impacts in Oakland (2013-2014). Led team estimating impacts of New Leaders for New Schools' partnership with Oakland Public Schools on student performance, using value-added analysis of students in several California school districts. This project was sponsored by New Leaders.

Coordinator, Teacher Effectiveness Research Alliance, Mid-Atlantic Regional Educational Laboratory (REL MA) (2012-2014). Led the team providing technical assistance on teacher effectiveness issues for the five Mid-Atlantic states. Worked with stakeholders to provide research and evaluation analyses that meet local needs, and to assist in developing and delivering communication materials related to teacher effectiveness. Researched areas include value-added measures for teachers and principals, as well as other non-test measures of teacher effectiveness. REL MA is sponsored by ED.

Project Director, Evaluation of New Leaders Principals in Effective Practice Incentive Community (EPIC) Charter Schools (2010-2012). Led team estimating impacts of New Leaders for New Schools (NLNS) principal training on student performance, using value-added analysis of charter schools participating in EPIC. This project was sponsored by NLNS.

Project Director, Effective Practice Incentive Community Evaluation (2009-2012). Led team estimating value-added measures of school and teacher performance in Memphis and for a group of 200 charter schools in 20 states. Developed innovative analytic models for comparing school and teacher performance across charter schools. Led the quasi-experimental evaluation of program impacts. This program to help implement and evaluate a teacher incentive program in Memphis, Washington, DC, and the consortium of charter schools was sponsored by ED.

Senior Researcher, Evaluation of Knowledge Is Power Program Schools (2009-2011). Led task to develop quasi-experimental design to estimate program impacts. This project, sponsored by the KIPP Foundation, used both random assignment and quasi-experimental designs to measure the effects of attending a KIPP school on student achievement and other student outcomes, as well as to examine whether KIPP graduates appear to be on a path to success in high school and college.

Senior Researcher, Assistance for Empowering Effective Teachers in Pittsburgh (2009-2011). Assisted the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers in the development of better measures of teacher performance, to include value-added models and observation-based measures. These measures will be used for evaluation, professional development, and career advancement decisions. This project is sponsored by the Pittsburgh Public Schools with the support of the Gates Foundation.

Project Director, Multi-State Charter School Study (2006-2011). Led the design and implementation of a student-level value-added analysis. Designed and implemented an analysis of graduation and college attendance outcomes in Chicago. This study uses longitudinal student-level data from a variety of U.S. locations to examine the impact of charter schools on student achievement, postsecondary attainment, student distribution, and student achievement in nearby public schools. The Gates Foundation and the Joyce Foundation are sponsoring this project.

Researcher, National Evaluation of Charter Management Organizations (CMOs) (2009-2010). Led development of model for using longitudinal student-level data to estimate quasi-experimental program impacts. The project, sponsored by the Gates Foundation and the Walton Family Foundation, will provide the first rigorous, nationwide estimates of the impacts of CMOs on student achievement and will also examine particular CMO practices and strategies that are associated with better student outcomes.

Researcher, Research Synthesis for the What Works Clearinghouse (2006-2010). Reviewed and coded research papers and reports on beginning reading and dropout prevention. Wrote portions of intervention reports. This project, sponsored by ED, conducts systematic reviews of the research literature and characterizes the effectiveness of interventions in reports posted on the WWC web page.

Researcher, Roads to Success (RTS) (2009). Developed and implemented design adjusting for nonresponse in estimating program impacts. This evaluation rigorously estimates the impacts of RTS based on random assignment of more than 2,000 students in 25 schools. The RTS program is targeted at high-poverty rural schools, which typically have high drop-out rates and low rates of postsecondary education.

Researcher, Evaluation of Supplemental Educational Services (SES) (2007-2009). Contributed to the design of a regression discontinuity methodology for this national evaluation of the effectiveness of SES. Recruited several participating school districts. This project is sponsored by ED.

Researcher, Analytic and Technical Support for Advancing Education Evaluations (2007-2009). Reviewed proposals to conduct fast-response studies. Synthesized reviewer comments to produce written report. This project, sponsored by ED, provided support to the Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance in several ways, including review of REL study designs and reports.

Researcher, Missouri Teacher Career Ladder Evaluation (2006-2009). Led the task of estimating the impacts of Missouri's teacher incentive system on student achievement and teacher mobility. Contributed to the study design team. Coauthored two project reports. This project was sponsored by the Ewing Marion Kauffman Foundation.

Project Manager, Pittsburgh Math Curriculum Evaluation (2007). Led the task of analyzing student-level math scores in Pittsburgh public schools using a fixed-effects, value-added approach. Oversaw project finances and scheduling. This evaluation was sponsored by Pittsburgh Public Schools.

Natalya Verbitsky-Savitz

Senior Research Statistician

Proposed role: Lead and contribute to research projects; conduct peer review

- ◆ More than 10 years of experience designing and conducting rigorous quantitative and mixed-methods studies in education on relevant topics, including school leadership and charter schools
- ◆ Experience reviewing and ensuring the quality and rigor of education research reports, including for the WWC and the Regional Educational Laboratories

Relevant Experience

Mathematica

Senior Research Statistician, Evaluation Services for KIPP School Leadership Programs (2019-). Lead the evaluation of the tool that KIPP uses to identify participants for its Fisher Fellowship program. Led the development of surveys of participants and participating organizations in three KIPP's leadership programs. This project is conducting rigorous evaluations of three KIPP programs--Successor Prep, Fisher Fellowship, and KIPP Leadership Design Fellowship--that help prepare new principals and develop school leadership pipeline. The project is funded by the U.S. Department of Education's Supporting Effective Educator Development grant.

Cross-Site Liaison, The Personal Responsibility Education Program: Promising Youth Programs (2016-)

Provide evaluation technical assistance to three teen pregnancy prevention program grantees to enhance the rigor of their local process and impact evaluations. Guide grantees and evaluators from evaluation start-up through analysis and reporting to meet existing standards for quality evidence. The teen pregnancy prevention programs are funded by the Family and Youth Services Bureau at DHHS.

Deputy Methodologist (2014-), Quality Assurance Reviewer (2013-), Certified Reviewer/Reconciler (2013-2014, 2007-2010), What Works Clearinghouse (WWC) (2007-2010, 2013-). Oversee the day-to-day operations of the literacy topic area and leading the team in all aspects of the development and review of evidence base for literacy interventions, including updating review protocols, conducting literature searches, reviewing studies, providing feedback to reviewers, and drafting intervention reports. Review intervention reports produced in other (non-literacy) topic areas for quality, accuracy, and language clarity. Reviewed and assessed the rigor of research studies in literacy, response to intervention (RTI) in mathematics and reading, supportive learning environments, and teacher quality topic areas and for Institute of Education Sciences (IES) grant competitions. Have WWC reviewer certification, standards 4.0 and below. WWC, operated for U.S. Department of Education (ED), IES, was established in 2002 by IES to provide educators, policymakers, and the public with a central and trusted source of scientific evidence about what interventions work in education. WWC conducts systematic reviews of the research literature and characterizes the effectiveness of interventions in reports posted on the WWC web page.

Lead Reviewer, Regional Educational Laboratory (REL) Peer Review (2013-). Developing missing data standards for REL's observation studies. Led a team of researchers reviewing products developed by the 10 RELs for technical rigor, readability, and relevance to policymakers and educators. The products included

Education

2007 Ph.D., Statistics, University of Michigan

1999 B.A., Statistics/Mathematics, highest honors, Rutgers University

Positions

2007- Mathematica

2016- Senior Research Statistician

2014- Principal Project Officer, NCES Restricted-Use Data License

2011-2016 Research Statistician

2007-2010 Statistician

proposals for randomized controlled trials, proposals and reports for descriptive studies, and Office of Management and Budget clearance packages. This project was sponsored by ED, IES.

Project Director (2019), Sr. Adviser/Quality Assurance Reviewer (2018-2019). Potential and Pitfalls of Combining National Center for Education Statistics (NCES) Data with External Data (2018-2019).

Advised the NCES commissioner on strategies to improve the use of NCES data. Co-authored final report.

Researcher, Learning from Variation in Program Effects, Spencer Methods Project (2014-2017).

Contributed to the development of new methods to study and build empirical knowledge about the variation in program effects. Led the work of Mathematica's team for one of the two studies, including obtaining and preparing data for analysis, programming and analyzing data, and reporting findings. Supervised the efforts of statistical programmer to prepare and analyze data in SAS and HLM. Coauthored a peer-reviewed methodological paper using data from previously conducted multisite experiments. This study, funded by MDRC and the Spencer Foundation, sought to learn about the extent of variation in program effects and how that variation can be exploited to learn about mediators and moderators.

Project Director (2015-2016), Principal Investigator and Task Leader (2013-2016), Study of Community-Based Family Support Networks in Washington State (2013-2016). Directed a rigorous, mixed-methods evaluation of multifaceted, scalable community-based initiatives in five communities in the State of Washington designed to combat adverse childhood experiences (ACEs) and build resilience. Was responsible for all aspects of the project performance, including quality of deliverables, client communications, budget, and work of a subcontractor. The evaluation included an implementation study, an outcomes study using existing administrative and survey data, and a design, administration, and analysis of a survey measuring collective capacity of these communities. The outcomes study evaluated 11 programs, including Community Navigator program to help families dealing with child welfare services, positive social norms campaign to decrease alcohol and substance use among youth and adults, and school-based programs intended to help children dealing with ACEs to cope and improve their educational achievement and attainment. The study was supported by the ACEs Public-Private Initiative. The initiative was formed to enhance and evaluate effective collective community-based efforts that seek to prevent ACEs, moderate their effects, and reduce ACEs-related public and private costs.

Cross-Site Liaison, Regional Partnership Grants (RPG) Project (2014-2015). Provided technical assistance to three RPG grantees to enhance the rigor of their local process and outcome evaluations. The overall project was focused on programs designed to increase the well-being, improve the permanency, and enhance the safety of children who are in, or at risk of, out-of-home placements as a result of a parent or caretaker's substance abuse. The project, funded by DHHS, Administration for Children and Families, Children's Bureau, involves designing and carrying out a national cross-site evaluation of the RPG grantees, providing evaluation-related technical assistance to the grantees and facilitating a peer learning network, and developing and implementing a performance measurement tool and data collection system.

Project Director and Principal Investigator, Supplemental Nutrition Assistance Program (SNAP)/Food Stamp Program (FSP) Policy (2013-2014). Directed a study that provided expert statistical and substantive assistance to the Congressional Research Service to examine factors, including changes in SNAP/FSP policy options, on SNAP participation. The study used data from the Survey of Income and Program Participation from 1996 to 2010.

Research Statistician, Administrative and Survey Data Research and Analysis (2011-2012). Coauthored the analysis plan; co-led a team of programmers conducting statistical analyses; and contributed to a descriptive report about gender differences in characteristics, program experiences, and outcomes of customers of the Workforce Investment Act (WIA) Adult and Dislocated Worker programs. Presented study findings to U.S. Department of Labor (DOL) staff and helped produce an analysis data set to be publicly released for use in future research. The study was carried out for DOL, Women's Bureau using individual-level data from the WIA Standardized Record Data (WIASRD) system merged with area-level data from the American Community Survey. This project was sponsored by DOL, Chief Evaluation Office.

Research Statistician, National Evaluation of Charter Management Organizations (CMOs) (2011-2012). Participated in the task to evaluate the effects of CMOs using experimental and quasi-experimental methods. Led the programming effort to implement propensity score matching and exact matching algorithms and co-supervised the team of programmers analyzing the data. Wrote chapters of the final report. The project provided the first rigorous, nationwide estimates of the impacts of CMOs on student achievement and examined which CMO practices and strategies were associated with better student outcomes. This project was sponsored by the Bill & Melinda Gates Foundation and the New Schools Venture Fund.

Statistician, Analytic and Technical Support for Advancing Education Evaluations (2009-2012). Participated in the design, led the analysis efforts, and wrote chapters of the report for a methodological study examining whether, and under what conditions, various non-experimental comparison group designs accurately replicate experimental results in an educational setting. This project was sponsored by ED, IES, National Center for Education Evaluation and Regional Assistance (NCEE).

Research Statistician and Site Liaison, Workforce Investment Act Gold-Standard Evaluation (2008-2012). Served as the study liaison for one local WIA (LWIA) selected for this evaluation; coordinated with the LWIA and their state's Department of Labor on study implementation; collected study implementation data; led site visits and customized presentations, procedures manual, and other study-related documents to reflect the LWIA's needs; and participated in the initial recruitment of the LWIA for the study. Led a team of researchers and programmers in collecting and analyzing quarterly study-wide WIASRD extracts. Monitored study-wide enrollment of participants to ensure that the target sample sizes are met in each site. Wrote chapters of the implementation report. Participated in testing of the random assignment system and peer review board meeting. Consulted on the design of the randomized controlled study. This evaluation, conducted for DOL, will provide estimates of the effects of WIA on employment and earnings—for adults, dislocated workers, and key subgroups—that are internally valid and can be generalized to the program nationwide.

Lead Reviewer (2010-2011), Technical Adviser/Reviewer (2007-2011), Analytic and Technical Support for Advancing Education Evaluations (2007-2011). Coordinated and led a team of researchers reviewing the design plans and final reports produced by 10 RELs for relevance, utility, and technical quality. Provided detailed feedback and technical assistance to RELs in designing and reporting the results of their randomized control studies. Provided technical assistance to RELs in designing experimental and observational studies and reporting on research. Reviewed plans and reports produced by RELs for relevance, utility, and technical quality. Provided project analytic and technical support to ED, IES, NCEE.

Reviewer, Assessing the Evidence: What Works in Home Visiting (2009-2010). Reviewed, assessed, and rated the rigor of studies concerning the effectiveness of home visiting programs for pregnant women and women with young children. Led the writing of the report summarizing the research evidence on the effectiveness of one of the reviewed programs (Parents as Teachers). The reviewed home visiting programs were designed to support children's health and development, readiness for school, reductions in maltreatment, positive parenting practices, and improved family self-sufficiency. This project, for the U.S. Department of Health and Human Services (DHHS), Administration for Children and Families (ACF), conducted a comprehensive and detailed program-by-program review of studies evaluating home visiting programs to provide guidance to states about which program models are evidence-based as they develop applications for federal home visiting funds.

Statistician, Head Start Family and Child Experiences Survey (FACES)—2009 Cohort, Classroom Observation Study (2009-2010). Participated in the study design and led the statistical analysis and reporting efforts for the Classroom Observation Study. This randomized controlled trial examined the reliability of classroom assessments performed under different observation protocols. This study supported the collection of classroom observations for FACES 2009. FACES is an ongoing, longitudinal study of Head Start program quality and child outcomes for DHHS, ACF.

Lead Statistician, Cost-Effectiveness of Language Services in Hospital Emergency Departments (2008-2010). Participated in the study design, performed randomization, led statistical analysis task, and coauthored an issue brief and several peer-reviewed manuscripts. Successfully completed Collaborative Institutional Training Initiative's Human Research Curriculum on ethical treatment of human participants in research studies required for the Institutional Review Board approval process. This multisite cluster-randomized controlled study for Robert Wood Johnson Foundation examined the cost-effectiveness of providing professional medical interpreter services to Spanish-speaking patients with limited English proficiency in hospitals' emergency departments.

Lead Statistician, Assessment of Research-Doctorate Programs (2008-2010). Consulted for the client regarding the methodology used to generate the ratings and comparative rankings of doctoral programs and led the quality control efforts to ensure the correct implementation of the methodology to generate the results. This project for the National Research Council involved collecting data from approximately 250 educational institutions in more than 60 areas of study and using these data to generate the ratings and comparative rankings of the doctoral programs within each area.

Statistician, Child Care Access Means Parents in School (CCAMPIS) Project (2007-2009). Led the design, analysis, and reporting of the study examining the feasibility of using longitudinal financial aid records to examine student's persistence in postsecondary institutions. Helped design the student survey of current grantees and matched comparison institutions. This study used propensity score matching and data from the Integrated Postsecondary Education Data System to select similar institutions with and without a CCAMPIS grant. The project, sponsored by ED, examined how the CCAMPIS grants assist low-income parenting students with child care and increase persistence and degree completion.

Statistician, Focus on High Schools Evaluation (2007-2008). Consulted on the planning of the statistical analysis of the interrupted time series evaluation using multilevel modeling and co-directed the implementation of these analysis and interpretation of the results. This study, for the Boston Plan for Excellence, assessed the effect of Boston Public School District's efforts to reform its 12 comprehensive high schools. The reform efforts aimed to decrease student alienation and to improve reading scores by breaking down the high schools into smaller learning communities and by restructuring their reading programs.

Statistician, Evaluation of Reading Comprehension Interventions (2007-2008). Performed random assignment of students and classrooms to study conditions, including subject assessments (to minimize student burden) and number of classroom observations (to evaluate the reliability of measurements). This study, proposed by ED, IES, and recommended by the Title I Independent Review Panel, evaluated the impact of reading comprehension interventions in social studies and science on 5th-grade reading achievement.

Papers and Publications

PEER REVIEWED PUBLICATIONS

Weiss, Michael J., Howard Bloom, Natalya Verbitsky-Savitz, Himani Gupta, Alma E. Vigil, and Daniel N. Cullinan. "How Much Do the Effects of Education and Training Programs Vary Across Sites? Evidence from Past Multisite Randomized Trials." *Journal of Research on Education Effectiveness*, vol. 10, no. 4, 2017, pp. 843-876.

Hargreaves, Margaret B., Natalya Verbitsky-Savitz, Brandon Coffee-Borden, Lexie Perreras, Catherine Roller White, Peter J. Pecora, Geoffrey B. Morgan, Theresa Barila, Andi Ervin, Lyndie Case, Renee Hunter, and Kathy Adams. "Advancing the Measurement of Collective Community Capacity to Address Adverse Childhood Experiences and Resilience." *Children and Youth Services Review*, vol. 76, May 2017, pp. 142-153.

Gill, Brian, Joshua Furgeson, Hanley Chiang, Bing-ru Teh, Joshua Haimson, and Natalya Verbitsky-Savitz. "Replicating Experimental Impact Estimates in the Context of Control-Group Noncompliance." *Statistics and Public Policy*, vol. 3, no. 1, December 14, 2015.

Fortson, Kenneth, Philip Gleason, Emma Kopa, and Natalya Verbitsky-Savitz. "Horseshoes, Hand Grenades, and Treatment Effects? Reassessing Whether Nonexperimental Estimators are Biased." *Economics of Education Review*, vol. 44, no. 1, February 2015, pp 100-113.

Verbitsky-Savitz, Natalya, and Stephen W. Raudenbush. "Causal Inference Under Interference in Spatial Settings: A Case Study Evaluating Community Policing Program in Chicago." *Epidemiologic Methods*, vol. 1, no. 1, 2012, pp. 107-130.

Bagchi, Ann D., Stacy Dale, Natalya Verbitsky-Savitz, Sky Andrecheck, Kathleen Zavotsky, and Robert Eisenstein. "Examining Effectiveness of Medical Interpreters in Emergency Departments for Spanish-Speaking Patients with Limited English Proficiency: Results of a Randomized Controlled Trial." *Annals of Emergency Medicine*, vol. 57, no. 3, 2011, pp. 248-256.

Verbitsky-Savitz, Natalya, and Stephen W. Raudenbush. "Exploiting Spatial Dependence to Improve Measurement of Neighborhood Social Processes." *Sociological Methodology*, vol. 39, no. 1, 2009, pp. 151-183.

Doorenbos, Ardith Z., Charles W. Given, Barbara Given, and Natalya Verbitsky. "Symptom Experience in the Last Year of Life Among Individuals with Cancer." *Journal of Pain and Symptom Management*, vol. 32, no. 5, 2006, pp. 403-412.

Doorenbos, Ardith Z., Barbara Given, Charles Given, and Natalya Verbitsky. "Physical Functioning: Effect of Behavioral Intervention for Symptoms Among Individuals with Cancer." *Nursing Research*, vol. 55, no. 3, 2006, pp. 161-171.

Doorenbos, Ardith Z., Natalya Verbitsky, Barbara Given, and Charles Given. "An Analytic Strategy for Modeling Multiple-Item Responses: A Breast Cancer Symptom Example." *Nursing Research*, vol. 54, no. 4, 2005, pp. 229-234.

Doorenbos, Ardith, Barbara Given, Charles Given, Natalya Verbitsky, Bernadine Cimprich, and Ruth McCorkle. "Reducing Symptom Limitations: A Cognitive Behavioral Intervention Randomized Trial." *Psycho-Oncology*, vol. 14, no. 7, 2005, pp. 574-584.

Barber, Jennifer S., Susan A. Murphy, and Natalya Verbitsky. "Adjusting for Time-Varying Confounding in Survival Analysis." *Sociological Methodology*, vol. 34, no. 1, 2004, pp. 163-192.

CONFERENCE PROCEEDINGS

Verbitsky, Natalya, and Stephen W. Raudenbush. "Causal Inference in Spatial Settings." In *2004 Proceedings of the American Statistical Association*, Social Statistics Section. Alexandria, VA: American Statistical Association, 2004.

REPORTS

Verbitsky-Savitz, Natalya, Steven Glazerman, and Joanna Nevins. "Uses and Misuses of NCES Restricted-Use Data." Report submitted to National Institute of Statistical Sciences. Washington, DC: Mathematica, August 2019.

Baller, Julia, Natalya V. Savitz, and Jessica Heeringa. "Delivery System Reform Incentive Payments: Design Supplement: Final Outcomes Evaluation." Report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, October 2018.

Baller, Julia, James Woerheide, Keanan Lane, Natalya Verbitsky-Savitz, and Marian Wrobel. "Delivery System Reform Incentive Payments: Medicaid 1115 Demonstration Interim Evaluation Report." Report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, January 2018.

Baller, Julia, Marian V. Wrobel, Natalya V. Savitz, Mariel Finucane, and Carol Irvin. "Delivery System Reform Incentive Payments: Design Supplement: Interim Outcomes Evaluation." Report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, June 2017.

Verbitsky-Savitz, Natalya, Margaret B. Hargreaves, Samantha Penoyer, Norberto Morales, Brandon Coffee-Borden, and Emilyn Whitesell. "Preventing and Mitigating the Effects of ACEs by Building Community Capacity and Resilience: APPI Cross-Site Evaluation Findings." Washington, DC: Mathematica Policy Research, July 2016.

Hargreaves, Margaret B., Natalya Verbitsky-Savitz, Brandon Coffee-Borden, Lexie Perreras, Peter J. Pecora, Catherine Roller White, Geoffrey B. Morgan, Theresa Barila, Andi Ervin, Lyndie Case, Renee Hunter, Kathy Adams. "Advancing the Measurement of Collective Community Capacity To Address Adverse Childhood Experiences and Resilience." Gaithersburg, MD: Community Science, June 2016.

Hargreaves, Margaret B., Natalya Verbitsky-Savitz, Samantha Penoyer, Michaela Vine, Laura Ruttner, and Alena Davidoff-Gore. "APPI Cross-Site Evaluation: Interim Report." Submitted to ACEs Public-Private Initiative Leadership Team and Sites. Cambridge, MA: Mathematica Policy Research, March 2015.

Gill, Brian, Joshua Furgeson, Hanley S. Chiang, Bing-ru Teh, Joshua Haimson, and Natalya Verbitsky-Savitz. "Replicating Experimental Impact Estimates with Nonexperimental Methods in the Context of Control Crossover." Mathematica Working Paper Series. Princeton, NJ: Mathematica Policy Research, October 2013.

Maxwell, Nan, Heinrich Hock, and Natalya Verbitsky-Savitz. "Public Use Data File Documentation for Study How Are Women Served by the WIA Adult and Dislocated Worker Programs? Findings from Administrative Data." Submitted to the U.S. Department of Labor, Office of the Assistant Secretary for Administration and Management. Oakland, CA: Mathematica Policy Research, April 2013.

Maxwell, Nan, Heinrich Hock, Natalya Verbitsky-Savitz, and Davin Reed. "How Are Women Served by the WIA Adult and Dislocated Worker Programs? Findings from Administrative Data." Final report submitted to the U.S. Department of Labor, Office of the Assistant Secretary for Administration and Management. Oakland, CA: Mathematica Policy Research, December 2012.

Teh, Bing-ru, Kevin Booker, and Natalya Savitz. "An Analysis of the EPIC National Charter School Consortium." Report to New Leaders for New Schools. Washington, DC: Mathematica Policy Research, September 2012.

Fortson, Kenneth, Natalya Verbitsky-Savitz, Emma Ernst, and Philip Gleason. "Can Nonexperimental Comparison Group Methods Replicate Experimental Impact Estimates in Education?" Final report. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, May 2012.

Maxwell, Nan, Natalya Verbitsky-Savitz, Nathan Wozny, and Peter Schochet. "Using Administrative Data to Assess How the WIA Program Addresses the Needs of Adult Female Customers: Analysis Plan." Report submitted to the U.S. Department of Labor. Oakland, CA: Mathematica Policy Research, April 2012.

Furgeson, Joshua, Brian Gill, Joshua Haimson, Alexandra Killewald, Moira McCullough, Ira Nichols-Barrer, Bing-ru Teh, Natalya Verbitsky-Savitz, Melissa Bowen, Allison Demeritt, Paul Hill, and Robin Lake. "Charter-School Management Organizations: Diverse Strategies and Diverse Student Impacts." Princeton, NJ: Mathematica Policy Research and Seattle: University of Washington Bothell, The Center on Reinventing Public Education, January 2012.

Verbitsky-Savitz, Natalya, Cassandra Meagher, Melissa Thomas, Sally Atkins-Burnett, and Jerry West. "ACF-OPRE Report: Examining the Effect of Classroom Observation Protocols on ECERS-R and CLASS Scores and Reliabilities." Draft report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. Washington, DC: Mathematica Policy Research, November 2010.

Bagchi, Ann D., Stacy Dale, Natalya Verbitsky-Savitz, and Sky Andrecheck. "Using Professionally Trained Interpreters to Increase Patient/Provider Satisfaction: Does It Work?" Trends in Health Care Quality, Issue Brief no. 6. Princeton, NJ: Mathematica Policy Research, February 2010.

West, Jerry, Natalya Verbitsky-Savitz, Cassandra Meagher, and Sally Atkins-Burnett. "Classroom Observation Pilot Study Design and Data Collection Plan." Draft report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation. Washington, DC: Mathematica Policy Research, November 2009.

Mansfield, Wendy M., Kirsten A. Barrett, and Natalya Verbitsky. "Plan for Exploring the Feasibility of Using Financial Aid Records to Examine Students' Persistence." Final report submitted to the U.S. Department of Education, Policy and Program Studies Service. Washington, DC: Mathematica Policy Research, January 2008.

Mansfield, Wendy M., Kirsten A. Barrett, Natalya Verbitsky, and Zhanyun Zhao. "Student Survey Design for the Child Care Access Means Parents in School (CCAMPIS) Program." Final report submitted to the U.S. Department of Education. Washington, DC: Mathematica Policy Research, January 2008.

Presentations

Verbitsky-Savitz, Natalya, Michael Weiss, Howard Bloom, Dan Cullinan, Himani Gupta, and Alma Vigil. "Cross-site Impact Variation: How Much Is There?" Presented at the Annual Fall Research Conference, Association for Public Policy Analysis and Management, Washington, DC, 2016.

Verbitsky-Savitz, Natalya, and Margaret Hargreaves. "The APPI Evaluation's Outcome and Cost Studies: Methods and Early Findings." Presented at American Evaluation Association Meetings, Chicago, 2015.

Verbitsky-Savitz, Natalya, and Stephen W. Raudenbush. "Causal Inference Under Interference in Spatial Settings: A Case Study Evaluating The Community Policing Program in Chicago." Presented at the Society for Epidemiologic Research Annual Meetings, Minneapolis, 2012.

Verbitsky-Savitz, Natalya, Joshua Furgeson, Brian Gill, Joshua Haimson, Alexandra Killewald, Moira McCullough, Ira Nichols-Barrer, and Bing-ru Teh. "Examining the Achievement Effects of Charter-School Management Organizations (CMOs)." Presented to the District of Columbia's Charter Schools, Washington, DC, 2012.

Verbitsky-Savitz, Natalya, Joshua Furgeson, Brian Gill, Joshua Haimson, Alexandra Killewald, Moira McCullough, Ira Nichols-Barrer, and Bing-ru Teh. "Achievement Effects of Charter-School Management Organizations (CMOs)." Presented at the Society for Research on Education Effectiveness Spring Conference, Washington, DC, 2012.

Verbitsky-Savitz, Natalya. "Examining the 'Black Box' of Charter School Impacts: What Works and for Whom?" Symposium organizer and chair, Society for Research on Education Effectiveness Spring Conference, Washington, DC, 2012.

Maxwell, Nan, Natalya Verbitsky-Savitz, and Heinrich Hock. "How Are Women Served by the WIA Adult and Dislocated Worker Programs? Findings from Administrative Data." Briefing at the U.S. Department of Labor, Washington, DC, November 7, 2012.

Verbitsky-Savitz, Natalya. "Variation in Causal Effects: Current Evaluation Practice, Pitfalls, and Opportunities." Session chair. Association for Public Policy Analysis and Management Annual Research Conference, Boston, 2010.

Fortson, Kenneth, Natalya Verbitsky-Savitz, Philip Gleason, and Emma Ernst. "Do Comparison Group Methods Replicate Experimental Impact Estimates in an Educational Setting? A Charter School Evaluation Example." Presented at the Joint Statistical Meetings, Vancouver, BC, Canada, 2010.

Verbitsky-Savitz, Natalya. "Statistical Issues in Population Studies." Session chair. Joint Statistical Meetings, Vancouver, BC, Canada, 2010.

Verbitsky-Savitz, Natalya. Invited participant. The First Predictive Policing Symposium, sponsored by the U.S. Department of Justice, National Institute of Justice and Bureau of Justice Assistance, in collaboration with the Los Angeles Police Department, Los Angeles, November 18-20, 2009.

Verbitsky-Savitz, Natalya. “Transportation, Visualization, Equity Premium Forecasting, IT, and Structural Breaks.” Session chair. Joint Statistical Meetings, Denver, 2008.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Spatial Empirical Bayes: Borrowing Strength Through Spatial Dependence.” Presented at the Joint Statistical Meetings, Denver, 2008.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Causal Inference in Spatial Settings: A Case Study of Community Policing in Chicago.” Presented at the National Institute of Justice, Washington, DC, 2007.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Causal Inference in Spatial Settings: A Case Study of Community Policing in Chicago.” Presented at the Joint Statistical Meetings, Salt Lake City, 2007.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Causal Inference in Spatial Settings: A Case Study of Community Policing in Chicago.” Presented at Causal Inference in Neighborhood-Based Research Conference, Chicago Center of Excellence in Health Promotion Economics, University of Chicago, Chicago, 2006.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Causal Inference in Spatial Settings: A Case Study of Community Policing in Chicago.” Presented at Urban Social Processes Workshop, Department of Sociology, University of Chicago, Chicago, 2006.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Spatial Empirical Bayes Approach: Borrowing Strength Through Spatial Dependence.” Presented at Space, Networks, and Social Influences Workshop sponsored by the National Consortium on Violence Research, University of California, Irvine, CA, 2006.

Verbitsky, Natalya, and Jeffrey Morenoff. “Using Spatial Data to Draw Causal Inference on Neighborhood Environments.” Presented at the 2005 Biennial Meeting of Official Representatives, Interuniversity Consortium for Political and Social Research, Ann Arbor, MI, 2005.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Studying Neighborhood Effects on Health: An Overview of Methodological Challenges.” Presented at the Robert Wood Johnson Health and Society Scholars Seminar, Center for Social Epidemiology and Population Health, University of Michigan, Ann Arbor, MI, 2005.

Verbitsky, Natalya, Ardith Z. Doorenbos, Barbara Given, Charles Given. “Calibrating Disease Severity: An Application of the Item Response Theory.” Presented at the Center for Research on Poverty, Risk, and Mental Health, School of Social Work, University of Michigan, Ann Arbor, MI, 2004.

Verbitsky, Natalya, and Stephen W. Raudenbush. “Causal Inference in Spatial Hierarchical Settings.” Presented at the Joint Statistical Meetings, Toronto, 2004.

Raudenbush, Stephen W., and Natalya Verbitsky. “Studying Neighborhood Effects on Health: An Overview of Methodological Challenges.” Invited speech presented at the Eastern North America Region International Biometric Society Conference, Tampa, FL, 2003.

INSTRUCTIONAL WORKSHOPS

Verbitsky-Savitz, Natalya, Jared Coopersmith, and Thomas Cook. “Comparative Interrupted Time Series 101: Analysis and Lessons Learned from the Initial Empirical Evidence of the Design's Validity” Mathematica Policy Research, Washington, DC, December 2016.

Clarkwest, Andrew, Boyd Gilman, Amang Sukasih, and Natalya Verbitsky-Savitz. “Statistical Quality Control Charts: Hot ‘New’ Method for Impact Evaluation and Program Monitoring?” Mathematica Policy Research, Washington, DC, April 2014.

Verbitsky-Savitz, Natalya. “How Should We Conduct Subgroup Analysis for Randomized Controlled Trials?” Mathematica Policy Research, Washington, DC, October 2009.

Verbitsky-Savitz, Natalya. “Subgroup Analysis in Prevention and Intervention Research: Lessons Learned and Questions Raised at the Interagency Federal Methodological Meeting.” Mathematica Policy Research, Washington, DC, September 2009.

Sayer, Aline, and Natalya Verbitsky-Savitz. “Hierarchical Linear Models I: An Introductory Course.” Interuniversity Consortium for Political and Social Research, Amherst, MA, June 2009.

- Raudenbush, Stephen W., and Natalya Verbitsky. "Applications of Hierarchical Models in Longitudinal and Multilevel Research." IES Predoctoral Training Program in Interdisciplinary Methods for Field-Based Research in Education, University of Pennsylvania, Philadelphia, July 2008.
- Sayer, Aline, and Natalya Verbitsky. "Hierarchical Linear Models I: An Introductory Course." Interuniversity Consortium for Political and Social Research, Amherst, MA, June 2008.
- Verbitsky, Natalya. "Impact Evaluation: The Good, the Bad, and the Ugly." Mathematica Policy Research, Washington, DC, Princeton, NJ, and Cambridge, MA, May 2008.
- Verbitsky, Natalya. "Why HLM? A Brief Overview of Hierarchical Linear Modeling." Mathematica Policy Research, Washington, DC, Princeton, NJ, and Cambridge, MA, February 2008.
- Verbitsky, Natalya, and Sonya L. Vartivarian. "Introduction to Hierarchical Linear Modeling." Presented at Mathematica Policy Research, Princeton, NJ, and Washington, DC, November 2007.
- Sayer, Aline, and Natalya Verbitsky. "Hierarchical Linear Models I: An Introductory Course." Interuniversity Consortium for Political and Social Research, Amherst, MA, June 2007 and June 2006.
- Verbitsky, Natalya, and Brady West. "Applications of Hierarchical Linear Models." Center for Statistical Consultation and Research, University of Michigan, Ann Arbor, MI, December 2005.
- Sayer, Aline, Christopher Johnson, and Natalya Verbitsky. "Hierarchical Linear Models II." Interuniversity Consortium for Political and Social Research, University of Michigan, Ann Arbor, MI, July 2005.
- Sayer, Aline, Y.F. Cheong, and Natalya Verbitsky. "Hierarchical Linear Models I: Introduction." Interuniversity Consortium for Political and Social Research, Amherst, MA, June 2005.
- Verbitsky, Natalya, and Brady West. "Applications of Hierarchical Linear Models." Center for Statistical Consultation and Research, University of Michigan, Ann Arbor, MI, June 2005.
- Raudenbush, Stephen W., and Natalya Verbitsky. "Hierarchical Linear Models." Center for the Analysis of Pathways from Childhood to Adulthood, University of Michigan, Ann Arbor, MI, May 2005.
- Raudenbush, Stephen W., and Natalya Verbitsky. "Multilevel Analysis in Public Health." American Public Health Association Annual Meeting, Washington, DC, November 2004.
- Raudenbush, Stephen W., Aline Sayer, and Natalya Verbitsky. "Hierarchical Linear Models I: Introduction." Interuniversity Consortium for Political and Social Research, Ann Arbor, MI, June 2004.
- Raudenbush, Stephen W., and Natalya Verbitsky. "Hierarchical Linear Models Workshop." LIFE Spring Academy, University of Michigan, Ann Arbor, MI, May 2004.
- Raudenbush, Stephen W., and Natalya Verbitsky. "Hierarchical Linear Models Workshop." Society for Social Work and Research, Methodology Workshop, New Orleans, January 2004.
- Raudenbush, Stephen W., and Natalya Verbitsky. "Hierarchical Linear Models Workshop." School of Social Work, University of Michigan, Ann Arbor, MI, December 2002, and September 2002.

Professional Activities

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|----------------------------------|---|
| 2010- | Member, Association for Public Policy Analysis and Management |
| 2007- | Peer Reviewer, <i>American Journal of Sociology</i> |
| American Statistical Association | |
| 2000- | Member |
| 2012-2013 | Secretary/Treasurer, Social Statistics Section |
| 2009-2012 | Newsletter Editor, Government Statistics Section |
| 2000- | Member, Institute of Mathematical Statistics |

Awards and Honors

2011	Pat Doyle Award, Government Statistics Section, American Statistical Association
1999-2002	Rackham Regents Fellowship, University of Michigan
1999	Golden Key National Honor Society
1999	Phi Beta Kappa

Information Technology

SAS, R, HLM, LaTeX, Microsoft Office, Fortran 90/95

Lindsay Ochoa

Research Analyst

Proposed role: Contribute to research projects

- ◆ Skilled qualitative researcher with eight years of experience conducting in-depth interviews with stakeholders and disseminating research on K–12 education topics
- ◆ Experience working with and generating custom education research projects for more than 70 education clients nationwide, including urban, suburban, and rural school districts; private schools; and state departments of education
- ◆ Created engaging briefs, case studies, presentations, and short videos to disseminate research

Experience

Mathematica

Research Analyst and Lead Site Visitor, Atlanta Public Schools (APS) Turnaround Evaluation (2017-). Develop protocols for site visit interviews and focus groups. Lead annual site visits to the district office and APS turnaround schools, which include interviews and focus groups with principals, teachers, instructional support staff, and parents. Code and analyze interviews and data gathered through in-school observations using NVivo. Synthesize implementation findings in preliminary memos to the district. Coauthor public-facing summary reports for APS on the implementation and impact of the turnaround strategy in Year 1 (2016-2017), Year 2 (2017-2018), and Year 3 (2018-2019). This three-year project aims to evaluate the impact and implementation of the APS turnaround strategy across schools.

Research Analyst and Recruiter, Impact Study of Federally-Funded Magnet Schools (2017-). Collect and organize background information about Magnet Schools Assistance Program (MSAP) grantees, including magnet school themes, student recruitment, and planned admission or lottery procedures. Attend the 2017 and 2018 MSAP Project Directors Meeting to interview MSAP grantees and gather information about district and school admission procedures as well as the approach to student recruitment. Coauthor public-facing brief that presents findings related to MSAP-funded schools' recruitment, admission, and enrollment processes. Lead the development of recruitment materials for schools and districts identified to participate in the impact study. Develop a Memorandum of Understanding (MOU) for participating grantee districts. Develop protocol and recruiting script. Recruit 3 districts with eligible MSAP-funded schools to participate in the study. This project, which is sponsored by the U.S. Department of Education (ED), will assess the feasibility of a study to learn more about whether magnet schools promote diversity and boost student achievement, and whether particular features of magnet schools are associated with greater success.

Education

2014 M.P.A., Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin

2011 B.A., Political Science, Texas A&M University

2011 B.A., English Literature, Texas A&M University

2011 Certificate in Law, Politics, and Society, Texas A&M University

Positions

2016- Mathematica

2014-2016 Senior Research Associate, Education Practices, Hanover Research

2014 Research Assistant, GuideStar

2013-2014 Federal and State Education Policy Associate, Texas Education Agency

2012-2014 Academic Mentor, The University of Texas at Austin

2013 School-to-Prison Pipeline Project Intern, Texas Appleseed

2012-2013 Research Assistant, Child & Family Research Partnership

Deputy Task Leader, Evaluation of Promise Neighborhoods and Full-Service Community Schools (2019-). Co-lead the development of protocols for interviews with lead grantee organizations, grantee school districts, grantee schools, and community school associations to assess the feasibility of an impact evaluation of Full-Service Community School grantees. Coauthor the feasibility plan that describes the design options and information-gathering activities relevant for the feasibility study. This project, which is sponsored by the U.S. Department of Education (ED), Institute of Education Sciences (IES) will determine the most-feasible and rigorous designs for evaluating Full-Service Community Schools.

Task Leader, Policy Analysis and Decision-Making Capacity (2019-). Lead program scan of 56 states and territories to learn what child support offices do to receive information on noncustodial parent's criminal justice involvement. Review publicly available documentation for each state focused on child support rules for incarcerated non-custodial parents, child support and criminal justice data-sharing processes, and state partnerships with organizations that serve incarcerated or reentering parents. Lead protocol development for phone interviews to collect information from child support state leads about their approach to data collection and data sharing as it relates to incarcerated noncustodial parents. Coauthor final analysis plan to describe current information gaps and present a plan for data collection and analysis to address research questions of interest. Develop outreach materials to recruit state child support administrators to participate in phone interviews about how they support incarcerated noncustodial parents. This project, which is sponsored by the U.S. Department of Health and Human Services (HHS) Office of the Assistant Secretary for Planning and Evaluation (ASPE) will describe how states implement the 2016 child support rule "Flexibility, Efficiency, and Modernization in Child Support Enforcement Programs" and other strategies child support offices are using to address the needs of incarcerated and reentering noncustodial parents.

Research Analyst and Lead Interviewer, Effectiveness of Adult Education (2019-). Recruit 7 adult education providers to participate in 1-hour phone interviews. Lead phone interviews with 6 adult education providers around the country to understand how providers implement Bridge/Integrated Education and Training (IET) and Career Navigation Supports for adult students. Synthesize findings to identify common themes and differences across sites in their implementation of Career Navigation Supports. This study, which is sponsored by the U.S. Department of Education (ED), Institute of Education Sciences (IES) is part of the congressionally-mandated National Assessment of Adult Education to examine the effectiveness of priority adult education programs and services.

Research Analyst, State Temporary Assistance for Needy Families (TANF) Case Studies (2018-). Develop site visit protocols for interviews and focus groups with frontline staff, administrators, partners, and program participants. Develop recruitment materials for sites and focus groups participants. Lead the creation of a brief template that will be used to present findings for each case study site. Serve as a site liaison, communicating and coordinating with site leads to plan 2-3 day site visit. This project, which is sponsored by the Office of Planning, Research, and Evaluation in the Administration for Children and Families, will showcase promising, innovative employment programs for TANF and other low-income individuals with an emphasis on programs that have strong linkages to child care and other wrap-around supports.

Research Analyst, America's Promise Job Driven Grant Program Evaluation (2018-). Develop site visit protocols and agenda for interviews and focus groups with frontline staff, administrators, employer partners, and participants. Serve as lead author on the implementation design report, which describes the planned approach to collecting and analyzing qualitative data gathered through document reviews, surveys, site visits, and in-depth phone interviews. This evaluation is sponsored by the Chief Evaluation Office of the U.S. Department of Labor (DOL) and aims to identify promising practices and examine program implementation among America's Promise Job Driven Grant recipients, including the use of funding to create sector strategies and develop regional workforce partnerships.

Research Analyst and Senior Implementation Data Collector, Assessing the Cost and Implementation of High Quality Early Care and Education (2016-). Serve as a site contact and co-lead site visits to collect implementation information from three early childhood education centers. Lead interviews and focus groups with teaching staff and center leadership. Maintain contact and collaborate with sites to collect preliminary and follow-up information. Conduct phone interviews with three additional early

care and education sites to further test the feasibility of revised implementation data collection instruments. Provide recommendations to streamline and refine the instrument before full-scale data collection efforts. Lead data collection interviews with center leadership from eight diverse sites to gather implementation information using the revised instrument. This project, sponsored by the Office of Planning, Research, and Evaluation in the Administration for Children and Families, aims to create a useful instrument that will provide consistent and systematic measures of the implementation and costs of quality of early childhood education centers.

Research Analyst and Recruiter, Study of Coaching Practices in Early Care and Education (SCOPE) Settings (2016-). Assess studies of instructional coaching as part of the SCOPE literature synthesis. Plan and coordinate expert webinars to gather feedback from experts on relevant study topics. Contribute to the sampling and analysis plan, which will serve to guide state selection and in-state selection of centers and home-based early care and education providers. Develop protocols for phone interviews with state-level stakeholders familiar with coaching in the settings targeted by SCOPE. Develop recruiting materials for various stakeholders to solicit their involvement in future phases of the study. Recruit teachers, family child care (FCC) providers, and coaches to participate in the survey pre-test. Lead phone interviews with teacher and FCC provider survey respondents to gather feedback about the survey instrument. Revise survey instruments as needed. Conduct outreach to identified states in an effort to collect a sample of eligible centers, FCCs, and coaches to participate in web surveys. Recruit and screen identified early childhood education settings through phone interviews to gather information about their coaching and confirm eligibility for inclusion in the study. Coauthor client-facing memos that describe the sampling process and characteristics of the centers and FCCs included in the final sample. The SCOPE project, which is sponsored by the Office of Planning, Research, and Evaluation in the Administration for Children and Families, aims to provide the basis for a rigorous evaluation of core features of coaching and improve coaching practice in the early childhood education field.

Research Analyst and Project Manager, Adult Promise Evaluation (2017-). Perform monthly project management tasks, create project review memos and client reports, and update expenditure analysis and cost to complete. Coauthor the project's annual work plan for 2018, 2019, and 2020. Develop interview protocols used to guide discussions with program leaders and collect information to inform a series of memos and a final report. Lead regular phone interviews with program leaders to assess implementation and progress throughout the development and implementation of the Adult Promise program in 11 states. Analyze information gathered through interviews with program leaders. Coauthor ongoing, formative memos on the topic of program implementation. Attend regular grantee meetings to observe grantee sessions and conduct in-person data collection with program leaders in grantee states. Serve as a site liaison, communicating and coordinate with state leads to plan a 2 day site visit. Conduct site visits that include interviews and focus groups state program leads, institution partners, workforce development and employer partners, and adult students. This project, sponsored by the Lumina Foundation, involves a formative implementation and outcomes evaluation of states that are developing programs to engage adult learners in postsecondary education and support their credential attainment.

Research Analyst and Lead Interviewer, Feasibility Study for an Impact Evaluation of Promise Neighborhoods (2018). Conducted a document review of Government Performance and Results Act reports and other documents to compile information about the services provided by Promise Neighborhood grantees. Led interviews with program stakeholders to assess the feasibility of an impact evaluation of Promise Neighborhood grantees. Coauthored the final draft of the design report. Assisted with the development of materials to present the study design to the Technical Working Group. The study, which is sponsored by the ED, Institute of Education Sciences, will determine the most feasible, rigorous designs for evaluating Promise Neighborhoods and provide recommendations for a future study.

Research Analyst and Lead Site Visitor, Feasibility Study for an Impact Evaluation of Paraprofessional Reading Tutors (2017-2018). Identified promising paraprofessional training programs that are feasible for a future evaluation through secondary research and semi structured interviews with nine paraprofessional training programs. Recruited districts to participate in one-day site visits. Led site visits to

select districts to interview district administrators and hold focus groups with paraprofessionals and teachers who work with them. Coauthored the final design report. This project, sponsored by ED, Institute of Education Sciences, will present study research questions and design options feasible for a future evaluation.

Research Analyst, Studies of Performance Measures and Adults Preparation Subjects (2017-2019).

Systematically screen and assess research related to sexual risk avoidance and cessation among young adults as part of a comprehensive literature review that will contribute to the development of adult preparation subjects conceptual models. Plan and attend annual meetings to collect feedback from content experts throughout the literature review and conceptual model development processes. Contribute to the development of two conceptual models of factors that might influence sexual risk avoidance (SRA) and sexual risk cessation (SRC) and related outcomes and coauthor a final memo summarizing the initial conceptual models. Coauthor a public-facing brief that presents the SRA and SRC conceptual models and describes the key findings from the literature review. This project, which is sponsored by the Family and Youth Services Bureau and the Office of Planning, Research, and Evaluation within the Administration for Children and Families of the U.S. Department of Health and Human Services (DHHS), will develop conceptual models on adult preparation subjects related to teen pregnancy prevention.

Task Leader, National Evaluation of the Sexual Risk Avoidance Education (SRAE) Program (2018-2019).

Systematically reviewed state, department, and competitive SRAE grant applications to extract key information about grantee programs and planned implementation. Led systematic document review task to ensure progress, consistency, and quality in data extraction across the team of reviewers. Developed analysis plan for analyzing information extracted during the systematic document review. This evaluation is sponsored by the Family and Youth Services Bureau within the Administration for Children and Families of the U.S. Department of Health and Human Services and will provide information on the design and implementation of SRAE programs, the effectiveness of program components, and the ways grantees can use data and evidence to improve SRAE programming.

Research Analyst, Clearinghouse for Labor Evaluation and Research (2017-2018). Screened and assessed studies in labor topic areas as part of a systematic review to identify additional topic areas of interest for the Clearinghouse for Labor Evaluation and Research. DOL established the Clearinghouse for Labor Evaluation and Research to promote informed decision making and policy development by providing a central and trusted source of research evidence on labor-related issues.

Research Analyst and Lead Site Visitor, Evaluation of the Working Family Success Network (2016-2018).

Conducted a literature review to synthesize evidence on an integrated service delivery model being implemented nationally across community-based organizations. Coded qualitative data gathered from a national survey of Working Family Success Network sites. Established and maintained contact with eight selected sites to gather preliminary information and plan for evaluation site visits. Led evaluation site visits to five sites across the country and led interviews with program staff and partner staff, and facilitated focus groups with program participants. Co-led the qualitative analysis following the site visits and coauthored the final implementation report. The Working Family Success Network evaluation was funded by several foundations, including the Annie E. Casey Foundation and the Lumina Foundation, which provide a range of integrated services designed to help disadvantaged individuals and families achieve economic self-sufficiency.

Research Analyst, Evaluation of the Linking to Employment Activities Pre-Release (LEAP) Program (2016-2018).

Served as liaison for two LEAP grantees to facilitate preliminary data gathering and to arrange multiday site visits. Conducted implementation site visits and focus groups with program participants and staff. Maintained contact with program staff to serve as a point of contact throughout phases of the study. Led follow-up phone interviews to collect supplemental qualitative implementation data. Contributed to the analysis of qualitative data gathered on-site and during telephone interviews. Coauthored the final report. Performed monthly project management tasks, created project review memos and client reports, and updated expenditure analysis and cost to complete. The LEAP grants aim to strengthen ties between the public workforce system and local correctional facilities by establishing American Job Centers in local jails. This three-year study for DOL, Chief Evaluation Office, includes a formative evaluation, an implementation study, and a feasibility assessment for an impact study.

Research Analyst, Geoscience Education and Diversity Portfolio Evaluation (2017). As a subcontractor to 2M, conducted a thorough document review to contribute to an in-depth evaluation design and analysis plan. Coded qualitative historical and program documents in NVivo to identify themes and trends in the geoscience portfolio. This evaluation aims to provide the National Science Foundation with information about the types of projects funded and how the projects have evolved over time, and to identify issues to address in future geoscience programs.

Research Analyst, Programs Impacting Teen Pregnancy, Sexually Transmitted Infections, and Associated Sexual Risk Behaviors (2016-2017). Initiated contact and coordinated with program developers to make necessary updates to program information published on the teen pregnancy prevention evidence review website. Assessed studies as part of the Teen Pregnancy Prevention Evidence Review using a systematic literature review process. Coauthored the annual report that summarizes the findings of the systematic evidence review. DHHS sponsors this project to identify effective programs to reduce teen pregnancy, sexually transmitted infections, or sexual risk behaviors. Results of reviews have been used in high-stakes funding decisions for programs eligible to receive federal funding.

Hanover Research; Washington, DC

As **Senior Research Associate, Education Practices (2014-2016)**, communicated with school districts and other education organizations to understand clients' unique research needs. Generated custom education research projects based on client requests. Conducted literature reviews; designed, coded, and analyzed surveys; produced educational best practice reports, created research methodologies; and analyzed in-depth interviews. Acted as a project lead and mentor for entry-level researchers to monitor their professional progress and understanding of company research methodologies. Worked alongside a team to deliver projects to education-related clients nationwide.

GuideStar; Washington, DC

As **Research Assistant (2014)**, conducted secondary research to identify experts in different social causes. Created and managed a representative and comprehensive database of experts in areas of interest to Philanthropedia (a division of GuideStar). Communicated regularly with coordinators from Philanthropedia and GuideStar.

Texas Education Agency; Austin, TX

As **Federal and State Education Policy Associate (2013-2014)**, participated in program planning, development, and implementation for education initiatives across Texas. Evaluated grant reports for the Texas Science, Technology, Engineering, and Mathematics (T-STEM) initiative and researched technical and policy-related issues. Compiled and analyzed data, made calculations, prepared reports, and performed basic data entry and retrieval. Managed the T-STEM Academy application process that designates STEM campuses across the state.

The University of Texas at Austin; Austin, TX

As **Academic Mentor (2012-2014)**, developed teaching strategies for University of Texas athletes and helped them implement their academic plans throughout the semester. Worked with students one-on-one to give them the personalized academic tools necessary to succeed at a tier-one university. Taught college students effective time management skills and basic college-level skills to assist them with their transition to college.

Texas Appleseed; Austin, TX

As **School-to-Prison Pipeline Project Intern (2013)**, researched school policies in districts across Texas to study their effect on the student population and the school-to-prison pipeline epidemic. Developed reports to draw attention to school policies that have negative impacts on the rights of students across Texas. Created innovative media strategies to inform students of their rights when they are charged with in-school offenses. Arranged office visits with members of Congress and their staffs to gain support for youth justice reform efforts.

Child & Family Research Partnership; Austin, TX

As **Research Assistant (2012-2013)**, developed a complex survey to administer to parents across Texas to determine the relationship between signing the Acknowledgement of Paternity (AOP) form and subsequent formal and informal support of their children. Administered the survey to a random sample of 500 mothers and fathers who recently had a child to determine their reasons for signing or not signing an AOP, their knowledge of paternity establishment, and their expected future use of formal and informal child support. Collected and analyzed data to inform the Office of the Attorney General and other states of ways to expand paternity education, increase or sustain federal performance of paternity measures, and reduce the need for rescissions of paternity establishment. Presented findings to representatives from the Office of the Attorney General of Texas.

Papers, Reports, and Publications

Herrmann, Mariesa, Peter Schochet, Sharon Vaughn, Denise Uitto, Kristin Hallgren, Emily Whitesell, Jacob Hartog, Lindsay Ochoa, Sara Woodruff, Amanda Lee, and Libby Makowsky. "Feasibility and Design of an Impact Evaluation of Paraprofessional Reading Tutors." Draft design report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, October 2018.

Dragoset, Lisa, Virginia Knechtel, John Deke, Kim Boller, Andrea Mraz Esposito, Lindsay Ochoa, and Christopher M. Jones. "Feasibility and Design of an Impact Evaluation of Promise Neighborhoods." Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2018.

Bellotti, Jeanne, Samina Sattar, Alix Gould-Werth, Jillian Berk, Ivette Gutierrez, Julian Stein, Hannah Betesh, Lindsay Ochoa, and Andrew Wiegand. "Bring the American Job Center into Jails: Implementation of the Linking to Employment Activities Pre-Release (LEAP) Grants." Final report submitted to U.S. Department of Labor. Washington, DC: Mathematica Policy Research, September 4, 2018.

Hallgren, Kristin, Jane Choi, Annie Li, Lindsay Ochoa, and Kevin Kelly. "Implementation Findings from Year 2 of the Atlanta Public Schools' Turnaround Strategy Evaluation." Report submitted to Atlanta Public Schools. Princeton, NJ: Mathematica Policy Research, June 1, 2018.

Lugo-Gil, Julieta, Amanda Lee, Divya Vohra, Jessica Harding, Lindsay Ochoa, and Brian Goesling. "Updated Findings from the HHS Teen Pregnancy Prevention Evidence Review: August 2015 through October 2016." Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, April 2018.

Anderson, Mary Anne, Lindsay Ochoa, Margaret Sullivan, and Nan Maxwell. "Integrated Service Delivery: Site Visits to Organizations in the Working Families Success Network (WFSN)." Report submitted to United Way Worldwide. Washington, DC: Mathematica Policy Research, January 2018.

Anderson, Mary Anne, Lindsay Ochoa, Margaret Sullivan, and Nan Maxwell. "The Role of Goal Setting in Integrated Service Delivery." Issue brief submitted to United Way Worldwide. Washington, DC: Mathematica Policy Research, January 2018.

Hallgren, Kristin, Naihobe Gonzalez, Jane Choi, Kevin Kelly, Annie Li, Lindsay Ochoa, Breanna Wakar, and Brian Gill. "The Atlanta Public Schools Turnaround Strategy After One Year: High Impact Tutoring and the Purpose Built Schools Partnership." Report submitted to Atlanta Public Schools. Princeton, NJ: Mathematica Policy Research, October 2017.

Certifications

2019 Language Interaction Snapshot (LISn) Certified, Mathematica

Leadership Experience

2015-2019	National Alumni Board Member, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin
2016-2018	President, DC Area Alumni Association, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin
2016-2017	Reading Tutor, Reading Partners
2014-2016	Scholars Program Assistant and Postsecondary Coach, For Love of Children
2012-2014	Executive Committee Member, Graduate Public Affairs Council, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin

Honors and Awards

2015	Team Spirit Award, Hanover Research
2010	Distinguished Academic Achievement Award, Texas A&M University

Information Technology

Microsoft Office, Stata, GIS, Survey Gizmo, Qualtrics, IPEDS, NVivo

Languages

Intermediate Spanish

Naihobe Gonzalez

Researcher

Proposed role: Lead and contribute to research projects; conduct peer review

- ◆ More than seven years of experience collaborating with school districts to conduct and disseminate relevant education research, including literacy, teacher and school effectiveness, school turnaround, and transitions to postsecondary school
- ◆ Expertise in collecting, managing, and analyzing student-level administrative data
- ◆ Experience reviewing and ensuring the quality and rigor of education research reports, including for the WWC and the Regional Educational Laboratories

Experience

Mathematica

Project Director, College Match Data Analysis (2019-).

Lead quantitative analyses to inform Tipping Point Community and KIPP Bay Area's understanding of low-income high school students' college applications, enrollment decisions, and post-secondary experiences, with particular attention on measuring the extent of college undermatch and its relationship to college persistence and graduation.

Task Leader, Evaluation of Turnaround Strategy (2017-).

Lead the design and analysis of annual quasi-experimental evaluations of school turnaround policies in Atlanta Public Schools to assess their impact on student academic and non-academic outcomes. Present findings to district leadership.

Co-Principal Investigator, Project Director (2017-2019), and Task Leader (2016-2017), Evaluation of the Leveled Literacy Intervention in Oakland (2016-2019).

Direct a randomized controlled trial of an intensive reading program for struggling readers in secondary grades, overseeing data collection, analysis, and dissemination to varied stakeholders. The project is a researcher-practitioner partnership between Mathematica and the Oakland Unified School District.

Researcher, Empowering Effective Teachers in

Pittsburgh (2015-2017). Analyzed data and provided

technical assistance to district staff. This project assists the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers in the development of measures of teacher and school effectiveness based on value-added models.

Reviewer, Independent Review and Evaluation for Regional Educational Laboratories (RELs)

(2015-). Provide analytic and technical support in systematically assessing the technical quality of reports planned and conducted by RELs, focused primarily on college and career readiness and English learner students.

Certified Reviewer, What Works Clearinghouse (WWC) (2016-). Review, assess, and rate the rigor of education studies. Apply WWC standards to research design, methodology, and other technical issues.

Education

2015 Ph.D., Economics, Columbia University

2011 M.A., Economics, Columbia University

2009 B.S., Economics and International Affairs, Georgia Institute of Technology

Positions

2015- Mathematica

2012-2015 Consultant, Oakland Unified School District

2011 Project Assistant, Innovations for Poverty Action

2010-2011 Columbia University

2010-2011 Research Assistant

2010-2011 Teaching Assistant

2007-2009 Research Assistant, Georgia Institute of Technology

2008 Research Assistant, University of Maryland

Project Director, P-16 Education System Priority Measures (2018-). Lead the development and analysis of key indicators of postsecondary transitions that provide more precise and consistent measures of the proportion of high school graduates within a state who enroll, persist, and complete postsecondary programs.

Project Director (2017-) and Task Leader (2016-2017), College Track Student Outcomes Evaluation (2016-). Design and support the implementation of a random assignment mechanism and conduct impact analyses in an experimental evaluation of College Track, a college preparation program for underserved high school youth, on academic achievement, college enrollment, and persistence.

Task Leader and Site Liaison, P-16 Community Investments Evaluation (2019-).

Lead the development of evaluation design recommendations for the Bill & Melinda Gates Foundation's P-16 Community Investment initiative, which seeks to improve educational opportunity and equity by strengthening P-16 systems. Collect administrative data, conduct impact and outcome analyses, and conduct site visits and interviews.

Project Director (2019-), Deputy Project Director and Task Leader, Evaluation of Oakland Unite Services (2017-2019). Lead annual quasi-experimental evaluations of violence prevention programs for high-risk youth and young adults offered by community-based organizations to assess their implementation and impact on arrests, victimization, and educational outcomes. Present findings to varied stakeholders.

Researcher, Evaluation of the Pell Grant Expansions Under the Experimental Sites Initiative (2017-). Contribute to data collection, research design, and analysis tasks for a randomized evaluation of how expanded Pell Grant eligibility affects students' educational and employment outcomes.

Task Leader, Study of the Replication of Experimental Results Using a Comparative Interrupted Time Series Design (2016-2018). Lead the experimental impact analysis and data collection in a methodological study investigating whether impact estimates from a multi-state experimental evaluation in education can be replicated using comparative interrupted time series methods.

Oakland Unified School District; Oakland, CA

As **Consultant (2012-2015)**, performed quantitative analysis on school closures, choice-based student assignment, changes in English learner student reclassification criteria, school accountability measures, and other strategic policy questions. Designed data visualizations and disseminated results to diverse audiences of policymakers and stakeholders.

Innovations for Poverty Action; Asunción, Paraguay

As **Project Assistant (2011)** for Little Mathematicians: Strengthening Early Numeracy, designed and piloted teacher, principal, and parent surveys and an instrument to assess student math skills for a randomized control trial evaluation. Trained and supervised 20 survey staff. Performed power calculations and regression analysis.

Columbia University; New York, NY

As **Research Assistant (2010-2011)**, cleaned large administrative higher education data sets from Colombia and Venezuela. Performed statistical analysis and provided other research support on a project studying the effects of college reputation on student effort and wages.

As **Teaching Assistant (2010-2011)**, presented weekly review sessions to undergraduate students (Introduction to Econometrics) and master of business administration students (Business Cycles and Financial Markets).

Georgia Institute of Technology; Atlanta, GA

As **Research Assistant (2007-2009)**, procured and cleaned household data from Venezuela and performed econometric analysis to evaluate the labor market effects of expanding access to higher education to underserved populations. Wrote and edited proposals, papers, and presentations based on this work.

University of Maryland; College Park, MD

As **Research Assistant (2008)**, wrote code to parse through text files and create a SQL database. Cleaned data and performed statistical analysis to understand citation behaviors in journal articles.

Papers and Publications

Gonzalez, Naihobe, Mindy Hu, Natalie Larkin, and Michela Garber. "Oakland Unite 2018-2019 Strategy Evaluation: Crisis Intervention for Commercially Sexually Exploited Youth." Report submitted to the City of Oakland. Oakland, CA: Mathematica, October 2019.

Gonzalez, Naihobe and Charles Tilley. "College Track Postsecondary Outcomes: Benchmarking the Performance of the 9th Grade Cohort of 2009." Mathematica Issue Brief. Washington, D.C.: Mathematica, July 2019.

Gonzalez, Naihobe, Johanna Lacoe, Armando Yanez, Alicia Demers, Sarah Crissey, and Natalie Larkin. "Oakland Unite 2017-2018 Strategy Evaluation: Life Coaching and Employment and Education Support for Youth at Risk of Violence." Report submitted to the City of Oakland. Oakland, CA: Mathematica, July 2019.

Eslami, Esa, Johanna Lacoe, Naihobe Gonzalez, Sarah Crissey, Charles Tilley, and Natalie Larkin. 2016-2018 Oakland Unite Agency Report. Report submitted to the City of Oakland. Oakland, CA: Mathematica, April 2019.

Hallgren, Kristin, Naihobe Gonzalez, Kevin Kelly, Alicia Demers, and Brian Gill. "Year 2 Report of the Atlanta Public Schools Turnaround Strategy." Report submitted to Atlanta Public Schools. Princeton, NJ: Mathematica Policy Research, February 2019.

Gonzalez, Naihobe, Sophie MacIntyre, and Pilar Beccar-Varela. "Leveled Literacy for Secondary Students: Results from a Randomized Controlled Trial in Oakland Schools." Mathematica Issue Brief. Oakland, CA: Mathematica Policy Research, February 2018.

Gonzalez, Naihobe, Johanna Lacoe, Ebo Dawson-Andoh, Armando Yanez, Natasha Nicolai, and Sarah Crissey. "Evaluation of Oakland Unite: Year 1 Strategy Report." Report submitted to the City of Oakland. Oakland, CA: Mathematica Policy Research, November 2017.

Hallgren, Kristin, Naihobe Gonzalez, Jane Choi, Kevin Kelly, Annie Li, Lindsay Ochoa, Breanna Wakar, and Brian Gill. "The Atlanta Public Schools Turnaround Strategy After One Year: High Impact Tutoring and the Purpose Built Schools Partnership." Report submitted to Atlanta Public Schools. Princeton, NJ: Mathematica Policy Research, October 2017.

Gonzalez, Naihobe. "Small Changes Make a Big Difference: How Behavioral Science Improved Participation in Advanced Placement." Mathematica Issue Brief. Oakland, CA: Mathematica Policy Research, September 2017.

Cosentino, Clemencia, Camila Fernández, Jane Fortson, Naihobe Gonzalez, and Jennifer Ambrose. "The MasterCard Foundation Scholars Program Learning Brief on Scholars' Transitions." Research brief prepared for The MasterCard Foundation. Washington, DC: Mathematica Policy Research and The MasterCard Foundation, January 2017.

Gonzalez, Naihobe. "How Learning About One's Ability Affects Educational Investments: Evidence from the Advanced Placement Program." Working paper. Oakland, CA: Mathematica Policy Research, 2016.

Gonzalez, Naihobe, Matthew Johnson, and Brian Gill. "Value-Added Models for the Pittsburgh Public Schools, 2014-15 School Year." Report submitted to the Pittsburgh Public Schools. Oakland, CA: Mathematica Policy Research, May 2016.

Gonzalez, Naihobe, and Harold Stolper. "Do English Learners Benefit from Mainstream Schooling? Evidence from Oakland Public Schools." Working paper. New York, 2015.

Gonzalez, Naihobe. "Gender Differences in Math Performance and College Choice: The Role of Competitive Admissions." Working paper. New York, 2015.

Gonzalez, Naihobe, and Ruth Uwaifo. "Are Returns to Education on the Decline in Venezuela and Does Mission Sucre Have a Role to Play?" *Economics of Education Review*, vol. 30, issue 6, 2011, pp. 1348-1369.

Presentations

Gonzalez, Naihobe. "An Intensive Literacy Intervention for Secondary Students: Evidence from a Randomized Control Trial." Presented at the Association for Education Finance and Policy Annual Conference, Portland, OR, March 2018.

Gonzalez, Naihobe, and Jean Wing. "Low-Cost, Short-Duration Evaluation of Leveled Literacy Intervention for Secondary Students." Presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Arlington, VA, January 2018.

Gonzalez, Naihobe, and Jean Wing. "Leveled Literacy Intervention for Secondary Students: A Low-Cost, Short-Duration Evaluation." Presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, DC, December 2016.

Gonzalez, Naihobe, and Harold Stolper. "Do English Learners Benefit from Mainstream Schooling? Evidence from Oakland Public Schools." Presented at the Association for Education Finance and Policy Annual Conference, Denver, March 2016.

Gonzalez, Naihobe. "Information Shocks about Ability and the Decision to Enroll in Advanced Placement: Evidence from the PSAT." Presented at the Association for Public Policy Analysis & Management Annual Fall Research Conference, Miami, November 2015.

Gonzalez, Naihobe. "Information Shocks about Ability and the Decision to Enroll in Advanced Placement: Evidence from the PSAT." Presented at the Public Policy Institute of California, San Francisco, January 2015.

Gonzalez, Naihobe, and Ruth Uwaifo-Oyelere. "Are Returns to Education on the Decline in Venezuela and Does Mission Sucre Have a Role to Play?" Presented at the Southern Economics Association, Washington, DC, November 2011.

Professional Memberships

2015-	Association for Public Policy Analysis and Management
2015-	Association for Education Finance and Policy
2013-	American Economic Association

Honors and Awards

2011-2015	National Science Foundation Graduate Research Fellowship
2011	Ford Foundation Predoctoral Fellowship (declined)
2009-2011	Columbia University Faculty Fellowship
2009	Georgia Tech Michael Williams Minority Student Award
2009	Hispanic Scholarship Fund/Payless Inspiring Possibilities Scholarship
2008-2009	Georgia Tech President's Undergraduate Research Award

Languages

Spanish (fluent), French (intermediate)

Menbere Shiferaw

Researcher

Proposed role: Lead and contribute to research projects

- ◆ More than eight years of experience conducting applied policy research on relevant education topics, including teacher turnover; high school exit exam policy; science, technology, engineering, and mathematics; and the education of special populations
- ◆ Certified WWC reviewer
- ◆ Currently conducting research with DCPS to improve evaluations of school leaders

Experience

Mathematica

Task Leader, Researcher, Helping District of Columbia Public Schools (DCPS) Improve Its School Leader Evaluation System (2019-). As part of Regional Educational Laboratory Mid-Atlantic, lead the analysis of DCPS administrative records to understand whether the student outcomes component of the school leader scoring system accurately represents leaders' performance, using various statistical diagnostics. Presented findings to DCPS staff.

Researcher, Impacts of DC High Schools on Graduation and College Enrollment, (2020-). For the Office of the State Superintendent of Education, helping design and generate statistical models to measure the effectiveness of each DC high school in promoting students' long-term outcomes.

Reviewer, What Works Clearinghouse (2019-). Review, assess, and rate the rigor of studies on interventions in the adult literacy study review topic area. The reviews for ED provide the foundation for reports characterizing the effectiveness of various interventions.

Task Leader, Technical Assistant Liaison, Big Bets in Middle Years Math Evaluation (2018-). Provide technical assistance to two grantees in the co-development of a measurement and evaluation plan. Grantees are supported by the Bill & Melinda Gates Foundation and deliver interventions in middle-years math to schools and communities serving predominantly black, Latino, and low-income students. Lead the development of virtual trainings to build grantee capacity to understand research and evaluation.

Researcher, Youth at Risk of Homelessness Impact Evaluation (2019-). Co-develop the design of the Youth at Risk of Homelessness Impact Evaluation. Will contribute to the analysis and reporting tasks for this ongoing evaluation. This project is sponsored by the U.S. Department of Health and Human Services (DHHS), Office of Planning, Research, and Evaluation (OPRE).

Education

2018 Ph.D., Public Administration, New York University

2012 M.A., Economics, Syracuse University

2006 M.A., Applied Economics, University of North Carolina

2005 B.A., Economics, honors, The University of Georgia

Positions

2018- Mathematica

2013-2018 New York University

2018 Instructor

2013-2018 Graduate Research Fellow, Institute for Education and Social Policy

2016 Instructor

2015 Teaching Colleague

2012 Teaching Assistant, Syracuse University

2007-2011 Quantitative Research Analysis Specialist, Federal Reserve Bank of Atlanta

2005-2006 Teaching Assistant, University of North Carolina at Greensboro

Researcher, Evaluation of Youth CareerConnect (YCC) Programs (2018-2019). Co-lead randomized control trial and quasi-experimental impact analysis of administrative and survey data from grantees. Ensure academic measures are consistent across grantees. Co-lead leadership meetings and draft impact analysis related chapters for final impact report. YCC programs are U.S. Department of Labor-funded partnerships among schools districts, institutions of higher education, community organizations, and local employers that blend promising features of both the career academy and sector-based models to transform the high school experience for youth.

Project Director, Researcher, Evaluation of a Pilot Literacy Study (2018). Collaborated with St. Vrain Valley School District to provide early evidence of promise on an elementary school literacy intervention in three elementary schools. Presented findings to district staff and superintendent.

Researcher, Supplement of the Maternal and Child Health Journal on the Pregnancy Assistance Fund (PAF) (2018-2019). Guest edited a journal supplement, including detailed review and multiple rounds of feedback for three PAF grantees to help them prepare articles for submission to a peer-review journal. This project, for the U.S. Department of Health and Human Services, Office of Adolescent Health, will result in a journal supplement to disseminate lessons learned from the PAF.

Task Leader, Researcher, Personal Responsibility Education Program Evaluation (2018-2019). Analyzed data from a randomized control trial for Steps to Success and wrote a report and brief summarizing findings. This project, for the U.S. Department of Health and Human Services, documented the design and impact evaluation of the Steps to Success, a two-year home visiting program for pregnant and parenting teens.

Researcher, Savings from Sexual Avoidance and Empowerment over Risks Literature Review (2018). As part of a larger project for the U.S. Department of Health and Human Services, Administration for Children and Families, conducted detailed review and summarized studies that estimate the relationship between delayed sexual initiation and a wide variety of outcomes.

Researcher, State and Local Implementation of the Individuals with Disabilities Education Act (2018). Used content expertise to review, edit, and harmonize survey questions related to identification, disproportionality, and discipline in special education (Part B and Part C).

New York University; New York, NY

As **Instructor (2018)**, developed and taught Education and Social Policy, a master's-level course on the underlying causes, challenges, and approaches to current issues in education and social policy, including cases in immigration, language, race, and disability.

As **Graduate Research Fellow (2013-2018)** at the Institute for Education and Social Policy, managed research studies on special education policy in New York City (descriptive, district-wide assessments of inclusion and academic outcomes) and collaborated on evaluations of the Urban Advantage science education and teacher professional development program (impacts on student achievement and teacher retention). Conducted data analysis and wrote research reports, academic papers, and federal and foundation grant proposals.

As **Instructor (2016)**, taught Multiple Regression and Introduction to Econometrics, a master's-level course in the theory and practice of econometric analysis.

As **Teaching Colleague (2015)**, planned and led semiweekly discussion sections and graded assignments for Multiple Regression and Introduction to Econometrics.

Syracuse University; Syracuse, NY

As **Teaching Assistant (2012)**, graded assignments for Monetary Theory and Policy.

Federal Reserve Bank of Atlanta; Atlanta, GA

As **Quantitative Research Analysis Specialist (2007-2011)**, in the Research Department, led labor market analysis for the Sixth Federal Reserve District (FL, GA, AL, LA, MS and TN). Synthesized labor market

trends for a team of policymakers, research economists, and the public and disseminated the results in seminar presentations, policy briefs, speeches, blogs, and podcasts. Worked on data management and statistical analysis on multiple research projects at the intersection of human capital and economic development, including trends in the education wage gap. Analyzed national data sets from the Current Population Survey, Health and Retirement Study, and U.S. Census Integrated Public Use Microdata Series.

University of North Carolina at Greensboro; Greensboro, NC

As **Teaching Assistant (2005-2006)**, graded assignments for Labor Economics and Microeconomics.

Papers and Publications

Burkander, Paul, Nan Maxwell, Menbere Shiferaw, Matt Jacobus, Alma Vigil, Charles Tilley, Alicia Harrington, Erin Dillon, Hande Inanc, and Peter Schochet (2019). "Building College and Career Pathways for High School Students: Youth CareerConnect" Technical Report to the Impact Study. Submitted to U.S. Department of Labor, Employment and Training Administration. Princeton, NJ: Mathematica, December 2019.

Rotz, Dana, Brian Goesling, Menbere Shiferaw, Nicholas Redel, and Claire Smither-Wulsin. "The Consequences of Delayed Sexual Activity: A Synthesis of the Literature." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families. Princeton, NJ: Mathematica, April 2019.

Rotz, Dana, Menbere Shiferaw, and Robert G. Wood. "Enhancing a Home Visiting Program to Address Repeat Adolescent Pregnancy: The Impacts of Steps to Success." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families. Princeton, NJ: Mathematica, March 2019.

Stiefel, L., M. Shiferaw, A.E. Schwartz, and M. Gottfried. "Is Special Education Improving? Evidence on Segregation, Outcomes, and Spending from New York City." Revise and resubmit.

Weinstein, M., and M. Shiferaw. "The Urban Advantage: The Impact of Informal Science Collaborations on Student Achievement, Revisited." Revise and resubmit.

Shiferaw, M. "Buckle Down or Drop Out? High School Exit Exams and English Language Learners." Pending.

Shiferaw, M. "Why So Few Immigrants? Exploring the Nativity Gap in Special Education." Pending.

Shiferaw, M., and M. Weinstein. "Staying Put: Positive Spillovers on Teacher Retention from a Middle School Science Initiative." Pending.

Stiefel, L., M. Shiferaw, A.E. Schwartz, and M. Gottfried. "Who Feels Included in School? Examining Feelings of Inclusion Among Students with Disabilities." *Educational Researcher*, vol. 47, no. 2, 2017, pp. 105-120.

Hotchkiss, J.L., and M. Shiferaw. "Decomposing the Education Wage Gap: Everything But the Kitchen Sink." *Federal Reserve Bank of St. Louis Review*, vol. 93, no. 4, 2011, pp. 243-271.

Shiferaw, M., and J.L. Hotchkiss. "Employment Survey Delivers JOLTS." *EconSouth*, vol. 12, no. 1, 2010, pp. 6-11.

Shiferaw, M., and J.L. Hotchkiss. "Econ 101: What's in a Name?" *EconSouth*, vol. 11, no. 1, 2009, pp. 22.

Shiferaw, M., and J.L. Hotchkiss. "Employment Gets Worked Over." *EconSouth*, vol. 11, no. 4, 2009, pp. 29-31.

Shiferaw, M. "Employment Takes a Tumble." *EconSouth*, vol. 10, no. 4, 2008, pp. 14-16.

Presentations and Webinars

Shiferaw, M. and Brian Gill. “Real-time feedback makes an IMPaCT.” Blog post for RElevant, December 9, 2019. Available online.

Shiferaw, M. “Beyond the Scandal: Issues of Equity and Access in Higher Education Applications and Admission.” Discussant at the Association for Public Policy Analysis & Management Conference, Denver, 2019.

Shiferaw, M. “Buckle Down or Drop Out? High School Exit Exams and English Language Learners.” Invited talk at Baruch College, Marx School of Public and International Affairs Research Seminar, New York City, November 1, 2017; poster presentation at the Association for Public Policy Analysis & Management Conference, Chicago, 2017; presentation at the Association for Education Finance and Policy Conference, Portland, OR, 2018; presentation at the Association for Public Policy Analysis and Management Student Conference, Washington, DC, 2017; presentation at the American Educational Research Association, Toronto, 2019.

Shiferaw, M. “Staying Put: Positive Spillovers on Teacher Retention from a Middle School Science Initiative.” Association for Public Policy Analysis & Management Conference, Washington, DC, November 2018.

Shiferaw, M. “Why So Few Immigrants? Exploring the Nativity Gap in Special Education.” Presentation at the Population Association of America Conference, Chicago, 2017; presentation at the Association for Education Finance and Policy Conference, Denver, 2016; presentation at the Association for Public Policy Analysis & Management Student Conference, Washington, DC, 2016; poster presentation at the Association for Public Policy Analysis & Management Conference, Washington, DC, 2016.

Shiferaw, M. “Educational Interventions in Developing Countries.” Discussant at the Association for Public Policy Analysis & Management Conference, Chicago, 2017.

Shiferaw, M. “The Public Policy Job Market 101.” The Wonk Podcast, Association for Public Policy Analysis & Management, October 2017.

Shiferaw, M. “Machine Learning for Policy Analysis.” The Wonk Podcast, Association for Public Policy Analysis & Management, June 2017.

Shiferaw, M. “Who Feels Included in School? Examining Feeling of Inclusion Among Students with Disabilities.” Presentation at the Association for Education Finance and Policy Conference, Washington, DC, 2015; poster presentation at the Association for Public Policy Analysis & Management Conference, Miami, 2015.

Shiferaw, M. “Decomposing the Education Wage Gap: Everything But the Kitchen Sink.” Presentation at the Federal Reserve System Applied Microeconomics Conference, Boston, 2010.

Shiferaw, M. “Another View of the Structural v. Cyclical Unemployment Question.” Federal Reserve Bank of Atlanta Macroblog, June 2010.

Shiferaw, M. “What’s Really Different About this Recession?” Federal Reserve Bank of Atlanta Macroblog, August 2009.

Shiferaw, M. “Are There Green Shoots in the Labor Market?” Federal Reserve Bank of Atlanta Macroblog, June 2009.

Shiferaw, M. “Layoffs: The New Problem?” Federal Reserve Bank of Atlanta Macroblog, January 2009.

Shiferaw, M. “The Effect of Minimum Wages on Immigrants’ Employment and Earnings.” Discussant at the Federal Reserve System Applied Microeconomics Conference, Atlanta, 2007.

Referee

Population Research and Policy Review

Professional Affiliations and Activities

Association for Public Policy Analysis and Management
APPAM Student Advisory Committee, 2017
Association for Education Finance and Policy
Population Association of American
College Reading and Learning Association Certified Tutor

Honors and Awards

2014-2017 Predoctoral Interdisciplinary Research Training Fellow, Institute for Education Sciences
2016 Fellow, American Enterprise Institute Ed Policy Academy

Information Technology

Stata, ArcGIS

Languages

Amharic (fluent), Spanish (intermediate)

Jacob Hartog

Researcher

Proposed role: Contribute to research projects and conduct peer review

- ◆ Conducted relevant education research, including two Regional Educational Laboratory studies with the Office of the State Superintendent of Education in DC, and a study of educational technology interventions that included KIPP-DC
- ◆ Collected, managed, and secured administrative data for multiple large evaluations
- ◆ More than eight years of experience reviewing and ensuring the quality and rigor of education research reports, including for the WWC and the Regional Educational Laboratories
- ◆ Led webinars, online videos, online discussion forums, and other research dissemination activities for the Regional Educational Laboratories and other studies

Selected Experience

Mathematica

Researcher and Alliance Analyst, Regional Educational Laboratory (REL) Mid-Atlantic (2017-). Contributed to the design, implementation, analysis, and dissemination of research and technical assistance projects in the areas of accountability, teacher preparation, high school equivalency, and communication of school data. Principal investigator for study of test takers of high school equivalency assessments for NJDOE. Co-lead study of school report card designs in partnership with the Office the State Superintendent of Education in the District of Columbia.

Certified Reviewer and Deputy Topic Lead, What Works Clearinghouse (WWC) (2012-2018). Help lead a new systematic review of studies of charter schools. Review, assess, and rate the rigor of education studies in the Dropout Prevention, Teacher Training, Evaluation, Compensation, and Investing in Innovation Grant Application topic areas, and for SEED grant reviews.

Reviewer, Regional Educational Laboratory (REL) Peer Review (2012-). Assisted in the review of descriptive study and randomized controlled trials plans and reports, technical assistance products, systematic reviews, restricted use files, and Office of Management and Budget packages for REL products. Trained reviewers (consultant and Mathematica) on review procedures. Acted as contributory and lead reviewer for products related to teacher training and evaluation and science, technology, engineering, and mathematics education.

Task Lead, Impact Evaluation to Inform the Teacher and School Leader Program (2018-). Lead national effort to recruit school districts to participate in a study of the impact of a teacher leader strategy on student achievement, teacher retention, and other key outcomes.

Lead Recruiter and Deputy Task Lead, Impact Evaluation of Departmentalized Instruction in Elementary Schools (2017-2019). Co-lead national effort to recruit school districts to participate in a study

Education

2012 M.P.A., Economics and Public Policy, Science Technology and Environmental Policy, Woodrow Wilson School of Public and International Affairs, Princeton University

2008 M.A., General Science Education, Brooklyn College, City University of New York

2000 B.A., Biology, Swarthmore College

Positions

2012- Mathematica

2017- Researcher

2012-2017 Research Analyst

2012-2016 Woodrow Wilson School, Princeton University

2013- 2016 Visiting Lecturer in Public and International Affairs

2012 Graduate Consultant

of the impact of departmentalized instruction- in which teachers specialize in teaching specific subjects- on student achievement in the upper elementary grades and other key outcomes.

Measures Support, Big Bets in Middle School Math (2019) Review evidence and gather expert input on socio-emotional and academic measures of math enjoyment, knowledge, and use for grantees of the Bill and Melinda Gates Foundation.

Lead Recruiter, Impact Evaluation of Video-Based Feedback for Teachers (2016-2017). Recruit school districts to participate in a video-based feedback and coaching project for novice and early-career teachers sponsored by the U.S. Department of Education (ED).

Lead Recruiter, Impact Evaluation of Support for Principals (2014-2015). Recruited school districts to participate in a professional development principal project sponsored by ED. Schools were assigned randomly to have their principals participate in a new, intensive, research-based professional development program or in district's regular program.

Recruiter, site Liaison and Task Lead, Maternal and Infant Home Visiting Program Evaluation (MIHOPE) (2012-2018). Interview program staff and state administrators and recruit local sites for the study of evidence-based infant home visiting. Serve as a liaison to states and sites in study sample to provide technical support with sample recruitment and other study procedures. Supervise programmers conducting analysis of implementation data and spatial analysis using American Community Survey data for participant neighborhoods and community environments, and draft portion of implementation report to Congress.

Reviewer and Synthesizer, Employment and Training Evidence Review (2013-2016). Implemented systematic review of literature on employment and training strategies for low-income individuals. Wrote synthesis briefs culling patterns from results of systematic review to share with practitioners and policymakers. The evidence review was an initiative of the U.S. Department of Health and Human Services.

Evaluability Assessment, Goal-Oriented Adult Learning for Self-Sufficiency (2015-2018). Conduct evaluability assessment of interventions that incorporate psychology-informed frameworks to assist low-income adults and families achieve self-sufficiency through goal-oriented behavior. Sponsored by the U.S. Department of Health and Human Services (DHHS), Administration for Children and Families (ACF), Office of Planning, Research and Evaluation (OPRE).

Quantitative Analysis, Disability Employment Initiative (2017). Contributed to analysis of workforce and participation data for disabled youth and adults in the Department of Labor's Disability Employment Initiative.

Feasibility and Design Analyst, Study of Teacher Preparation (2015-2016). Contributed to a study of the feasibility of conducting a rigorous evaluation of promising approaches to teacher preparation and professional development. This study, for ED, identified promising approaches to teacher preparation and professional development, conducted in-depth interviews with staff from teacher preparation and professional development programs to assess the feasibility of rigorously evaluating these approaches, and developed design recommendations for a future evaluation.

Research Analyst, Evaluation of Technology Interventions for the Knowledge is Power Program (KIPP) DC (2016-2017). Conducted several rapid-cycle evaluations (RCEs) to assess the effectiveness of various personalized learning technology interventions used across elementary schools. Worked closely with KIPP staff to refine research questions, assess data availability and quality, and finalize evaluation designs. The evaluations used a matched comparison group design.

Research Analyst, Evaluation of IREAD for Clarksdale Municipal School District (2016-2017). Conducted successive RCEs to assess the effectiveness of IREAD, a personalized literacy software program. Worked closely with Clarksdale data staff to refine research questions, assess data availability and quality, and finalize the evaluation design. Provided ongoing technical assistance to develop district research capacity.

Research Analyst, Head Start Family and Child Experiences Survey 2014-2018 (FACES) (2015-2016). Contributed to analysis and reporting for the main FACES study and the Family Engagement Plus study. This was a five-year study of Head Start children and their families, classrooms, and programs, for DHHS.

Data Liaison and Diagnostics Reviewer, Evaluation of Race to the Top and School Improvement Grants (SIG) (2012-2016). Served as data liaison and collected and cleaned administrative student records data from state and district entities. Reviewed diagnostic output for all entities (states and districts) providing student-level data for the project and communicated with programmers, systems analysts, and task lead to resolve issues including incomplete data and coding errors. Contributed to design of online infographic to communicate findings from stakeholder surveys.

Research Analyst, Analysis of Financial Inclusion Insights Data (2014). Conducted in-depth analyses and cross-country comparisons (Kenya, Tanzania, Uganda) using existing secondary data sets funded by the Bill & Melinda Gates Foundation. Identified key drivers of adoption of mobile money and explored inequities among disadvantaged groups.

Research Analyst, Evaluation of District-Charter Collaboration (2013-2014). Managed qualitative data collection for district grantees and conducted interviews and focus groups with teachers and school administrators. This study, sponsored by the Bill & Melinda Gates Foundation, examined the implementation and outcomes of partnerships between charter and traditional public schools.

Math Assessment Development, Middle Grades Longitudinal Study (2013-2014). Assisted in instrument development tasks, student math assessments, and student and teacher surveys. A large field test was conducted to establish the psychometric properties of the student assessments and to field-test the full set of study instruments and procedures.

Research Analyst, Strategic Data Use (2012-2014). Assisted in the creation of in-person and telephone interview protocols for a study of three initiatives designed to increase school and district's capacity to use data for strategic planning and decision making. Conducted site visits and interviews with district and grantee staff Education Pioneers Analysts/Strategic Data Project Fellows. Assisted in analysis of qualitative data and drafting of interim, final, and policy brief reports. Led analysis of alumni survey data for 2014 report.

Woodrow Wilson School, Princeton University; Princeton, NJ

As **Visiting Lecturer in Public and International Affairs (2013-2016)**, taught sections of Microeconomics and Public Policy courses for undergraduates and graduate students at the basic and intermediate level. Students analyzed choices and actions of households, firms, and the government and analyzed economic models to understand effects of public policy.

Papers and Publications

Mastri, Annalisa, and Jacob Hartog. "Gaps in the Evidence on Employment and Training for Low-Income Adults." OPRE report 2016-92. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, December 2016.

Hartog, Jacob, and Alex Resch. "Recognizing and Responding to Challenges in Conducting Opportunistic Experiments." Online video produced for Institute of Education Sciences, U.S. Department of Education, December 2016.

Wissel, Sarah, Jacob Hartog, and Emily Sama-Miller. "Primary Employment and Training Strategies Used in the Interventions Reviewed by ESER." OPRE report 2016-65. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, November 2016.

Hartog, Jacob, Sarah Wissel, Annalisa Mastri, and Kelley Borradaile. "Work Readiness: Can It Lead to Better Employment and Earnings for Low-Income Adults?" OPRE report 2016-92. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, November 2016.

Pickens Jewell, Cassie, Libby Makowsky, Kristin Hallgren, and Jacob Hartog. "Changing Education Agencies from the Inside Out: Year 2 Report on the Strategic Data Project and Education Pioneers." Report submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, October 2014.

Hartog, Jacob, and Kristin Hallgren. “In Focus: Supporting Effective Data Use.” Issue Brief submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, December 2013.

Hallgren, Kristin, Cassandra Pickens Jewell, Celina Kamler, Jacob Hartog, and Andrew Gothro. “Strategic Data Project and Education Pioneers Year 1 Report: Laying the Groundwork for Data-Driven Decision Making.” Report to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, August 2013.

Hallgren, Kristin, Cassandra Pickens Jewell, Celina Kamler, Jacob Hartog, and Andrew Gothro. “Companion Document for the Strategic Data Project and Education Pioneers Year 1 Report: Laying the Groundwork for Data-Driven Decision Making.” Report submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, August 2013.

Jeffrey Terziev

Research Analyst

Proposed role: Contribute to research projects

- ◆ Currently conducting a Regional Educational Laboratory study with DCPS to evaluate its teacher home visiting programs
- ◆ Five years of experience examining the quality of research reports, including for the WWC and the Regional Educational Laboratories
- ◆ Experience conducting and disseminating relevant research, including on preschool special education, charter schools, teacher diversity, teacher evaluation, and residency programs
- ◆ Interned twice with DCPS and familiar with the district

Experience

Mathematica

Research Analyst, Regional Educational Laboratory (REL) Mid-Atlantic (2017-). Work with local and state education stakeholders in the region to hold quarterly meetings and uncover needs related to family engagement and training and supporting educators. Design and conduct studies, technical assistance activities, and dissemination products to help address stakeholders' needs. Help design and conduct a matched comparison group evaluation of home visits in DC involving 48,000 students and 3,000 teachers. Provide coaching to state departments of education on topics such as teacher and principal residency and student growth measures. Help plan and implement quarterly meetings with staff from each of the 10 RELs to collaborate, share information on training, and support educators. Produced an infographic summarizing the research on teacher diversity and the impacts of matching student and teacher race/ethnicity. Oversaw the implementation of surveys at all in-person and virtual coaching and technical assistance workshops through summer 2018 and summarized the findings in quarterly memoranda delivered to the client.

Reviewer, Home Visiting Evidence of Effectiveness Review (2016-). Review and assess the rigor of studies on the effectiveness of home visiting programs. The reviews are conducted by applying rigorous evidence standards for randomized controlled trials and quasi-experimental designs. Help revise the evidence standards. Reviewed 18 studies. The Home Visiting Evidence of Effectiveness Review, funded by the U.S. Department of Health and Human Services, is a comprehensive review of research evidence on the effectiveness of home visiting programs.

Certified Reviewer, What Works Clearinghouse (WWC) (2015-). Certified in the WWC 4.0 group design standards. Review and assess the rigor of randomized controlled trial and quasi-experimental design studies of education programs, products, practices, and policies using the WWC group design standards. Help oversee the review of high priority studies identified through a media scan. Reviewed 24 studies on secondary writing; teacher training, evaluation, and compensation; and grant programs funded by the Institute of Education Sciences. Helped develop a survey to gather information on the usefulness of the WWC website and test an

Education

2014 M.P.P., McCourt School of Public Policy, Georgetown University

2012 B.A., Political Science, magna cum laude, University of Miami

Positions

2014- Mathematica

2013 Intern, Office of the Deputy Secretary, U.S. Department of Education

2013 Urban Education Leaders Internship Program, District of Columbia Public Schools

2013 Associate, Teacher Recruitment and Selection Team

2013 Associate, Assessments Team

online system for conducting reviews. The WWC, funded by the U.S. Department of Education, conducts evidence reviews to determine the effectiveness of education programs, products, practices, and policies.

Research Analyst, Evaluation of Preschool Special Education Practices, Phase I (2014-). Help write a descriptive report on how states and school districts across the nation are serving preschool children with disabilities. The report is informed by surveys of all 50 state Section 619 (special education) coordinators and 1,200 district special education coordinators and administrative data from EdFacts and the Common Core of Data. Help prepare a disclosure analysis plan and documentation for the study's restricted-use data file. Helped determine the survey sample, update the analysis plan, and conduct subgroup analyses. Helped lead a large systematic evidence review of studies examining curricula and interventions intended to improve the language, literacy, and social-emotional/behavioral outcomes of preschool children with disabilities. Helped develop the evidence review protocol and standards, train screeners and reviewers, and oversee the screens and reviews. The team screened 2,614 citations, verified the eligibility of the resulting 435 studies, and conducted evidence reviews on the 40 eligible studies, examining 29 curricula and interventions. Helped write memoranda for the study experts, technical working group, and the client presenting the findings from evidence review and details about the curricula and interventions. Helped draft a request for proposals to send to curricula and intervention providers for a potential randomized controlled trial evaluation. This project, funded by the U.S. Department of Education, sought to provide new, nationwide information on how states and districts serve preschool children with disabilities and determine the feasibility of conducting a randomized controlled trial of an intervention or curriculum for preschool children with disabilities.

Reviewer, Clearinghouse for Labor Evaluation and Research (2017-2018). Reviewed and assessed the rigor of studies on various labor-related topics, including employment and training programs for older workers. Created summaries that were used to publish information on the studies and their rigor on the Clearinghouse's public website. The reviews were conducted by applying rigorous evidence standards developed for a variety of study designs, including randomized controlled trials and interrupted time series, matched comparison group, difference-in-difference, fixed effects, instrumental variables, and other quasi-experimental designs. Reviewed approximately 10 studies. The Clearinghouse for Labor Evaluation and Research, funded by the U.S. Department of Labor, conducts evidence reviews to determine the effectiveness of labor-related policies and interventions.

Research Analyst, Tiered Quality Rating and Improvement Systems (TQRIS), Race to the Top-Early Learning Challenge (RTT-ELC) Grants (2016-2017). Led the collection of data on the structure of TQRIS systems in three of the nine Round 1 RTT-ELC grantee states and the characteristics, ratings, and funding sources of participating early childhood education centers in each state. Conducted calls with staff from each state to determine data availability. Communicated with state staff to develop and obtain signed memoranda of understanding and to acquire the data. Conducted calls with staff from each state responsible for managing the TQRIS to confirm information about the structure of the systems and learn about recent updates.

Research Analyst, Independent Review and Evaluation for Regional Educational Laboratories (2014-2017). Coordinated and managed reviews of more than 400 REL products, including impact evaluations, descriptive studies, systematic evidence reviews, and technical assistance documents. Trained reviewers to conduct reviews. Tracked reviews to ensure they were completed on time. Maintained an average completion time of about 11 calendar days—below the target of 14 days. Communicated with the client to address issues with reviews and respond to client needs, including developing processes for a new type of review and to reduce the amount of time needed for initial editing and production of REL products. This project, funded by the U.S. Department of Education, reviews and provides feedback to improve the quality of REL products and edits and produces the products for public dissemination.

Research Analyst, Pennsylvania Teacher Evaluation Pilot 3 Technical Assistance (2014-2015). Helped prepare the study's analysis plan. Conducted the initial analysis of data from the Framework for Teaching, Pennsylvania's teacher observation rubric, for almost 7,000 teachers across the state and presented the findings to senior project staff. Was the lead author for a substantial portion of the final report on the study's findings. This study was funded by Team PA.

Research Analyst, Knowledge Is Power Program (KIPP) Investing in Innovation Evaluation Grant (2014-2015). Helped plan and implement site visits to three KIPP New Jersey elementary, middle, and high schools and the KIPP New Jersey regional office. Observed and took notes for 18 interviews of school and regional staff, including teachers, grade-level chairs, department chairs, instructional coaches, vice principals, principals, the regional director of leadership development, the regional chief of schools, and the regional executive director. Led two interviews. Synthesized findings across all interviews and wrote a detailed site visit report. This project was funded by the U.S. Department of Education.

Office of the Deputy Secretary, U.S. Department of Education; Washington, DC

As **Intern (2013)** in the Implementation and Support Unit, worked on Race to the Top district grant program. Developed presentation for and assisted in implementing frequently asked questions webinar to aid in application completion for 150 applicant districts. Reviewed previous year's questions and crafted new content to proactively address issues. Aided in vetting process of application peer reviewers. Identified and highlighted changes to the applications of previous year's peer reviewers. Conducted checks to ensure advancement of reliable candidates. Updated application peer review process schedule. Designed two plans to allow for workload flexibility. Drafted weekly Implementation and Support Unit work updates sent to the White House.

Urban Education Leaders Internship Program, District of Columbia (DC) Public Schools; Washington, DC

As **Associate (2013)** on the Teacher Recruitment and Selection Team, provided regional- and state-level analysis to aid team in transitioning to a regional recruitment strategy. Examined National Council on Teacher Quality report ranking teacher preparation programs. Identified 30-40 high quality graduate and undergraduate teacher preparation programs to use to recruit new teachers. Analyzed school districts nationwide for size, urbanicity, demographics, and email access. Recommended two to three school districts per state from which to recruit experienced teachers. Analyzed team's teacher selection process. Made recommendations for improvement and suggestions for further research. Assisted in planning and implementing four teacher hiring fairs that were attended by approximately 15-20 schools and 100-200 applicants each.

As **Associate (2013)** on the Assessments Team, assisted with the implementation of DC's statewide academic assessment test, the DC Comprehensive Assessment System (DC CAS), and Paced Interim Assessments. Participated in weekly DC CAS planning meetings. Helped plan and run DC CAS test coordinator and observer training sessions.

Papers and Publications

Lipscomb, Stephen, Jeffrey Terziev, and Duncan Chaplin. "Measuring Teachers' Effectiveness: A Report from Phase 3 of Pennsylvania's Pilot of the Framework for Teaching." Report submitted to the Team PA Foundation and the Pennsylvania Department of Education. Cambridge, MA: Mathematica Policy Research, April 2015.

Terziev, J., "Impact of Teacher Professional Development on Retention Rates." Thesis. Washington, DC: Georgetown University, 2014.

Presentations

Terziev, Jeffrey, Jesse Chandler, Mariel Finucane, Ignacio Martinez, and Alexandra Resch. "Comparing Decision-Making Based on the Presentation of Results from Two Types of Analyses." Presentation at the Association for Education Finance and Policy, Washington, DC, March 16, 2017.

Honors and Awards

2012 Member, Political Science Honor Society, University of Miami

2010, 2011, 2012 President's Honor Roll, University of Miami
2011 Phi Beta Kappa

Information Technology

Microsoft Office, HTML, Stata

Languages

Spanish (basic)

Robert Santillano

Researcher

Proposed role: Conduct peer review

- ◆ More than 10 years of experience examining the quality of research reports for the WWC
- ◆ Four years of experience reviewing and ensuring the quality and rigor of education research reports proposals and reports for the Regional Educational Laboratories

Experience

Mathematica

Reviewer, What Works Clearinghouse (WWC) (2016-).

Perform reviews of studies using group and regression discontinuity designs. The WWC performs systematic reviews of education research for the Institute of Education Sciences (IES). Previous tasks include quality assurance of WWC products ready for publication as well as quality reviews of WWC products when concerns are submitted from the public.

Reviewer, Peer Review and Support for Regional Educational Laboratories (2018-). Reviewed work plans and reports produced by Regional Educational Laboratories. Topic areas included student mobility, absences, teacher professional development, and adult education. Revision requests and recommended approvals were provided to ED, IES.

Deputy Project Director, America's Promise Grants (2017-). Worked to plan and implement an impact evaluation of America's Promise grants for DOL, CEO. Tasks include planning for the collection and use of administrative data, designing the evaluation, and leading certain project management tasks—particularly related to the impact evaluation and data collection.

Task Lead, Homeless Veterans Reintegration Program (HVRP) (2017-). Worked to plan and implement an impact evaluation of HVRP for the U.S. Department of Labor (DOL), Chief Evaluation Office (CEO). This includes leading a team to study administrative data, being the primary author for a submitted design report, leading the technical portions of a Technical Working Group, and ongoing planning and leadership around further data collection and analysis.

Task Lead, Teen Pregnancy Prevention Evidence Review (2019). Led a team in the development of a contrast-level database that compiled the entirety of results from studies that were reviewed by the TPP evidence review. This resulted in a dataset that was delivered to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.

Researcher, Self-Employment Training (SET) Demonstration (2016-2018). Worked to produce impact evaluation estimates and final report for DOL, Employment and Training Administration. SET provided screening, self-employment training and coaching, and seed funds to unemployed workers with a

Education

2009 Ph.D., Agricultural and Resource Economics, University of California, Berkeley

2004 M.S., Agricultural and Resource Economics, University of California, Berkeley

2001 B.A., Mathematics, Pomona College

Positions

2016- Mathematica

2014-2016 Senior Research Fellow, Tulane University

2009-2014 Mathematica Policy Research

2003-2009 University of California, Berkeley

2009 Research Assistant

2005-2008 Graduate Student Instructor

2006-2007 Teacher

2003-2004 Research Assistant

2002-2003 Research Assistant, University of California, Davis

2001-2002 Teacher, Robinson High School

2000-2001 Teacher/Tutor, College Bound Program

demonstrated interest in self-employment. Tasks included formalizing and implementing design decisions to produce final impact estimates and contributing to the report.

Researcher, Performance Partnership Pilots (P3) Evaluation Technical Assistance (2016-2018).

Provide technical assistance on the development and conduct of evaluation plans by partnering with four P3 grantees. The P3 grant program is a collaboration across multiple federal agencies to provide grants and waivers to local education and workforce organizations to support innovative programs and services. The goal is to facilitate these programs by providing waivers to separate federal regulations. Tasks include reviewing grantee documents, designing an evaluation plan template for grantees to complete to satisfy federal reporting requirements, and working with grantees to implement rigorous research designs.

Task Lead, First 5 LA Comprehensive Professional Development Evaluation (2013-2014). Designed a quasi-experimental matched-comparison impact evaluation for five workforce development programs for early childhood educators, funded by First 5 LA. Plan included large-scale, two-year data collection effort using administrative data from workforce development programs, survey data on early child care educators, and classroom observations.

Researcher, First 5 LA/Los Angeles Universal Preschool (LAUP) Child Outcomes Study—Phase 7 (2013-2014). Designed an impact evaluation for LAUP programs using administrative data. Identified a method to link child records from LAUP to student records in school-district data and then identified a method of matching LAUP participants to nonparticipants to estimate impacts from program participation.

Principal Investigator, Support for Designing a Rigorous Evaluation of ABCmouse.com (2013-2014).

Created design options for conducting a rigorous evaluation of ABCmouse.com, an online learning resource that teachers and families can use to support young children's development in multiple developmental domains. This study was funded by Age of Learning, Inc.

Researcher, Regional Partnership Grants National Cross-Site Evaluation and Evaluation Technical Assistance (2012-2014). Worked to design the national cross-site evaluation of 17 grantees and provided direct technical assistance by partnering with 3 grantees. Cross-site evaluation consisted of site selection and design of a rigorous impact study. Technical assistance consisted of providing guidance to grantees and local evaluators to improve rigor of both experimental and quasi-experimental designs.

Task Lead, High Skilled Non-Immigrant Labor Study (2012-2014). Led a team to perform a literature review on the role of high skilled labor in the United States and perform analysis on administrative data. Analysis includes building profiles and trends of visa applicants and creating forecast models of applicants and employer sponsors across metropolitan areas.

Researcher, Assessment of Alternatives to Face-to-Face Interviews in the Supplemental Nutrition Assistance Program (SNAP) (2012-2014). Worked to develop and implement an evaluation to examine the effects of allowing individuals to apply for SNAP benefits without undergoing an eligibility review. Designed both individual-level random assignment and quasi-experimental analysis of the program.

Researcher, What Works Clearinghouse Quick Reviews (2010-2014). Assessed and rated the methodological rigor of education studies selected based on significant media exposure. Reviewed studies and drafted text for posting on the U.S. Department of Education (ED) website.

Researcher, What Works Clearinghouse (2009-2014). Assessed and rated the methodological rigor of education interventions aimed at improving student outcomes. Reviews were conducted in adolescent literacy, beginning reading, emotional/behavioral disabilities, high school math, and science topic areas.

Task Lead, Study of the Role of the Children's Progress Academic Assessment (CPAA) in the Milpitas Unified School District, Preschool Through 1st Grade (2012-2013). Worked to develop analysis design of outcomes for preschool children exposed to the Milpitas Unified School District's implementation of the CPAA in preschool programs. The CPAA is a computer-adaptive assessment given to children at regular intervals to provide teachers with guidance on how to work with children in their classrooms.

Researcher, Teacher Quality Distribution and Measurement Study (2011-2013). Led a team to estimate value-added models of teacher quality in school districts to examine the quality distribution of teachers across

students of different populations. Led diagnostic analysis of value-added results for 30 districts, including comparisons of different model specifications, to determine appropriateness of each.

Researcher, Home Visiting Evidence of Effectiveness (2012). Contributed to paper describing the statistical problem of making multiple comparisons for identifying effective home visiting programs for early childhood interventions. The paper includes recommendations for changes to the review process when rating the methodological rigor of research in the field.

Task Lead, Simplified Tools to Address School Meal Patterns and Nutrient Compliance Study (2011-2012). Created process to validate and assess the reliability of proposed “simplified” tools for monitoring School Food Authority compliance with new meal requirements. Led team in development and validation of a tool to predict a school’s compliance on nutrient requirements of breakfasts and lunches offered. Developed the simplified meal compliance assessment tools and led team to program results.

Researcher, Child Nutrition Analysis and Modeling (2011-2012). Worked on quick-turnaround analysis of issues surrounding measuring compliance to food offering requirements for the National School Lunch Program and the School Breakfast Program.

Researcher, Knowledge Is Power Program (KIPP) Investing in Innovation Evaluation (2011). Contacted and interviewed KIPP regional and school leaders. Interviews are used to relate school leader practices to the impacts of an experimental evaluation of KIPP school performance.

Researcher, Extension of the Evaluation of the Individual Training Account (ITA) Demonstration (2010-2011). Performed updated impact analysis, led cost-benefit analysis, and reported study findings based on the second participant follow-up survey. Led team to construct data files and documentation for a restricted use data file for other researchers. The extension of the ITA Demonstration is an evaluation of the effects of three alternative approaches to administering ITAs on long-term employment and earnings outcomes of dislocated workers and disadvantaged adults.

Researcher, Analytic and Technical Support for Advancing Education Evaluations (2010-2011). Reviewed work plans and reports produced by Regional Educational Laboratories. Topic areas included English Language Learners, teacher preparation, and high school graduation requirements. Revision requests and recommended approvals were provided to ED, IES.

Researcher, Los Angeles Universal Preschool Evaluation (2010). Designed experimental strategy to estimate impacts of a professional development program for preschool teachers of dual language learners. Presented random assignment options to client and discussed feasibility of study implementation.

Researcher, Building Strong Families, Texas Child Support Impacts (2010). Created impact estimates of this multisite random assignment evaluation for the sample from Texas. Estimates were performed after combining survey data and administrative data from the Office of the Texas Attorney General on child support obligations and payments made.

Researcher, Home Visiting Evidence of Effectiveness (2009-2010). Assessed and rated the methodological rigor of home visitation interventions aimed at improving child and family outcomes through in-home training to families with children from birth to age 5.

Tulane University; New Orleans, LA

As **Senior Research Fellow (2014-2016)** for the Education Research Alliance—New Orleans, Department of Economics, conducted research studies related to student and school responses to test-based accountability in a decentralized public school setting. Processed 10 years of student and teacher administrative data obtained from the Louisiana Department of Education to develop and implement quasi-experimental research designs. Developed and managed a database of indicators to measure school-related equity for students in New Orleans through partnerships with a diverse group of local stakeholders. Results were presented to local practitioners and at national research conferences, one journal article has been submitted for peer review, and results for two more journal articles have been completed for submission to journals.

University of California (UC), Berkley; Berkley, CA

As **Research Assistant (2009)** for the dean of the College of Natural Resources, analyzed a 10-year panel data set of applicants to UC Berkeley and academic performance of matriculated students. Performed analysis of trends in application pool and student performance across selected colleges and majors within UC Berkeley.

As **Graduate Student Instructor (2005-2008)** for the Department of Economics, taught courses in international trade and intermediate economics and gave lectures. Designed all problem sets, exams, solutions, and section notes.

As **Teacher (2006-2007)** for the Early Academic Outreach Program, taught high school math and precalculus courses for program targeting first-generation college bound students in the Bay area.

As **Research Assistant (2003-2004)**, assisted with project on looking at labor bargaining power while in residence at the Bureau of Economic Analysis (BEA), Washington, DC. The project used BEA's five-year benchmark survey of United States direct investment abroad.

University of California, Davis; Davis, CA

As **Research Assistant (2002-2003)**, worked on a research project at UC Davis to study Hispanics' access to health care.

Robinson High School; San Juan, Puerto Rico

As **Teacher (2001-2002)** for high school math, designed curriculum and taught six different courses.

College Bound Program; Los Angeles, CA

As **Teacher/Tutor (2000-2001)**, taught one course and coordinated 20 tutors working for outreach program targeting black students in the Los Angeles area.

Papers

Santillano, Robert, Stephanie Potochnik, and Jade Jenkins. "Do Immigration Raids Deter Head Start Enrollment?" *American Economic Review Papers and Proceedings*, conditionally selected.

Santillano, Robert, Irma Perez-Johnson, and Quinn Moore. "Experimenting with Caseworker Guidance: Evidence from Voucher-Funded Job Training." *Journal of Human Resources*, in press. Available online.

Maroulis, Spiro, Robert Santillano, Huriya Jabbar, and Doug Harris. "The Push and Pull of School Performance: Evidence from Student Mobility in New Orleans." Revision submitted to the *American Journal of Education*, 125, no. 3, 2019, pp. 345-380.

Moore, Quinn, Irma Perez-Johnson, and Robert Santillano. "Decomposing Earning Between Survey and Administrative Data in the Context of an Evaluation." *Evaluation Review*, 42, no. 5-6, 2018, pp. 515-549.

Santillano, Robert, and Sarah Bohn. "Local Immigration Enforcement and Local Economies." *Industrial Relations*, vol. 56, no. 2, 2017, pp. 236-262.

Reports

Santillano, Robert, Peter Schochet, Linda Rosenberg, and April Wu. "The National Evaluation of the Homeless Veterans' Reintegration Program." Design Report submitted to the U.S. Department of Labor, Chief Evaluation Office. Washington, DC: Mathematica Policy Research, 2019.

Santillano, Robert, Ariella Kahn-Lang, Julieta Lugo-Gil, Brittany Tabora, and Kai Filipczak. "Documentation on the Teen Pregnancy Prevention Contrast-Level Database." Report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, 2019.

Hock, Heinrich, Mary Anne Anderson, and Robert Santillano. "Supporting Self-Employment as a Reemployment Strategy: Impacts of a Pilot Program for Dislocated Workers after 18 Months." Report submitted to the U.S. Department of Labor, Employment and Training Administration. Washington, DC: Mathematica Policy Research, 2018.

Santillano, Robert, Randy Capps, Derekh Cornwell, Jeanne Batalova, Kristen McCabe, and Jeanne Bellotti. "Profiles, Trends, and Modeling of High-Skilled Nonimmigrant Labor in the United States." Submitted to the U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services. Oakland, CA: Mathematica Policy Research, May 23, 2014.

Santillano, Robert, Jeanne Batalova, Derekh Cornwell, Kristen McCabe, Randy Capps, Mary Anne Anderson, and Jeanne Bellotti, "Analysis Plan for Profiles, Trends, and Modeling for High-Skilled Nonimmigrant Labor in the United States." Submitted to the U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services. Oakland, CA: Mathematica Policy Research, June 15, 2013.

Santillano, Robert, Randy Capps, Jeanne Batalova, Kristen McCabe, Mary Anne Anderson, and Jeanne Bellotti. "High-Skilled Nonimmigrant Labor in the United States: A Literature Review of Policies, Process, Supply, and Demand." Submitted to the U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services. Oakland, CA: Mathematica Policy Research, June 7, 2013.

Isenberg, Eric, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, Heinrich Hock, and Michael Hansen. "Access to Effective Teaching for Disadvantage Students." Report submitted to the U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Princeton, NJ: Mathematica Policy Research, 2013.

Isenberg, Eric, Jeffrey Max, Philip Gleason, Liz Potamites, Robert Santillano, Heinrich Hock, Moira McCullough, and Michael Hansen. "Study of the Distribution of Effective Teaching." Revised report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, December 4, 2012.

Santillano, Robert, Mary K. Crepinsek, and Michael Ponza. "Simplified Tools to Assess School Meal Patterns and Nutrient Compliance: Assessing the Validity of the Practices and Indicators Checklist Component of the 16-Hour Simplified Assessment Tool." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Princeton, NJ: Mathematica Policy Research, March 2012.

Crepinsek, Mary K., Robert Santillano, Mary K. Fox, Anne Gordon, and Denise Mercury. "Assessing Meal Pattern Compliance for Menus with Multiple Offerings." Final memorandum submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Princeton, NJ: Mathematica Policy Research, February 2012.

Santillano, Robert, Quinn Moore, and Irma Perez-Johnson. "Data Files for the Individual Training Account Experiment: Documentation Report." Data documentation report submitted to the U.S. Department of Labor, Employment and Training Administration. Princeton, NJ: Mathematica Policy Research, October 2011.

Perez-Johnson, Irma, Quinn Moore, and Robert Santillano. "Improving the Effectiveness of Individual Training Accounts: Long-Term Findings from an Experimental Evaluation of Three Service Delivery Models." Final report submitted to the U.S. Department of Labor, Employment and Training Administration. Princeton, NJ: Mathematica Policy Research, October 2011.

Crepinsek, Mary K., Denise Mercury, Kelly Borradaile, Andrew Burwick, Robert Santillano, Nicholas Beyler, Nathan Wozny, Carrie Wolfson, Liz Condon, and Michael Ponza. "Simplified Tools to Assess School Meal Patterns and Nutrient Compliance: Draft Simplified Meal Compliance Tools." Submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Princeton, NJ: Mathematica Policy Research, September 2011.

Santillano, Robert, and Robert G. Wood. "Relationship Skills Education and Child Support: Evidence from a Program Partnership in Texas." Princeton, NJ: Mathematica Policy Research, November 2010.

Ross, Christine, Julieta Lugo-Gil, Jerry West, Sarah Avellar, Lizabeth Malone, Claudia Gentile, Sally Atkins-Burnett, Tim Shanahan, Barbara Carlson, and Robert Santillano. "National Title I Study of Implementation and Outcomes: Early Childhood Language Development: Study Design." Final report submitted to U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Princeton, NJ: Mathematica Policy Research, August 2010.

Santillano, Robert. "Essays on Immigrant Students in Public Schools—Evidence from North Carolina." Unpublished doctoral dissertation. Berkeley, CA: University of California, Berkeley, 2009.

Presentations

Santillano, Robert, and Barrett, Nathan. "Teacher Performance, Tenure, and Exit: Evidence not from a Regression Discontinuity." Presentation at the Association for Public Policy Analysis & Management Annual Meeting, Washington, DC, November 2016.

Santillano, Robert, Jon Valant, and Doug Harris. "Student Performance Labels: Salience and Response." Presentation at the Southern Economic Association Annual Meetings, New Orleans, November 2015.

Santillano, Robert, Jon Valant, and Doug Harris. "Distribution Distortions from Test-Based Accountability in a Market-Based Setting." Presentation at the Association for Education Finance and Policy, Washington, DC, February 2015; Mississippi State University, Starkville, MS, September 2015; and Tulane University, New Orleans, November 2014.

Bohn, Sarah, and Robert Santillano. "Economic Impacts of Local Immigration Enforcement: Evidence from the 287(g) Program." Poster Session Winner at the Population Association of America Conference, San Francisco, May 2012; and presented at the Western Economic Association Annual International Conference, San Francisco, July 1, 2012.

Santillano, Robert. "Attrition Through Enforcement? Immigrant Mobility, Restrictive Immigration Policies, and the Great Recession." Panel discussion at the Association for Public Policy Analysis and Management Conference, Washington, DC, November 2011.

Santillano, Robert, and Robert G. Wood. "Relationship Skills Education and Child Support: Evidence from a Program Partnership in Texas." Presented at the National Association for Welfare Research and Statistics Conference, Los Angeles, September 29, 2010; and the Association for Public Policy Analysis and Management Conference, Boston, November 5, 2010.

Santillano, Robert. "Immigrant Integration and the Effect of Immigrants on the Well-Being of Native-Born Populations." Panel discussion at the Association for Public Policy Analysis and Management Conference, Boston, November 4, 2010.

Santillano, Robert. "Avoiding Immigrant Students in Public Schools." Presented at The Urban Institute, Washington, DC, August 2008; the Labor Lunch, University of California at Berkeley, October 2008; and the Allied Social Science Association Annual Meeting, San Francisco, January 2009.

Santillano, Robert. "Are English Learners a Burden? Peer-Effects of Limited-English Students." Presented at the Southern Economic Association Annual Meetings, New Orleans, November 2007; the Agricultural and Resource Economics Department Seminar, UC Berkeley, Berkeley, CA, October 2007; and the American Economic Association's Council on the Status of Minority Groups in the Economics Profession Pipeline Conference, Duke University, Durham, NC, June 2007.

Professional Memberships

2015-	Association for Education Finance & Policy
2010-	Association for Public Policy Analysis and Management
2008-	American Economic Association
2007-	American Society of Hispanic Economists

Referee

Evaluation Review
Journal of Labor Economics
Journal of Policy Analysis & Management
Labour Economics

Awards

2014-2015	Fellow, Diversity Initiative for Tenure in Economics, National Science Foundation
2008	American Economics Association Summer Fellow, Council on the Status of Minority Groups in the Economics Profession, The Urban Institute, Washington, DC
2007	Outstanding Graduate Student Instructor, University of California at Berkeley
2003	Graduate Opportunity Fellowship, University of California at Berkeley

Information Technology

Stata, LaTeX

Andrei V. Streke

Researcher

Proposed role: Conduct peer review

- ◆ More than 10 years of experience examining the quality of research reports for the WWC, including as lead methodologist for the literacy topic area
- ◆ Led peer review assessment of systematic reviews and protocols produced by Regional Educational Laboratories

Experience

Mathematica

Task Leader (2018-2019), Expeditionary Learning (EL) Investing in Innovation (i3) Validation Grant (2014).

Examined the impact of the district's Common Core-aligned English language arts curriculum and teacher professional development program on student achievement. The study is the evaluation component of an i3 grant awarded to EL to examine the program's impacts on teacher practice and retention and student achievement and behavior. EL includes curriculum and professional development designed to support teachers in implementing the new Common Core State Standards in English Language Arts. The impact evaluation is based on a randomized controlled trial involving 70 schools.

Lead Methodologist (2013-), Deputy Principal Investigator (2008-2014, 2018-), Reconciler (2008-), What Works Clearinghouse (WWC) (2008-). Lead systematic review effort for the Literacy topic areas. Serve as deputy principal investigator for Supportive Learning Environments, , Early Childhood Education, and Science topic areas. Oversee team of reconcilers and reviewers, develop review protocols, resolve methodological issues, reconcile study reviews, and mentor and provide ongoing training and support to topic area team members. Write intervention reports and practice guides summarizing studies that meet WWC standards. The project supports informed policymaking and practical decision making by producing systematic reviews of high quality evidence on what works in education. WWC is administered by the U.S. Department of Education (ED) through Mathematica and its subcontractors.

Lead Reviewer, Independent Review and Evaluation for Regional Educational Laboratories (RELs) (2012-). Serve as task leader for assessment of systematic reviews and protocols produced by RELs. Provide detailed feedback and technical assistance to RELs in designing and reporting the results of their systematic reviews. Develop guidance for assessment of systematic reviews and meta-analyses. This project is an important part of the effort by the Institute of Education Sciences (IES) to ensure the RELs focus on high-priority needs and provide educators with high quality products and technical assistance.

Reviewer, Quality Review Team (2008-), Quality Assurance Team (2008-), Grant Review Team (2010-), Quick Review Team (2014-), What Works Clearinghouse (2008-). Review, assess, and rate the rigor of studies on educational interventions (programs, products, practices, and policies) on a quick-turnaround basis. Serve as quality assurance reviewer for WWC products. Examine decisions made during initial WWC reviews of questioned studies to ensure that the reviews applied WWC standards accurately.

Education

2004 Ph.D., Sociology, State University of New York, University at Albany

1992 M.A., Sociology, University of Arizona

1984 B.S., Economics, Moscow Institute of National Economy

Positions

2008- Mathematica

2004-2008 Research Analyst, American Institutes for Research

2001-2002 Research Associate, Social Capital Development Corporation

1998-2000 Research Associate, Tobler Research Associates

Draft responses to concerns raised by study authors and program developers. WWC is administered by ED through Mathematica and its subcontractors.

Task Lead/Reviewer, Pathways to Work Evidence Clearinghouse (2018 -). Review, assess, and rate the rigor of studies evaluating employment and training programs that serve individuals with low-income. Reconcile the review of studies, and serve as a task co-leader on the meta-analysis of existing impact evaluations. The Pathways Clearinghouse is an initiative of the Office of Planning, Research, and Evaluation, which is an office of the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS).

Quality Review Coordinator, National Registry of Evidence-Based Programs and Practices (2014-2015). Conducted evidence reviews of psychosocial interventions addressing mental health and substance abuse outcomes for publication in a national registry hosted by the Substance Abuse & Mental Health Services Administration.

Reviewer, Learning About Infant and Toddler Early Education Services: Identifying What Works and Advancing Model Development. (2013-2015). Reviewed, assessed, and rated the rigor of studies evaluating programs that served infants and toddlers. The evidence review is an initiative of the Office of the Assistant Secretary for Planning and Evaluation in partnership with the Administration for Children and Families, Office of Planning, Research and Evaluation.

Reviewer, The International Initiative for Impact Evaluation (2010-2011). Served as an expert reviewer to evaluate proposals, protocols, and final reports for systematic reviews of key policy and practice questions for the Australian Agency for International Development and the United Kingdom Department for International Development.

Meta-Analyst, Scaling Evidence-Based Models (2017). Conduct and update a meta-analysis of Corporation of National and Community Service (CNCS) interventions that have shown evidence of success and might have the ability to be scaled. Review the grantee documents and calculate effect sizes. Perform meta-analytic analyses based on an effect size and an inverse variance weight. Use the robust variance estimation procedure and the synthetic effect size approach. This project will support the design and implementation of an evaluation on scaling that will build an understanding of the requirements for successful scaling and a strategic approach to support scaling of CNCS evidence-based models.

Researcher, Teen Pregnancy Prevention Evaluation Technical Assistance and Training (2013). Provided evaluation technical assistance to Office of Adolescent Health (OAH) Teen Pregnancy Prevention grantees and their independent evaluators to ensure that rigorous evaluations are designed and implemented. Reviewed and commented on evaluation plans and reports. This OAH study provided evaluation technical assistance, training, and monitoring to local grantees conducting teen pregnancy prevention impact studies.

Reviewer, Social Assistance System Modernization (SASM) (2009-2010). Reviewed and assessed the methodological (design) proposals, analytic materials, and reports from the consulting firms contracted to implement the monitoring and evaluation of SASM. The Ministry of Labor and Social Policy of Ukraine implemented the SASM, whose goals included increasing the percentage of cash entitlements that were actually awarded to and received by beneficiaries, reducing intake and processing times, and improving the ability of local and national government to monitor the social assistance system. A core overarching aim was to better reach the most impoverished Ukrainians.

American Institutes for Research (AIR); Washington, DC

As **Research Analyst (2004-2008)**, participated in the following projects:

Data Manager, Miami-Dade Evaluation of Language! (2007-2008). Provided support in matching schools and students on a variety of characteristics, managed a complex set of data files, performed statistical programming and data analysis, and estimated program impacts. Miami-Dade County subcontracted with AIR to lead an evaluation of the Language! intervention that is used with struggling readers in middle and high schools. The evaluation helped Miami-Dade determine to what extent struggling readers receiving Language! perform better in reading than similar readers receiving an alternative remedial reading program.

Data Analyst, Evaluation of Florida Reading First Professional Development (2007-2008). Wrote a technical section for this successful proposal that included a comparative interrupted time-series research design and analysis plan for the entire evaluation period. Provided support in designing research database and its administration, managed a complex set of data files that covered 60 schools and 6,000 students over a five-year period, performed statistical programming and data analysis, and estimated program impacts. Just Read, Florida! subcontracted with AIR for a study that evaluated the rigor of professional development offered to Florida reading teachers in elementary schools. The evaluation estimated the effects of professional development provided by Florida Reading First.

Task Leader, Analysis Support for the Ronald E. McNair Postbaccalaureate Achievement Program (2005-2008). Evaluated program outcomes (such as persistence and graduation rate of program participants), managed and manipulated a complex set of data files that track more than 30,000 students over a nine-year period, administered a website that collects updated data, merged and analyzed data sets, programmed with SPSS statistical software, and wrote research deliverables. The McNair program awards grants to institutions of higher education for projects designed to prepare participants from underrepresented segments of society for doctoral studies. Institutions work closely with these students through their undergraduate requirements, encourage their involvement in research and entrance into graduate programs, and track their progress to successful completion of advanced degrees.

Consultant, Southwest Regional Education Laboratory (SWREL) (2006-2007). Rendered advice on using technical conventions for effect size computation and aggregation and resolved unconventional situations pertaining to program impact estimation. AIR served as a subcontractor to Edvance on the SWREL, funded by ED, IES. AIR provided methodological and content area expertise for research studies being conducted during the course of the five-year lab contract. AIR conducted a research synthesis of randomized controlled trials and studies with strong quasi-experimental design to estimate the effects of teacher professional development on student achievement.

Deputy Project Coordinator, Beginning Reading Team, What Works Clearinghouse (2004-2007). Contributed to systematic reviews of empirical studies, computed program impact estimates, wrote intervention reports on Beginning Reading topics, provided technical support and quality control for most of the Beginning Reading products, responded to peer reviews, and assisted with management of 20-member team. Reviewed intervention reports across topic areas, advised on statistical and research design issues, wrote technical reviews, and contributed to the WWC technical documentation. The WWC was administered by ED through a joint venture of AIR and the Campbell Collaboration. The project supported informed policy and practical decision making by producing systematic reviews of high-quality evidence on what works in education.

Task Leader, Short-Term Impact Study of the Model Institutions for Excellence (MIE) (2004-2005). Analyzed secondary data derived from the MIE Self-Evaluation Template database and the Integrated Postsecondary Education Data System Completions survey, described key indicators of the program progress (for example, science, technology, engineering, and mathematics [STEM] student enrollment trends), and compared participant outcomes within the MIEs and across peer institutions and nationwide trends. MIE is a group of eight minority-serving institutions selected by NASA and the National Science Foundation to develop new models in undergraduate education to promote diversity in STEM.

Social Capital Development Corporation (SCDC); Albany, NY

As **Research Associate (2001-2002)** for Estimating School-Based Drug Education Program Effects, computed effect sizes and dealt with statistical issues of sampling, data weighting, and outlier treatment. Recomputed effect sizes according to the new statistical procedures that more reasonably dealt with data problems and distributions underlying drug use (for example, replaced probit with logit effect sizes). Managed, refined, and debugged the drug education meta-analytic database. SCDC was awarded the contract to determine the robustness of earlier meta-analytic findings and their sensitivity to various statistical and methodological assumptions. Specifically, the study employed a more disaggregated approach together with

some innovative statistical techniques, modified the selection criteria, and remodeled the program evaluation data as “random effects” rather than as “fixed effects.”

Tobler Research Associates; Averill Park, NY

As **Research Associate (1998-2000)**, for the Meta-Analysis of School-Based Drug Education Program Evaluations and Meta-Analysis of Family-Based Drug Prevention Programs, assessed the quality of individual evaluations (such as validity, research design, and type of comparison group), identified and coded behavioral outcome measures, and calculated differential program effects. Developed SPSS programs to generate task-oriented data sets shaped by different research criteria (drug outcome, type of program, grade level, and so on). The Robert Wood Johnson Foundation sponsored the meta-analytic study to provide prevention professionals, policymakers, and the public with scientific evidence of “what works” in school-based drug use prevention. The Center for Substance Abuse Prevention has funded the effort to analyze different types of family programs for selective youth (at high risk of drug use) and indicated youth (experimental or regular drug users). The resulting meta-analyses strived to reconcile the divergent conclusions in the prevention research literature by examining the effectiveness of different types of programs.

Papers and Publications

BOOKS AND BOOK CHAPTERS

Streke, Andrei. “Effect Size.” In *Encyclopedia of Education Economics and Finance*, edited by D. Brewer and L. Picus. Los Angeles: SAGE Publications, 2014.

Streke, Andrei, Michael Roona, and Diana Marshall. “Substances, Childhood (Meta-Analysis).” In *Encyclopedia of Primary Prevention and Health Promotion*, edited by T. Gullotta, and M. Bloom. New York: Kluwer Academic/Plenum Publishers, 2003, pp. 1059-1065.

Roona, Michael, Andrei Streke, and Diana Marshall. “Substances, Adolescence (Meta-Analysis).” In *Encyclopedia of Primary Prevention and Health Promotion*, edited by T. Gullotta, and M. Bloom. New York: Kluwer Academic/Plenum Publishers, 2003, pp. 1073-1079.

JOURNAL ARTICLES

Tobler, N.S., M.R. Roona, P. Ochshorn, D.G. Marshall, A.V. Streke, and K.M. Stackpole. “School-Based Adolescent Drug Prevention Programs: 1998 Meta-Analysis.” *Journal of Primary Prevention*, vol. 20, no. 4, 2000, pp. 275-336.

Shraiber, E., and A. Streke. “Vnedrenie Upravlencheskih Novovvedeniy na Predpriyatiyah (Implementation of Managerial Innovations in Organizations).” *Sotsiologicheskie Issledovaniya*, vol. 3, 1988, pp. 348-359.

REPORTS AND PAPERS

Dolfin, Sarah, Scott Richman, Jane Choi, Andrei Streke, Cheryl DeSaw, Alicia Demers, and Dmitriy Poznyak. “Evaluation of the Teacher Potential Project.” Draft report submitted to EL Education. Washington, DC: Mathematica, May 2019.

Richman, Scott, Mary Anne Anderson, Andrei Streke, and Katie Eddins. “Evidence of Effectiveness: Intervention Evidence Across the AmeriCorps and Social Innovation Fund Programs.” Chicago: Mathematica Policy Research, November 2017.

Foorman, B., N. Beyler, K. Borradaile, M. Coyne, C.A. Denton, J. Dimino, J. Furgeson, L. Hayes, J. Henke, L. Justice, B. Keating, W. Lewis, S. Sattar, A. Streke, R. Wagner, and S. Wissel. “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.” NCEE report 2016-4008. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, 2016.

Streke, Andrei. “Ronald E. McNair Postbaccalaureate Achievement Program 2002-2005 Facts and Figures at a Glance.” Washington, DC: U.S. Department of Education, Office of Postsecondary Education, 2007.

- Streke, Andrei. "Success for All." What Works Clearinghouse Intervention Report ED497839. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Reading Recovery." What Works Clearinghouse Intervention Report ED495731. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Read Naturally." What Works Clearinghouse Intervention Report. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Cooperative Integrated Reading and Composition." What Works Clearinghouse Intervention Report ED497717. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Earobics." What Works Clearinghouse Intervention Report ED497841. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Ladders to Literacy for Kindergarten Students." What Works Clearinghouse Intervention Report ED497840. Rockville, MD: What Works Clearinghouse, 2007.
- Streke, Andrei. "Meta-Analysis of Community-Based Adolescent Drug Prevention Programs." Unpublished doctoral dissertation. Albany, NY: University at Albany, 2004.
- Streke, Andrei. "Identifying Effective School-Based Substance Abuse Prevention Interventions." In *Prevention 2000: Moving Effective Programs into Practice*. Princeton, NJ: The Robert Wood Johnson Foundation, 2000.
- Streke, Andrei. "Hamilton Fish National Institute on School and Community Violence. Model Programs." In *1999 Annual Report on School Safety*. Washington, DC: U.S. Department of Education and U.S. Department of Justice, 1999.
- Streke, Andrei. "Meta-Analysis of Family-Based Prevention Programs." Technical Report. Rockville, MD: Center for Substance Abuse Prevention, 1999.
- Streke, Andrei. "Uchastie Sotsiologicheskikh Sluzhb v Realizatsii Novovvedeniy na Predpriyatiyah (Participation of Industrial Sociology Departments in Organizational Innovations)." Edited by S.N. Zhelezko, E.I. Sobol, I.V. Tarasova, and A.E. Chirikova. Moskva: Obcshestvo Znanie RSFSR, 1990.

Presentations

- Streke, Andrei, and Tsze Chan. "The Impact of Technology on Students of Different Age Groups: Meta-Analysis of What Works Clearinghouse Literacy Interventions." Presented at the What Works Global Summit, Mexico City, October 2019.
- Streke, Andrei, and Tsze Chan. "Reviewing Systematic Reviews: Can Technology Boost Children's Learning? A Meta-Analysis of What Works Clearinghouse (WWC) Early Childhood Education Programmes." Poster presented at the Global Evidence Summit, Cape Town, South Africa, September 2017
- Chan, Tsze, and Andrei Streke. "Are Individual/Small Group Interventions in Math More Effective Than Class/School Level Interventions? A Meta-Analysis of What Works Clearinghouse Reviews." Poster presented at the Global Evidence Summit, Cape Town, South Africa, September 2017.
- Streke, Andrei, and Tsze Chan. "Reviewing Systematic Reviews: Can Technology Help Students Score Higher in Reading?" Presented at the What Works Global Summit. Session Chair, "Evidence Portals: Simplicity or Simplification?" at the What Works Global Summit, London, United Kingdom, September 2016.
- Streke, Andrei, and Tsze Chan. "What Works Clearinghouse Computer-Assisted Reading Interventions: Can Technology Help Students Score Higher in Reading?" Presented at the Campbell Collaboration Colloquium, Belfast, Northern Ireland, United Kingdom, June 2014; the American Educational Research Association Annual Meeting, San Francisco, May 2013; and the Association for Education Finance and Policy Annual Meeting, New Orleans, March 2013.

Streke, Andrei, and Tsze Chan. "Reviewing Systematic Reviews: Meta-analysis of What Works Clearinghouse Computer-Assisted Interventions." Presented at the Association for Public Policy Analysis and Management Sistema Educativo di Istruzione e Formazione Conference, Rome, October 2012; the American Evaluation Association Annual Meeting, Anaheim, CA, November 2011; the American Evaluation Association Annual Meeting, San Antonio, November 2010; and the American Evaluation Association Annual Meeting, Orlando, FL, November 2009.

Streke, Andrei, and Tsze Chan. "Reviewing Systematic Reviews: Detecting Minimum Effect Size for WWC Computer-Based Interventions." Presented at the Campbell Collaboration Colloquium, Vancouver, Canada, May 2008.

Streke, Andrei. "Identifying Effective Community-Based Drug Prevention Interventions." Presented at the Cochrane Colloquium, Sao Paulo, Brazil, October 2007.

Myers, David, Theresa Duncan, Jill Constantine, Kathryn Drummond, and Andrei Streke. "WWC Beginning Reading Research Reviews." Presented at the American Educational Research Association Annual Meeting, San Francisco, April 2006.

Streke, Andrei. "Meta-Analysis of Adolescent Community-Based Drug Prevention Programs." Presented at the Canadian Evaluation Society and the American Evaluation Association Joint Conference, Toronto, October 2005.

Streke, Andrei. "Do Universal School-Based Drug Education Programs Prevent Alcohol Use?" Presented at the National Prevention Network Annual Meeting, Buffalo, NY, September 1999.

Streke, Andrei. "Applied Sociology and Organizational Innovations." Presented at the All-Russian Knowledge Society Conference, Moscow, October 1989.

Professional Activities

2017 Associate Editor, Review of Educational Research

Languages

Native proficiency in Russian, some familiarity with Spanish

John L. Czajka

Senior Fellow

Proposed role: Data management and security; conduct peer review

- ◆ Conducted disclosure review of public use files and applied statistical disclosure limitation to confidential data
- ◆ Performed quality review of education research reports for the Regional Educational Laboratories and the WWC

Experience

Mathematica

Principal Investigator, Public Use Files and Chronic Care Cost Estimates (2019-). Design and lead the development of four public use files constructed from Minnesota's All Payer Claims Database. This project is being conducted for the Minnesota Department of Health.

Reviewer, Analytic and Technical Support for Advancing Education Evaluations (2008-2011). Provided project analytic and technical support to the U.S. Department of Education (ED), Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance. Reviewed research plans and reports produced by the Regional Educational Laboratories for relevance, utility, and technical quality.

Certified Reviewer, What Works Clearinghouse (WWC) (2009). Reviewed, assessed, and rated the rigor of studies that examined the effectiveness of interventions in education. WWC, operated for ED, IES, was established in 2002 to provide educators, policymakers, and the public with a central and trusted source of scientific evidence about what interventions work in education.

Senior Statistician, Estimation of Standard Errors for New York City Poverty Measure (2009-2011). Consulted on database and modeling issues to assist the New York City's Center for Economic Opportunity in estimating sampling and imputation variance for the City's new poverty measure.

Senior Researcher, Exploring Health Insurance Options for New Jersey (1999-2000). Prepared tabulations and brief analyses of New Jersey and national-level data relating to insurance coverage of adults and children. The results of this work were used by the state's Task Force on Affordability and Accessibility of Health Care in New Jersey.

Senior Researcher, New Jersey Uninsured Children (1998-1999). Applied small area estimation methods to develop estimates of the characteristics of both long-term and shorter-term uninsured children from low-income families in New Jersey. Provided additional technical assistance to help the state evaluate options for expanding its new private health insurance program, NJ KidCare, which provides coverage to children from families with incomes up to 350 percent of poverty.

Project Director, Provide Statistical and Consulting Services to the Statistics of Income (SOI) Division (2013-2018). Led a series of task orders providing statistical research and other assistance to the SOI division at the Internal Revenue Service (IRS). Applied and evaluated statistical disclosure limitation to

Education

1979 Ph.D., Sociology, University of Michigan

1973 B.A., Government, cum laude, Harvard University

Positions

1978- Mathematica

2005- Senior Fellow

1983-2005 Senior Sociologist

1978-1983 Research Sociologist

1977-1978 Lecturer, Department of Sociology, University of California

1973-1977 Research Apprentice, Population Studies Center, University of Michigan

1976 Teaching Fellow, Advanced Statistical Methods, Department of Sociology, University of Michigan

the 2011-2013 public use files of individual tax returns; reviewed the sample design for the annual study of partnership returns; developed software to perform suppression of small cells in published tabulations of corporation and partnership returns; performed disclosure review of Census Bureau public use files incorporating tax return data and partnership tabulations prepared by the Bureau of Economic Analysis; and prepared a review of international standards and guidelines for reporting on quality for integrated data.

Subject Matter Expert, Developing Measures to Assess Progress in Advancing Family Supports Focused on Early Care and Education, Income, and Nutrition (2019-). Help develop easily understood, replicable measures of how many children and families have access to a combination of programs in the three focus areas. This project is being conducted for the Robert Wood Johnson Foundation (RWJF).

Principal Investigator, Assess Supplemental Nutrition Assistance Program (SNAP) Unit Simulation Using Linked Survey and Administrative Data (2018-). Lead research to link selected state SNAP administrative data files to Census Bureau survey data and use the linked files to improve the simulation of SNAP eligibility unit composition. This project is being conducted for the U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS).

Subject Matter Expert, Assess and Validate Quality of Supplemental Nutrition Assistance Program Administrative Data Files (2018-). Provide technical expertise for a project to assess, edit, and standardize selected state SNAP administrative data files held by the Census Bureau. This project is being conducted for FNS.

Consultant, Development of a Synthetic File of Tax Return Data (2018-). Serve as consultant to the Urban-Brookings Tax Policy Center on the design, construction, and evaluation of a synthetic database of individual tax return data. The Tax Policy Center project is funded by the Laura and John Arnold Foundation.

Researcher, Medicaid and CHIP (Children's Health Insurance Program) Business Information Solutions Business Analytics and Data Quality Development (2016-). Contribute to quality assurance review and scorecard development of data from the Transformed Medicaid Statistical Information System Analytic Files. This project is being conducted for the Centers for Medicare & Medicaid Services (CMS).

Task Leader, Building Analytic Capacity for Policy Analysis and Decision-Making (2012-2016). Led a task to assist the U.S. Department of Health and Human Services (DHHS), Office of the Assistant Secretary for Planning and Evaluation (ASPE) in preparing for, conducting, and summarizing an expert panel meeting on strategies to assess and maintain survey quality in light of the sharp decline in response rates to federal household surveys over the past two decades. Led a task to evaluate the impact of changes to the income questions in the Current Population Survey Annual Social and Economic Supplement (CPS ASEC). Led a task to review data linkage efforts by DHHS agencies. Led a task that used the Survey of Income and Program Participation (SIPP) data to investigate job loss among single mothers during the Great Recession. Led a task to convert Medicaid income eligibility standards to the Modified Adjusted Gross Income (MAGI) concept that will replace state net income definitions for many categories of Medicaid eligibility. Worked with programming staff to simulate Medicaid eligibility in a SIPP database and estimate the magnitude of income disregards for selected states. Used results to derive converted income standards applying a methodology developed by ASPE, CMS, and the RAND Corporation. Developed additional conversions to be used in determining the Federal Medical Assistance Percentage (FMAP) in 2014 and later for states that expanded their Medicaid programs. Led another task to prepare a report for policymakers on federal surveys of health insurance coverage.

Project Director, Analyzing the Supplemental Nutrition Assistance Program Data Quality (2013-2015). Directed a study that compared the composition of households participating in SNAP with alternative unit definitions created for the American Community Survey (ACS), SIPP, and the CPS ASEC. The study analyzed survey data linked to SNAP administrative data from New York and Colorado. The project was performed through a subcontract to Sabre Systems, Inc., under a contract with the U.S. Census Bureau.

Task Leader, Logical Follow On to the Learning Collaborative Initiative (2013-2015). Led a task to convert Medicaid eligibility standards to MAGI, to be used in calculating FMAP rates by states that expand their Medicaid programs under the Affordable Care Act (ACA). Directed programmers working with SIPP data to produce conversions, reviewed conversions prepared by states, and prepared a summary report. This project was performed for CMS.

Project Director, Analytic Studies of Statistics of Income Databases and Procedures (2007-2015). Led 15 task orders providing statistical research and other assistance to the SOI division and other units within Research, Analysis, and Statistics at the IRS. Participated in the redesign of the individual tax return public use sample file; applied disclosure-limitation techniques to the 2005 through 2010 public use sample files; planned for the design of a new panel sample of tax returns; performed an independent validation and verification of an IRS workforce and workload forecasting model; evaluated the sample design and methodology for an IRS study of employment tax reporting compliance; conducted focus groups on the development of an SOI strategic plan; examined statistical disclosure limitation techniques for tabular data from both individual and business tax returns; and assessed the need for redesigns of the individual and corporation tax return samples.

Project Director, Minimizing Disclosure Risk in the U.S. Department of Health and Human Services Open Data Initiatives (2013-2014). Directed a study that prepared for, conducted, and summarized an expert panel meeting on issues related to protecting the confidentiality of public data in light of recent open data initiatives. Assembled background materials, facilitated the panel meeting, prepared a summary of the panel discussion, and synthesized the background materials and the panel discussion into a final report. This project was performed for DHHS, ASPE.

Project Director, Study on Small Area Estimation: New Developments and Directions for the U.S. Department of Health and Human Services Data (2012-2013). Directed a study that convened an expert panel meeting on small area estimation. Assembled background materials, facilitated the panel meeting, prepared a summary of the panel discussion, and synthesized the background materials and the panel discussion into a final report. Panelists included primarily federal agency staff involved in producing small area estimates—mostly for agencies within DHHS. This project was performed for DHHS, ASPE.

Task Leader, Recovery—Comparative Effectiveness Research Data Infrastructure Medicaid Analytic eXtract Production, Enhancement, and Data Quality (2010-2013). Led tasks to unduplicate 2005-2007 Medicaid enrollment records within and across states and years, verify Social Security numbers (SSNs) on Medicaid administrative records, develop the sample design for a 5-percent sample to be drawn from a Medicaid research file, and prepare two empirical studies using the unduplicated Medicaid research file created under an earlier project. Provided technical assistance on task to link Medicaid analytic files to several surveys. This project was conducted for CMS.

Task Director, Research Review of the Extent and Nature of Underreporting of the Supplemental Nutrition Assistance Program Participation in National Surveys (2011-2012). Contributed to a study to assess the underreporting of participation in SNAP in four national surveys with the goal of identifying potential remedies. Reviewed literature, performed analysis of recent survey data, and contributed to the final report. This project was performed under a subcontract to Insight Policy Research under a contract from FNS.

Project Director, Eligibility Determination and Modified Adjusted Gross Income (2010-2012). Directed a study of the implications for states of the introduction of MAGI as the basis for determining income eligibility for medical assistance for certain categories of individuals under state plans and waivers under the ACA. Reviewed provisions of the law, performed empirical analysis, hosted a workshop for representatives of selected states and policy experts, and produced two issue briefs and a technical memorandum. This project was conducted with a grant from the RWJF State Health Access Reform Evaluation initiative.

Project Director, Research on Income Measurement (2010-2012). Directed a study that analyzed income data from CPS, SIPP, the ACS, and the Survey of Consumer Finances (SCF) in order to develop recommendations for expanding the collection of retirement income amounts, changing the definition of

“family” for the purpose of measuring family income and its relation to the poverty threshold, and reassessing the allocation of questions among individual sources of income. This project was conducted for the U.S. Census Bureau and DHHS, ASPE.

Task Leader, Demonstration to Maintain Independence and Employment Data Analysis (2010-2011).

Led a task to continue development of a multiyear file that unduplicates Medicaid enrollment records within and across states and over time. Completed a 2007 extension of the 2005-2006 unduplicated file and prepared a final report documenting the methodology and findings. This project was funded by CMS.

Internal Consultant, Medicaid Analytic eXtract Data Development: 2003-2007 (2010). Prepared specifications and reviewed results from the development of a two-year file (2005 to 2006) that unduplicated Medicaid enrollment records within and across states and years. Prepared a final report documenting the methodology and findings. This project was funded by CMS.

Project Director, Transition Events in Health Insurance Coverage: Survey of Income and Program Participation Tabulations of the Uninsured (2004-2009). Directed a study using the 1996 and 2001 SIPP panels to update and expand existing research on transitions in health insurance coverage for the population as a whole and for key subpopulations. The research included both descriptive analysis and multivariate longitudinal analysis. The multivariate analysis examined the association between potential trigger events and transitions into and out of the uninsured. The project also addressed important methodological problems in the analysis of health insurance data to improve the information available to develop sound health policy. The methodological research findings were applied to create an improved version of the 2001 SIPP panel file, which was delivered to the client at the end of the project. This work was performed for DHHS, ASPE.

Project Director, Assessing the Quality of Income Data Across Surveys (2006-2008). Directed a study to systematically and comprehensively analyze the collection and processing of income data in eight surveys that are either sponsored DHHS or used for policy research and evaluation within the department. The DHHS surveys were the Medical Expenditure Panel Survey, the National Health Interview Survey (NHIS), the Medicare Current Beneficiary Survey, and the Health and Retirement Study (HRS). Three of the additional surveys are designed and conducted by the U.S. Census Bureau: SIPP, the Annual Social and Economic Supplement to CPS, and ACS. The eighth survey was the Panel Study of Income Dynamics (PSID). The project documented the methods used to collect and process the income data and assessed their relative quality through a comparative analysis of extensive tabulations. The project was funded by DHHS, ASPE.

Project Director, Study of Survey Sample Loss and Data Matching for Social Security Beneficiaries (2005-2008). Directed a study using matched survey and administrative data to evaluate the bias resulting from sample loss—primarily attrition—and from the reluctance of survey respondents to report their SSNs, which prevents the U.S. Census Bureau from linking program administrative records to their survey data. In this project, funded by the Social Security Administration (SSA), Mathematica examined the bias from these two sources in estimates of the characteristics of Social Security beneficiaries derived from SIPP and CPS. Mathematica also performed a detailed, comparative assessment of SIPP and CPS income estimates over the past two decades and investigated possible sources of discontinuity in SIPP estimates between the end of one panel and the beginning of the next.

Principal Investigator, Dynamics of Participation in Four Food and Nutrition Service Nutrition Programs (2005-2008). Directed the development of a longitudinal database created from the 2001 SIPP panel and contributed to the design, analysis, and reporting of findings under a project that includes several studies examining the dynamics of participation in the Food Stamp Program (FSP) and Special Supplemental Nutrition Program for Women, Infants, and Children. The study was funded by USDA, FNS.

Senior Task Leader, Analytic and Methodological Studies Based on Statistics of Income Databases and Procedures (2002-2008). Led a series of task orders providing statistical research and other assistance to SOI and other units within Research, Analysis, and Statistics at the IRS. Led 17 tasks and was principal author of the final report on another task. Topics included the development, evaluation, and use of panel databases;

procedures for handling incomplete data; methods of estimating or reducing non-sampling error; techniques for disclosure avoidance; sample design; and variance estimation.

Project Director, Transitions Out of Poverty Among the Working Poor (2005-2007). Directed a study that developed two longitudinal databases from the 2001 SIPP panel. These databases supported research on poverty transitions among the working poor, to be conducted by DHHS, ASPE.

Senior Researcher, Evaluation of the State Children's Health Insurance Program (SCHIP) (1999-2007). Led a study of uninsured children on a project to assist CMS in its evaluation of SCHIP. The national-level analysis used CPS data to examine changes in the number and characteristics of uninsured children from 1997 through 2003.

Project Director, Analysis of Dynamics of Health Insurance Coverage and Eligibility for Medicaid and State Children's Health Insurance Program (2003-2006). Directed a study that used the 1996 SIPP panel to examine changes in the health insurance coverage of children, their parents, and other non-elderly adults from 1996 through 1999. This study enhanced the SIPP longitudinal database by imputing missing months of data, constructing weights to incorporate the observations with imputed data, and adjusting the weights of mothers to compensate for the survey's underrepresentation of children born after the start of the panel. The analysis documented patterns of insurance coverage over time. This work was performed as a subcontractor to the Urban Institute, on a grant from the RWJF initiative Changes in Health Care Financing and Organization.

Project Director, Technical Review of Health Insurance Modeling for Correcting the Undercount (2004-2005). Directed a task for DHHS, ASPE to review the methods used to adjust the CPS for the undercount of Medicaid enrollees. Conducted the review with two outside consultants, drafted a review memorandum and detailed technical appendix, and briefed the assistant secretary. The models, which DHHS, ASPE supports, were produced by the Urban Institute and the Actuarial Research Corporation.

Project Director, Levels and Trends in Survey Estimates of Wealth (2002-2003). Directed a study for SSA, Office of Research, Evaluation, and Statistics to evaluate the quality of data on assets and liabilities collected in SIPP. SIPP data were compared to the data on wealth collected in three other surveys: SCF, PSID, and HRS. The project investigated several possible sources of differences among the survey estimates, including sample design, population coverage, weighting, question design, nonresponse, and imputation. Recommendations were made for both interim and long-term measures to improve the quality of wealth data from SIPP.

Project Director and Principal Investigator, Evaluation of National Health Interview Survey Health Insurance Data (2001-2002). Evaluated, reviewed, and proposed improvements to data gathering, editing, and coding procedures used to obtain estimates of health insurance coverage in NHIS. This project, which was conducted for the National Center for Health Statistics, examined ways to complete data editing sooner but without sacrificing quality.

Expert Panelist, National Estimates of Mental Health Insurance Coverage (2000-2002). Provided technical assistance and expert advice on the use of survey and administrative data to estimate the number of people who have coverage for mental health services, by source of coverage. The project was conducted for the Substance Abuse & Mental Health Services Administration.

Project Director, The Impacts of Time Limits on Unemployed Able-Bodied Adults Without Dependents (1997-2002). Directed a project to address two fundamental questions about the impact of the work requirements and time limits established for a subset of FSP participants under the Personal Responsibility and Work Opportunity Reconciliation Act: How are states implementing the provisions? and What is happening to food stamp participation within the population subject to or otherwise affected by the new provisions? The project interviewed FSP staff in all the states and a sample of counties to ascertain policies and procedures they have adopted with respect to the new provisions. The project also collected from the states a variety of statistical data on FSP caseloads. Both sets of data were analyzed to prepare the final report. This work was conducted for USDA, FNS.

Project Director, Consultation on the Design of a Panel of Individual Income Tax Return Filers (2000-2001). Conducted an analysis and prepared a report with recommendations related to a proposed design of a new panel sample of individual income tax filers, to be drawn from tax returns. This work was performed for the Office of Tax Analysis in the U.S. Department of the Treasury.

Project Director, Child Nutrition Analysis Project (1997-2001). Directed a series of task orders that provided research support to inform FNS's policy- and decision-making processes with respect to the child nutrition programs administered by USDA. Managed a team including Mathematica staff, two subcontractors, and several consultants. Led tasks to develop estimates of the number of school-age and younger children in low-income families and the number and characteristics of children served by the National School Lunch Program.

Project Director, State Children's Health Insurance Program: Baseline Estimates and Eligibility Rules (1998-2000). Directed a project that addressed several issues relevant to state and federal efforts to design, develop, and evaluate the new state programs and explore their interaction with the existing Medicaid program. Led a task to analyze the trigger events for changes in health insurance coverage among children. Participated in another task to develop state-level estimates of uninsured and total children by age and poverty, and both uninsured and total children who were eligible for Medicaid or SCHIP. Contributed to a task that examined how Medicaid and SCHIP eligibility rules in 10 states affected the data needs of models to simulate eligibility. Contributed to a task to develop a database of characteristics of state SCHIP programs. This work was conducted for DHHS, ASPE.

Project Director, Analysis of Children's Health Insurance Patterns (1997-1999). Directed a project to prepare a literature review and several data analyses relating to health insurance coverage among children. Analyzed data from the 1992 SIPP panel to explore the dynamics of spells of uninsurance and Medicaid eligibility and participation among children and prepared a summary report. Contributed to a literature review on counting the uninsured and prepared a report on using survey data to analyze health insurance coverage. This work was conducted for DHHS, ASPE.

Project Director and Principal Investigator, Nonroutine Statistical Support Services (1992-1998). Directed task orders involving a range of statistical support activities for the SOI division of IRS. Tasks included development and evaluation of methodologies for preparing preliminary corporate tax statistics; support for all statistical aspects of IRS's evaluation of its taxpayer assistance program; construction of weights for panel and tax family data; development of metadata for tax microdata; design and implementation of a common record layout for tax data over time; evaluation of the usefulness of tax return data in counting the U.S. population; creation of longitudinal databases; and evaluation of panel data design.

Project Director, Statistical Support for the Integrated Test Call Survey System (1996-1997). Directed studies to provide sample design, software development, statistical estimation of accuracy rates, review of test questions, special analyses, and other forms of technical assistance to the IRS's ongoing operation, to measure the quality of its toll-free telephone assistance program.

Task Leader, Food Stamp Program Microsimulation and Related Analyses for Estimating Costs and Participation (1993-1997). Directed a task to prepare a quality profile of the Food Stamp Integrated Quality Control System database and conduct analyses to explore implications of the findings. This work involved the collection of data from federal re-reviews of a sample of state reviews of food stamp case files and developed estimates of error rates for items in the database. Directed a task to develop estimates of uncertainty associated with simulations of alternative reform proposals for FSP. This work was conducted for USDA, FNS.

Senior Researcher, Microsimulation Model of Short-Term Welfare Dynamics (1993). Designed and directed the construction of a longitudinal database combining records from the National Longitudinal Survey of Youth and PSID. This work was conducted for DHHS, ASPE, under a subcontract to Caliber Associates.

Project Director, A Design Specification Study for Modeling Household/Family Formation and Dissolution (1992-1993). Directed Mathematica's subcontract to Caliber Associates under a DHHS, ASPE

project to develop a design for a microsimulation model of household and family formation and dissolution. Products included an interpretive history of the development of microsimulation as a policy analysis tool and a preliminary design for a quasi-dynamic microsimulation model of family demographic behavior and welfare participation, with a review of prospective data sources.

Project Director, Advance Data Estimation for the 1990 Corporate Program (1992). Assisted the SOI division of IRS with statistical adjustments and the presentation of preliminary estimates of corporate tax statistics prior to the completion of editing of the full sample.

Project Director and Principal Investigator, Statistics of Income Panel Research/Survey of Consumer Finances (1991-1992). Provided statistical analysis support to the Federal Reserve Board on issues pertaining to the release of data from the 1989 SCF, including weighting and variance estimation and issues pertaining to the development of future SCF sampling frames, based on the new SOI panel of individual taxpayers. Evaluated compositional shifts in the SOI panel sample and the implications for the cross-sectional representativeness of the panel in post-baseline years after 1987. Assessed the relative merits of longitudinal weight adjustments and sample supplementation.

Project Director, Statistical Support for the Integrated Test Call Survey System (1991-1992). Directed a set of studies on the sample design, development, and implementation of accuracy-rate estimation methods; a review of test questions; and special analyses pertaining to the performance of IRS's toll-free telephone assistance program.

Project Director and Principal Investigator, Reweighting of the Sales of Capital Assets Panel and Review of the Statistics of Income Sample Implementation (1991). Developed and carried out a methodology for assigning cross-sectional weights to panel returns after the base year. Also oversaw a collaborative task with the IRS staff to conduct an extensive review of the initial implementation of the new cross-sectional design of the SOI sample. The Joint Committee on Taxation, U.S. Congress sponsored the study.

Project Director and Principal Investigator, Studies of Internal Revenue Service Imputation Methods (1987-1991). Directed and coordinated multiple task-order studies of methods for handling missing data and other statistical design issues for the SOI division of the IRS. Served as task leader on all 21 task orders. Also developed annual modifications to the corporation imputation procedures and directed Mathematica staff in implementing the new methodology. For three years, provided technical assistance to IRS's internal study of its telephone assistance program. Many of the tasks involved working with a team of renowned statisticians who served as project consultants.

Project Director, Feasibility Study of Substate Area Unemployment Insurance (UI) Program (1987-1989). Directed a project for the Unemployment Insurance Service of the U.S. Department of Labor to investigate the feasibility of triggering extended unemployment insurance benefits on the basis of substate labor-market conditions. Oversaw analyses of benefit-targeting nationally. The project evaluated both the administrative feasibility and the benefit-targeting implications of substate triggers. The project included a telephone survey of the 53 UI jurisdictions, as well as econometric analyses of a national database of county-level labor market data and extensive historical data obtained from two states.

Expert Witness, NARS v. Turnage (1987). Testified on statistical issues for the U.S. Department of Justice in a defense of the Veterans Administration against a civil suit. Developed statistical exhibits, gave deposition, and testified in federal district court. Directed programmers from a contractor to assemble an integrated database from three source files and produce the necessary tabulations, in a tight timeframe.

Senior Researcher, Microsimulation and Related Analyses of Costs and Participation in the Food Stamp Program (1986-1987). Performed a conceptual study of simulation modeling of program eligibility and participation. Reviewed first simulations of eligibility using data from SIPP. This study for USDA, FNS provided research on the impacts of proposed changes on the costs and caseload of FSP.

Project Director and Principal Investigator, Federalism Initiatives (1986-1987). Prepared estimates of caseload and cost impacts for a variety of legislative proposals addressing the Aid to Families with Dependent

Children program and Medicaid program in a study funded by the Project on the Federal Social Role, part of the National Conference on Social Welfare. Drafted proposed legislation and presented estimates to the staff of several federal agencies and other groups.

Project Director and Principal Investigator, Evaluation and Analysis of Imputation Procedures and Other Missing Data Problems (1983-1987). Directed a staff of programmers and consultants in carrying out 12 task order studies for the SOI division of the IRS to assess analytic methods for handling nonresponse and incomplete data in samples of tax returns. Served as task leader for 8 of the 12 task order studies. The work included evaluation of an imputation method used with corporation tax data, development of a new weighting scheme for an advance sample of individual returns, creation of a longitudinal file of tax return data, and studies of record linkage and disclosure-avoidance techniques.

Analyst, Comparative Evaluation of National Health Service Corps (NHSC) Alumni Retained in Health Manpower Shortage Areas (1986). Analyzed community and personal factors that influenced the location decisions of physicians who served in NHSC under a project funded by DHHS, Health Resources and Services Administration.

Project Director and Principal Investigator, Digest of Data on Persons with Disabilities (1982-1984). Produced a widely used reference volume of statistics on the population of persons with disabilities. Compiled and organized extensive statistical data, specified new tabulations, and prepared text to guide the reader through the tabulations. The Congressional Research Service sponsored the study.

Principal Investigator, Alternative Forecasting Models and Support for State Planning and Analysis (1982-1984). Assessed the potential for applying cost and caseload modeling to social service programs operated by states and counties, under subcontract to the National Governors Association from a grant from DHHS, Office of Human Development Services. Developed a forecasting model of costs and caseloads for several levels of care in Minnesota and a procedure for aging a state census microdata file and implementing the model in Missouri.

Principal Investigator, New Beneficiary Survey (1983). Produced model-based imputations of earnings from three jobs, unearned income from 19 sources, and balances or equity in 13 types of assets. The survey was funded by the SSA to evaluate the old age, survivor, and disability programs and to project the cost and distributional effects of various proposals to change the social security program during the 1980s. The survey gathered detailed income, asset, and work experience data on a representative sample of individuals (and their spouses) who began collecting social security benefits during a six-month window in 1981. Mathematica's work was performed under subcontract to Temple University's Institute for Survey Research.

Principal Investigator, Survey Development Research Center (1981-1982). Developed a benchmark estimation methodology for evaluating the reporting of program participation and income in the Income Survey Development Program (ISDP) 1979 Research Panel, using program administrative data. Coauthored a study of the impact of family composition measurement on estimates of family income and poverty statistics.

Analyst, Analysis of Food and Nutrition Service Programs (1980-1981). Investigated the determinants of participation in the FSP among eligible households based on data from the 1979 ISDP Research Panel. Also developed estimates of food stamp participation rates by ethnicity for all counties in the United States. This work was performed for USDA, FNS.

Project Manager and Principal Investigator, Econometric Model for the Estimation of State and Local Area Unemployment Statistics (1978-1981). Evaluated the methodology of the U.S. Bureau of Labor Statistics for estimating state and local area unemployment statistics. Developed and tested new approaches using regression models and other econometric methods.

Principal Investigator, Research on Retirement Income Programs (1979-1980). Coauthored an annotated bibliography of economic and demographic research on aspects of public and private pensions and wrote a review of the literature on future demographic trends and their implications for the U.S. retirement income system in a study funded by the Employee Benefit Research Institute.

Papers and Publications

Czajka, John L., and Mathew Stange. "Transparency in the Reporting of Quality for Integrated Data: A Review of International Standards and Guidelines." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, April 2018.

Czajka, John L., and Charles Hanley. "Application of Multivariate Masking and Enhanced Subsampling to the 2013 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, September 2018.

Czajka, John L., and Charles Hanley. "Application of Multivariate Masking and Enhanced Subsampling to the 2012 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, September 2017.

Czajka, John L., and Charles Hanley. "Application of Multivariate Masking and Enhanced Subsampling to the 2011 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, August 2016.

Czajka, John L., and Amy Beyler. "Declining Response Rates in Federal Surveys: Trends and Implications." Final report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, June 15, 2016.

Czajka, John L., and Brendan Kirwan. "An Assessment of the Need for a Redesign of the Statistics of Income Partnership Sample." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, March 2016.

Czajka, John L., Karen Cunningham, and Randy Rosso. "Simulated Versus Actual SNAP Unit Composition in Survey Households in Two States." In *Proceedings of the 2015 FCSM Research Conference*. Washington, DC: Federal Committee on Statistical Methodology, 2016.

Czajka, John L., and Randy Rosso. "Redesign of the Income Questions in the Current Population Survey Annual Social and Economic Supplement: Further Analysis of the 2014 Split-Sample Test." Final report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, September 27, 2015.

Czajka, John L., and Brendan Kirwan. "Application of Multivariate Masking and Enhanced Subsampling to the 2010 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, March 2015.

Czajka, John, Karen Cunningham, and Randy Rosso. "Analyzing the Data Quality of SNAP Administrative Records: Comparative Analysis of Household Composition in SNAP Administrative Data and Three Surveys." Final report submitted to the U.S. Census Bureau. Alexandria, VA: Sabre Systems, March 30, 2015.

Czajka, John L., and Brendan Kirwan. "Application of Multivariate Masking and Enhanced Subsampling to the 2009 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, February 2015.

Czajka, John L. "Review of State Modified Adjusted Gross Income (MAGI) Conversions." Final report submitted to the Centers for Medicare & Medicaid Services, Center for Medicaid and CHIP Services. Washington, DC: Mathematica Policy Research, December 31, 2014.

Czajka, John L. "Federal Medical Assistance Percentage (FMAP) Conversion Methodology." Final report submitted to the U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, December 31, 2014.

Czajka, John, Craig Schneider, Amang Sukasih, and Kevin Collins. "Minimizing Disclosure Risk in HHS Open Data Initiatives." Report submitted to the U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, September 29, 2014.

Czajka, John L., Amang Sukasih, and Alyssa Maccarone. "Small Area Estimation: New Developments and Directions for HHS Data." Final report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, March 2014.

Czajka, John L., Amang Sukasih, and Brendan Kirwan. "An Assessment of the Need for a Redesign of the Statistics of Income Individual Tax Sample." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, March 2014.

Czajka, John L., Amang Sukasih, and Susan Queen. "Small Area Estimation: New Developments and Directions for Health and Human Services Data." In *Proceedings of the 2013 FCSM Research Conference*. Washington, DC: Federal Committee on Statistical Methodology, 2013.

Czajka, John L. "Can Administrative Records Be Used to Reduce Nonresponse Bias?" *The Annals of the American Academy of Political and Social Science*, vol. 645, no. 1, January 2013, pp. 171-184.

Czajka, John L., Amang Sukasih, Alicia Haelen, and Alyssa Maccarone. "Statistical Disclosure Limitation for Tabulations of Tax Data by ZIP Code: Recommendations." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, January 2013.

Sukasih, Amang, John L. Czajka, Alicia Haelen, and Alyssa Maccarone. "Statistical Disclosure Limitation for Corporate Tax Tabulations: Recommendations." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, December 2012.

Czajka, John L., and Gabrielle Denmead. "Income Measurement for the 21st Century: Updating the Current Population Survey." Final report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, November 2012.

Czajka, John L., and Chris Rankin. "Application of Multivariate Masking and Enhanced Subsampling to the 2008 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, September 2012.

Czajka, John L., Anne Peterson, Brittany McGill, Betsy Thorn, and Catharine Warner-Griffin. "The Extent and Nature of Underreporting of SNAP Participation in Federal Surveys." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Arlington, VA: Insight Policy Research, July 2012.

Verghese, Shinu, and John L. Czajka. "Linking Medicaid Administrative Records over Time and Space: Methods and Findings, 2005 to 2007." In *Proceedings of the 2012 FCSM Research Conference*. Washington, DC: Federal Committee on Statistical Methodology, 2012.

Czajka, John L., and Gabrielle Denmead. "Getting More from Survey Income Measures: Empirically Based Recommendations for Improving Accuracy and Efficiency." In *Proceedings of the 2012 FCSM Research Conference*. Washington, DC: Federal Committee on Statistical Methodology, 2012.

Czajka, John L. "Medicaid Enrollment Gaps, 2005 to 2007." Medicaid Policy Brief no. 6. Washington, DC: Mathematica Policy Research, June 2012.

Czajka, John L. "Medicaid Enrollment Gaps, 2005 to 2007." Final report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, May 2012.

Czajka, John L. "Movement of Children Between Medicaid and CHIP, 2005-2007." Medicaid Policy Brief no. 4. Washington, DC: Mathematica Policy Research, March 2012.

Czajka, John L. "Movement of Children Between Medicaid and CHIP, 2005 to 2007." Final report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, January 2012.

Bouchery, Ellen, David Baugh, John Czajka, Rosemary Borck, Rosalie Malsberger, Allison Dodd, Sheng Wang, Carol Irvin, and Julie Sykes. "Mini-MAX User's Guide." Final report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, February 2012.

Czajka, John L. "Federal Administrative Records." In *Encyclopedia of the U.S. Census, 2nd Edition: From the Constitution to the American Community Survey*, edited by Margo J. Anderson, Constance F. Citro, and Joseph J. Salvo. Washington, DC: CQ Press, October 2011.

Czajka, John L., and Alicia Haelen. "Application of Multivariate Masking and Enhanced Subsampling to the 2007 Individual Tax Model Public Use File." Final report submitted to the Internal Revenue Service, Statistics of Income Division. Washington, DC: Mathematica Policy Research, October 2011.

Czajka, John L., and Shinu Verghese. "Continued Development of the Medicaid Analytic Extract Enrollee Master (MAXEM) File." Final report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, May 2011.

Czajka, John L. "Dollar for Dollar: Rating the Income Data from the American Community Survey." In *2010 Proceedings of the Joint Statistical Meetings*. Alexandria, VA: American Statistical Association, 2010.

Czajka, John L. "Income and Poverty Measurement in Surveys of Health Insurance Coverage." In *Databases for Estimating Health Insurance Coverage for Children: A Workshop Summary*, Thomas J. Plewes, rapporteur. National Research Council. Washington, DC: The National Academies Press, 2010.

Wenzlow, Audra, Ellen Bouchery, and John L. Czajka. "Expanding Access to Medicaid Data for Research: Feasibility of a MAX Sample." Final report submitted to the Centers for Medicare & Medicaid Services. Ann Arbor, MI: Mathematica Policy Research, December 2010.

Czajka, John L., Audra Wenzlow, and Julie Sykes. "Development of the Medicaid Analytic Extract Enrollee Master (MAXEM) File, 2005 and 2006." Final report submitted to the Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, September 2010.

Czajka, John L., and Joel Smith. "Evaluation of the Service-Wide Workforce Planning Model: Progress to Date." Final report submitted to the Internal Revenue Service. Washington, DC: Mathematica Policy Research, March 31, 2010.

Czajka, John L., and Chris Rankin. "Application of Multivariate Masking and Enhanced Subsampling to the 2006 Individual Tax Model Public-Use File." Final report submitted to the Internal Revenue Service. Washington, DC: Mathematica Policy Research, January 2010.

Czajka, John L., Donsig Jang, and Sonya Vartivarian. "An Evaluation of the Sample Design and Methodology for the National Research Program Employment Tax Reporting Compliance Study." Final report submitted to the Internal Revenue Service. Washington, DC: Mathematica Policy Research, January 8, 2010.

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Czajka, John L. “Simulating Welfare Participation and Labor Supply with Panel Data: Methods Underlying a New Model for Policy Analysis.” Paper presented at the Association for Public Policy Analysis and Management Annual Meeting, Washington, DC, October 1993.

Czajka, John L. “Death and Taxes: Mortality in the 1984 Tax Filing Population.” Paper presented at the Southern Demographic Association Annual Meeting, Jacksonville, FL, October 1991.

Czajka, John L. “Independent Income of Dependent Persons 15 and Older, 1984.” Paper presented at the Population Association of America Annual Meeting, New Orleans, April 1988.

Professional Activities

National Research Council

2014-2018	Panel on the Review and Evaluation of the 2014 Survey of Income and Program Participation Content and Design (Chair)
2011-2012	Panel on Measuring Medical Care Risk in Conjunction with the New Supplemental Poverty Measure
2007-2009	Panel on the U.S. Census Bureau’s Reengineered SIPP
2006-2007	Panel on Research and Development Priorities for the U.S. Census Bureau’s State and Local Government Statistics Programs
1998-2001	Panel on Data and Methods for Measuring the Effects of Changes in Social Welfare Programs
1995-1999	Panel on Alternative Census Methodologies

American Statistical Association

2008-	ASA/SRM SIPP Working Group
2014-2019	Chair, Monroe G. Sirken Award Committee
2015-2016	Member, Committee on Nominations
2012-2014	Chair-elect, chair, past chair, Council of Sections
2011-2013	Chair-elect, chair, past chair, Survey Research Methods Section
2009-2011	Vice chair, Council of Sections Governing Board
2004-2005	Representative to the Council of Professional Associations on Federal Statistics
2001-2003	Chair-elect, chair, and past chair, Government Statistics Section
1999-2000	Program chair, Government Statistics Section
1994-1999	Survey Research Methods Working Group on the Technical Aspects of the SIPP
1994-1995	Secretary-treasurer, Social Statistics Section
1991	Representative to the Council of Sections, Social Statistics Section
1991-1993	Council of Chapters Governing Board, Vice Chair, District 2
1988	Committee on Subnational Statistics

Washington Statistical Society

2006-	Chair, Membership Committee
2012-2015	Member, Morris Hansen Lecture Program Committee
2014	Chair, Morris Hansen Lecture Program Committee
2005-2006	Past president
2004-2005	President
2003-2004	President-elect
1998-2000	Board representative-at-large
1986-1990	Co-chair, Social and Demographic Statistics Program

American Association for Public Opinion Research
Association for Public Policy Analysis and Management
District of Columbia Sociological Society
Population Association of America

Honors and Awards

2016	Founders Award, American Statistical Association
2008	Pat Doyle Award, ASA Government Statistics Section
2007	Chapter Service Recognition Award, Washington Statistical Society
2003	Fellow, American Statistical Association

Dmitriy Poznyak

Senior Statistician

Proposed role: Conduct peer review

- ◆ More than eight years of experience reviewing and ensuring the quality and rigor of education research reports for the Regional Educational Laboratories
- ◆ Specialized experience developing, testing, and validating instruments and scales for measuring the quality of educational programs

Experience

Mathematica

Statistician, Expeditionary Learning (EL) Teacher Potential Project (TPP) (2014-2019). Tested and validated thirty two scales that capture various aspects of classroom instruction and classroom management practices in a wide mix of elementary and middle schools in eighteen school districts in the US. These scales were based on the data from longitudinal surveys and classroom observations. Assessed internal consistence reliability (McDonald's Omega) and predictive validity of the EL measures using standardized English language arts scores as an outcome. Tested for the differences in the scores between the teachers in the treatment and control groups using t-tests and regression analysis. The Teacher Potential Project (TPP) evaluation included a wide mix of elementary and middle schools in 18 districts. Two cohorts of schools were randomly assigned within each school district to the treatment or control groups during the 2015-2016 and 2016-2017 school years. EL TPP project was funded by a five-year Investing in Innovation grant from the U.S. Department of Education.

Statistician, Assessing the Cost and Implementation of High Quality Early Care and Education (2017-).

Developed statistical methodology for creating a multifactor measurement instrument that provides consistent and systematic measures of quality implementation in a sample of preschool centers. This work included item and scale analysis using graded response item response theory method (item difficulty and discrimination, item characteristic curves, and test information function), assessment of construct validity (discriminant and convergent validity), and construct reliability (McDonald's Omega reliability). The project is funded by the Administration for Children and Families.

Reviewer, Independent Review and Evaluation for Regional Educational Laboratories (RELs) (2012-).

Assessed methodological issues of education evaluation designs for the Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance (NCEE). Conducted analytic and technical review

Education

2012 Ph.D., Political Science
(Specialization: Public Opinion and Research Methodology), University of Cincinnati

2010 M.S., Quantitative Analysis, summa cum laude, University-College of Brussels—University of Leuven

2004 C.Sc., Social Psychology, Institute for Social and Political Psychology, Kiev, Ukraine

2000 B.Sc., Education, summa cum laude, Chernihiv University, Ukraine

Positions

2012- Mathematica

2019- Senior Statistician

2012-2018 Statistician

2010-2011 Research Fellow, Institute for Social and Political Opinion Research

2009-2011 Adjunct Assistant Professor, Institute for Postgraduate Education

2007-2009 Research Assistant, Public Opinion Laboratory, University of Cincinnati

2004-2007 Center for Public Opinion Polling, Institute for Social and Political Psychology

2006-2007 Senior Researcher

2004-2006 Research Associate

of REL study designs and products. Assessed the technical quality of research studies and products planned and conducted by RELs. This project is funded by the U.S. Department of Education (ED) and provides analytic and technical support to ED, IES, NCEE.

Statistician, Comprehensive Primary Care Plus Initiative (2018-). Helped modify and refine claims-based measures of comprehensiveness of primary care physicians, such as involvement in patient conditions, new problem management, and range of services. Established signal-to-noise reliability and predictive validity of the measures of comprehensiveness. Led psychometric evaluation of the practice and survey instruments developed by Mathematica. This work included assessment of instruments, construct validity, and internal consistency reliability. Calculated reliability-weighted performance scores for participating practices. This project is funded by the Centers for Medicare & Medicaid Services (CMS), Center for Medicare & Medicaid Innovation (CMMI).

Statistician, Medicaid and CHIP (Children's Health Insurance Program) Business Information Solution Task 2: Scorecard (2018-). Led statistical analysis to develop state usability scores for one of the T-MSIS (Transformed Medicaid Statistical Information System) analytic files called the Annual Demographic and Eligibility File for calendar year 2016. The scorecard included the data capturing two observed dimensions of data usability (quality and completeness); each dimension further consisted of a number of indicators measuring different aspects of quality and completeness. Used Bayesian confirmatory factor analysis to uncover unobserved (latent) dimensions of data usability. Computed state rankings as the weighted average of their scores on the latent usability dimensions.

Statistician, Medicaid and CHIP (Children's Health Insurance Program) Business Information Solution. Task 5: Innovation Acceleration Program (2018-). Developed and implemented statistical methodology (latent class analysis with count, continuous and categorical data) to identify unobserved typologies of beneficiaries with complex needs based on the joint distribution of their cost, utilization, impactability, chronic conditions, and persistence characteristics. Conducted Monte Carlo simulation study to determine statistical power of the sample and oversaw the sample selection process from the T-MSIS analytic files (2016 and 2017).

Statistician, Investing in Innovation Validation - Expeditionary Learning Evaluation (2018-2019). Developed a set of measures that capture diverse aspects of fidelity of teachers' implementation of Expeditionary Learning (EL) practices' based on longitudinal survey and observation data. Assessed internal consistency reliability (McDonald's Omega) and predictive validity of the EL measures using standardized English language arts scores as an outcome. Tested for the differences between the teachers on the EL measures using t-tests and regression analysis.

Statistician, Measures of Effective Teaching (2015-2018). Led statistical analysis for developing and testing the measures of teachers' classroom instruction and management practices based on five widely used teacher observation instruments: the Classroom Assessment Scoring System, the Framework for Teaching, the Protocol for Language Arts Teaching Observations, the Mathematical Quality of Instruction, and the UTeach Observational Protocol.

Statistician, Quality Measure Development and Maintenance for Centers for Medicare & Medicaid Services Programs Serving Medicare-Medicaid Enrollees and Medicaid-Only Enrollees (2015-2018). Conducted reliability and predictive validity analyses for a set of measures for Medicaid beneficiaries enrolled in managed long-term services and support plans. The measures aim to assess quality of care for programs serving high-cost, high-need Medicaid beneficiaries eligible for both Medicare and Medicaid; receive long-term services and supports through managed care organizations; and have substance use disorder, mental illness, or other complex conditions that lead to excessive use of high-cost care. The work includes measure reliability and predictive validity analyses (signal-to-noise, temporal, and internal-consistency reliability). The project is funded by CMS, Center for Medicaid and CHIP Services

Task Lead, Measures to Learn and Improve Survey and Analysis (2015-2017). Led a variety of statistical tasks on the project, including measure development using confirmatory factor analysis and latent class analysis, complex data merging, and creating cumulative data sets for the client.

Statistician, Drug and Alcohol Services Information System (2014-2017). Led the latent class analysis to segment substance abuse and mental treatment facilities into unobserved groups according to their maximum likelihood class membership based on the services they render to the clients. Oversaw survival analysis to model the differences in propensity of substance abuse and mental treatment facilities to remain open over time. Led logistic and multinomial analyses to examine the differences between the facilities based on their structural characteristics. Performed weighting and imputation of the data. This project is funded by the U.S. Department of Health and Human Services, Substance Abuse & Mental Health Services Administration.

Statistician, Comprehensive Primary Care (CPC) Initiative (2014-2017). Led the psychometric evaluation of the Patient-Centered Medical Home Assessment survey instrument developed by Mathematica. This work included psychometric validation and cross-validation of the measurement—seven first-order and one second-order factor—using multigroup factor analysis. Assessed the discriminant and convergent validity of the factors, analyzed factors' internal consistency using McDonald's Omega coefficient, and tested measurement invariance of the instrument structure across treatment and comparison practices and within treatment practices over time. Graded response item response theory model was used to model the item and scale statistics. Calculated reliability-weighted performance scores for participating practices across two rounds of survey modeling change in practice performance over time. Related part of the project involved reliability analysis for the composite measures in the CPC patient survey based on the polled Medicare and non-Medicare population. This project is funded by CMS, CMMI.

Statistician/Psychometrician, Multi-Dimensional Educator Evaluation Framework and Educator Effectiveness Rating System (2015-2016). Conducted psychometric evaluation of the student assessment tests developed by the Charleston County School District using item response theory approach. Computed the item-level (item difficulty and discrimination parameters and item information curves) and test-level (test information function) statistics. Provided technical and analytic assistance to the client throughout the project. The project was funded by the South Carolina Department of Education.

Task Lead, Value Incentives and Quality Reporting Center (2015-2016). Led efforts to support CMS in the fiscal year 2016 federal rulemaking process for Hospital Inpatient Quality Reporting, Outpatient Quality Reporting, and Inpatient Psychiatric Facility Quality Reporting programs. This project is funded by CMS, CMMI.

Statistical Consultant, Data Analysis Contractor-State Assessments (2015-2016). Consulted the project team about statistical methodology to measure predictive validity of the Massachusetts Comprehensive Assessment System and Partnership for Assessment of Readiness for College and Careers student assessment tests. This study examined the ability of the Massachusetts Comprehensive Assessment System and Partnership for Assessment of Readiness for College and Careers tests to predict students' success in college and helped inform the decision of the Massachusetts Board of Elementary and Secondary Education for statewide test adoption in Massachusetts. The project was funded by the Massachusetts Department of Education.

Statistician, Development of Quality Measure for Post-Traumatic Stress Disorder (2014-2015). Led the psychometric evaluation of the multifactor post-traumatic stress disorder assessment instrument developed by Mathematica. The work included construct validation and cross-validation of the measurement structure of the instrument using multigroup categorical factor analysis with Bayesian estimation method, reliability analysis (Alpha and Omega reliability), discriminant and convergent validity analysis, benchmarking and scoring. Conducted power calculations for inter-rater reliability and factor analysis. Conducted inter-rater reliability analysis (Cohen's Kappa and Gwet's AC1) and multigroup categorical factor analysis of the instrument administered to the sample of patients, clients, and supervisors. This project was funded by the U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation, Office of Disability, Aging, and Long-Term Care Policy.

Statistician, Hospital-Acquired Condition (HAC) Reduction Program: Impact of Changes in the Measure Benchmark and Scoring Methods on Total HAC Scores (2013-2015). Led the analysis of different scoring approaches and starting points for penalty point assignment for the HAC Reduction

Program. This analysis simulated the impact of changes in measure benchmarks and scoring methods on the distribution of total HAC scores across all hospitals. It also simulated the make-up of hospitals falling into the worst performing quartile for the total HAC score that would be penalized by this program. This project is funded by CMS.

Statistician, National Title I Study of Implementation and Outcomes: Early Childhood Language Development (2013-2014). Led analysis of the extent to which the instructional practices of schools and teachers are associated with the language development of children in prekindergarten through 3rd grade in the schools receiving Title 1 funding (schools with high concentration of low-income students). Created composite scores for analyses of data on instructional practices from the qualitative classroom observation measure and the teacher survey. The study is based on a sample of students and their teachers from prekindergarten through grade 3 in 50 high-performing and 50 low-performing Title I elementary schools throughout the nation. This project is funded by ED, IES.

Statistical Consultant, Multiple Measures of Teacher Performance in the Pittsburgh Public Schools (2013-2014). Provided statistical and methodological expertise on a project to develop an improved system for evaluating Pittsburgh Public Schools teachers' effectiveness. The project involved development of better measures of teacher performance, including teachers' value-added measures and observation-based measures. Developed measures will be used for evaluation, professional development, and career advancement decisions by the Pittsburgh school district and will be further implemented for the statewide teachers' evaluation by the Pennsylvania Department of Education. This project is funded by ED, IES.

Primary Researcher, Early Adopters Analysis of the 5010 Claims Format, Production and Implementation of Hospital Outcome/Efficiency Measures (2013-2014). Identified and characterized hospitals that were delayed in submitting claims in the 5010 format introduced by CMS and examined the impact of late 5010 format adoption on the Agency for Healthcare Research and Quality (AHRQ) Patient Safety Indicators (PSIs) results for CMS's Inpatient Quality Reporting and Hospital Value-Based Purchasing programs. This project is funded by CMS.

Statistician, Improving the Agency for Healthcare Research and Quality Quality Indicators (2012-2014). Conducted statistical assessment of the reliability and validity of the AHRQ Quality Indicators (PSIs, Pediatric Quality Indicators, and Inpatient Quality Indicators) developed by AHRQ to enable comparisons of hospitals' efficiency. These measures, based on Medicare data from CMS, will be publicly reported on the CMS Hospital Compare website and versions of the measures will be used in the Hospital Value-Based Purchasing program. This project is funded by AHRQ.

Statistician, Scientists and Engineers Statistical Data System; SESTAT (2012-2013). Developed the guidelines for calculating quality indicators of survey response for the SESTAT survey, sponsored by the National Science Foundation. Performed an analysis of how alternative measures of nonresponse bias, such as R-indicators and fraction of missing information index, can be used to examine the representativeness of the SESTAT survey.

Institute for Social and Political Opinion Research, University of Leuven; Leuven, Belgium

As **Research Fellow (2010-2011)**, designed and oversaw representative cross-sectional and longitudinal surveys. Performed data management, data collection, coding, and incomplete data analysis. Conducted data analyses, advanced regression, multilevel and longitudinal analysis, cross-sectional time-series analysis, structural equation modeling, and propensity score analysis.

Institute for Postgraduate Education; Chernihiv, Ukraine

As **Adjunct Assistant Professor (2009-2011)**, taught graduate-level statistics, research design, and social psychology courses; advised and mentored graduate students; served on graduate defense committees; and provided statistical support to students and fellow faculty members.

Public Opinion Laboratory, University of Cincinnati; Cincinnati, OH

As **Research Assistant (2007-2009)**, designed and tested questionnaires; conducted online, telephone, and face-to-face surveys; analyzed data; wrote reports; and gave presentations.

Center for Public Opinion Polling, Institute for Social and Political Psychology; Kiev, Ukraine

As **Senior Researcher (2006-2007)**, oversaw study design of national educational and policy evaluation studies, data coding and analyses, and project reporting. Developed methodology (questionnaire and quantitative analysis strategy) to examine the quality of secondary education for the national studies on educational efficiency that collected information from the students, teachers, and parents. Designed multivariate causal models to measure perceived schooling effectiveness as a part of the Institute's research team.

As **Research Associate (2004-2006)**, performed telephone and face-to-face interviewing, data coding, and analysis for the national educational surveys and studies on educational quality.

Reports

Richman, S., Demers, A., Poznyak, D. What Matters for Student Achievement? Exploring Teacher Instructional Practices and the Role of School-Level and Student-Level Characteristics. Final report submitted to EL Education, August 2019. Available at <https://www.mathematica.org/our-publications-and-findings/publications/what-matters-for-student-achievement-exploring-teacher-instructional-practices-and-the-role-of>

Dolfin, S., Richman, S., Choi, J., Streke, A., DeSaw, C., Demers, A., Poznyak, D. (2019). Evaluation of the Teacher Potential Project. Final report submitted to EL Education, July 2019. <https://www.mathematica.org/our-publications-and-findings/publications/evaluation-of-the-teacher-potential-project>

Hula, Lauren, Cara Stepanczuk, Lindsey Leininger, Bill Marder, Lauren Hughey, Anna Collins, Claire Bobst, Eric Geil, Michael Head, Aparna Keshaviah, Xiaojing Lin, Lucy Lu, Kay Miller, Sandi Nelson, Dmitriy Poznyak, Mark Smith, Kate Sredl, Ali Bonakdar Tehrani, Fei Xing, and Beny Yu. "All-Cause Emergency Department Utilization Rate for Medicaid Beneficiaries with Complex Care Needs and High Costs (BCN-1) Measure Testing Report." Final report submitted to the Division of Quality and Health Outcomes, Center for Medicaid and CHIP Services. Princeton, NJ: Mathematica Policy Research, 2017.

Wysocki, Andrea, Min-Young Kim, Fei Xing, Dmitriy Poznyak, and Aparna Keshaviah. "Admission to an Institution (HCBS-1) Measure Testing Report." Final report submitted to the Division of Quality and Health Outcomes, Center for Medicaid and CHIP Services. Princeton, NJ: Mathematica Policy Research, 2017.

Poznyak, Dmitriy, Breanna Miller, Debbie Peikes, and Randy Brown. "Factor Analysis of the Modified PCMH-A Instrument in the CPC Practice Survey." Memorandum submitted to the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. Princeton, NJ: Mathematica Policy Research, August 3, 2015.

Azur, M., D. Friend, D. Poznyak, K. Feeney, D. Chelminsky, B. Miller, L. LaFlair, and J. Liu. "The Development of a Quality Measure for Adults with Post-Traumatic Stress Disorder." Report submitted to the U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Washington, DC: Mathematica Policy Research, April 30, 2015.

Yoon, Frank, Fei Xing, Dmitriy Poznyak, Karlesha Roland, Eric Schone, and Candace Natoli. "Technical Specifications Report for Hospital-Acquired Conditions Scoring Methodology." Final report submitted to the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. Washington, DC: Mathematica Policy Research, June 27, 2014.

Haelen, Alicia, Jared Coopersmith, and Dmitriy Poznyak. “2012 SESTAT Guidelines for Response Rate Calculations.” Report submitted to the National Science Foundation, National Center for Science and Engineering Statistics. Washington, DC: Mathematica Policy Research, October 2013.

Jones, David, Jessica Ross, Dmitriy Poznyak, Samantha Stalley, and Alex Bohl. “Improving the AHRQ Quality Indicators: Exploratory Data Analyses of Differences in Quality Indicators by Hospital Types.” Report submitted to the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality. Cambridge, MA: Mathematica Policy Research, October 18, 2013.

Poznyak, Dmitriy, Samantha Stalley, Xiaojing Lin, and Candace Natoli. “HAC Reduction Program (Sec. 3008): Impact of Changes in the Weighting Scheme of Simulation 6 on Total HAC Scores.” Memorandum submitted to the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. Cambridge, MA: Mathematica Policy Research, July 15, 2013.

Stalley, Samantha, Dmitriy Poznyak, and Candace Natoli. “Change in Proportion of Hospitals in the Worst Performing Quartile by Hospital Characteristics.” Memorandum submitted to the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. Cambridge, MA: Mathematica Policy Research, June 27, 2013.

Poznyak, Dmitriy, Samantha Stalley, and Candace Natoli. “HAC Reduction Program (Sec. 3008): Impact of Changes in the Measure Benchmark and Scoring Methods on Total HAC Scores.” Memorandum submitted to the U.S. Department of Health and Human Services, Centers for Medicare & Medicaid Services. Cambridge, MA: Mathematica Policy Research, May 31, 2013.

Publications

O'Malley, A., S. Eugene, C. Rich, L. Shang, T. Rose, A. Gosh, D. Poznyak, and D. Peikes. “New Approaches to Measuring the Comprehensiveness of Primary Care Physicians.” *Health Services Research*, vol. 54, no. 2, April 2019, pp. 356-366. doi:10.1111/1475-6773.13101

Poznyak, D. “Mplus.” In *SAGE Encyclopedia of Educational Research, Measurement and Evaluation*, Thousand Oaks, CA: SAGE Publishing, 2018.

Poznyak, D. “LISREL.” In *SAGE Encyclopedia of Educational Research, Measurement and Evaluation*, Thousand Oaks, CA: SAGE Publishing, 2018.

Wakar, B., and D. Poznyak. “Systematic Sample.” In *SAGE Encyclopedia of Educational Research, Measurement and Evaluation*, Thousand Oaks, CA: SAGE Publishing, 2018.

Wakar, B., and D. Poznyak. “Cluster Sample.” In *SAGE Encyclopedia of Educational Research, Measurement and Evaluation*, Thousand Oaks, CA: SAGE Publishing, 2018.

Poznyak, Dmitriy, Deborah Peikes, Breanna Wakar, Randall Brown, and Robert Reid. “Development and Validation of the Modified Patient-Centered Medical Home Assessment for the Comprehensive Primary Care Initiative.” *Health Services Research*, March 13, 2017. doi:10.1111/1475-6773.12673

Vollmer, L., A. Keshaviah, D. Poznyak, S. Zhao, F. Xing, and N. Beyler. “Redefining the Who, When, and Where of Mentoring for Professional Statisticians.” *The American Statistician*, December 15, 2016. doi:10.1080/00031305.2016.1255256

Poznyak, Dmitriy, Bart Meuleman, Koen Abts, and George F. Bishop. “Trust in American Government: Longitudinal Measurement Equivalence in the ANES, 1964-2008.” *Social Indicators Research*, vol. 118, issue 2, September 2014, pp. 448-452.

Poznyak, Dmitriy. “Where Red Dictators Coexist with Promising Democrats: The Conceptualization of Politicians in Post-Communist Ukraine.” In *Psychology of Politicians*, edited by A. Weinberg. Cambridge, UK: Cambridge University Press, 2012, pp. 203-223.

Poznyak, Dmitriy. “The American Attitude: Priming Issue Agendas and Longitudinal Dynamics of Political Trust.” Unpublished doctoral dissertation. Cincinnati: University of Cincinnati, 2012.

Poznyak, Dmitriy. "The Federal Elections in Belgium." *Electoral Studies*, vol. 31, issue 2, June 2012, pp. 448-452.

Poznyak, Dmitriy. "The Dynamics of the Extreme Right Support: A Growth Curve Model of the Populist Vote in Flanders-Belgium in 1987-2007." *Electoral Studies*, vol. 30, issue 4, December 2011, pp. 672-688.

Presentations

Duda, N., and D. Poznyak. "The Effect of Individual Versus Group Response on Instrument Reliability for a Medical Practice Survey." Presentation at the American Association for Public Opinion Research Annual Meeting, Austin, TX, 2016.

Bohl, A.A., D. Jones, D. Poznyak, J. Ross, E. Schone, F. Yoon, and J. Zickafoose. "Hospital Peer Groups, Reliability, and Stabilization: Shrinking to the Right Mean." Panel presented at the Federal Committee at the Statistical Methodology Meeting, Washington, DC, November 2013.

Poznyak, D., A. Bohl, D. Jones, E. Schone, F. Yoon, J. Ross, and J. Zickafoose. "Variation in Quality by Hospital Characteristics and the Implications for Risk-Adjustment." Poster presented at the International Conference on Health Policy Statistics Evaluation, Chicago, October 2013.

Bohl, A.A., D. Jones, D. Poznyak, J. Ross, E. Schone, F. Yoon, and J. Zickafoose. "Hospital Peer Groups, Reliability, and Stabilization: Shrinking to the Right Mean." Panel presented at the Joint Statistical Meeting, Montreal, August 2013.

Poznyak, Dmitriy. "Can We Have Confidence in Consumer Confidence? Assessing the Temporal Comparability of the Consumer Sentiment Index." Paper presented at the American Association for Public Opinion Research Annual Meeting, Boston, May 16-19, 2013.

Poznyak, Dmitriy. "Media Issue Priming and Dynamics of Political Trust Attitude: Test of the Moderation Hypothesis." Paper presented at the American Association for Public Opinion Research Annual Meeting, Orlando, FL, May 17-20, 2012.

Poznyak, Dmitriy, Steven Mockabee, and George F. Bishop. "Priming Issue Agendas and Changes in Trust in Government: A Multilevel SEM Approach." Paper presented at the American Association for Public Opinion Research Annual Meeting, Orlando, FL, May 17-20, 2012.

Poznyak, Dmitriy. "From Problem to Analysis." Workshop presented at the University of Leuven, Belgium, October-November 2011.

Poznyak, Dmitriy. "The American Attitude: Context Effects and the Change in Public Trust in Government (1964-2008)." Paper presented at the World Association for Public Opinion Research Annual Conference, Amsterdam, the Netherlands, September 21-23, 2011.

Poznyak, Dmitriy, Steven Mockabee, and George F. Bishop. "Priming Issue Agendas and Changes in Trust in Government: A Multilevel SEM Approach." Paper presented at the American Political Science Association Annual Meeting, Seattle, September 1- 4, 2011.

Poznyak, Dmitriy. "Summer School on Cross-National Comparisons (Advanced Structural Equation Modeling)." Workshop presented at the University of Leuven, Belgium, August-September 2011.

Poznyak, Dmitriy. "Making Comparisons Meaningful: Conceptual and Measurement Issues of Political Trust Attitude." Paper presented at the European Survey Research Association Fourth Conference, Lausanne, Switzerland, July 18-22, 2011.

Poznyak, Dmitriy, Koen Abts, and Marc Swyngedouw. "The Application of Multilevel Modeling to the Time-Series Voting Data." Paper presented at the European Survey Research Association Fourth Conference, Lausanne, Switzerland, July 18-22, 2011.

Poznyak, Dmitriy. "Assessing the Measurement of Latent Constructs in Social Research: Application of the Multigroup Structural Equation Modeling and Stimson Dyad-Ratio Algorithm." Presented at the American Sociological Association Spring Methodology Conference in Europe, Tilburg, the Netherlands, May 19-20, 2011.

Bishop, George F., and Dmitriy Poznyak. "Social-Democratic Tolerance in 47 Countries." Paper presented at the American Association for Public Opinion Research Annual Meeting, New Orleans, May 13-15, 2008.

Certifications

2008, 2012	Certificate, Quantitative Methods of Social Research, Inter-university Consortium for Political and Social Research Program, University of Michigan
2009	Graduate Certificate, Public Opinion and Survey Research, University of Cincinnati

Reviewer

Health Services Research
Journal of the Academy of Nutrition and Dietetics
SAGE Publications
Social Indicators Research

Awards and Honors

2012	Clifford C. Clogg American Political Science Association/Inter-university Consortium for Political and Social Research (ICPSR) Award
2011-2012	Charles Phelps Taft Dissertation Award, University of Cincinnati
2011	World Association for Public Opinion Research, Naomi C. Turner Award for Best Paper, Amsterdam, Netherlands
2010	European Science Foundation Grant, Summer School on Survey Design and Quality
2008	Warren E. Miller Award, Outstanding Pre-tenured Scholar, ICPSR, University of Michigan

Information Technology

Stata, Mplus, SPSS, ArcGIS, Latent Gold, R, MLwin, AMOS, Winsteps, LISREL, Excel

Languages

Fluent in Ukrainian and Russian

Charles Tilley

Senior Programmer

Proposed role: Data management and security

- ◆ Designed and implemented data system protocols for projects with complex data requirements
- ◆ Prepared and documented restricted use files for multiple projects
- ◆ In partnerships with state agencies, regularly discussed technically and programmatically complicated issues with agency staff

Experience

Mathematica

Co-Principal Investigator (2019-) and Lead Programmer (2018-), Maryland School Climate Index Development.

Develop suite of statistical programs to conduct psychometric and benchmarking analyses in support of a survey-based measure of school climate to be used in the state's school accountability system. Lead follow-up project designed to transfer ownership of analysis processes and statistical code to state agency staff members. This project, funded by the U.S. Department of Education (ED), Institute of Education Sciences (IES), aims both to create a psychometrically valid measure of school climate and to foster long-standing institutional knowledge in state agency staff to produce updated results based on future survey administrations.

Lead Developer (2019-), Evaluation Services of the State Intensive Services Initiative. Construct chart books containing quarterly estimates of unemployment insurance payment rates and workforce statistics with heavy graphical and textual elements. Chart books are tailored to each individual state participating in the initiative and generated through a dynamic system which allows the integration of updated quarterly data and rapid re-issue of chart books to reflect new data. Advanced measures constructed with machine learning techniques are contrasted with traditional measures to provide various reference points for states to assess changes over time. This project, funded by the National Association of State Workforce Agencies (NASWA), aims to help states reduce unemployment insurance improper payment rates.

Lead Programmer (2018-), Colorado Department of Corrections (DOC) Reentry Systems Mapping.

Develop procedures to combine disparate corrections data sources housed in an external database system into a unified analysis file. Coauthored a descriptive analysis which detailed participant characteristics of pre- and post-release programs and identified actionable steps for DOC to fine-tune programmatic offerings and data procedures. This study is supported by the Colorado Evaluation and Action Lab and provides insights into which programs are best positioned to reduce recidivism among adult offenders.

Education

2020 (expected) Graduate Certificate Candidate, Data Science, Extension Studies, Harvard University

2015 M.P.P., Frank Batten School of Leadership and Public Policy, University of Virginia

2014 B.A., Foreign Affairs and Spanish, with distinction, College of Arts and Sciences, University of Virginia

Positions

2015- Mathematica

2016- Senior Programmer

2015-2016 Research Assistant/Programmer

2015 Graduate Research Assistant, EdPolicyWorks | Center on Education Policy and Workforce Competitiveness

2014 State and Local Policy Graduate Intern, Prosperity Now (formerly CFED | Corporation for Enterprise Development)

2013-2014 Urban and Regional Planning Graduate Intern, Henrico County Department of Community Revitalization

Senior Programmer (2018-2019), Evaluation of Youth Career Connect (YCC). Implemented eight different propensity score methods and created protocols to select an optimal model for 16 individual school districts based on a series of diagnostic criteria. Produced data visualizations to effectively communicate multi-faceted analytic processes. Developed comprehensive diagnostic tools to validate data from school district study participants. Assisted in constructing restricted use data files. This study, funded by ED, IES, assessed the impacts and implementation of the YCC program for high school students, tracking incoming high school freshman through the spring of their junior year.

Senior Programmer (2016-2019), Research Assistant/Programmer (2015-2016), Impact Evaluation of Support for Principals (2015-2019). Collected, processed, and analyzed multiple years of longitudinal student and educator administrative records for a national evaluation of principal professional development. Developed a suite of centralized diagnostic tools to assess the validity of raw data and identify data integrity issues. Assisted in constructing restricted use data files. The evaluation, funded by ED, IES, included eight school districts and 100 schools and assessed the potential of principal professional development to influence principal practices, school climate and educator behaviors, teacher effectiveness and retention, and student achievement.

Lead Programmer, Evaluation of the Principal Supervisor Initiative (2016-2019). Implemented propensity score models to match intervention school districts with comparison districts for an evaluation to improve the effectiveness of principal supervisors and the principals they oversee. Operationalized bootstrapping routines to properly estimate standard errors. Principal performance data from the Vanderbilt Assessment of Leadership in Education (VAL-ED) were combined with school-level characteristics from public databases such as the Common Core of Data using both standard and probabilistic merging techniques. This quasi-experimental study, funded by the Wallace Foundation, focused on six large urban school districts and their matched comparison districts.

Lead Programmer (2018-2019), College Track Student Outcomes Randomized Controlled Trial (RCT) Evaluation. Constructed matching weights to conduct a benchmarking analysis of the College Track ninth-grade cohort relative to a nationwide sample of similar students. Coauthored resulting report detailing college-entry outcomes among program participants and matched comparison students. This study, funded by College Track, will involve a rigorous evaluation of the College Track program using a randomized framework by following ninth-grade students through eventual enrollment in postsecondary education.

Senior Programmer, Evaluation of Democracy Prep (2017-2018). Assembled nine years of school lottery data into a unified analysis file and performed instrumental variable regression analysis for a study of the charter school network's effect on voting registration and participation of its students and parents. The study matched student and parent administrative lottery records with school enrollment and voting records. Coauthored resulting report and developed conference presentation resources. This study was supported by a grant from ED.

Senior Programmer (2016-2018), Research Assistant/Programmer (2016), Assessing the Validity of Extrapolation Methods in Regression Discontinuity Designs (2016-2018). Implemented newly developed statistical techniques with limited real-world testing to estimate impacts away from the cutoff in various regression discontinuity designs. This study, funded by a grant from the National Science Foundation (NSF), investigated whether these empirical techniques approximated results generated from randomized controlled trials using data from the National Job Corps Study and the Head Start Impact Study.

Senior Programmer (2016-2017), Research Assistant/Programmer (2016), Comparing Impact Findings from RCT-YES™ and Model-Based Methods (2016-2017). Re-estimated impacts of nine large-scale, randomized education studies to compare model-based and design-based estimators. Performed design-based replications with RCT-YES™ software, an IES tool to promote data analysis and program evaluation. Developed robust statistical protocols to duplicate block and cluster sample size restrictions, covariate imputation, and other specifications of RCT-YES™ software to facilitate comparison with model-based estimators. Coauthored resulting paper and presented findings at the Association for Public Policy Analysis & Management fall 2017 conference. This research was sponsored by ED, IES.

Senior Programmer (2016-2017), Research Assistant/Programmer (2015-2016), Study of Transition Outcomes for Youth with Disabilities (2015-2017). Performed data cleaning and analysis, restricted use file creation, and data documentation development for a national study of disabled youth as they transition from high school. Multiple survey instruments were combined to create a unified restricted use file, enabling users to leverage both student- and parent-reported information. Consulted with senior research team members to ensure all data disclosure requirements were met and that associated documentation aligned with study aims and research interests. The 2012 National Longitudinal Transition Study survey population included approximately 13,000 parents and 11,000 students. This project was funded by ED, IES.

Senior Programmer, Evaluation of Job Corps for Transition-Age Youth with Disabilities (2017). Developed analysis files and impact estimation programs for a re-examination of the National Job Corps Study, focusing specifically on a subgroup of 472 youth with medical limitations. Study aimed to discern differential impacts for these youth relative to other Job Corps participants, particularly on education and earnings outcomes. This research was conducted under a subcontract to the Kessler Foundation and was funded by U.S. Department of Health and Human Services (DHHS), National Institute on Disability, Independent Living, and Rehabilitation Research.

Senior Programmer, Working Families Success Network Evaluation (2017). Processed survey data, created analysis files, and conducted impact analyses for an evaluation of community organizations focused on asset building, financial independence, and integrated service delivery. Validated survey skip logic, developed imputation protocols, and automated table production. The evaluation involved more than 70 organizations participating in the broader network and identified challenges and opportunities in bundled service delivery. This work was funded through United Way Worldwide.

Senior Programmer, Tanzania Early Childhood Impact Evaluation (2017). Constructed analysis files based on in-person field surveys, performed statistical analyses, and automated table production for a study of pre-primary interventions designed to improve early-grade reading, math, and social-emotional outcomes for children. Interventions included teacher training and instruction, classroom management, school management and inspection, and parent partnerships. This study was supported by Dubai Cares.

Research Assistant/Programmer, Cost Study of Evidence-Based Teen Pregnancy Prevention Programs (2015-2016). Generated analysis files, descriptive tables, and automated site summary memos for a national, cross-site cost analysis of teen pregnancy prevention interventions. Programmatically automated the production of site summary memos incorporating dynamic graphical and numeric fields interspersed with textual elements, leveraging each site's reported data. This study, funded by the Office of Adolescent Health, DHHS evaluated 10 different prevention program models at more than 25 sites.

EdPolicyWorks | Center on Education Policy and Workforce Competitiveness; Charlottesville, VA

As **Graduate Research Assistant (2015)**, performed data management and data analysis as a research assistant for a professor in the University of Virginia's education department. Investigated teacher tenure reform in New York City Public Schools and supported development of a related survey instrument.

Prosperity Now (formerly CFED | Corporation for Enterprise Development); Washington, DC

As **State and Local Policy Graduate Intern (2014)**, conducted in-depth research of more than 25 state-level economic security policies for the company's flagship annual publication. Employed budgetary and statutory resources to assess states' commitment and enforcement of specific policies. Executed locality-specific research into leveraging federal funding streams for integrated workforce development and financial education initiatives.

Henrico County Department of Community Revitalization; Henrico, VA

As **Urban and Regional Planning Graduate Intern (2013-2014)**, assisted in the administration of the Enterprise Zone Program, stimulating targeted local business corridors through grants, incentives,

commercial assistance, and tax exemptions. Constructed five surveys of aging commercial corridors using geospatial mapping software to determine feasibility of historic district designation to utilize state and federal rehabilitation tax credits.

Papers and Publications

Gill, Brian, Charles Tilley, Emilyn Whitesell, Mariel Finucane, Liz Potamites, and Sean P. Corcoran. "A Life Lesson in Civics." *Education Next*, vol. 19, no. 3, 2019, pp. 62–67.

Gonzalez, Naihobe, and Charles Tilley. "College Track Postsecondary Outcomes: Benchmarking the Performance of the 9th Grade Cohort of 2009." Report submitted to College Track. Washington, DC: Mathematica Policy Research, July 2019.

Kautz, Tim, Peter Z. Schochet, and Charles Tilley. "Comparing Impact Findings from Design-Based and Model-Based Methods: An Empirical Investigation." NCEE 2017–4026. Washington, DC: U.S. Department of Education, 2017.

Presentations

François, Amir, Tim Kautz, Christine Ross, and Charles Tilley. "Development of a School Climate Survey and Index as a School Performance Measure in Maryland: a REL-MSDE Research Partnership." Presentation at the National Center for Education Statistics (NCES) STATS-DC Data Conference, Washington, DC, July 2019.

Tilley, Charles. "Do HLM, RCSE, and Design-Based Estimators Differ in Practice?" Presentation at the Association for Public Policy Analysis and Management Fall Research Conference, Chicago, November 2017.

Information Technology

Stata, R, Python, Git, VBA, SAS, ArcGIS, PowerShell, Jira, Sourcetree

Languages

Spanish (advanced)

Libby Scott Makowsky

Researcher

Proposed role: Contribute to research projects

- ◆ Conducted research on relevant education topics, including departmentalized instruction, district data use, and teacher preparation and professional development
- ◆ Experience conducting technical reviews of reports for projects, including for the WWC
- ◆ Former third-grade teacher in DCPS

Experience

Mathematica

Task Leader, Evaluation of Departmentalized Instruction in Elementary Schools (2017-). Lead the implementation monitoring task. Oversee the work of a subcontractor providing technical assistance to schools implementing departmentalized instruction and manage a team of five implementation monitors. Develop materials and processes used to ensure the intervention is implemented as intended in study schools. Led all aspects of the recruitment task, including developing protocols used to screen districts and schools for eligibility. Trained and oversaw team of 14 recruiters reaching out to districts and schools across the country. Led weekly check-in meeting with recruiters and produced weekly report for the client on recruiting progress. Developed the principal interview protocol. Led pre-test of principal interview, synthesized the results, and revised interview questions based on the results. This project for the U.S. Department of Education (ED) will evaluate the impact of departmentalized instruction—an instructional model in which teachers specialize in teaching specific subjects—on student achievement in the upper elementary grades and other key outcomes. The quasi-experimental study will include about 100 elementary schools. Half of the schools will be in a treatment group that switches to departmentalized instruction in grades 4 and 5, and the remaining half will be in a comparison group that continues using self-contained instruction.

Researcher, Feasibility Study for Impact Evaluation of Paraprofessional Reading Tutoring (2018). Interviewed reading program developers. Drafted sections of the design report. This study for ED assessed the feasibility of designing and conducting a rigorous evaluation of paraprofessionals that provide reading tutoring services in low-performing schools.

Lead Recruiter, Impact Evaluation to Inform Teacher Preparation and Professional Development (2016-2017). Recruited large school districts to participate in a random assignment evaluation. Met with high-level district officials to describe the study purpose and design, and ask questions to gauge interest and eligibility. This evaluation for ED will examine the impact of video-based observations and feedback for novice and early career teachers on their classroom practices and student achievement.

Education

- 2008** M.P.P., Terry Sanford
Institute of Public Policy, Duke University
- 2002** B.A., Political Science, with high distinction, University of Michigan

Positions

- 2008-** Mathematica
- 2013-** Researcher
- 2008-2013** Research Analyst
- 2007** Intern, Annie E. Casey Foundation
- 2007** Teaching Assistant, Duke University
- 2004-2006** Research Assistant, Child Trends
- 2002-2004** Teacher, Teach For America/Webb Elementary School
- 2001-2002** Research Assistant, Gerald R. Ford School of Public Policy

Researcher, Feasibility and Design of an Impact Evaluation of Teacher Preparation and Professional Development (2015-2016). Reviewed literature to identify promising approaches to improving teacher practices that can be tested in both pre-service and in-service settings. Developed protocols for and conducted interviews with school district and teacher preparation program administrators and focus groups with student teachers. Synthesized information across interviews and focus groups to answer key research questions for design report. Drafted sections of the design report and a study options memo to the client. The interviews and focus groups explored the feasibility of providing an intensive coaching experience to student teachers or incoming first-year teachers. This study, for ED, identified promising approaches to teacher preparation and professional development, assessed the feasibility of rigorously evaluating these approaches, and developed design recommendations for a future evaluation.

Task Leader, Strategic Data Partners and Education Pioneers Strategic Data Use (2013-2015).

Revised interview protocols and data collection procedures for year two of data collection on two initiatives designed to increase districts' capacity to use data for strategic planning and decision making. Selected sites to add to sample in year two. Developed site visitor training materials and conducted training. Coordinated team of six site visitors who conducted visits to 12 state education agencies and districts, and reviewed write-ups. Coded and analyzed qualitative data using ATLAS.ti. Led development of the final report for one initiative. This evaluation was conducted for the Bill & Melinda Gates Foundation's Strategic Data Use project.

Researcher (2013-2015), Recruiting Task Leader (2011-2012), Research Analyst (2011-2013), Evaluation of the Teach For America (TFA) Investing in Innovation (i3) Scale-Up (2011-2015).

Developed recruiting plan and trained and managed 16 recruiters to build the sample for a random assignment impact evaluation examining the effects of elementary school TFA teachers hired during the scale-up on student reading and math achievement. Planned and led daylong training for all recruiters on study design and the recruiting process. Monitored recruiter progress through a database and weekly meetings. Briefed client on progress in weekly phone calls. Adjusted strategy based on progress relative to total sample targets and subgroup sample targets. Conducted descriptive analyses of data on characteristics of TFA's applicants and training provided to corps members. Led analysis of teacher survey data to describe characteristics of TFA and comparison teachers in sample for impact study. Supervised programmer and developed programming specifications to populate analysis tables. Wrote sections of the implementation and impact reports. The final sample for the impact evaluation met targets and included more than 150 teachers and 3,500 students in 36 schools from 12 school districts across the country. This evaluation was funded by TFA through an i3 grant from ED and examines TFA's efforts to scale-up its program by 80 percent over five years.

Researcher (2013-2014), Research Analyst (2010-2013), Study of Teacher Residency Programs (TRPs) (2010-2014). Conducted phone interviews with directors of TRPs, a new approach for preparing teachers that is much like a medical residency, to explore the feasibility of potential evaluation design options. Wrote chapter of analysis plan on characteristics of programs and their participants and developed table shells for analysis. Reviewed survey and interview protocol drafts to ensure questions would yield data necessary for analysis. Recruited programs and school districts to participate in the study. Worked with school districts to obtain necessary data for analysis. Conducted analysis of quantitative and qualitative data from surveys and interviews of programs, participants, and graduates for a descriptive report on the characteristics of TRPs and program participants. Managed work of programmer. This study was funded by ED, Institute of Education Sciences (IES).

Reviewer, What Works Clearinghouse (WWC) (2010-2011). Conducted systematic study reviews on early mathematics interventions to help develop reports for practitioners and policymakers that describe the effectiveness of educational interventions. This project, sponsored by ED, IES, produced a website that documents the effectiveness of educational interventions as reported by scientific studies.

Practice Coordinator, What Works Clearinghouse Response to Intervention and Effective Interventions for Mathematics in Grades K-8 Practice Guide and Early Mathematics Practice Guide (2008-2011). Helped the panel identify and articulate research-based practices and interventions related to the practice guide topic. Used the literature base to produce a preliminary list of relevant practices, created a

detailed matrix linking research studies with relevant intervention practices, and assisted at panel meetings. Drafted sections of the practice guides to ensure documents were user-friendly and relevant for educators. As part of the WWC contract for ED, IES, Mathematica worked with an expert panel to produce guides that included specific recommendations to help teachers, schools, and districts implement interventions and examine the quality of the evidence that supports these recommendations.

Site Recruiter, Study of Secondary Math Teachers from Highly Selective Routes to Alternative Certification (HSAC) (2008-2011). Recruited districts and secondary schools within those districts to participate in a random assignment evaluation. Drafted research applications. Conducted site visits with district staff and school principals to describe the research design and participation requirements. Worked with schools to identify potential matches between teachers from TFA or programs affiliated with The New Teacher Project and teachers from non-HSAC routes and led schools through the random assignment process. This study, funded by ED, IES, evaluated the impact on student math achievement of secondary school HSAC teachers.

Research Analyst, What Works Clearinghouse Research Perspectives (2009-2010). Led the process of synthesizing expert recommendations to states and school districts for use of funds from the American Recovery and Reinvestment Act of 2009 to prepare, hire, and support effective teachers and drafted the document. Read research evidence being cited to ensure that what the experts recommended was supported by the literature. This project, sponsored by ED, IES, produced a website that documents the effectiveness of educational interventions as reported by scientific studies.

Task Leader, Evaluation of Alternatives to Improve Elderly Access to Supplemental Nutrition Assistance Program (SNAP) (2016-). Lead the Study of State Interventions component. Drafted interview protocols used to interview state and local SNAP administrators and staff, as well as staff from partner agencies and community-based organizations. Developed plans for collecting and analyzing qualitative data. Oversaw the state recruitment process. Trained and oversaw the work of all site visitors and led three-day site visits to two states. Led the development of a memo synthesizing the data collected under this study component and presenting preliminary findings. Analyze qualitative findings alongside administrative data findings to determine if the qualitative data can help explain quantitative findings. Contribute to the final report. This study component will document the design, implementation, and operation of interventions designed to improve elderly access to SNAP in 10 selected states through site visit interviews with SNAP administrators and staff and community-based organizations. This study is being funded by the U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS).

Task Leader, Assessing the Cost and Implementation of High Quality Early Care and Education (ECE) (2015-2018). Reviewed implementation science frameworks, instruments, and measures to develop a list of items to examine practitioner, organizational, and contextual factors, and implementation activities that influence the quality and costs of operating ECE centers. Used the item list to develop data collection instruments. Conducted site visits to ECE centers as part of a multi-case study of 72 centers that will be conducted in three phases to support the development and iterative testing of data collection instruments. Led implementation data collection for the first and second phases of data collection taking place in 42 ECE centers. Trained site visitors and interviewers and oversaw their work. Served as a master coder and reviewed completed data collection instruments to ensure data collected was complete, coded correctly, and reliable. Cleaned data collected to get it ready for analysis. The Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE) has contracted with Mathematica to create a technically sound, feasible, and useful instrument that will provide consistent and systematic measures of the implementation and costs of quality ECE to help fill knowledge gap about the cost of providing and improving quality in ECE.

Task Leader, Evaluation of Early Head Start (EHS)-Child Care Partnerships (2016-2017). Drafted interview protocols. Oversaw team of site visitors collecting qualitative data from 10 sites. Conducted site visits as lead site visitor. Developed analysis plan and led the analysis and reporting process for the case study task. Drafted sections of the final report about the case study data and the report executive summary. This project is funded by the U.S. Department of Health and Human Services (DHHS), ACF, OPRE.

Reviewer, Evaluation Training and Technical Assistance in Program Evaluation (2015-2016).

Conducted technical reviews of reports of teen pregnancy prevention program evaluations conducted by grantees to ensure they are internally consistent, clear, technically sound, and complete. Provided comments to the grantees to help the reports meet DHHS evidence review standards. Mathematica provided technical assistance to approximately 70 local evaluations of teen pregnancy prevention programs, across two cohorts, funded by DHHS, Office of Adolescent Health, Family and Youth Services Bureau.

Researcher, Tidewater Trade Adjustment Assistance Community College and Career Training (TAACCCT) Evaluation (2014).

Contributed to data collection for the implementation study on the Virginia Community College System's TAACCCT grant, led by Tidewater Community College. Conducted phone interviews with 15 career coaches. This study sought to understand how the Virginia Community College System used their U.S. Department of Labor grant funds to better provide education and training programs for trade-affected and other adult workers.

Researcher (2013-2014), Research Analyst (2010-2013), Evaluation of Increasing Supplemental Nutrition Assistance Program Participation Among Medicare's Extra Help Population Pilot Projects (2010-2014).

Contributed to data collection and analysis tasks on pilot implementation, operations, sustainability, and administrative costs. Led analysis of client survey data, supervised programmer, and authored sections of final report on SNAP experiences and barriers to participation. Led site visits to collect qualitative data from those involved in the pilot and summarized data collected in site visit write-ups. Identified and explored comparison site options for one of three pilot projects. Confirmed the suitability of comparison sites using demographic data and interviews of staff from the local SNAP offices and community partners. This double-difference design evaluation examined the effectiveness of three pilot projects in three different states designed to increase SNAP participation among the elderly population eligible for Medicare's Extra Help program. This study was funded by USDA, FNS.

Researcher (2013-2014), Research Analyst (2009-2013), Evaluation of Reaching the Underserved Elderly and Working Poor in the Supplemental Nutrition Assistance Program Fiscal Year 2009 Pilots (2009-2014).

Collected and analyzed data for tasks on pilot implementation, operations, sustainability, and administrative costs. Led or co-led site visits to three states, collected qualitative data, and summarized them in site visit write-ups. Collected and analyzed cost data related to full demonstration and its various components in two states. Contributed to client memos and wrote chapters of interim and final reports. This study assessed the impacts of demonstration programs in six states designed to increase access to SNAP among the elderly and working poor using a double-difference approach. USDA, FNS funded this study.

Research Analyst, Helping Vulnerable Populations Access Public Benefits Through Web-Based Tools and Outreach (2010-2011).

Conducted a scan of existing online benefits access improvement tools and documented details of the initiatives identified. Developed protocols for site visits to a subset of these initiatives. Assisted senior interviewer in conducting in-person and telephone interviews with staff in selected sites to solicit additional details. Drafted site visit write-ups and wrote sections of the final report on the functions of, motivations behind, and management structures of web-based tools. This project documented the universe of existing online benefits access improvement tools, studied the successes and challenges of a subset of these initiatives, and analyzed the required factors for expanding, replicating, and sustaining the most promising initiatives. This study was funded by DHHS, Office of the Assistant Secretary for Planning and Evaluation.

Research Analyst, Teach For America Pilot Study of the Teaching as Leadership Rubric (2009).

Attended training to become a certified Classroom Assessment Scoring System (CLASS) observer and trainer. Trained five teachers to pass the certification test and to reliably observe TFA teachers using the CLASS rubric for a study funded by the Bill & Melinda Gates Foundation.

Research Analyst, Understanding Two Categories of Temporary Assistance for Needy Families (TANF) Spending: "Other" and "Authorized Under Prior Law" (2008-2009).

Compared documents from more than 30 states detailing spending areas to a coded spreadsheet to check coding accuracy. Drafted site selection memorandum to client indicating states where additional spending information is needed.

Provided suggestions for analyzing and summarizing the information collected for the final report. This study identified and described the state activities supported with TANF funds, as recorded on the ACF-196 federal reporting form, in two categories and presented recommendations to improve the quality of expenditure data collected by the federal government.

Annie E. Casey Foundation; Baltimore, MD

As **Intern (2007)**, worked as part of a team consulting with Virginia's First Lady and state and local agencies to improve current child welfare systems. Assisted the team in analyzing issues raised by the clients and internally to identify the areas where the Casey Strategic Consulting Group could have the greatest impact. Analyzed financial data in order to determine the impact of potential state and local Medicaid match rate changes on expenditure levels. Assisted team members in leading meetings with clients on-site and documented information gathered. Conducted best-practice reviews on kinship care and subsidized guardianship, presented the results to the team, and helped the team understand the implications for their work.

Duke University; Durham, NC

As **Teaching Assistant (2007)**, assisted in statistics course for public policy graduate students. Led a weekly lab on programming in Stata for 15 students.

Child Trends; Washington, DC

As **Research Assistant (2004-2006)**, wrote literature reviews and reports, conducted data analysis of large longitudinal data sets, tabled data, and created PowerPoint presentations on topics related to the links between maternal education and child outcomes as well as disconnected youth. Recruited and screened participants for cognitive interviews and compiled results to report to ED to inform item development for a teacher survey. Identified a representative list of home schooling households to supplement the random sample of the National Household Education Survey in order to examine potential nonresponse bias among home schooling households. Compiled and summarized evaluations of direct service out-of-school-time programs.

Teach For America/Webb Elementary School; Washington, DC

As **Teacher (2002-2004)**, served as a member of a national service corps of recent college graduates who commit to teach in under-resourced urban and rural public schools for two years. Taught a 3rd-grade class of students with varied educational needs. Developed lesson plans, designed systems for classroom management, maintained ongoing communication with parents, and interacted regularly with school administration and other teachers.

Gerald R. Ford School of Public Policy; Ann Arbor, MI

As **Research Assistant (2001-2002)**, conducted literature searches and compiled welfare policy data. Generated graphs and tables used in several publications on topics related to the low-skilled labor market.

Papers and Publications

Levin, Madeleine, Marian Negoita, Annelies Goger, Anne Paprocki, Ivette Gutierrez, Maureen Sarver, Jacqueline Kauff, Lisa Dragoset, Cassandra Baxter, Libby Makowsky, and Elizabeth Brown. "Evaluation of Alternatives to Improve Elderly Access to SNAP. Final Report submitted to U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Social Policy Research Associates and Mathematica Policy Research, November 2019.

Del Grosso, P., J. Thomas, L. Makowsky, M. Levere, N. Fung, and D. Paulsell. "Working Together for Children and Families: Findings from the National Descriptive Study of Early Head Start-Child Care Partnerships." OPRE Report #2019-16. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2019.

Clark, Melissa A., Hanley Chiang, Mariesa Herrmann, Libby Makowsky, Paul Burkander, Elias Walsh, Alison Wellington, Lucy Steiner, and Florence Chang. "Design of an Impact Evaluation of Departmentalized Instruction in Elementary Schools." Submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica, January 2019.

Herrmann, Mariesa, Peter Schochet, Sharon Vaughn, Denise Uitto, Kristin Hallgren, Emelyn Whitesell, Jacob Hartog, Lindsay Ochoa, Sara Woodruff, Amanda Lee, and Libby Makowsky. "Feasibility and Design of an Impact Evaluation of Paraprofessional Reading Tutors." Submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, October 2018.

Clark, Melissa, Jeffrey Max, Tim Silva, Libby Makowsky, Kristin Hallgren, and Jill Constantine. "Feasibility and Design of an Impact Evaluation of Teacher Preparation and Professional Development." Submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, March 2016.

Clark, Melissa A., Eric Isenberg, Albert Y. Liu, Libby Makowsky, and Marykate Zukiewicz. "Impacts of the Teach For America Investing in Innovation Scale-Up." Princeton, NJ: Mathematica Policy Research, March 2015.

Zukiewicz, Marykate, Melissa A. Clark, and Libby Makowsky. "Implementation of the Teach For America Investing in Innovation Scale-Up." Princeton, NJ: Mathematica Policy Research, March 2015.

Sama-Miller, Emily, Libby Makowsky, Gretchen Rowe, Elizabeth Brown, Elizabeth Clary, Laura Castner, and Miki Satake. "Evaluation of the Effectiveness of Pilot Projects in Increasing Supplemental Nutrition Assistance Program (SNAP) Participation Among Medicare's Extra Help Population." Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support, December 2014.

Pickens Jewell, Cassandra, Libby Makowsky, and Kristin Hallgren. "Districts and Data: Developing Capacity for Effective Data Use." Issue Brief submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, December 2014.

Silva, Tim, Allison McKie, Virginia Knechtel, Philip Gleason, and Libby Makowsky. "Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools." Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, November 2014.

Pickens Jewell, Cassandra, Libby Makowsky, Kristin Hallgren, and Jacob Hartog. "Changing Education Agencies from the Inside Out: Year 2 Report on the Strategic Data Project and Education Pioneers." Report submitted to the Bill & Melinda Gates Foundation. Princeton, NJ: Mathematica Policy Research, October 2014. Kauff, Jacqueline, Lisa Dragoset, Elizabeth Clary, Elizabeth Laird, Libby Makowsky, and Emily Sama-Miller. "Reaching the Underserved Elderly and Working Poor in SNAP: Findings From an Evaluation of the Fiscal Year 2009 Pilots." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, April 2014.

Sama-Miller, Emily, Laura Castner, Elizabeth Clary, Elizabeth Laird, Libby Makowsky, and Gretchen Rowe. "Effectiveness of Efforts to Increase Supplemental Nutrition Assistance Program (SNAP) Participation Among Medicare's Extra Help Population Pilot Projects: Interim Report." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, April 2012.

Kauff, Jacqueline, Emily Sama-Miller, Lisa Dragoset, Libby Makowsky, Elizabeth Clary, and Elizabeth Laird. "Reaching the Underserved Elderly and Working Poor in SNAP: Interim Findings from an Evaluation of the Fiscal Year 2009 Pilots." Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, April 2012.

Kauff, Jacqueline, Emily Sama-Miller, Gretchen Rowe, Cicely Thomas, and Libby Makowsky. "Promoting Public Benefits Through Web-Based Tools and Outreach: Final Report." Washington, DC: U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation, January 2012.

Kauff, Jacqueline, Emily Sama-Miller, and Elizabeth Makowsky. "Promoting Public Benefits Through Web-Based Tools and Outreach: A National Scan of Efforts." Washington, DC: U.S. Department of Health and Human Services, Assistant Secretary for Planning and Evaluation, April 2011.

Gersten, R., S. Beckman, B. Clarke, A. Foegen, L. Marsh, J. Star, B. Witzel, J. Dimino, M. Jayanthi, R. Newman-Gonchar, and L. Scott. "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools." NCEE 2009-4060. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, 2008.

Scott, Elizabeth. "A Preliminary Evaluation of Student U." Unpublished master's thesis. Durham, NC: Duke University, Terry Sanford Institute of Public Policy, May 2008.

Presentations

Makowsky, Libby. "Promoting Public Benefits Access Through Web-Based Tools and Outreach." Presentation at the Office of Planning, Research and Evaluation Welfare Research and Evaluation Conference, Washington, DC, June 1, 2012.

Awards

Phi Beta Kappa
Golden Key National Honor Society

Information Technology

PowerPoint, Excel, Word, EndNote, SAS, Stata, ATLAS.ti, NVivo

Alma Vigil

Systems Analyst

Proposed role: Data management and security

- ◆ 10 years of experience cleaning, linking, and analyzing school district data from multiple districts and states for research purposes, including to measure teacher and school effectiveness for DCPS and the Office of the State Superintendent
- ◆ Prepared public and restricted use files

Experience

Mathematica

Project Manager (2014-2015) and Senior Programmer Analyst (2013-2015), Value Added for Schools and Teachers (2013-2015). Cleaned student-teacher links and teacher data used to estimate teacher value-added. Identified and documented data issues for team review. Conducted project management tasks, monitored project costs, and assisted with contract modifications. Completed ad hoc QA tasks. This project produced value-added estimates of teacher effectiveness used by the District of Columbia Public Schools and the Office of the State Superintendent as part of their larger teacher evaluation systems.

Systems Analyst, Study of Feedback for Teachers Based on Classroom Videos (2019-). Conduct code reviews and provide data-processing support for the implementation and impact studies. This project, funded by the U.S. Department of Education (ED), is a large random assignment study that measures the effects of coaching and feedback for teachers based on videos of their instruction.

Systems Analyst and Project Manager, Youth CareerConnect Evaluation (2018-). Co-lead a team of programmers cleaning and linking student-level data from surveys, administrative data (student demographics, enrollment, course completion, and test scores), and a management information system from 16 school districts. Write programming specifications and conduct code reviews. Lead restricted-use file task and author documentation. This project, funded by the U.S. Department of Labor (DOL), seeks to evaluate the impact of the Youth CareerConnect program on high school student achievement and attainment.

Systems Analyst, Educator Preparation, Support, and Effectiveness (2018-2019). Conducted code reviews and provided data processing support. This project, funded by ED, provides technical assistance to Supporting Effective Educator Development grantees through the Teacher Quality Programs Technical Assistance Center.

Senior Programmer Analyst, Teacher Quality Distribution and Measurement Study (2013-2015). Cleaned student-teacher links and student enrollment data for four school districts. Wrote a system of Stata programs used by a team of programmers to produce analytic data files for more than 20 school districts. Diagnosed analysis file output for issues in data cleaning and analysis file creation steps. Implemented

Education

2013 M.P.P., Gerald R. Ford School of Public Policy, University of Michigan

2008 A.B., Public Policy, Woodrow Wilson School of Public and International Affairs, Princeton University

Positions

2013- Mathematica

2018- Systems Analyst

2013-2018 Senior Programmer Analyst

2012 Graduate Student Consultant, Michigan Municipal League

2012 Education Pioneers Graduate Fellow, U.S. Department of Education, Office of Planning, Evaluation and Policy Development

2008-2012 Technical Research Assistant, MDRC

variations of value-added model to test sensitivity of value-added estimates to changes in model specifications. This study, funded by ED, examines disadvantaged students' access to effective teaching in 29 school districts.

Senior Programmer Analyst, National Science Foundation Mediation Analyses (2017-). Use the National Evaluation of Job Corps public use data file to clean and implement methods for causal mediation analysis. This project, funded by the University of Chicago and the National Science Foundation, seeks to extend causal mediation methodologies by decomposing overall treatment effects into indirect effects, which operate through a focal mediator, and direct effects.

Task Leader (2017-) and Senior Programmer Analyst (2015-), Measuring Program Access, Trends, and Impacts for Nutrition Assistance Programs (2015-). Lead project task to develop the fiscal year (FY) 2018, FY 2017, and FY 2016 National Supplemental Nutrition Assistance Program participation rates, including monitoring tasks and timelines for internal and subcontractor teams, updating programming specifications, and conducting quality assurance (QA). Prepare the edited Supplemental Nutrition Assistance Program Quality Control database and technical documentation. Identify and communicate data issues to client. Produce tabulations and conduct QA of program code for quick-response requests. This project provides the U.S. Department of Agriculture, Food and Nutrition Services with microsimulation, analytic, and programming support to estimate the impact of proposed and actual policy changes on Supplemental Nutrition Assistance Program and other nutrition programs.

Programming Lead (2016-) and Senior Programmer Analyst (2013-), Parents and Children Together (PACT) (2013-). Organize and monitor work of several programmers to clean and analyze survey and National Directory for New Hires (NDNH) administrative data for the PACT impact studies. Engage in programming QA activities. Combine data from a large, multi-level management information system database to support the PACT implementation and qualitative studies. Write SAS programs to construct sample frames of eligible study participants for focus groups and interviews based on researcher-defined criteria. Construct standardized qualitative interview reports in Access that summarize baseline survey and program participation data for sample members. Manage and complete NDNH data request quarterly, submit participant data securely to external organization, and serve as liaison contact. Create a series of SAS programs to produce implementation study statistics across sites with flexibility for site-specific data decisions. This study, funded by the U.S. Department of Health and Human Services, evaluates the effectiveness and promising practices of two leading family support interventions through a random assignment impact evaluation, implementation, and qualitative studies.

Senior Programmer Analyst, Technical Assistance for Employment-Focused Programs at the Larimer County Workforce Center (2017). Provided data support for rapid-cycle evaluations of two behavioral interventions to improve Temporary Assistance for Needy Families participant engagement and program efficiency.

Senior Programmer Analyst, Rapid-Cycle Technology Evaluations (2015-2017). Cleaned and combined education data for multiple school districts for use in rapid-cycle evaluations of educational technology interventions. Prepared project plan, helped draft components of toolkit and analyze types and quality of evidence, assisted in preparations for bimonthly technical working group meetings, and participated in the development and demo of the R Shiny data analysis dashboards to internal and external audiences. This project, funded by ED, Office of Education Technology, is developing and testing a web-based, interactive toolkit that will guide school districts on how to conduct rapid-cycle evaluations of Educational Technology Intervention products.

Project Manager and Senior Programmer Analyst, Spencer Methods Project (2014-2017). Implemented random effect models in SAS and HLM to estimate variation in program impacts across sites. Examine and prepare education restricted-use data from a series of multisite random assignment evaluations obtained from ED. This study, funded by MDRC and the Spencer Foundation, seeks to learn about the extent of variation in program effects and how that variation can be exploited to learn about mediators and moderators.

Senior Programmer Analyst, Pennsylvania Teacher Evaluation Pilot 3 Technical Assistance (2015). Combined student and teacher data into analytic data file and estimated teacher value-added models in Stata. Examined relationships between teacher value-added estimates and the Framework for Teaching classroom observation pilot. This study, funded by the Team Pennsylvania Foundation and the Bill & Melinda Gates Foundation, seeks to identify teaching practices that contribute to student achievement growth.

Senior Programmer Analyst, Impact of the American Recovery and Reinvestment Act of 2009 Subsidy on COBRA Take-Up (2013-2014). Cleaned survey data and constructed analytic data file in SAS. Wrote programs to run preliminary diagnostics and identify issues with survey skip patterns; monitor response rates by subgroup; and create baseline and outcome measures. Modified SAS programs to produce quarterly employment timeline constructs for analysis. This study, funded by DOL, used a quasi-experimental design to evaluate the impact of the COBRA subsidy on health and labor market outcomes.

Michigan Municipal League; Ann Arbor, MI

As **Graduate Student Consultant (2012)**, collected historical data on Michigan county millage elections from county clerk offices, developed statistical model, and analyzed factors that predict successful millage passage.

U.S. Department of Education; Washington, DC

As **Education Pioneers Graduate Fellow (2012)** in the Office of Planning, Evaluation and Policy Development, for the Immediate Office and Policy and Program Studies Service, assessed and synthesized empirical literature on higher education to advise senior policymakers on the design of evidence-based FY2014 budget proposals. Led processing of school and district data from the 2010-2011 Civil Rights Data Collection, utilizing SAS. Drafted documentation on data quality concerns and weighting decisions to guide future analysis efforts.

MDRC; New York, NY

As **Technical Research Assistant (2008-2012)** for the K-12 Education Policy Area, managed data collection and processing for a study of high school career academy programs, including a student survey administration for more than 1,000 students in four schools. Executed one-to-many comparison school match and comparative interrupted time series analysis for an impact evaluation of 9th-grade academies on student achievement in 20 Florida high schools. Co-constructed a database of 400 New York City high schools from diverse sources. Coauthored final report with findings of change in schools over time after the closure of large high schools and creation of small schools. Participated in school principal interviews, teacher and student focus groups, and classroom observations for implementation studies and study site recruitment. Cleaned student school records data (course credits, attendance, demographics, tests scores) for random assignment evaluations of whole-school reform strategies. Coordinated seven research studies with teams of 3 to 10 senior staff. Monitored tasks and timelines, drafted project agreements, and led fact-checking and report production processes. Engaged in ongoing SAS training through MDRC-sponsored internal SAS workshops, SAS Institute courses, and membership in MDRC's SAS Users Group.

Papers, Publications, and Presentations

Vigil, Alma, Paul Burkander, and Nan Maxwell. "Youth CareerConnect Restricted Use Data File Documentation. Building College and Career Pathways for High School Students." Washington, DC: Mathematica, forthcoming.

Burkander, Paul, Nan Maxwell, Menbere Shiferaw, Matt Jacobus, Alma Vigil, Charles Tilley, Alicia Harrington, Erin Dillon, Hande Inanc, and Peter Schochet. "Building College and Career Pathways for High School Students: Youth CareerConnect. Technical Report for the Impact Study." Washington, DC: Mathematica, forthcoming.

Vigil, Alma. “Trends in Supplemental Nutrition Assistance Program Participation Rates: Fiscal Year 2010 to Fiscal Year 2017.” Report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica, September 2019.

Lauffer, Sarah, Alma Vigil, Chrystine Tadler, and Elaine Wilcox-Cook “Technical Documentation for the Fiscal Year 2017 Supplemental Nutrition Assistance Program Quality Control Database and QC Minimodel.” Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, October 2018.

Weiss, Michael J., Howard S. Bloom, Natalya Verbitsky-Savitz, Himani Gupta, Alma E. Vigil, and Daniel N. Cullinan. “How Much Do the Effects of Education and Training Programs Vary Across Sites? Evidence From Past Multisite Randomized Trials.” *Journal of Research on Educational Effectiveness*, vol. 10, no. 4, 2017, pp. 843-876.

Vigil, Alma, Sarah Lauffer, Kelsey Farson Gray, Chrystine Tadler, and Brad Miller. “Technical Documentation for the Fiscal Year 2016 Supplemental Nutrition Assistance Program Quality Control Database and QC Minimodel.” Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, October 2017.

Chojnacki, Gregory, Alexandra Resch, Alma Vigil, Ignacio Martinez, and Steve Bates. “Understanding Types of Evidence: A Guide for Educators.” Washington, DC: Mathematica Policy Research, October 2016.

Vigil, Alma, Kelsey Farson Gray, Sarah Fisher, Sarah Lauffer, and Bruce Schechter. “Technical Documentation for the Fiscal Year 2015 Supplemental Nutrition Assistance Program Quality Control Database and QC Minimodel.” Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, October 2016.

Vigil, Alma. “Rapid-Cycle Tech Evaluations Project: New Tools for School Districts.” Presentation at the Association for Education Finance and Policy Annual Conference, Denver, March 18, 2016.

Vigil, Alma, Kelsey Farson Gray, Shivani Kochhar, and Bruce Schechter. “Technical Documentation for the Fiscal Year 2014 Supplemental Nutrition Assistance Program Quality Control Database and QC Minimodel.” Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, October 2015.

Farson Gray, Kelsey, Alma Vigil, and Shivani Kochhar. “Final Assessment of the Quality of Coding for Variables on the FY 2014 SNAP QC Datafile.” Memorandum submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica Policy Research, August 2015.

Vigil, Alma, Jillian Berk, and Anu Rangarajan. “Survey Data File Documentation for the Study Evaluation of the ARRA COBRA Subsidy.” Final report submitted to the U.S. Department of Labor, Chief Evaluation Office. Washington, DC: Mathematica Policy Research, June 2015.

Visher, Mary, and Alma Moedano. “The Career Academy Project: Linking College and Career.” Poster presentation at the Institute of Education Sciences Annual Research Conference, Washington, DC, June 2010.

Quint, Janet C., Janell K. Smith, Rebecca Unterman, and Alma E. Moedano. “New York City’s Changing High School Landscape—High Schools and Their Characteristics: 2002-2008.” New York: MDRC, February 2010.

Professional Activities

2016	Association for Education Finance and Policy
2011-2013	Chair, Ford School Association for Public Policy About Learning and Education
2009-2011	Co-Chair, MDRC Diversity Council

Honors and Awards

2011-2013 Rackham Merit Fellowship, Rackham Graduate School, University of Michigan

Information Technology

SAS, Stata, HLM, R Shiny, Excel, NVivo, Visio

Languages

Spanish (fluent)

Kathryn Cronquist

Senior Programmer, Research

Proposed role: Data management and security

- ◆ Prepared, secured, and analyzed data from more than 25 state and local education agencies to conduct research projects
- ◆ Collected and analyzed data on DC school district personnel and early childhood education as a contractor at the Office of the State Superintendent of Education

Experience

Mathematica

Senior Programmer, Impact Evaluation of Departmentalized Instruction in Elementary Schools (2019-). Cleaned student administrative data, including test scores, demographics, and teacher links for several school districts. Created diagnostics program to identify data issues in clean data files. Identified reliability factors for school districts in the study and helped create analysis files to create value-added scores.

Senior Programmer, Regional Educational Laboratory Mid-Atlantic (2018-2019). Calculated the effective teaching gap to determine whether teacher effectiveness is evenly distributed about students who are disadvantaged and students who are not disadvantaged. Estimated the probability of teacher mobility by teacher and school subgroups through estimating a hazard model. Geocoded addresses and calculated travel distances between teacher addresses and schools using ArcGIS and R as part of a study on teacher mobility and retention in the Philadelphia school district. Calculated the intraclass correlation coefficient to determine the degree of variation between schools as a factor in teacher mobility. Programmatically created report tables and charts with results.

Senior Programmer (2018-2019), Research Programmer (2017-2018), Investing in Innovation Validation-Expeditionary Learning Evaluation (2017-2019). Cleaned student administrative data, including test scores, demographics, and teacher links, for 18 school districts. Wrote Stata diagnostics program to produce standardized data files across districts. Programmatically created new directories for ease of archiving and documenting programming changes across all districts. Wrote an analysis program for 12 different models and multiple variations that included logistic regressions, multiple imputation, and ordinary least squares (OLS) regressions to assess the impact of the district's Common Core-aligned English language arts curriculum and teacher professional development program. Produced tables using field codes to show school, teacher, and student characteristics and analysis results.

Task Lead and Senior Programmer (2018-), Research Programmer (2017-2018), The Use of Microsimulation in Supplemental Nutrition Assistance Program (SNAP) Policy Analysis (2017-). Serve as task lead to update the QC Minimodel, produce the technical documentation, and revise the SNAP Characteristics Report. Created and revised how-to documentation for the SNAP Characteristics Report, added detailed specifications for the technical documentation, created specifications for new subcontractor

Education

2015 M.A., Latin American Studies, School of Foreign Service, Georgetown University

2011 B.A., Art History, Boston College

Positions

2017- Mathematica

2018- Senior Programmer, Research

2017-2018 Programmer, Research

2016-2017 Research Assistant, Inter-American Dialogue

2016 Data Analyst, Telecommunications Development Corporation

2015-2016 Program Officer, FHI 360

2011-2013 Biology Teacher, Teach For America/Manning High School

tasks, and helped create a new how-to document for the Minimodel. Authored the fiscal year 2017 and fiscal year 2018 SNAP Characteristics Reports and authored the fiscal year 2018 technical documentation. Provided support for Task 3, which included revising the Local Agency Codes and reviewing X tables and assessment memo tables. Served as both analyst and programmer in various quick responses through writing specifications, creating Excel templates, programming tabulations, and cataloguing requests in the Microsimulation Catalog System. Helped prepare the annual SNAP Quality Control data file. Prepared monthly expenditure analyses for the U.S. Department of Agriculture, Food and Nutrition Service.

Project Manager, Simulating the Effects of Proposed Changes to Supplemental Nutrition Assistance Program Policy and Funding (2017-). Prepare monthly expenditure analyses and progress report memos for project reviews. Maintain schedule of deliverables, review and approve invoices, and coordinate monthly narratives of project work for the client.

Senior Programmer (2018), Research Programmer (2017-2018), Personal Responsibility Education Program Multi-Component Evaluation (2017-2018). Cleaned and merged raw survey data and created new variables on demographics and outcome measures for analysis to support evidence-based teen pregnancy prevention programs. Estimated baseline differences using *RCT-YES* software, an Institute of Education Sciences tool to promote data analysis and program evaluation. Prepared restricted use files across all years of survey data.

Senior Programmer (2018), Research Programmer (2017-2018), Independent Evaluation Services in Support of the Irrigation and Water Resource Management Project, Including the Land Tenure Security Activity for the Country of Senegal (2017-2018). Cleaned and merged 11 survey data files for three separate waves of analysis on demographics and agricultural productivity in households affected by irrigation infrastructure and land tenure reform activities. Constructed new variables and conducted relevant impact analysis. Analyzed data issues and consulted with project team to improve survey programming following wave 1.

Project Manager, Child State Supplemental Nutrition Assistance Program Participation Rates (2017-2018). Prepared expenditure analyses and project review memos to submit for monthly project reviews. Monitored and advised on the billing status of the project and approved invoices.

Research Programmer, Evaluation in Support of the Agriculture Development Project Compact in Burkina Faso (2017). Cleaned and merged baseline data on demographics of land owners and land production of areas affected by irrigation infrastructure.

Inter-American Dialogue; Washington, DC

As **Research Assistant (2016-2017)**, coauthored report on English language learning in Latin America. Conducted research, interviews, and policy analysis of national policies and programs related to English language learning in ten countries. Presented and discussed report findings along with a panel of public- and private-sector stakeholders.

Telecommunications Development Corporation; Washington, DC

As **Data Analyst (2016)**, analyzed large data sets and performed quality assurance using Microsoft SQL Server and Stata for reports and ad hoc requests for clients at the DC Office of the State Superintendent of Education. Collected and verified data quality related to DC school district personnel and early childhood education for analysis and policymaking.

FHI 360; Washington, DC

As **Program Officer (2015-2016)**, supported educational projects in Latin America through ensuring compliance with the institutional review board, maintaining SharePoint site, reviewing consultant deliverables, and managing budget and travel logistics. Conducted business development and communications activities of the Post-Primary Education and Youth Initiative through literature reviews, proposal research and writing, creation of newsletter, and engagement with professionals in international education.

Clarendon School District Two; Manning, SC

As **Biology Teacher (2011-2013)**, competitively selected through Teach for America to teach in under-resourced public high school. Taught three Biology courses to 70 10th-12th grade students per semester at Manning High School. Designed original curriculum and strategies for an upper-level course to achieve 90 percent mastery of objectives that will lead to students' success at a four-year university. Served as the Beta Club adviser to 93 students to develop student-led committees to assist in the community. All 10th grade honors students and 85 percent of 10th and 11th grade college prep students passed the statewide end of course examination.

Papers and Publications

Cronquist, Kathryn. "Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2018." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service, Office of Research and Analysis. Washington, DC: Mathematica, November 2019.

Cronquist, Kathryn, Sarah Lauffer, Chrystine Tadler, and Sarah Hong. "Technical Documentation for the Fiscal Year 2018 Supplemental Nutrition Assistance Program Quality Control Database and the QC Minimodel." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service. Washington, DC: Mathematica, October 2019.

Cronquist, Kathryn, and Sarah Lauffer. "Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2017." Final report submitted to the U.S. Department of Agriculture, Food and Nutrition Service, Office of Research and Analysis. Washington, DC: Mathematica, January 2019.

Cronquist, Kathryn, and Ariel Fiszbein. "English Language Learning in Latin America." White paper. Washington, DC: Inter-American Dialogue, September 2017.

Presentations

Cronquist, Kathryn, and Ariel Fiszbein. "English Language Learning in Latin America." Presentation at the Inter-American Dialogue, Washington, DC, 2017.

Information Technology

Stata, SAS, R, SQL, Git, ArcGIS, SharePoint, Microsoft Office Suite

Languages

Spanish (advanced proficiency), Portuguese (intermediate proficiency)

TIFFINI ANDORFUL, PH.D.

6526 Beechwood Drive, Temple Hills, MD 20748 • tiffini.andorful@gmail.com • 240-285-0446

PROFESSIONAL SUMMARY

My professional and academic background reflects 13 years of experience in K-12 education, research, and policy/advocacy. Through various roles in these fields, I've gained valuable experience in teaching, curriculum implementation, partnership development, program evaluation, research and analysis, and training design. I seek to continue work rooted in service and a commitment to equitable outcomes for all youth.

EXPERIENCE

RAISE DC

Washington, DC

Interim Executive Director

August 2019 – Present

- Lead and manage a team of five employees during a time of organizational transition
- Work to identify organizational priorities and begin to develop a new strategic plan
- Build an advisory committee comprised of community leaders to support and advise staff backbone operations and a new governance structure

Senior Director of Postsecondary Initiatives

March 2018 – Present

- Manage and facilitate meetings and data-driven strategy development for two collaborative networks of more than 50 schools, universities, government agencies, and community-based organizations
- Managed numerous collaborative projects including a summer melt texting platform and data research to assess educational outcomes for DC youth from 2016-2018
- Designed and cohosted the first DC College Access & Success Symposium in collaboration with the TGR Foundation

EVERFI, INC

Washington, DC & Philadelphia, PA

Senior Manager – K-12 Customer Success

June 2017 – February 2018

- Managed revenue and retention of 80 financial education partnerships throughout the Mid-Atlantic and Midwestern region totaling \$1.2 million annually; served as the primary day-to-day contact and school program consultant
- Developed new systems and short- and long-term plans for interdepartmental collaboration as a member of the first K-12 Customer Success Team

Senior Manager – Schools and Implementation

January 2016 – June 2017

- Managed seven local education partnerships and provided staff training, event planning, K-12 online curriculum implementation support, and quarterly program updates
- Led and managed a team of 10 full-time employees on curriculum implementation, professional development, and renewals for an online high school Alcohol Abuse Prevention program totaling ~\$120,000 for 2015

Manager – Schools and Implementation Team

October 2013 – December 2015

- Developed and executed strategy to train K-12 teachers and implement 185 online critical skills learning courses in school districts across New Jersey, Pennsylvania, and Delaware
- Built and maintained partnerships with organizations, schools, and school districts, including Philadelphia Public Schools

TEMPLE UNIVERSITY, COLLEGE OF EDUCATION**Philadelphia, PA***Adjunct Professor – Department of Teaching and Learning**August 2014 – June 2015*

- Instructed more than 70 students in *Youth Cultures*, a course exploring the connection among youth, culture, education, social mobility, and social justice throughout history
- Developed curriculum for preservice teachers and contributed to the development of new knowledge assessment tools

GLOBAL KIDS, INC.**Washington, DC***Monitoring & Evaluation Consultant**July 2012 – September 2013*

- Designed and managed evaluation of the Global Gateways Summer Institute to assess educational outcomes for 32 high school students
- Completed quantitative and qualitative analysis showing that 75% of students improved in target areas including increased knowledge gain and motivation

LOYOLA UNIVERSITY CHICAGO, OFFICE OF INTERNATIONAL PROGRAMS**Chicago, IL***Diversity Strategy Consultant**January 2012 – June 2013*

- Increased the diversity of applications by 150% in the first year by managing program evaluation and implementing the first campaign to increase the diversity of students studying abroad
- Facilitated professional development and defined priorities for Diversity Committee comprised of eight university departments

STAND FOR CHILDREN ILLINOIS**Chicago, IL***Community Organizer & Policy Analyst - Education**January 2011 – December 2011*

- Organized and educated eight parent groups in Spanish-speaking and low-income communities on education policies impacting their schools and communities
- Established partnerships with community groups and schools in six legislative districts, aiding in the passage of an education reform bill to increase school transparency and ensure the best teachers are in the classroom

TEACH FOR AMERICA, BALLOU SENIOR HIGH SCHOOL**Washington, DC***Ninth Grade Social Studies Teacher**August 2006 – June 2008*

- Created and implemented differentiated curriculum for 95 students whose reading levels ranged from 2nd to 10th grade
- Led students to achieve 97% class mastery of World History and Geography standards
- Chaired the first 9th Grade Academy teacher team to facilitate the development of cross-disciplinary curriculum

EDUCATION**LOYOLA UNIVERSITY OF CHICAGO****Chicago, IL***Doctor of Philosophy in Cultural and Educational Policy Studies-Comparative Education**May 2013*

- Dissertation: *International Education Exposure in Secondary Schooling: Impacting Academic Outcomes among Urban Girls of Color*; Cumulative GPA: 3.9/4.0

AMERICAN UNIVERSITY**Washington, DC***Master of Arts in Teaching – Secondary Education**May 2008*

- Thesis: *The Misplacement of Black Boys in Special Education?*; Cumulative GPA: 3.9/4.0

SPELMAN COLLEGE**Atlanta, GA***Bachelor of Arts in Sociology; Minor in International Studies**May 2006*

- Study Abroad in Madrid, Spain (Human Rights focus); Cumulative GPA: 3.68/4.0; Magna Cum Laude, Honors Program

LEADERSHIP

- Leadership/Community Involvement:
 - Board Trustee, IDEA Public Charter School, Washington, DC
 - Teach for America Aspiring School Systems Leaders Fellowship
 - Teach for America Leadership for Educational Equity: Women in Political Leadership Program
 - GRIP Outreach for Youth Lead Mentor
 - Delta Sigma Theta Evanston North Shore Scholarship and Education Committee Co-Chair

ACTIVITIES AND INTERESTS

- Urban education policy reform
- K-12 student retention
- multicultural education/curriculum
- mixed methods research
- monitoring and evaluation
- comparative and international education
- education technology and innovation
- social equity and justice

Marie Celeste, Ed.D.

623 Ray Drive; Silver Spring, Maryland; 20910

Phone (202) 460-1474

E-mail: mariejceleste@gmail.com

EDUCATION

Ed.D. in Early Childhood Special Education

The George Washington University – 2001

M.S. in Special Education, Specializing in Visual Disabilities

Florida State University – 1986

B.A. in English Literature, Minor in Art History

Florida State University – 1985

HONORS AND AWARDS

The Dean's Symposium, Recognizing Scholarly Achievement, Loyola College in MD (2009)

Community Connector Award, Lt. Joseph P. Kennedy Institute, Washington, DC (2001)

Teaching Excellence Award, Anne Arundel Community College - Student Assn (1997)

PROFESSIONAL CREDENTIALS AND CERTIFICATIONS

Certified Circle of Security (COS) Parent Facilitator

Infant & Early Childhood Mental Health Certificate - University of Maryland, School of Medicine, Taghi Modarressi Center for Infant Study

NCAST-AVENUW Teaching Scale Instrument – Reliability at the Researcher Level

Advanced Professional Teaching Certificate – Special Education (MD)

Advanced Professional Teaching Certificate – Generic Special Education, Infant – 3 (MD)

Postgraduate Professional License - Special Education - Visually Impaired – (VA)

Professional Orientation and Mobility Teaching Certificate – ACVREP

PROFESSIONAL EXPERIENCE

HIGHER EDUCATION

Director of Early Childhood Education,
Associate Professor, School of Education
Trinity Washington University (2017-present)

Associate Professor, School of Education
Loyola University Maryland (2001-2016)

Instructor, Department of Education
The Catholic University of America (2001-present)

Adjunct Instructor, Graduate School of Education and Human Development
The George Washington University (1993, 2016-2017)

Adjunct Instructor
Graduate School of Education
George Mason University (2017-present)

Clinical Supervisor
Graduate School of Education
George Mason University (2010)

Adjunct Instructor
School of Education
Johns Hopkins University (2004-2006)

Adjunct Instructor, Curry School of Education
University of Virginia (1999-2004)

Adjunct Instructor, Department of Education
Anne Arundel Community College (1994-1997)

DIRECT SERVICE

Teacher of the Visually Impaired, Montgomery County Infants and Toddlers Program and
Montgomery County Public Schools
Rockville, Maryland (2011 - present)

Assistant Principal / Master Educator, District of Columbia Public Schools
Washington, DC (2011 – 2012)

Vision / Orientation and Mobility Specialist, Montgomery County Public Schools
Rockville, Maryland (1994 - 2000)

Education Specialist, Virginia Department for the Visually Handicapped
Fairfax, Virginia (1988 - 1993)

Vision Consultant, Fairfax County Public Schools
Fairfax, Virginia (1988-1989)

Preschool Vision Teacher, Montgomery County Public Schools
Rockville, Maryland (1986-1988)

TEACHING

COURSES TAUGHT AT TRINITY WASHINGTON UNIVERSITY

Course Title: **Human Growth & Development (EDCC510).**

Course Description: Reviews theory and research in human growth and development over the life span. Emphasis is given to interdisciplinary nature of human development, particularly relationships among biological, cognitive, social, and psychological domains. Critical life events and their adjustments from prenatal period through adulthood are discussed, stressing interaction between developing person and a continually changing world. Students should demonstrate knowledge of human development theories and better understand the relationships among the biological, cognitive, and social-emotional developmental stages stressing the interactions between the developing individual and a dynamic environment.

Course Title: **Literacy Development Across the Curriculum (EDTE611).**

Course Description: Develops an understanding of the developmental continuum of literacy acquisition in early childhood and provides the foundation for learning developmentally appropriate techniques for enhancing early literacy development in children. The administration and interpretation of assessments for emergent and early literacy is included as a necessary component of planning effective instruction and learning opportunities. Infusing literacy promoting activities through the use of children's literature and other content areas of the early childhood curriculum will be stressed. The field component is an integral part of the course.

Course Title: **Educating Exceptional Children & Youth (EDCC330).**

Course Description: This course surveys major areas of exceptionality and legislated standards for special education and related services for students with special needs. Educational approaches developed to meet the special needs of exceptional students are discussed as well as principles of special education with particular attention to the educator's role in serving individuals with special needs in a variety of settings. Topics include inclusive education and collaboration between special educators, general educators, related service providers, volunteers, and parents. There is a field experience associated with this course.

Course Title: Developing Concepts in Early Childhood Mathematics and Science (EDTE613).

Course Description: Focuses on the cognitive development of children preschool to age 8 with emphasis upon the development and interrelatedness of math and science concepts. Using a hands-on approach, learners explore the various materials used in learning centers to stimulate and develop children's logical-mathematical thinking. Learners identify the various developmental levels of children's thinking and create developmentally appropriate materials and settings. This course emphasizes the application of developmental principles to investigate and devise experiences that employ mathematical reasoning and scientific processes.

COURSES TAUGHT AT LOYOLA UNIVERSITY MARYLAND

Course Title: Foundations of Research in Education (ED600).

Course Description: Examines various approaches to research in education. Encourages students to develop a basis for evaluating and understanding research in the field and to familiarize themselves with the literature in their chosen areas of concentration. Acquisition of state-of-the-art information searching and accessing strategies is an integral part of the course objectives.

Course Title: Human Growth and Development (SE720).

Course Description: An in-depth review of theories and issues involving the growth and development of human beings from conception through adolescence. Further, current trends in research involving young children are highlighted and related issues explored to provide students with the knowledge and awareness of how factors can affect human growth and development at any stage of life.

Course Title: Neurodevelopmental Implications for Young Children with Special Needs (SE922).

Course Description: An overview of the medical aspects associated with developmental disabilities. The primary focus is on brain growth and development during the pre-, peri-, and postnatal periods and the etiology of specific neurologically-related disorders seen in infancy and early childhood. Aspects of medical care for premature, low birth weight, and other medically fragile babies are addressed, including methods for the care of young children dependent on technology. Students learn educational and therapeutic interventions to be used with infants and young children with physical and sensory disabilities, as well as positioning and handling techniques.

Course Title: Assessment/Intervention for Young Children with Special Needs (B-2 years) (SE923).

Course Description: Focuses on the state and federal laws and regulations governing delivery of services to infants and toddlers and their families; collaboration strategies, family systems theory, cultural and linguistic diversity; implications of both legislation and family needs on service delivery; assessment procedures related to screening, diagnosis, eligibility; and program planning, program evaluation and examine therapeutic models of intervention, including current curricula and materials for infants and toddlers.

Course Title: Assessment/Intervention for Young Children with Special Needs (3- 5 years) (SE924).

Course Description: Focuses on collaboration strategies, assessment procedures, curricula, and “best practice” intervention strategies specific to children from ages three to five. Topics include collaboration; implications for service delivery; assessment procedures related to screening, diagnosis/eligibility, program planning and evaluation; conceptual and models of intervention, and curricula as well as strategies to facilitate transition to school-age services.

Course Title: Assessment/Intervention for Young Children with Special Needs (5- 8 years) (SE925).

Course Description: Focuses on existing models of special education services delivery, including methods of collaboration with parents, general educators, paraprofessionals, and related service providers; curriculum-based, performance-based, and informal assessment of learning and behavior; assessment for and the use of assistive technology; as well as the implementation and modification of research-validated curricula and materials to meet the needs of all children.

Course Title: Orientation to Early Childhood Special Education (RS751).

Course Description: Provides students with an introduction to the history, rationale, legal basis, current status, and contemporary issues related to early intervention services for infants and young children with disabilities and their families. Students identify etiologies and potential risk factors for exceptionalities; available service delivery options for young children and families; program models for service delivery; issues affecting parents and families; professional resources; professional responsibilities and ethical obligations.

Course Title: Parent-Professional Partnerships (Focus: Birth to Age 5) (RS754).

Course Description: Focuses on the collaboration of special educators, related service personnel, and parents in planning and implementing developmentally appropriate educational and therapeutic programs. Students explore techniques and procedures for facilitating positive interdisciplinary communication and cooperation and for working effectively with parents.

COURSES TAUGHT AT GEORGE WASHINGTON UNIVERSITY, WASHINGTON, D.C.

Course Title: Etiology, Symptomology and Approaches to Intervention (SPED6269), (SP 2017).

Course Description: An in-depth examination of the causes and characteristics of various disabilities. Current principles and approaches to intervention are examined.

Course Title: Development of Children and Youth With Disabilities (SPED6268), (FA 2016).

Course Description: Theories of human growth and development are considered as a framework for examination of typical and atypical development of children and youth

Course Title: Developmental Assessment in Special Education (SPED2600), (SP 1993).

Course Description: Theory and current practice in the assessment of infants with or at risk for developmental disabilities

Course Title: **Development of the Infant with Special Needs (SPED2630)**, (SU 1993).

Course Description: The processes of normal infant development and interrelationships among areas of development; relationship of these processes to the growth and development infants with or at risk for developmental disabilities.

Course Title: **Instructional Process in Teacher Preparation and Special Education (TRED 308)**, (SP 1993).

Course Description: Using a data-driven framework for assessing evidence-based practices in special education and competency in understanding, collecting, analyzing, and communicating relevant data.

COURSES TAUGHT AT CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON, DC

Course Title: **Modification and Adaptation of Curriculum and Instruction for the Exceptional Child (EDUC532)**, (SU 2001, FA 2010, SU 2012, SU 2014, FA, 2014, SU 2015, FA 2017).

Course Description: This course provides an opportunity to explore, plan, implement, modify and evaluate curriculum and environments for students with diverse abilities and needs using individually, age and culturally appropriate methods and materials. Students will learn to plan instruction using a personalized outcome perspective based upon the general curriculum. Students will learn to modify curricular approaches for young children.

Course Title: **Field Experience in Assessment (EDUC533)**, (SU 2014, SU 2016, SU 2017, FA 2017).

Course Description: This field experience provides an opportunity for candidates to apply assessment strategies with children. Candidates will use a variety of assessments including diagnostic tests of children with special needs in their assigned teaching practicum. The course also offers an ecological framework for consultation as well as culturally appropriate assessment processes to enable students to be screened for formal assessment within a school setting. Collaborative, interdisciplinary assessment processes will also be used to apply concepts learned in related coursework.

Course Title: **Family Support using a Strengths-Based Model (EDUC573)**, (SU 2016, SU 2018).

Course Description: Viewing families of young children from a developmental relationship-based framework as well as an ecological framework that includes the social environment and communities, this course prepares candidates to provide individualized support to families with children including those at-risk or who have identified special education needs.

COURSES TAUGHT AT GEORGE MASON UNIVERSITY

Course Title: **Teaching Methods for Students With Visual Impairment (EDSE 613)**, (SU 2017, SU 2018).

Course Description: Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of

general education classroom materials and procedures for use with blind and low vision children and youth.

COURSES TAUGHT AT JOHN'S HOPKINS UNIVERSITY, BALTIMORE, MD

Course Title: **Assessment and Instruction of Students with Visual Impairment (BE 879)**, (SU 2004, SP 2006).

Course Description: Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Provides practice assessing and planning educational programs for students with visual impairments. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

COURSES TAUGHT AT UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, VA

Course Title: **Methods of Teaching the Visually Impaired (EDIS 589)**, (SU 1999, 2001, 2002, 2004).

Course Description: Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

Course Title: **Assessment of Visual Impairment (EDIS 589)**, (SU 1999).

Course Description: Provides students with knowledge and understanding of the educational assessment of students with visual impairments and additional disabilities including deaf-blindness. Addresses assessment of technology for students with visual impairments. Examines determination of learning needs and appropriate learning media, relationship of assessment, IEP development, and placement.

COURSES TAUGHT AT ANNE ARUNDEL COMMUNITY COLLEGE, ARNOLD, MD

Course Title: **Introduction to Special Education (EDU 221)**, (SU 1994, SU 1995, SP 1996, SU 1997, SP 1997).

Course Description: Explore the categories of special education and the characteristics of special learners. Learn about the diverse needs of special education students and the application of appropriate instructional adaptations. Gain an historical overview of special education legislation and legal issues.

Course Title: **Introduction to Education (EDU 111)**, (SP 1995, SP 1996, FA 1996, SP 1997),

Course Description: Explore the major developments in the history of American education. Includes a comprehensive overview of the historical, philosophical, sociological, political and legal foundations of education. Learn about the structure and organization of schools, influences on teaching and learning, roles of classroom teachers and contemporary policy and issues.

CONSULTANCIES

City of Alexandria, Virginia, Department of Community and Human Services, Early Childhood Division (August, 2016-Present)

Developed an observation tool to evaluate the quality of the classroom environment from a social-emotional standpoint in Head Start classrooms throughout the City of Alexandria. Provided a professional development series for all staff and the leadership team on topics including how to strengthen attachment, resilience, self-regulation, executive functioning, mindful parenting, and responsive routines, in order to benefit individual children and build socially responsive, inclusive classrooms.

Social Emotional Wellness Institute, Owner
Silver Spring, MD (2015-present)

Bridging the fields of Early Childhood Special Education and Infant/Early Childhood Mental Health to design and deliver programs that support the social and emotional wellbeing of infants and young children. Provide individualized interventions that strengthen attachment, resilience, self-regulation, executive functioning, mindful parenting, and responsive routines, in order to benefit individual children and build socially responsive, inclusive classrooms. Providing professional development to early childhood professionals on topics related to special education and social emotional wellness at the graduate, undergraduate, in-service and pre-service levels.

District of Columbia Public Schools, Division of Early Childhood Education, Washington, DC (June 2013- September 2012)

Designed and delivered a (2 ½ days) Professional Development Series entitled *Creating and Sustaining Learning Environments*, provided to all of the District's Early Childhood educators and para-professionals. Topics included the ecological model, CSEFEL model, *Building Blocks* and Universal Design for all Learners.

Office of the State Superintendent of Education (OSSE), Government of the District of Columbia, Office of Early Intervention, Washington, DC (April 2010 – present)

Served as Social Services Program Specialist in Special Education - Contractual agreement to provide Direct Services, Dedicated Service Coordination, Technical Assistance and Professional Development.

District of Columbia Public Schools, Division of Special Education, Washington, DC (August 2008 – June 2010)

Served as Supervisor of Low-Incidence Populations (Vision Impairment / Blindness, Deaf/Hard of Hearing, Autism). Responsible for budget oversight, administration, staffing and student placement, reported directly to the Deputy Chancellor of Special Education.

Virginia Department of Education, Division of Special Education and Student Services, Richmond, VA (August 2008 – June 2010)

Developed the statewide policy document, *Guideline for Working with Students Who Are Blind or Visually Impaired in Virginia Public Schools*. Incorporated best practice standards and

legal obligations of school divisions based on laws and regulations including but not limited to IDEA 2004, ADA, and the proposed *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.

District of Columbia Department of Health and Human Services Early Care and Education Administration, Office for Infants and Toddlers with Disabilities Division (ITDD), Washington, DC (November 2007 – June 2009)

Assisted the office to develop service guidelines, training sessions, policies and procedures relevant to services for children with visual impairments or blindness. Provided service coordination and consult on specific direct service issues.

Florence Crittenton services of Greater Washington (FCS), Silver Spring, MD (January 2006- June 2007)

Developed and piloted a community-based model of service delivery, incorporating collaborative partnerships between FSC, institutions of higher education, and local education agencies, to deliver programs designed to address teenage pregnancy prevention and supporting adolescent parents.

District of Columbia Office of Early Intervention Programs, Washington, DC (June 2002–June 2003)

Conducted ongoing staff development to center and home based programs throughout DC that provided early intervention services to children with visual impairments. Provided vision screenings, developmental intervention strategies, IFSP/IEP development, service coordination, and technical assistance.

Early Childhood Special Education Partnership, DC Public Schools Head Start Program (August 1999-May 2000)

Designed training and technical assistance, conducted on site observations specifically related to including children with special needs into community Head Start classrooms.

James Madison University's Region 5 Training and Technical Assistance Center, Staunton, Virginia (May 1999-June 1999)

Designed and conducted training on the developmental implications, assessment procedures and program planning for high risk infants born prematurely.

Lt. Joseph P. Kennedy Institute, Washington, DC (March 1998–June 2003)

Served as Director of the Institute's Child Development Center (CDC), inclusive child care program serving ninety-seven children with and without special needs and their families. Supervised more than thirty teachers, assistant teachers, special educators and therapists. Oversaw the CDC's NAEYC accreditation application (granted in May of 1999). Conducted needs assessments and ongoing staff development, provided developmental evaluation of children, offered educational recommendations to specialists and staff regarding the inclusion of young children with special needs into the program

Virginia Department for the Visually Handicapped, Richmond, Virginia

(May, 1999)

Delivered professional development for professionals in infant and early childhood programs related to including young children with visual impairment and other disabilities into community preschool and childcare programs.

(December, 1994)

Delivered professional development for infant educators, specialists and administrators on topics related to developmental implications, assessment procedures and program planning for premature infants with visual impairments.

Insight, Owner and President

Gaithersburg, Maryland (1993–2015)

Private educational consulting practice that oversaw the delivery of vision services and technical assistance to the infants, toddlers, young children and their families in the District of Columbia and Northern Virginia. This work was supported in part by several grants through the DC Office of Infants and Toddlers with Disabilities (DC OITD). Services included comprehensive functional vision evaluations, educational programming, needs assessments and customized programs of professional development, as well as instituting oversight of the American Printing House for the Blind's yearly census and quota, which secured over \$10,000 worth of specialized equipment for the children with visual impairments served by that office annually.

Assistant to the Executive Director, American Impact Foundation

Washington, DC (August, 1987)

Served as the Assistant to the Executive Director during the *United Nations Conference of Disabilities* held in Stockholm, Sweden.

SPECIAL TRAINING

Developing Self-Regulation in Children, Half-day workshop sponsored by the Alexandria Quality Collaborative, presented by Dr. Barbara Sorrels, Executive Director of The Institute for Childhood Education, May 8, 2019, Alexandria, VA

A Deeper Look at Attachment, One-day workshop sponsored by the Alexandria Quality Collaborative, presented by Dr. Barbara Sorrels, Executive Director of The Institute for Childhood Education, December 5, 2018, Alexandria, VA

Securing Relationships: Transforming Adversity Through Reflection and Interaction, One-day training sponsored by the Lourie Center, Rockville, MD, presented by Arietta Slade Ph.D., Clinical Professor, Yale Child Study Center, Co-Director, *Minding the Baby*, April 13, 2018, Bethesda, MD

A Deeper Look at Attachment Theory, One-day workshop sponsored by the Alexandria Quality Collaborative, presented by Dr. Barbara Sorrels, Executive Director of The Institute for Childhood Education, March 16, 2018, Alexandria, VA

Reaching and Teaching Children Exposed to Trauma, One-day workshop sponsored by the Alexandria Quality Collaborative, presented by Dr. Barbara Sorrels, Executive Director of The Institute for Childhood Education, December 6, 2017, Alexandria, VA

Provider and Family Journey, Full day professional development sponsored by Montgomery County Infants and Toddlers Program, presented by Dan Shapiro, MD, Developmental and Behavioral Pediatrics. October 24, 2017

Broadening Our Lens: Incorporating IMH Theory and Practice – Reflective Supervision, year-long intensive (24 hours) group Reflective Supervision Course sponsored by the Virginia Association for Infant Mental Health. October 2017-September 2018, Fairfax, VA

Implementing Evidence-Based Practices in Early Intervention, 2-Day intensive, skill-building coaching institute sponsored by Strong Start – DC Early Intervention Program, presented by M’Lisa Shelden, PT, Ph.D. & Dathan Rush, Ed.D., CCC-SLP. July 21 & 22, 2016, Washington, D.C.

Understanding the Basics of Using a Coaching Interaction Style with Families and Colleagues, Webinar sponsored by Strong Start – DC Early Intervention Program, Presented by M’Lisa Shelden, PT, Ph.D. & Dathan Rush, Ed.D., CCC-SLP. June 21, 2016, Washington, D.C.

A Primary Service Provider Approach to Teaming, Webinar sponsored by Strong Start – DC Early Intervention Program, Presented by M’Lisa Shelden, PT, Ph.D. & Dathan Rush, Ed.D., CCC-SLP. May 18, 2016, Washington, D.C.

Early Childhood Environments: Designing Effective Classrooms, Webinar sponsored by Strong Start – DC Early Intervention Program, Presented by Amy Harris (IRIS Center), Rob Corso (Vanderbilt University), and Ilene Schwartz (University of Washington), April 27, 2016, Washington, DC

Using Natural Learning Environment Practices, Webinar sponsored by Strong Start – DC Early Intervention Program, Presented by M’Lisa Shelden, PT, Ph.D. & Dathan Rush, Ed.D., CCC-SLP. April 18, 2016, Washington, DC

Taking a Trauma Informed Approach to Physical Activity, Sponsored by The Child and Adult Care Food Program (CACFP) and the Health Education Team (HET) at the Office of the State Superintendent of Education (OSSE) in partnership with the American Psychology Association, January 28, 2016, Washington, DC

Play Therapy Seminar. Sponsored by the Kennedy Krieger Institute’s PACT Therapeutic Nursery, topics included Non-Directive and Mindfulness Play Therapy, Art Therapy, Theraplay and Sand Tray Therapy, Carole Norris-Shortle LCSW-C, APT-S and Kim Cosgrove LCSW-C., January 7, 2016, Baltimore, MD.

Partners in Progress: Improving Outcomes for Infants and Toddlers with Disabilities and Their families. Sponsored by Strong Start – DC Early Intervention Program, Providing early

Intervention in Natural Environments: The PSP Approach, Dr. Robin McWilliam & Providing Evidence-Based EI: Using a Coaching Interaction Style, Dr. Dathan Rush and Dr. M’Lisa Sheldon, September 18-19, 2015, Washington DC

Advanced AEPS Training, Sponsored by Strong Start – DC Early Intervention Program, advanced training on the interpretation of the Assessment, Evaluation and Programming System for experienced AEPs administrators, September 17, 2015, Washington DC

Circle of Security Parenting Training, COS International, A 4-Day seminar trains professionals to implement a parent education program emphasizing the core components of the evidence-based and internationally acclaimed COS® protocol for use in group settings, home visitation, or individual counseling, September 11-14, 2015, Bethesda, MD

Promoting First Relationships® Workshop – NCAST, a unique consultation and intervention strategy that they can integrate into their work, whether in high risk, special needs, child care, or other early childhood fields, to support and guide caregivers in building nurturing and responsive relationships with children, August 20 & 21, 2015, Seattle, WA.

Attachment, Neurodevelopment and Psychotherapy Workshop – NCAST, 3-day course with Patricia McKinsey Crittenden, Ph.D, integrated theory, human development, assessment, case examples, and treatment applications to reframe maladaptive behavior in terms of the Dynamic-Maturational Model (DMM) of attachment relevant to individuals who are at-risk, have been exposed to danger, display disturbed or maladaptive behavior, or are diagnosed as having a psychiatric disorder. June 1-3, 2015, Seattle, WA

Early Childhood and Infant Mental Health Fellowship/Sabbatical, a collaborative experience conducted with the University of Maryland Baltimore, School of Medicine, Department of Child and Adolescent Psychiatry and the Kennedy Krieger Institute’s PACT Therapeutic Nursery, Baltimore, September, 2014-April, 2015, Baltimore, MD

Play Therapy Seminar, PACT/Kennedy Krieger Institute’s Therapeutic Nursery, (Mindful Awareness Play Session [MAPS], Sand Tray Therapy, Theraplay Techniques, Art Therapy, Puppet Play), October 2014-March, 2015.

2015 National Early Childhood Inclusion Institute, Frank Porter Graham Child Development Institute, May 12-14, 2015, Chapel Hill, NC

Infant & Early Childhood Mental Health Certificate Program, University of Maryland, School of Medicine, Taghi Modarressi Center for Infant Study. (October, 2014- May, 2015)

2015 Early Childhood Mental Health Institute, Virginia Association for Infant Mental Health, May 21, 2015, Glen Allen, VA

Head Start's 12th National Research Conference on Early Childhood, July 7-9, 2014, Washington, District of Columbia

Wee Cuddle & Grow, full-day training relative to the effects of trauma on attachment, sponsored by PACT Therapeutic Nursery, June 10, 2014, Windsor, MD

Statewide Classroom Assessments Scoring System (CLASS), offered by the Office of the State Superintendent of Education (OSSE), May 17, 2014, Washington, DC

At Scale Implementation of Evidence-Based Interventions: Policy, Practice, & Evaluation Perspectives, a webinar sponsored by the University of Chicago Policy Forum, April 29, 2014

DC Infant and Toddler Conference: “Creating Pathways to early Success”, sponsored by the State Superintendent of Education, Gallaudet University, Washington, DC, April 17, 2014

National Perspectives and Federal Resources: Trauma Informed Care in Child Serving Systems, a webinar sponsored by the Georgetown University National TA Center, April 10, 2014

Maryland State Department of Education IHE Online IEP Training, conducted by the Division of Special Education/Early Intervention Services, in cooperation with the Johns Hopkins University, Columbia, MD – September 28, 2009

Promoting Infant Mental Health: Intervention Focused on the Parent-Child Relationship, sponsored by NCAST at the University of Washington, Seattle – September 14-15, 2009

Children and Youth Action Network Annual Training Meeting, sponsored by Council for Exceptional Children (CEC), Arlington, VA & Washington, DC – June 7-10, 2008

Institute of Education Sciences (IES) Research Training Institute: Single-Case Design, (competitive training opportunity) sponsored by the National Center for Special Education Research and the Institute of Educational Sciences, Washington, DC - April 15-16, 2008

NCAST-AVENUE Teaching Scale Training – Achieved reliability at the *Researcher Level* – Current March, 2008-present

2008 Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) database training seminar, (competitive training opportunity) sponsored by the National Center for Education Statistics (NCES) and the US Department of Education, Washington, DC – January 9-11, 2008

Professional Grant Development Workshop, sponsored by the Grant Training Center, Arlington, Virginia – February 27 – March 1, 2006

5th Annual International Service-Learning Research Conference, sponsored by Michigan State University, Lansing, MI – Nov 13-5, 2005

Early Brain Development, sponsored by The George Washington University, Washington, DC – May 2002

The Infancy and Early Childhood Training Course, presented by Stanley I. Greenspan, M.D. in collaboration with Serena Wieder, Ph.D., Tysons Corner, Virginia – 2002

Denver Developmental Screening, an assessment training program sponsored by the DC Office of Early Intervention, Washington, DC – 2001

Training Institute for Level I & II Child Care Providers, sponsored by the Department of Human Services, Office of Early Childhood Development, Washington, DC – 1998

Bayley Scales of Infant Development - Revised, an assessment training program sponsored by The Psychological Corporation – 1993

An Alternative Approach to Teaching Reading, a training program sponsored by the Woodland Hall Academy in Tallahassee, Florida – 1985

PUBLICATIONS

Celeste, M. and Brown, C. (2019) (In Progress). *The Changing Role of Catholic Institutions of Higher Education in Preparing Personnel to Teach Children with Special Needs* (working title). Manuscript in preparation.

Celeste, M. (2019) (In Progress). *Parenting Interactions and Social-Emotional Behaviors of Young Children With Visual Impairments*.

Kobal Grum, D., Kakizawa, T. and Celeste, M. (2014). Assessment of Play Behaviours and Social Interactions of Two Blind Girls: Case Studies in Japan. *Anthropological Notebooks*, 20, 2, 61-65.

Celeste, M. and Kobal Grum, D. (2010), Social integration of children with visual impairment, *Elementary Education Online*, 9(1), 11-22; retrieved from: <http://ilkogretim-online.org.tr>

Kobal Grum, D, Celeste, M., Dremelj, P., Smolej, S. and Nagode, M. (2009). *Poti do inkluzije*. Pedagoški institute; Ljubljana, Slovenia

Celeste, M. (2009). Infant-Caregiver Interactions in Which the Child is Visually Impaired. *AER Journal: Research and Practice in Visual Impairment and Blindness*, 2, 29-31.

Celeste, M. (2007). Social Skills Intervention for a Child Who is Blind. *Journal for Visual Impairment and Blindness*, 101, 521-533.

Brown, C. and Celeste, M. (2006). Answering the Call to Train Special Education Teachers at Catholic Institutions of Higher Education. *Catholic Education: A Journal of Inquiry and Practice*, 9, 473-495.

Celeste, M. (2006). Play Behaviors and Social Interactions of a Child Who is Blind: In Theory and Practice. *Journal for Visual Impairment and Blindness*, 100, 75-90.

Celeste, M. (2005). Impact of Vision Loss, Preterm Birth and Twin-to-Twin Transfusion Syndrome on Developmental Outcome at 24 Months Corrected Age. *Journal for Visual Impairment and Blindness*, 99, 535-542.

Celeste, M. (2004). *The Use of Norm-and Criterion Referenced Measures in the Developmental Assessment of a Young Child with Visual Impairment*. Unpublished Manuscript.

Celeste, M. (2002). A Survey of Motor Development of Infants and Young Children with Visual Impairment. *Journal for Visual Impairment and Blindness*, 96, 169-174.

Celeste, M. (2001). A Description of the Gross Motor Development and Quality of Movement of Premature Infants Diagnosed with Retinopathy of Prematurity (ROP) *Dissertation Abstracts International*, 61(12), 4730-4953. (UMI No. 9999878).

Parks, S. (1992). *INSIDE HELP - Administration and Reference Manual*. CA: VORT Publications. (Contributing Author)

Celeste, M. (1992). *INSIGHT: A Guide to Developing a Program of Vision Stimulation* (1992). Unpublished manuscript.

Celeste, M. (1991-1993) Student Corner. A regular feature in the *DVH Quarterly*, (Publication of the Division for Visual Handicaps of the Council for Exceptional Children (CEC).

PROFESSIONAL MEMBERSHIPS

INTERNATIONAL

World Association for Infant Mental Health (2014–present)

International Association for Research on Service-Learning and Community Engagement (IARSLCE) (2008 – present)

European Association on Early Intervention – EURLY AID (E.A.E.I.) (2003-present)

International Council for Education of People with Visual Impairment (ICEVI) (2003-present)

International Society on Early Intervention (ISEI) (2002-present)

International Portage Association (IPA) (2002-present)

NATIONAL

National Association of Young Children (NAEYC) (2017-present)

National Association for Parents of Children with Visual Impairments (NAPVI) (2013-present)

American Association for Home-Based Early Interventionists (AAHBEI) (2002-present)

Council for Exceptional Children (CEC) (1986-present)

Division for Visual Impairment and Blindness (DVI)

DVI Board of Directors (2009-2010)

Chair, Governmental Relations Committee (2008-2009)

DVI CAN (CEC's Advocacy Network) Representative (2008-2009)

Committee on Professional Standards (2002-2003)

Association for the Education & Rehabilitation of the Blind & Visually Impaired (AERB)

University Review Committee (URC) (2015-present)

Division on Infants and Toddlers

President-Elect, (2008-2009)

REGIONAL

Virginia Association for Infant Mental Health (1988-1991, 2014–present)
 D.C. Early Care & Education Admin’s Universal School Readiness Stakeholder Group (2014-present)
 D.C. Office of Early Intervention Conference Planning Committee (2002)
 Orientation and Mobility Advisory Committee (1992-1993)
 Arlington Early Intervention Interagency Coordinating Council (1991)
 Program for Infants, Children and Youth Advisory Committee (1988-1991)

SERVICE

EDITORIAL SERVICE

Peer Reviewer, *IEEE Journal, Transactions on Cognitive and Developmental Systems* (2017–present)

Grant Reviewer, Office of the State Superintendent of Education, Division of Early Learning, Washington, DC– Early Learning grant applications (2014-present)

Peer Reviewer, *AER Journal: Research and Practice in Visual Impairment and Blindness* (2009-present)

Ad Hoc Grant Application Reviewer, Federal Department of Education (OSERS) (2008-present)

Peer Reviewer, *Journal of Visual Impairment and Blindness* (2008- present)

SERVICE TO ORGANIZATIONS

Member, Montgomery County Infants and Toddlers Program (MCITP), Professional Development Planning Committee (2017-present)

Member, State Systematic Improvement Plan (SSIP) Committee, District of Columbia, Office of the State Superintendent (2013-present)

Member, Health Services Advisory Committee – Lt. Joseph P. Kennedy Institute Home-Based early Head Start Program (2010-2012)

Member, Virginia State Vision Conference Planning Committee (1988-1990)

BOARD MEMBERSHIP

National Association for Parents of Children with Visual Impairments (NAPVI) (2013- present)
 Planning Committee for the Statewide Parent Conference (2014)

The Maryland School for the Blind, Baltimore, Maryland (2004-2009)
 Vice-Chair, Board of Directors, (2008-2009)
 Governance Board
 Student Services Sub-Committee
 Human Resources Committee

SCHOOL OF EDUCATION AT TRINITY WASHINGTON UNIVERSITY

SCHOOL OF EDUCATION SERVICE

Elected Member At-Large, School of Education CAP Committee (2018-present)
Elected, Chair-Elect, School of Education CAP Committee (2019-present)

Panel Participant, The School of Education's televised town hall meeting on "Adverse Childhood Experiences (ACEs): The Impact on Schools, Health and the Community Part I (What, Why, & Resources).", November 19, 2018

SCHOOL OF EDUCATION AT JOHNS HOPKINS UNIVERSITY

SCHOOL OF EDUCATION SERVICE

Co-Chair Dissertation Committee, Sr. Educational Advisor, Content specialist

SCHOOL OF EDUCATION AT LOYOLA UNIVERSITY MARYLAND SERVICE

UNIVERSITY SERVICE

Member, Loyola Committee on the Assessment of Student Learning (2015-2017)
Elected Member, Loyola Academic Senate (2014-2016)
Elected Member, Loyola Conference Committee (2009-2012)
Member, Loyola Ad Hoc Committee Full Time Non-Tenure Track Faculty (2012-2014)
Elected Member, Loyola Budget Committee (2009-2012)
Member, Academic Standards (undergraduate) Committee (2003-2008)

Director, Education in Italy Program (EIP) (2005-2013).

A ten-week cultural emersion program that took place in a small, authentic Italian hill town for undergraduate and graduate students in education. The program comparatively examined the constructs associated with human growth and development, modern theories of education and their impact upon early childhood curriculum in Italy and the United States. Students participated in two 3-credit courses including twenty hours of field experience in a local Italian elementary school, supporting the teaching of English. Students also developed and executed a 2-week summer English language program (30 hours). The EIP earned the designation as a "service-learning" program through Loyola's Center for Community Service and Justice.

SCHOOL OF EDUCATION SERVICE

Member, School of Education Spirituality Committee Attended regular committee (2012-2015)

Director, School of Education Institute on International Education (2009-2014)

Member, School of Education Committee on Institutes (2007-2008)

Member, Teacher Education Faculty Committee (2001-2016)

Member, Search Committee, PDS Coordinator(s) (2008)

Member, Search Committee, Visiting Clinical Instructor, Special Education, (2014-2015)

Member, Search Committee, Assistant Professor, Department of Speech and Language Pathology, (2014–2015)

DEPARTMENTAL SERVICE

Member, Special Education Faculty Committee (2001-2016)

Coordinator, Graduate Program in Early Childhood Special education (2001-2016)

Graduate Faculty Advisor, (2001 to 2016)

SCHOOL OF EDUCATION AT CATHOLIC UNIVERSITY OF AMERICA SERVICE

Member, Advisory Board for the Program in Special Education, (2008- present)

Clinical Graduate Supervisor, Department of Education, (2010, 2012, 2014-2015, 2017)

SCHOOL OF EDUCATION AT GEORGE MASON UNIVERSITY

Clinical Graduate Supervisor, Graduate School of Education, (2010)

COMMUNITY SERVICE

Teacher of English, Gilchrist Immigrant Center, Wheaton, MD, (2017-present).

Committee Member, Baltimore's Promise Kindergarten Readiness Action Team, Baltimore, MD (2014–2015).

ENGAGED SCHOLARSHIP

GRANTS

Awarded, Loyola University Maryland, Endowment for Education Faculty Development Grant (2016)

Supports faculty in the mid-career phase, awarded support continued research in the field of infant/early childhood mental health

Recipient, Loyola University Maryland, Dottie and Lou Hoen Endowment for Education Faculty Development Award (2015)

This award supports continued work on research addressing the social/emotional development of young children who are severely visually impaired and/or blind.

Principal Investigator, Social Inclusion of Children with Visual Impairment in Different Cultural Settings, funded through the Slovenian Research Agency, Tivolska cesta 30, SI-1000, Ljubljana, Slovenia (2009-2011)

This research project examines the play behaviors and social interactions of preschool-aged blind children in the United States, Slovenia and Japan. Researchers represent the Loyola College in Maryland, the University of Tsukuba, Japan and the University of Ljubljana, Slovenia.

Principal Investigator, Improving Services to Young Children in Maryland: Increasing the Quantity and Quality of Early Childhood and early Childhood Special Educators, funded through the Maryland State Department of Education – Division of Special Education / Early Intervention services. (2006-2007)

Established a dual certification program in early childhood education and early childhood special education at the graduate level, through the Loyola College in Maryland.

Early Childhood Consultant, Scaffold Project, the Catholic University in partnership with the Lt. Joseph P. Kennedy Institute, Washington, DC (2001 – 2002)

The Project established a graduate program in special education at the Catholic University. Supervision sites include Catholic schools in the District of Columbia and surrounding jurisdictions, as well as the Lt. Joseph P. Kennedy Institute. Participation includes student supervision, course design and adjunct responsibilities.

Inclusion Specialist, Action for Inclusion Project, Lt. Joseph P. Kennedy Institute, Washington, DC (2001 – 2002)

Coordinated early intervention services, provided training and on site technical assistance to families, administrators and child care providers including children with disabilities in their programs.

Evaluation Consultant, Project REALIGN, The George Washington University and Fairfax County Public Schools, Fairfax, VA (1996 – 1998)

Responsible for the development, implementation and documentation of an inclusive site-based staff development model for multidisciplinary teams serving children three to eleven years of age in public schools. Research responsibilities included model development, development of an inclusion survey for school staff, conducting open -ended interviews and project evaluation.

Project Director, Project CAPS: Caregiver and Parent Support Hospital-Based Intervention for High Risk Infants, The George Washington University and the Freddie Mac Foundation, Washington, DC (1993 - 1994)

Implemented a hospital-based caregiver and parent training model for high risk infants. Responsibilities included budget management, parent education, guiding a parent support group, direct service provision and oversight of project. Training and consultation was provided on topics including; the development of premature infants, the importance of parent/caregiver interactions, and the benefits of participation in a developmental play group.

Project Director, Intern - Mentor Graduate Program, DCPS and George Washington University (1993)

A school-based teacher training model designed to increase the number of certified special education teachers at the graduate level within DCPS. Responsibilities: budget management, hiring adult education instructors, pairing participant interns with appropriate mentors, course design, maintaining student census and liaison functions between DC Public Schools and the university administration.

OTHER RESEARCH

Project Director, The Communication Development Study (CDS), in partnership with the Maryland School for the Blind, Baltimore Maryland (2002-2003)

Initiated and conducted a research project, assessing the language development and pre-communicative gestures of young children with visual impairments ages six months through three years.

Principal Investigator, The Motor Development Study (MDS), in partnership with the Virginia Department for the Visually Handicapped, Richmond, VA (1998 -1999)

Initiated and conducted a research project, surveying the parents of young children with visual impairments ages three months through four years regarding the achievement of motor milestones and the qualitative differences in overall gross motor development.

Principal Investigator, Teacher Caseloads Survey, the Virginia State Department of Education and The Virginia Department for the Visually Handicapped, Richmond, VA (1997)

Conducted a descriptive survey research project examining teacher caseloads (size and characteristics) for teachers of students with visual impairments in the state of Virginia. Results of which are being used to develop state-wide guidelines and mandates relative to the size and make-up of teacher caseloads. Responsibilities included developing the evaluation plan, designing the survey instrument, data collection and evaluation.

PROFESSIONAL PRESENTATIONS

INTERNATIONAL REFEREED CONFERENCE PRESENTATIONS

Celeste, M. (2016, June 8-10). *Compromised Engagement Cues May Reduce the Quality of Infant-Maternal Interactions*. A paper accepted to the 15th World Congress of the World Association for Infant Mental Health, Prague, Czech Republic.

Celeste, M. (2016, June 8-10). *Infant-Caregiver Interactions and Home Environments of Children (birth to age 3) With Visual Impairments*. A paper accepted to the International Society on Early Intervention (ISEI) Conference, Stockholm, Sweden.

Celeste, M. (2014, August 11-14). *Measures of child responsiveness when the child is blind*. A presentation to the World Congress on Special Needs Education (WCSNE), Temple University, Philadelphia.

Yamaki, M., Celeste, M. & Kobal Grum, D. (2011, May 2-5). *Characteristics of Play Behavior and Social Interactions: A Case Study*. A paper presented at the Third Conference of the

International Society on Early Intervention, New York City, New York.

Kobal Grum, D. & Celeste, M. (2011, May 2-5). *Social Inclusion of Children With Visual Impairment in Different Cultural Settings*. A paper presented at the Third Conference of the International Society on Early Intervention, New York City, New York.

Celeste, M. (2011, May 2-5). *Factors That Influence Infant-Maternal Interactions When the Child Is Visually Impaired*. A poster presented at the Third Conference of the International Society on Early Intervention, New York City, New York.

Celeste, M. & Ronaldson, K. (2009, Nov 14-15). *Kids Connect: A Technology-Based, Global Community of Learners*. A poster presented at the International Conference of Education, Research and Innovation (ICERI), Madrid, Spain.

Celeste, M. & Kobal Grum, D. (2009, July 5-10). *Play Behaviors and Social Interactions of Children Who are Blind: A Comparison of Case Studies Conducted in Slovenia and the United States*. A paper presented at the International Conference for the Education of People With Visual Impairment (ICEVI) 13th World Conference, Dublin, Ireland.

Kobal Grum, D. & Celeste, M. (2008, June 18-21). *Social Integration of Children with Visual Impairment: A Developmental Model*. A presentation at 2nd International Conference on Special Education (ICOSE), Marmaris, Turkey.

Celeste, M. (2007, June 14-17). *Social Skills Intervention for a Child Who is Blind*. A presentation at the International Society on Early Intervention (ISEI) Conference - Zagreb, Croatia.

Celeste, M. (2005, August 1-4). *Play Behaviors of a Child Who is Blind: In Theory and Practice*. A paper presented at the Inclusive and Supportive Education Congress (ISEC) Conference – Inclusion: Celebrating Diversity, Glasgow, Scotland.

Celeste, M. (2005, April 1-4). *Play Behaviors of a Child Who is Blind: In Theory and Practice*. A poster presented at the Royal National Institute of the Blind (RNIB), London, England.

Celeste, M. (2004, November 19-21). *Play Behaviors of a Child Who is Blind: In Theory and Practice*. A paper presented at the Eurlayid (EAEI) Conference – The European Dimension of Special Education: Emergence of a Different Profile, Thessaloniki, Greece.

Dickson-Bullock, T., & Celeste, M. (2003, September 17-20). *Language and Gesture Development in Young Children Who Are Blind: Comparisons Between English and Italian Speakers*. A paper presented at the ISEI - International Society for Early Intervention, Rome, Italy.

NATIONAL REFEREED CONFERENCE PRESENTATIONS

Celeste, M. (December 6, 2019). *Trauma-Informed Leadership: The Parallel Process of*

Trauma-Informed Care, A paper presented at the DC Early Childhood Summit 2019: Brighter Futures Start Here, Washington, DC

Celeste, M. & Sobel, A. (December 6, 2019). *An Integrated Systems Approach that Infuses Trauma-Informed Practices to Create Socially and Emotionally Healthy Classrooms*, A paper presented at the DC Early Childhood Summit 2019: Brighter Futures Start Here, Washington, DC

Celeste, M. & Sobel, A. (2019, June 2-5). *Socially and emotionally healthy classrooms: An integrated systems approach that infuses trauma-informed practices to create healthy classrooms and decrease the incidence of challenging behaviors*. A paper presented at the National Association of Young Children (NAEYC): Professional Learning Institute (PLI), Long Beach, California.

Sobel, A., & Celeste, M. (2018, June 25-27). *A System-Wide Program to Support Social and Emotional Wellness of Young Children in Head Start*. A paper presented at The National Research Conference on Early Childhood (NRCEC), Crystal City, Virginia.

Celeste, M. & Sobel, A. (2018, June 10-13). *A comprehensive model to support the social and emotional wellness of young children in a city-wide Head Start program: An integrated, trauma-informed approach designed to affect systemic change, for classroom staff and leaders*. A paper presented at the National Association of Young Children (NAEYC): Professional Learning Institute (PLI), Austin, Texas.

Celeste, M. (2017, March 5-8). *Parenting Interactions and Social-Emotional Behaviors of Young Children With Visual Impairments*. A paper accepted to the 30th Annual Children's Mental Health Research and Policy Conference, Tampa, Florida.

Celeste, M. (2014, December 10-14). *How Does Visual Impairment Affect Infant / Caregiver Interactions?* A presentation to the Zero to Three National Training Institutes (NTI), Ft Lauderdale, Florida.

Celeste, M. (2014, May 29-30). *Infant-Maternal Interactions in Which the Child Is Visually Impaired*. A presentation at the 15th Biennial NCAST Programs Institute: Connecting With Babies: Parent-Child Relationship, Seattle, Washington.

Celeste, M. (2011, June 20-23). *Infants and Toddlers' Vision: Their Window to the World*. A presentation at the 15th Annual Birth to Three Institute, Hand-in-Hand: Collaborating to Support Our Babies, Toddlers, Families, and Communities, Washington, DC.

Celeste, M. (2010, Oct 28-30). *The Effect of an International Service-Learning Program on Teachers in Training*. A paper presented at the 10th Annual International Research Conference on Service Learning and Community Engagement (IARSLCE), Indianapolis, Indiana.

Celeste, M. (2009, April 1-4). *Social Integration of Children with Visual Impairment: A*

- Developmental Model*. A paper presented at the Council of Exceptional Children (CEC) Annual Conference, Seattle, Washington.
- Celeste, M. (2008, October 25-28). *The Effect of Overseas Service-Learning Experiences on Teachers in Training*. A presentation at the Eighth International Research Conference on Service-Learning and Community Engagement, New Orleans, Louisiana.
- Celeste, M. (2008, July 22-27). *Infant-Maternal Interactions in Which the Child is Vision Impaired*. A presentation at the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference, Chicago, Illinois.
- Celeste, M. (2005, April 6-9). *Play Behaviors of a Child Who is Blind: A Clinician's Perspective*. A poster presented at the Council for Exceptional Children (CEC) Annual Conference, Baltimore, Maryland.
- Celeste, M. (2004, February 9-12). *Sensory Play Everyday*. Paper presented at the Birth to Three Institute, Baltimore, MD.
- Dickson-Bullock, T., & Celeste, M. (2003, December 4-7). *Cross-Cultural and Individual Differences in Language and Gesture Development in Young Children Who Are Blind*. Poster session presented at the Zero to Three – National Center for Infants, Toddlers and Families National Training Institute, New Orleans, LA., 2003
- Dickson-Bullock, T., & Celeste, M. (2003, November 13-15) *Cultural Differences in Children Who Are Blind: Inglesi ed Italiani*. Paper presented at the ASHA American Speech and Hearing Association Conference, Chicago, IL.
- Dickson-Bullock, T., & Celeste, M. (2003, October 12-15). *Language/Gesture Development in Young Children Who Are Blind: English and Italian Speakers*. Poster session presented at the DEC International Early Childhood Conference on Children with Special Needs, Washington, DC.
- Sobel, A., & Celeste, M. (2002, December). *Connecting Families and Professionals to Support Quality, Inclusive Early Care and Educational Programs within Diverse Communities*. A poster session presented at the Zero to Three – National Center for Infants, Toddlers and Families National Training Institute, Washington, DC.
- Celeste, M. (2002, December). *A Description of the Development and Quality of Movement of Preterm Infants Diagnosed with Retinopathy of Prematurity (ROP)*. A poster session presented at the Zero to Three – National Center for Infants, Toddlers and Families National Training Institute, Washington, DC.
- Celeste, M. (2000, July). *Motor Development of Visually Impaired Infants and Young Children*. A paper presented at the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference, Denver, CO.

Sobel, A., & Celeste, M. (1999, December). *Evaluating the Impact of Collaborative Learning on Professional Growth and Instructional Practices: A Multi-Disciplinary Perspective*. A paper presented at the DEC International Early Childhood Conference on Children with Special Needs, Washington, DC.

Celeste, M. (1990, November). *The Role of the Vision Specialist*. A paper presented at the International NCCIP conference - Developmental Interventions in Neonatal Care Washington, DC.

REGIONAL REFEREED CONFERENCE PRESENTATIONS

Celeste, M. (2016, May 20) *Building Competence, Confidence, and Cohesion Towards an Inclusive Future*. A paper presented at the D.C. Office of the State Superintendent (OSSE) LEA Institute: It Takes a City: DC Does it Best!, Washington, D.C.

Celeste, M. (2016, May 20). *Trauma Informed Care*. A paper presented at the D.C. Office of the State Superintendent (OSSE) LEA Institute: It Takes a City: DC Does it Best!, Washington, D.C.

Celeste, M. & Sobel, A. (2015, April 28-30). *Enhancing Social Emotional Development Through Routine-Based Supports*. A presentation to the 2nd Annual Infant and Toddler Conference: Growing Young Minds, Washington, D.C.

Sobel, A., & Celeste, M. (2002, October 26). *PROJECT CONNECT: Connecting Families and Professionals to Support Quality, Inclusive Early Care and Educational Programs within Diverse Communities*. A paper presented at the Northern VA/Fairfax County Parent Professional Development Conference: Inclusive Schools, Inclusive Communities (In partnership with George Mason University), Fairfax, VA.

Celeste, M. (1999, November). *Assessment of Visually Impaired Infants*. A paper presented at the VA State Vision Teachers Workshop offered by the VA Department of Education and the VA Department for the Visually Handicapped, Williamsburg, VA.

Celeste, M. (1999, November). *Orientation and Mobility for Pre-School Children*. A paper presented at the VA State Vision Teachers Workshop offered by the VA Department of Education and the VA Department for the Visually Handicapped, Williamsburg, VA.

Celeste, M. (1992, October). *How to Determine the Degree of Vision Disability Based on Ophthalmologic Diagnosis*. A paper presented at The Department of Rehabilitative Services, Disability Determination Services, Fairfax, VA.

Celeste, M. (1992, October). *Vision Stimulation for Infants*. A paper presented at the Central Atlantic Orientation and Mobility Association, Baltimore, MD.

INVITED PRESENTATIONS

Celeste, M. (2019, February). *The Impact of Visual Impairment Upon Early Childhood*

- Development*. Easterseals (The Harry and Jeanette Weinberg Child Development Center), Washington, DC.
- Celeste, M. (2018, February). *The Preschool to Prison Pipeline: What Can Be Done to Support Young Children's Social and Emotional Wellness in Early Care and Education*. Loyola University Maryland, School of Education, Baltimore, MD.
- Celeste, M. (2018, February). *Circle of Security in the Preschool Classroom: Challenges of Implementation*, Catholic University of America, Washington, DC.
- Celeste, M. (2015, May). *The Impact of Visual Impairment Upon Early Childhood Development*. George Mason University, Graduate Department of Education, Fairfax, VA.
- Celeste, M. (2014, May). *Taking a look at Developing Vision in Young Children*, Division of Early Learning. OSSE, Washington, DC.
- Celeste, M. (2014, March). *Evaluation and Interventions Specific to Children with Visual Impairment*, Division of Early Learning. OSSE, Washington, DC.
- Celeste, M. (2014, January). *Visual Impairment in Young Children: Considerations in Completing the Vision Screening Questionnaire*, Connections Therapy Center, Lanham, MD.
- Celeste, M. (2011, April). *New Changes in the National Agenda Regarding the ECC Expanded Core Curriculum for Children Birth Through Age Five Mother/ Infant Interactions: When the Infant Has a Visual Impairment Integrating Expanded Core Curriculum skills into the natural environment: Both home and Community*, MD State Steering Committee for Programs of the Visually Impaired, Hosted by the Maryland School for the Blind, Baltimore, MD.
- Celeste, M. (2004, December; 2006, April, November). *Visual Impairment: Educational Implications and Compensatory Skills*, Catholic University, Graduate School of Education, Washington, DC.
- Celeste, M. (2002, May). *Including Children with Visual Impairments in the Regular Education Setting*, Catholic University, Graduate Department of Education, Washington, DC.
- Celeste, M. (2001, April). *Including Children with Special Needs in the Regular Education Setting*, Catholic University, Graduate Department of Education, Washington, DC.
- Celeste, M. (1999, March). *Visual Impairment: Educational Implications and Compensatory Skills*, Catholic University, Graduate School of Education, Washington, DC.
- Celeste, M. (2000, November). *Creating a Literacy Environment in your Home or Classroom*. The Lt. Joseph P. Kennedy Institute, Washington, DC.

- Celeste, M. (2000, August). *Visually Impaired Infants and Toddlers: What Do We Need to Know?* The Lt. Joseph P. Kennedy Institute, Washington, DC.
- Celeste, M. (1999, June). *Family-Provider Partnership in Assessment and Intervention for Young Children with Special Needs*, The George Washington University, Department of Teacher Preparation and Special Education, Washington, DC.
- Celeste, M. (1997, November). *Visual Impairment and the Premature Infant: Developmental Outcomes and Family Dynamics*, The George Washington University, Department of Teacher Preparation and Special Education, Washington, DC.
- Celeste, M. (1995, April). *High Risk Infants with Visual Impairments: Developmental Implications*, The George Washington University, Department of Teacher Preparation and Special Education, Washington, DC.
- Celeste, M. (1993, December). *Visual Impairments: Etiology and Modifications*, The George Washington University, Department of Teacher Preparation and Special Education Washington, DC.
- Celeste, M. (1991, April). *Having a Child with Special Needs: Impact on the Family* The George Washington University, Department of Teacher Preparation and Special Education Washington, DC.

REFERENCES

Jerri-Johnston-Stewart, Instructional Specialist
Prince Georges County Infants and Toddlers Program
Judith P. Hoyer Early Childhood Center
2300 Bellview Ave
Cheverly, MD 20785
301-925-1985 ext.45826
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Former Director, Graduate Programs in Special education
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The Catholic University of America
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Education Consultant
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Jennifer Y. Lee

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EDUCATION

HOWARD UNIVERISTY, WASHINGTON, DC

Ph.D.	Educational Psychology	May 2012
M.Ed.	Educational Psychology	May 2002 (CGPA 4.0)
B.S.	Human Development/Early Childhood Education	May 2000 (cum laude)

PROFESSIONAL EXPERIENCES

2018-Present	<i>Assistant Professor, Early Childhood Education, Trinity Washington University, Washington, DC (Program Chair)</i>
2012 – 2019	<i>Director of Assessment and Evaluation, Capstone Institute at Howard University, Washington, DC</i>
2009 – 2012	<i>Assistant Director, Capstone Institute at Howard University, Washington, DC</i>
2004 – 2012	<i>Consortium Research Fellow, U.S. Army Research Institute Personnel Assessment Research Unit, Fort Belvoir, VA</i>
2000 – 2004	<i>Graduate Research Assistant, Center for Research on the Education of Students Placed At Risk (CRESPAR), Howard University, Washington, DC</i>

TEACHING EXPERIENCE

2013-Present	<i>Adjunct Faculty, School of Education, Howard University, Washington, DC</i>
2014-2018	<i>Adjunct Faculty, Trinity Washington University, Washington, DC</i>
2002-2004	<i>Graduate Teaching Assistant, Howard University, Washington, DC</i>
1997-1999	<i>Summer School Teacher (Spanish and Earth Science), Mount Vernon High School, Mount Vernon, NY</i>

HIGHER ED COURSES TAUGHT

EDTE 473 Student Teaching Elementary Education (Trinity University)

EDTE 471 Student Teaching Early Childhood Education (Trinity University)
 EDCC 340 Teaching and Learning (Trinity University)
 EDTE 421 Emergent Literacy (Trinity University)
 EDTE 401 Classroom Assessment (Trinity University)
 EDCC 440 Research in Education (Trinity University)
 EDTE 422 Teaching Methods for Elementary Mathematics (Trinity University)
 EDUC 671 Educational Psychology: Learning and Development (Howard University)
 EDUC 312 Introduction to Assessment and Measurement (Howard University)
 EDUC 221 Talent Development Model of Schooling (Howard University)
 EDUC 212 Educational Psychology: Learning and African American Learners. (Howard University)
 HUMR/SOCY 499 Senior Seminar (Trinity University)
 PSYC 317 Psychology of Aggression & Violence (Trinity University)
 HUMR/SOCY 311 Research Methods for Human Relations and Social Scientists (Trinity University)
 PSYC 233 Psychology of Adolescence (Trinity University)
 PSYC 101 Introduction to Psychology (Trinity University)

RESEARCH PUBLICATIONS

Lee, J., & Jackson, M. (In Preparation). The Importance of Optimizing Transactions Between Teachers and Their Students.

Lee, J. (In Preparation) Educational Equity for Underrepresented (Non-Traditional) Undergraduate Students: A Focus on Engagement Approach.

Lee, J. (In Preparation). A Practical Interdisciplinary Approach to Ensure Underrepresented Adult-Learner Success.

Lee, J., Khalil, D., & Boykin, A. W. (2019). Enhancing STEM Teaching and Learning at HBCUs: A Focus on Student Learning Outcomes. *New Directions for Student Services*, (167), 23-36.

LaPoint, V., Alleyne, S. I., Mitchell, H.W., & Lee, J. (2003). Attitudes of youth of color on student dress and uniforms: A case of commercialism in schools, *The Journal of Negro Education*, 72(4), 406-417.

Alleyne, S. I., LaPoint, V., Lee, J., & Mitchell, H.W. (2003). Black educators' views on middle school students' dress and uniforms: Addressing challenges from commercialism, *The Journal of Negro Education*, 72(4), 418-426.

Lee, J. (1999). Qualitative Data on the Attitude of Public School Black Teachers and Staff About the Use of School Uniforms Among Middle School Students of Color, *Howard University McNair Research Journal*.

GRANTSMANSHIP

Recent grant proposals and/or contracts where I have been responsible for preparing the majority of the proposal.

- 2018 Life STEM EAGER Supplement: Exploration of the Relationship between Asset-Focused Instructional Strategies & Students Social Emotional Experiences, Engagement, & Life STEM Career Awareness (\$59,991.00) Grant Writer and Project Evaluator, National Science Foundation, *Funded*.
- 2016 Life STEM EAGER: Exploration of the Relationship between Asset-Focused Instructional Strategies & Students Social Emotional Experiences, Engagement, & Life STEM Career Awareness (\$299,995.00) Grant Writer and Project Evaluator, National Science Foundation, *Funded*.
- ~~2016 A STEM Academic Support Program for African American Underclassman at Howard University (\$1,999,593.00) Grant Writer and Project Evaluator, National Science Foundation, *Not Funded*.~~
- ~~2015 Improving Math Teaching and Learning in Urban Schools: A Focus on Asset-Driven Professional Development and Enhanced Student Engagement (\$2,995,518.00) Grant Writer and Project Evaluator, National Science Foundation, *Not Funded*.~~
- 2015 Office of the State Superintendent for Education (OSSE) Math Science Partnership (MSP) \$507,890, Grant Writer and Project Evaluator, U.S. Department of Education/OSSE, *Funded*.
- 2014 Office of the State Superintendent for Education (OSSE) Math Science Partnership (MSP) \$385,000, Grant Writer and Project Evaluator, U.S. Department of Education/OSSE, *Funded*.
- ~~2013 Improving Math/Science Teaching and Learning in Urban Schools: A Focus on Continuous Professional Development and Enhanced Student Engagement (\$2,998,138.00), Grant Writer and Project Evaluator, National Science Foundation, *Not Funded*.~~
- 2012 Building Connections and Learning Communities among Educators and Researchers at HBCUs (\$1,849,950.00) Grant Writer and Project Evaluator, National Science Foundation, *Funded*.
- 2012 Office of the State Superintendent for Education (OSSE) Math Science Partnership (MSP)(\$508,000) Grant Writer and Project Evaluator, U.S. Department of Education/OSSE, *Funded*.
- 2010 HBCU Grant Writing Outreach Intervention: A Continuous Improvement Approach

(\$309, 029.00) Grant Writer and Project Evaluator, National Science Foundation, *Funded*.

SERVICE

- 2017 NSF Broadening Participation: Plant Science Curriculum Research project (External Project Evaluator), Bowie State University.
- 2013-Present Undergraduate Research Symposium Co-Host and Mentor. Trinity University, Washington, DC. I serve as the co-host of the annual symposium and mentor students in an effort to support them with the preparation and completion research projects for presentation at the annual Undergraduate Research Symposium.
- 2014-2016 *Howard University Behavioral Cybersecurity: A New Concentration in Computer Science*, Teaching to Increase Diversity and Equity in STEM (TIDES) Project (Project Evaluator).
- 2014 Hampton University “Spirituality and Quality of African American Marriages (SQAAM)” research project (Data Analyst).
- 2013 Louis Stokes Health Sciences Library, Howard University, “*Women’s Health Ambassadors Broad Dissemination of Women’s Health Resources Project*” (Research Advisor).
- 2012 Louis Stokes Health Sciences Library, Howard University, “*Targeted Information Dissemination of Resources on Women’s Health and Sex/Gender Differences in Health and Behavior Symposium*” (Project Evaluator).
- 2011 Presenter, “Data driven instruction: Demystifying the process. District Summer Professional Development Institute, Howard University, Washington, DC.
- 2009 Howard University Ronald E. McNair Program (Writing Specialist).
- 2009 Presenter, “The Talent Development Model of Schooling, Professional Development Workshop, Wilmington, DE.
- 2007 Presenter, “Being A Minority Sociology Graduate Student,” Ronald E. McNair Post-Baccalaureate Achievement, Pennsylvania State University.

REPORTS

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2018). Capstone/ Howard University OSSE Math Science Partnership evaluation and close out reports. Washington, DC. Author.

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2016). Capstone/ Howard University OSSE Math Science Partnership evaluation and close out reports. Washington, DC. Author.

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2016). Capstone/Howard University OSSE Math Science Partnership, performance and evaluation reports. Washington, DC. Author.

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2015). Capstone/Howard University OSSE Math Science Partnership, performance and evaluation reports. Washington, DC. Author.

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2014). Capstone/ Howard University OSSE Math Science Partnership, performance and evaluation reports. Washington, DC. Author.

Office of the State Superintendent for Education (OSSE) Math Science Partnership (2013). Capstone/ Howard University OSSE Math Science Partnership, performance and evaluation reports. Washington, DC. Author.

The National Science Foundation (2016) Building Connections and Learning Communities among Educators and Researchers at HBCUs Outcomes Project Report. Washington, DC. Author.

The National Science Foundation (2016) Building Connections and Learning Communities among Educators and Researchers at HBCUs Final Project Report.

2016 *Howard University Behavioral Cybersecurity: A New Concentration in Computer Science*, Teaching to Increase Diversity and Equity in STEM (TIDES) Project. Evaluation report submitted to the Association for Colleges and Universities, AAC&U.

2015 *Howard University Behavioral Cybersecurity: A New Concentration in Computer Science*, Teaching to Increase Diversity and Equity in STEM (TIDES) Project. Evaluation report submitted to the Association for Colleges and Universities, AAC&U.

2015 Building Connections and Learning Communities among Educators and Researchers at HBCUs Annual Project Report submission to Research.gov for the NSF Program Officer review and approval.

2014 Building Connections and Learning Communities among Educators and Researchers at HBCUs Annual Project Report submission to Research.gov for the NSF Program Officer review and approval.

2013 Building Connections and Learning Communities among Educators and Researchers at HBCUs Annual Project Report submission to Research.gov for the NSF Program Officer review and approval.

2012 Building Connections and Learning Communities among Educators and Researchers at HBCUs Annual Project Report submission to Research.gov for the NSF Program Officer review and approval.

2011 HBCU Grant Writing Outreach Intervention: A Continuous Improvement Approach Outcomes Project Report submission to Research.gov for the NSF Program Officer review and approval.

2011 HBCU Grant Writing Outreach Intervention: A Continuous Improvement Approach Final Project Report submission to Research.gov for the NSF Program Officer review and approval.

CONFERENCES PRESENTATIONS

2018 Presenter, “A Look at the Importance of Optimizing Transactions Between Teachers and Their Students.” American Educational Research Association (AERA) annual conference, New York, NY.

2016 Presenter, “Educational Equity for Underrepresented (Non-Traditional) Undergraduate Students.” National Association for Multicultural Education (NAME) annual conference, Cleveland, OH.

2016 Presenter, Office of the State Superintendent for Education (OSSE) Math Science Partnerships (MSP) 2016 Conference, Renaissance Baltimore Harborplace Hotel, Baltimore, MD.

2016 STEM Summit 2016, Workgroup Discussant, Carnegie Science, Washington, DC.

2015 STEM Summit 2015, Workgroup Participant, Carnegie Science, Washington, DC.

2015 DC STEM Network, STEM City: Capital for the Future (Inaugural STEM Summit), Kellogg Conference Center, Gallaudet University, Washington, DC.

2015 Presenter, “A Practical Interdisciplinary Approach to Ensure Underrepresented Adult-Learner Success” Black Doctoral Network Conference, Atlanta, GA.

2004 Presenter, “*Parental Involvement and Classroom Behaviors for Students with Academic and Behavioral Risks.*” Research and Training Center for Children’s Mental Health annual conference, Tampa, FL.

PROFESSIONAL DEVELOPMENT TRAININGS ATTENDED

2018 Best Practices in Distance-Learning Seminar. Howard University, Center for Excellence in Teaching, Learning, and Assessment (CETLA).

- 2018 Redesigning Assignments to Foster Critical Thinking. Center for Excellence in Teaching, Learning, and Assessment (CETLA).
- 2018 Introduction to Active Learning. Center for Excellence in Teaching, Learning, and Assessment (CETLA).
- 2017 Developing a Culture of Assessment: Implementing Best Practices. Howard University, Center for Excellence in Teaching, Learning, and Assessment (CETLA).

PROFESSIONAL DEVELOPMENT WEBINARS ATTENDED

- 2018 MSPnet Academy: STEM Integration and the NGSS-Melding engineering with science and mathematics. NSF, MSP Network.
- 2017 MSPnet Academy: How to design 3D formative assessments for NGSS. NSF, MSP Network.
- 2017 Integrating Computational Thinking And Computing In Pre-K-12 STEM Teaching And Learning. NSF, MSP Network.
- 2017 MSPnet Academy: District & School Implementation of NGSS Through Curriculum Adaptation & Development. NSF, MSP Network.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 American Evaluation Association
 National Association for Multicultural Education
 National Council on Measurement in Education
 NSF Math Science Partnerships (MSP) Network Member

HONORS AND SCHOLARSHIPS

Golden Key International Honour Society
 Consortium of Universities Research Fellow
 Ronald E. McNair Fellowship
 Howard University Trustee Scholarship
 Howard University Graduate/Teaching Assistantship

LEADERSHIP POSITIONS

Vice President, Howard University School of Education Student Council
 President, Howard University National Council of Negro Women (NCNW)
 Vice President, Howard University National Council of Negro Women (NCNW)

CERTIFICATIONS/TRAINING

Collaborative IRB Training Initiative (CITI) Certification
Responsible Conduct of Research (RCR) Training
Turn it in Training

COMPUTER SKILLS

Microsoft Office Suite; SPSS; NVivo; Blackboard; and Moodle

REFERENCES FURNISHED UPON REQUEST

KAREN SANTOS ROGERS
 7240 Clifton Road • Clifton, VA 20124
 (703) 867-5214 • ksrogers@verizon.net

EDUCATION

Ph.D., English Education	University of Virginia	May 2008
M.A., English	Virginia Tech	July 1997
B.A., History and Liberal Arts	Virginia Tech	December 1990

Dissertation: *Investigating Tutor Training and Evaluation Practices in Colleges and Universities in the Mid-Atlantic Region*, Director Dr. Margo Figgins

Area Studies: Literacy Pedagogy, Teacher Preparation, Instructional Technology, 21st Century Literacies, Diversity Education, Writing Center Administration

ACADEMIC/TEACHING EXPERIENCE

Associate Dean of Education/Associate Professor of Education, Trinity Washington University, 2019 - present

Provide leadership in planning innovative practitioner-researcher programs, strategic planning, recruitment and retention, and curriculum mapping. Work closely with university leaders to achieve the goals of the program. Oversee the program's advising initiatives. Work collaboratively with Education faculty on various projects, symposiums, and conferences. Oversee the full accreditation process; responsible for database management, all aspects of CAEP reporting, educating and supporting faculty on standards and requirements, and creating assessments/rubrics to meet accreditation standards. Also responsible for disaggregating and analyzing student and program performance data to improve instruction, enhance student learning, and inform program practice. Attended CAEPCon FA19.

EDTE 611: Literacy Development Across the Curriculum (SP20)

Develops an understanding of the developmental continuum of literacy acquisition in early childhood and provides the foundation for learning developmentally appropriate techniques for enhancing early literacy development in children. The administration and interpretation of assessments for emergent and early literacy is included as a necessary component of planning effective instruction and learning opportunities. Infusing literacy promoting activities through the use of children's literature and other content areas of the early childhood curriculum will be stressed. Includes a field component.

EDTE 641: Adolescent Culture in Literature (SP20)

Offers prospective teachers of adolescents the opportunity to examine their particular life view and development patterns as seen in both classic and contemporary stories about adolescents. Students relate previous learning about this particular group from the perspectives of authors, filmmakers, and journalists and contrast these presentations of youth with their own views on adolescence from personal experience.

EDTE 301: Classroom Management (FA19)

Focuses on the study of teaching methods and classroom management techniques that facilitate the learning of students in our multicultural and inclusive classrooms. Includes a field component.

EDTE 673/675: Student Teaching, Supervisor (FA19, SP20)

EDCI: 697 Directed Research (SP 20)

Associate Professor of Education/CAEP Coordinator, Bridgewater College, 2011 – 2019

Oversee the full accreditation process; responsible for database management using LiveText/Watermark, all aspects of CAEP reporting, educating and supporting faculty on standards and requirements, and creating assessments/rubrics to meet accreditation standards. Also responsible for disaggregating and analyzing student and program performance data to improve instruction, enhance student learning, and inform program practice. Design initiatives for recruitment and retention in teacher education program. Develop and direct training(s) for faculty, cooperating teachers, and students using LiveText. Attended CAEPCon FA15, SP17, FA 17, FA18. Attended LiveText/Watermark Conference 2017, 2018. Completed 50+ hours of LiveText training.

Literacy Education

EDUC 330: Emergent Literacy k-6 (FA11 – SP17)

In this course, students learn various reading theories and strategies for use in the lower-elementary classroom. They engage in discussion of the complex factors involved in literacy acquisition related to COW, phonemic awareness, phonics, fluency, vocabulary, and comprehension. They also explore effective ways to address these factors through reading instruction and assessment. Students apply their knowledge by creating an elementary-level reading unit.

EDUC 302-01: Emergent Literacy Field Experience k-6, Supervisor (FA11 - SP18)

This 20-hour participatory experience occurs in a local school system where students focus on developmental literacy activities for an RTI program. Elementary placements include tutoring a developing (emergent) or beginning reader, analysis of reading assessments, creating and using hands-on activities, and developing prescribed lesson plans. The goal of EDUC 302 is to provide a lab for practical use of EDUC 330 course objectives. Supervisor is on-site coaching during all sessions.

EDUC 332: Intermediate Literacy k-6 (SP12 – FA18)

In this course, students learn various reading theories and strategies for use in the upper-elementary classroom. They engage in discussion of the complex factors involved in literacy acquisition with a focus on vocabulary, comprehension, and content literacy. They also explore effective ways to address these factors through reading instruction, assessment, and differentiation. Students apply their knowledge by creating a multi-genre Strategic Teaching Guide and SMART Board Activity.

EDUC 334: Content Literacy k-12 (FA12 – FA18)

In this course, students learn various reading theories and strategies for use in the secondary classroom with a focus on content. They also explore effective tools and methods for assessment and differentiation. This course is taught in conjunction with a 20 hour field experience where students work in an area classroom in their major area of study.

EDUC 302-02: Content Literacy Field Experience k-12, Supervisor (FA12 – FA18)

This participatory experience occurs in a local school system. Students spend a minimum of 20 hours in the experience as an observer and/or assistant in the elementary (HPE only), middle or secondary school with a focus on content literacy activities. The goal of EDUC 302 is to provide a lab for practical use of EDUC 334 course objectives.

EDUC 380: Practicum, Supervisor (IT12, IT13, MT18)

EDUC 460: ESL Student Teaching, Supervisor (SP17, SP18)

EDUC 470: Student Teaching, Supervisor (SP12, SP13, FA13, SP14, FA14, SP15, FA15, SP16, SP18, FA18)

General Education

EDUC 140: Introduction to the Foundations of American Education k-12 (FA11, SP12)

A preparatory course that focuses on the Bridgewater TEP, culturally responsive pedagogy, and the history of American education.

Lecturer/Director of the Writing Center Longwood University, 2008-2009, 2010-2011

Hired, trained, and supervised tutors to work with students at all academic levels with every stage of the writing process. Provided faculty support in the form of consultations or in-class presentations related to various writing topics and curriculum development. Taught a tutor training course that included instruction in diagnosing and evaluating writing, and practice in giving individualized instruction in writing through the Writing Center. Worked with the Director of the University Learning Center and other university officials to represent the Writing Center and consult on matters of academic support services related to the center.

English Education

English 483: Writing Theory and Practice k-6 (FA10, SP11)

In this course, students learn various writing theories and strategies for use in the elementary classroom. They engage in discussion of the complex factors involved in literacy acquisition at the elementary level, along with exploration of effective ways to address these factors through writing instruction and assessment. Students apply their knowledge by creating an elementary-level writing unit.

English 382: Traditional and Modern Language Grammar k-12 (FA08, SP09, FA10, SP11)

In this course, students learn the “traditional rules” of English grammar in order to recognize those aspects of grammar that are most important for writers and teachers of writing. Students learn and discuss issues and controversies surrounding the teaching of grammar and prepare and teach a mini-lesson on an aspect of grammar of their choice.

English 350: Linguistics k-12 (FA10, SP11)

In this course, students are exposed to overall language study, its various sub-fields, and related fields. They relate components of language structure to socio-cultural, historical, and psychological contexts in order to understand the impact language has on schools and students. Students engage in a semester-long linguistic “quest” on a topic of their choice in order to understand how language and perception interact.

Technical and Professional Writing

English 319: Technical Writing (SP09)

In this course, students examine principles and practices of effective professional/workplace communication, including visual, verbal and oral communication. They analyze rhetorical situations for attention to audience, purpose, format, and context. They apply these skills to a series of professionally crafted and revised print documents within a variety of genres for various purposes that demonstrate understanding of the rhetorical situation.

English 470/570: Professional Writing (FA08)

This is an intensive reading and writing workshop focused on developing professional expository prose within the student’s field of endeavor. Students analyze the processes for preparing such documents and prepare and deliver a professional-quality oral presentation describing the process of a major project for a workplace client of their choice.

English 484/584: Evaluating and Tutoring Writing (FA08, SP09)

In this course, students deepen their understanding of the complex factors involved in writing performance and practice analyzing tutoring situations for the purpose of planning effective tutoring strategies.

General Composition

English 400: Advanced Writing Seminar on Public Issues (FA08, SP09, FA10)

Adjunct Instructor, George Mason University, Fall 2009

General Composition

English 101: Composition I (for engineering majors only) (FA09)

Adjunct Instructor, Northern Virginia Community College, Spring 1999; Fall 2000; Fall 2009; Spring 2010

General Composition

English 112: Composition II (FA09; SP10)

English 001: Developmental Writing (SP99)

This course provides at-risk students with the basic writing skills they will need to succeed in freshman composition. This course focuses on developing a thesis statement, essay construction, and grammar.

English 003: Developmental Writing (FA00)

This course provides at-risk students with the basic writing skills they will need to succeed in freshman composition. This course focuses on developing an essay, organization, revision, and grammar.

Instructor/Director of the ECE Writing Program, Virginia Tech, 1998

Developed and administrated an inter-disciplinary writing intensive program for the Electrical and Computer Engineering Department, including co-teaching various integrated writing intensive electrical engineering courses and tutoring electrical and computer engineering students. Maintained program web page content. Provided faculty support in the form of in-class presentations related to various writing topics and department workshops.

RELATED ADMINISTRATIVE EXPERIENCE

Assistant to the Director of Research, Folger Shakespeare Library, June 2006-April 2008

Editorial Assistant, *Shakespeare Quarterly Journal*, June 2006-April 2008

Writing Center/Athletic Department Liaison, University of Virginia, Fall 2003

PROFESSIONAL SERVICE

Virginia Conference on English Education, 2012 – 2018

Chair, 2017-2018

Vice Chair, 2015-2017

Secretary, 2012-2015

Secretary, PDK (Phi Delta Kappa – Shenandoah Valley Chapter), 2017 – 2018

Peer Reviewer, *The Educator's Journal*, ATE-VA, Spring 2012 - Present

Peer Reviewer, *The Teacher Educators' Journal (TEJ)*, VATE Fall 2015 – Present

The Philomathes Society (College Honor Society), 2013 -- 2018

President, 2016-present

Social Chair, 2015-2016

President, 2014-2015

Vice President, 2013-2014

Chair, Shenandoah Valley Literacy Roundtable, 2012 – Present

Conceived, organize and facilitate a group of local Literacy educators for the purposes of professional development and to discuss pertinent issues, including ways to engage students in the field.

Administrator, Social Media – Instagram/Facebook Page, BC Teacher Education Program, 2012 - 2018

Connect with both current students and alumni to post professional opportunities, news of achievements of our candidates, alumni, and faculty, as well as programs and events that may be of interest.

Faculty Advisor, Teachers of Promise, 2018

Director, Tech Talks, Bridgewater College, 2012 - 2015

Organized and administrated monthly faculty speakers on instructional technology topics.

Discussion Panel: What's It Really Like?: A Conversation with Student Teachers and First-Year Teachers, Bridgewater College, Spring 2015, Spring 2013

Organized and implemented a discussion panel with teacher education candidates, student teachers, and first-year teachers.

Assistant Director, Young Author's Celebration, Shenandoah Valley Reading Council 2012 and 2013

Technical and Professional Writing Contest, Longwood University, Fall 2008

Organized and implemented a technical and professional writing contest, including writing a grant proposal to secure awards funding.

PUBLICATIONS

Carr, J., Rogers, K. S., and Gibbs, K. (2020). Meeting students where they are: The impact of texting and electronic feedback on building relationships and the perception of care (under consideration at The International Journal of Higher Education Research).

Lehman, B., Martin, J., and Rogers, K. S. (2019). Relational Response: Preservice Teachers Providing Writing Feedback in Three Middle School Partnerships. *The Teacher Educators' Journal*, 12, 5-24.

Rogers, K. S. (2016, August 2). *7 reasons to embrace digital books*. Edutopia. Retrieved from: <https://www.edutopia.org/discussion/7-reasons-embrace-digital-books>

Rogers, K. S. & Shank, T. (in progress). The Power of Authentic Audience: The Effects of a College and Middle School Literacy Partnership on Standardized English Assessment Outcomes. (IRB #19-010)

Rogers, K. S. & Carter, T. (in progress). The Effects of Direct Instruction in Word Study at the Secondary Level. (IRB #18-019)

Rogers, K. S. (in progress). Morning Meetings: Not Just for Elementary Classrooms Anymore.

PRESENTATIONS

Conference on Higher Education Pedagogy, *Oh Snap!: Using Technology Tools to Build Literacy Skills*. February 6, 2020. Blacksburg, VA.

National Council of Teachers of English (NCTE), *Raising Our Voices on Capitol Hill: Literacy Education Advocacy*. November 16, 2018. Houston, TX. (with Dr. Beth Lehman and Dr. Jenny Martin)

Lilly (Conference Series on College and University Teaching and Learning), *#InteractiveLearning: Technology Tools to Engage and Support All Learners*, June 3, 2017, Bethesda, MD. (with Dr. Jennie Carr)

Bridgewater College, ASPIRE, *Rethinking Your Device: Technology Tools to Improve Engagement and Understanding*. May 3, 2017. Bridgewater, VA. (with Dr. Jennie Carr)

Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), *Click It: Using Instructional Technology to Support the Success of all Learners*, March 4, 2017, Tampa, FL. (with Dr. Jennie Carr)

National Council of Teachers of English (NCTE), *Engaging Pre-Service Teachers in Layers of Literacy*, November 18, 2016 Atlanta, GA. (with Dr. Katie Dredger and Dr. Jenny Martin)

Virginia Association of Teachers of English (VATE), *Focused Formative Assessment: Finding the Right Tool for the Job*, October 22, 2016. Hampton, VA.

James Madison University: Content Teaching Academy, *Focused Formative Assessment: Finding the Right Tool for the Job*. June 27, 2016. Harrisonburg, VA. Unable to attend due to medical emergency.

James Madison University: Content Teaching Academy, *Word Up!: Active Teaching Strategies for Building Vocabulary*. June 27, 2016. Harrisonburg, VA.

Bridgewater College: Dream to Teach Conference, *Community Building: The Key to Engaged Learners and Academic Achievement*. April 14, 2016. Bridgewater, VA.

Virginia Association of Teachers of English (VATE), *Word Wisdom: Vocabulary Teaching Strategies*. October 17, 2015. Richmond, VA.

James Madison University: Content Teaching Academy, *Forty, Fabulous Formative Assessments for the Language Arts Classroom*. June 22, 2015. Harrisonburg, VA.

James Madison University: Content Teaching Academy, *Word Wisdom: Vocabulary Teaching Strategies*. June 22, 2015. Harrisonburg, VA.

Society for Instructional Technology in Teacher Education (SITE), *Create, Publish, Read!: Using Digital Books to Improve Literacy and Engage and Support Diverse Learners*. March 3, 2015. Las Vegas, NV.
James Madison University: Content Teaching Academy, *All the Write Stuff: Tools for Creating Differentiated Writing Assignments*. June 26, 2014. Harrisonburg, VA.

Virginia State Reading Association (VSRA), *Create, Publish, Read!: Using Digital Books to Improve Literacy and Engage and Support Diverse Learners*. March 21, 2014. Roanoke, VA.

Mt. View Elementary (Professional Development Workshop), *Writing and Differentiation*. January 28, 2014. Harrisonburg, VA.

Institute for Educational Leadership, *Education Workforce Excellence*. December 4, 2013. Washington, DC.

Virginia Association of Teachers of English (VATE), *Create, Publish, Read!: Using Digital Books to Improve Literacy and Engage and Support Diverse Learners*. October 26, 2013. Williamsburg, VA.

Voices From the Past Blend with Voices of the Future: Teaching Candidates Add their Voices to the Dialogue. Panel Presentation, VATE Conference, October 26, 2013. Sponsored three English Education candidates.

James Madison University: Content Teaching Academy, *Create, Publish, Read!: Using Digital Books to Improve Literacy and Engage and Support Diverse Learners*. June 26, 2013. Harrisonburg, VA.

James Madison University: Content Teaching Academy, *Cinderella 2.0: Using Instructional Technology and Traditional Literature to Improve Critical Reading Skills*. June 24, 2013. Harrisonburg, VA.

Copenhaver Institute, *Cinderella 2.0: Using Instructional Technology and Traditional Literature to Improve Critical Reading Skills*. June 19, 2013. Roanoke, VA. (with Dr. Jean Hawk)

Virginia State Reading Association (VSRA), *Who's the Fairest of Them All?: Using Fairytales and Folk Tales to Celebrate Diversity*, April 20, 2013. Virginia Beach, VA.

Bridgewater College, *Workshop: RVE Prep*, January 2013, December 2012, October 2011. Bridgewater, VA.

Bridgewater College: Tech Talks, *Prezi 2012: Getting started using the new features of the cloud-based presentation software*. November 8, 2012. Bridgewater, VA.

Virginia Association of Teachers of English (VATE), *Who's the Fairest of Them All?: Using Fairytales and Folk Tales to Celebrate Diversity*. October 25, 2012. Richmond, VA.

Longwood University Summer Literacy Institute: The Joy of Reading, *Using Technology to Enhance Learning in Developing and Beginning Readers*. July 19, 2012. Farmville, VA.

James Madison University: Content Teaching Academy, *Using Technology to Enhance Learning in Developing and Beginning Readers*. June 25, 2012. Harrisonburg, VA.

Virginia Association of Colleges of Teacher Education (VACTE), *Liberally Educated Teachers for the Twenty-First Century Celebrate Diversity* (panel presentation). March 29, 2012.

Bridgewater College, *Workshop: Literacy Bootcamp: How to Prepare and Speak about Literacy at a Job Interview*, March 1, 2012. Bridgewater, VA.

Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) *Liberally Educated Teachers for the Twenty-First Century Celebrate Diversity* (panel presentation). February 17, 2012. Chicago, IL.

Bridgewater College: Tech Talks, *Prezi 101: An introduction to Prezi, a cloud-based presentation software*. October 11, 2011. Bridgewater, VA.

Virginia Association of Teachers of English (VATE), *Facebook Nation: Using Social Networking Sites to Effectively Enhance Learning in the Language Arts Classroom*. October 23, 2010. Virginia Beach, VA. (accepted – unable to present due to family emergency)

James Madison University: Content Teaching Academy, *Facebook Nation: Using Social Networking Sites to Effectively Enhance Learning in the Secondary Language Arts Classroom*. July 1, 2010. Harrisonburg, VA.

Southern Humanities Council (SHC), *Facebook Nation: Using Social Networking Sites to Effectively Enhance Learning in the Composition Classroom*. February 4, 2010. Asheville, NC.

AWARDS

Nominated for the **H. Hiter Harris, Jr. Excellence in Undergraduate Teaching Award** by the President's Council of Bridgewater College, sponsored by the Virginia Foundation for Independent Colleges, 2017.

COMMITTEE SERVICE

Trinity Washington University

Council on Education

Chair (2019 – present)

University Committee on Academic Policy

Member (2019 – present)

Bridgewater College

Promotion & Tenure

Member (2017- 2018)

Committee on Teacher Education

Member (2011-2012; 2017- 2018)

Alison Yowell Pazmino Lecture Committee

Member (2013-2018)

Philomathean (Student Literary Journal)

Member (2012- 2017)

Instructional Technology

Member (2012- 2016)

Educational Technology

Member (2012- 2016)

Share Fair Leadership Team (STEM Education)

Member (2013-2015)

Curriculum Development and Best Practices

Member (2011-2012)

Dr. Monique J. Green

4603 B. Street, SE, Washington, DC 20019

202-460-2799

mjgreen1@hotmail.com

PROFESSIONAL PROFILE

- Highly skilled administrator with specializations in systemic reform, systems coaching, technical assistance, mentoring, instructional coaching, teacher development, leadership coaching and instructional leadership
- Seasoned evaluator who provides quality supervision that improves teachers' effectiveness using strategies supported by research and/or best practices
- Experienced researcher with an emphasis on implementing best practices, knowledge, and skills that drive student achievement and accelerate the integration of special education students into mainstream education
- Award winning special educator with expertise and experience in organizing and restructuring special education departments to meet and maintain compliance requirements
- Experienced trainer of professional development focused on best practices in education to staff and faculty
- Experienced faculty helping to develop undergraduate and master's level students pursuing a degree in education into reflective practitioners

EDUCATION

- | | |
|-----------|--|
| 2019 | Women in Education Leadership Program
Certificate- Harvard University |
| 2005-2014 | Leadership in Special Education and Urban School Reform
Doctor of Education Degree-Johns Hopkins University

<i>Dissertation Title: The effects of Direct Instruction and Self-Management (DS) on the organizational skills of elementary students with organizational impairment.</i> |
| 2001-2003 | Education and Human Development
Master of Arts Degree-George Washington University |
| 1993-1997 | Broadcast Journalism with a minor in Psychology
Bachelor of Arts in Communications-The American University |

FELLOWSHIPS/ACADEMIC AWARDS

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|-----------|---|
| 2019 | Harvard University Tuition Support Award |
| 2005-2011 | U.S. Department of Education Fellowship
Johns Hopkins University |

2002 Individuals with Disabilities Education Act (IDEA) Scholarship
George Washington University

2001-2003 District of Columbia Teaching Fellowship
George Washington University

PROFESSIONAL EXPERIENCE

2019- Present **Assistant Professor of Education**

Trinity Washington University, Washington DC

- Developing and managing the class syllabus and ensuring the syllabus meets department and university standards
- Planning and creating lectures, in-class discussions, and assignments
- Assessing grades for students based on participation, performance in class, assignments, and examinations
- Providing university supervision to Special Education Practicum Master's level students and Early Childhood Master's level Students
- Collaborating with colleagues on course curriculum and planning
- Serving on the Faculty Welfare Committee

COURSES

- EDCC 530- Education of Exceptional Children and Youth
- EDTE 629- Teaching Students with High Incidence Disabilities
- EDTE 691- Practicum in Special Education
- EDTE 571- Student teaching in Early Childhood Education
- EDCC 606- Assessment and Preparation of Individualized Learning Prescriptions
- EDTE 634- Teaching Students with Significant Disabilities

2018- Present **Educational Consultant/Adjunct Professor**

American University, Trinity Washington University, Washington, DC

- Providing guidance to school teams on curriculum and instruction
- Teaching Education Policy online to graduate students in Education
- Teaching Literacy to graduate and undergraduate students in Education
- Developing and managing the class syllabus and ensuring the syllabus meets department and university standards
- Planning and creating lectures, in-class discussions, and assignments
- Assessing grades for students based on participation, performance in class, assignments, and examinations
- Posting assignments, announcements and grades in Moodle and Blackboard
- Providing university supervision to master's level students pursuing a degree in Special Education

COURSES

- EDU 634-Education and Public Policy
- EDTE 421- Emergent Literacy
- EDTE 425-Teaching Methods in Reading and Language
- EDUC 532- Modification and Adaptation of Curriculum and Instruction of The Exceptional Individual

- 2014-2018 **Education Program Specialist**
 Maryland State Department of Education, Baltimore, MD
- State Education Coordinator for the School Wide Integrated Framework for Transformation (SWIFT) Initiative
 - DSE/EIS representative on the Statewide Disproportionality Technical Assistance Workgroup
 - Programmatic liaison for technical assistance to 8 Local School Systems
 - Programmatic Lead for Discretionary Grant Reviews
 - Served as a systems coach to central office leadership teams to build capacity around implementation science and the implementation and sustainability of evidence based practices
 - Provided leadership for LSSs and the DSE/EIS in the development, evaluation, implementation and monitoring of instructional strategies and intervention practices to improve academic outcomes for students with disabilities in accordance with federal and State guidelines and regulations regarding student achievement, student growth and gap reduction
 - Designed and implemented State initiated training projects for Special and General Education Educators and related service personnel
 - Facilitated the Master Plan review process for the State of Maryland
 - Supported the implementation of State and federal discretionary grant initiatives through the Team Analyze Plan Implement Track (TAP-IT) process by providing technical assistance and programmatic support to assigned jurisdictions and IHEs
 - Led and participated in assigned Steering Committees/workgroups/Task Forces consisting of internal and/or external stakeholders by organizing, planning, implementing, and/or chairing efforts related to professional development or educational programming for improving student performance on statewide accountability or outcome measures
 - SWIFT-Fidelity of Implementation Tool and District Capacity Assessment administrator for the University of Kansas
- 2009-2012 **Teacher Mentor, Office of Professional Development**
 District of Columbia Public Schools, Washington, DC
- Applied instructional expertise via instructional coaching and mentoring to improving the effectiveness of instruction in elementary, middle, and secondary schools
 - Supported novice teachers with goal setting, co-teaching, collaborative planning, and reflection during coaching cycles
 - Collected and analyzed data to track teacher and student progress throughout the year
 - Wrote and conducted job-embedded professional development seminars related to the Teaching and Learning Framework
 - Developed and implemented Professional Learning Communities
 - Appointed to serve as a Teacher Mentor representative on the Central Office Recruitment and Selection team to interview candidates for Teacher Mentor and Instructional Coach positions
- 2003-2009 **Special Education Chairperson/Special Education Teacher**
 Prince George's County Public Schools

- Restructured and implemented changes and improvements in the special education department's referral system that resulted in compliance with state mandates
- Streamlined system to accommodate candidates in special and general education tracks using an inclusion model
- Served as co-administrator during principal's absence including monitoring discipline and school-wide supervision
- Provided scientifically research-based strategies to target instruction serving general and special education students
- Mentored and trained special education teachers for District of Columbia and Prince George's County Public Schools
- Taught students with various disabilities and organized instructional schedules for students ranging from ages 4-13, and served as grade level chair
- Facilitated training workshops and visited classrooms for formal/ informal observations and evaluations and feedback
- Prepared and presented workshops for administrators, teachers, and service providers
- Served as school designee on the CEO of Prince George's County Public Schools Teacher Advisory Panel
- Special Education Representative on the School Planning and Management Team (SPMT)

Summer 2004 Fellow Advisor-Curriculum Specialist

DC Teaching Fellows Summer Institute, Washington, DC

- Trained 30+ new special education teachers to support their initial entry into the teaching profession
- Collaborated with others as part of The New Teacher's Project National Pre-Service Training Advisory Panel
- Developed relevant special education components of the 2005 Teaching for Student Achievement Training Curriculum

CERTIFICATIONS

Administration and Supervision	PK-12	Virginia	2020
Early Childhood Special Education	PK-3	Virginia	2020
Early/Primary Education	PK-3	Virginia	2020
Special Education (General Curriculum)	K-12	Virginia	2020
Administration and Supervision	K-12	Washington, D.C.	2018
Early Childhood Education	PK-3	Washington, D.C.	2018
Early Childhood Special Education (Highly Qualified)	PK-3	Washington, D.C.	2018
Non-Categorical Special Education	K-12	Washington, D.C.	2018
Administration I and II	K-12	Maryland	2019
Advanced Professional Certification in Special Education	Infancy-Adulthood	Maryland	2019

PROFESSIONAL TRAINING

2014-2018 Maryland State Department of Education, Baltimore, MD

- OGAP Math Training
- Interview Skills I Training

- Systems Coaching Training
- School wide Integrated Framework for Transformation (SWIFT) National Leadership Training
- School Personnel Development Grant (SPDG) Training
- Universal Screeners Workshop

AWARDS/RECOGNITIONS

2014 Phi Delta Kappa Emerging Leaders Award
 2013 Pi Lambda Theta International Travel Scholarship Recipient (Ireland, Wales, & England)
 2007 Corrective Action Plan (CAP) Service Award
 2007 Rising Stars Special Education Award
 2007 Prince George's County Public Schools Department of Special Education Service Award

SCHOLARSHIP

Green, M. (2007). Staying alive: tips for managing special education paperwork. *National Association for Special Education Teachers e-Journal*, 17-22. <http://www.naset.org/2442.0.html>

PRESENTATIONS

Green, M. (2016). Empowering Districts and School Teams through Systems Coaching. Presentation at the SWIFT National Professional Learning Institute in Arlington, Virginia.

Green, M. (2016). Solving 4 Why Book Study Presentation Chapters 5-6. Presentation at the SWIFT State Math Professional Learning Institute in Hunt Valley, Maryland.

Green, M. (2007). *Survival kit for the Special Education chair*. Presentation at the Special Education Summer Institute at Lake Arbor Elementary, Largo, Maryland.

Green, M. (2007). *The Potomac Landing ES Special Education Paperwork Process*. Presentation at the Potomac Landing Elementary School Special Education In-service in Fort Washington, Maryland.

Green, M. (2005). *Bridging the gap between Phonics and Phonemic Awareness*. Presentation at the Potomac Landing Elementary School Family Activity Night, Fort Washington, Maryland.

ASSOCIATION MEMBERSHIPS

2012-Present Pi Lambda Theta International Honor Society and Professional Association in Education
 2012-Present Phi Delta Kappa Professional Association in Education

CURRICULUM VITAE

DANIELLE APUGO, Ph.D.

PERSONAL INFORMATION

Name: Danielle Apugo

Office Address:

University of the District of Columbia
4200 Connecticut Ave NW
Washington, D.C. 20008
danielle.apugo@udc.edu

LICENSES/CERTIFICATIONS

Wisconsin State Certification Licensure: Early Adolescence and Adolescent English & Literacy

Louisiana State Certification Licensure: Secondary English Education (6-12)

EDUCATION

Ph.D. (Urban Education, concentration: Adult, Continuing & Higher Education), May 2016, University of Wisconsin-Milwaukee, Milwaukee Wisconsin

M.Ed. (Curriculum & Instruction) December, 2011, University of Texas-Arlington, Arlington, Texas

B.A. (Major: Secondary Education; Minor: Journalism), December 2009, Northwestern State University, Natchitoches, Louisiana

ACADEMIC APPOINTMENTS

ASSISTANT PROFESSOR OF URBAN EDUCATION

The University of the District of Columbia, Washington, DC, August 2016-present

ADJUNCT PROFESSOR

Virginia Commonwealth University, Richmond, VA
Catholic University of America-Washington, DC
University of Wisconsin-Milwaukee, Milwaukee, WI

TEACHING ASSISTANT

University of Wisconsin-Milwaukee, Milwaukee, WI, August 2015-December 2015.

GRADUATE RESEARCH & PROJECT ASSISTANT-DEPARTMENT OF ADMINISTRATIVE LEADERSHIP IN URBAN EDUCATION

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, August 2014-May 2016.

K-12 TEACHING APPOINTMENTS

READING INTERVENTIONIST

Brown Deer Elementary, Brown Deer, WI, August 2014-June 2015.

READING SPECIALIST

Achievement Preparatory Academy, Southeast Washington, D.C., June 2013-July 2014.

7th GRADE READING TEACHER

The Seed Public Charter School, Southeast Washington, D.C., August 2012-June 2013.

6th-8th GRADE ENGLISH TEACHER

Rusheon Middle School, Bossier City, LA, November 2009-May 2012.

AREAS OF SPECIAL INTEREST

Use of culture, relationships, and intellectual traditions as everyday forms of resistance to disrupt and navigate oppressive institutional structures in K-12 and beyond; race and gender dynamics in schools; criminalization of Black girls in K-12 schools; Black women teachers; rural and urban contexts; application of critical theory to the everyday lived experiences of Black folx; aesthetic trauma in K-12 schools; ethic of African centered healing practices for Black girls in K-12 schools; nexus of critical theory, digitized resistance, and popular culture in the lives of Black women and girls.

BIBLIOGRAPHY

Refereed Articles

Apugo, D. (2020). Reluctant but Ready: Black Millennial Graduate Students on Navigating and Disrupting the Invisible Barriers of Leadership. *The Urban Review*. 10.1007/s11256-020-00552-4

Mbilishaka, A.M. & Apugo, D. (2020). Brushed Aside: African American Women's Experiences of Hair Bias in School. *Race and Ethnicity in Education*. 10.1080/13613324.2020.1718075

Apugo, D. (2019). All Power to the Peers: Black Women Graduate Students' Peer Relationship Typologies in PWIs. *Journal of Women and Gender in Higher Education*. 12 (2). DOI: 10.1080/19407882.2019.1573690

Apugo, D. (2019). A Hidden Culture of Coping: Insights on Black Women's Existence in PWIs. *Multicultural Perspectives*. 21(1) 1–10. DOI: 10.1080/15210960.2019.1573067

Mangum, T.T. Mbilishaka, A.M., Apugo, D. (2019). Protective Styles: Aesthetic Trauma and Support in Classrooms for Black Girls. *Psych Discourse*. 53(1).

Apugo, D. (2017). "We All We Got": Considering Peer Relationships as Multi-Purpose Sustainability Outlets among Millennial Black Women Graduate Students Attending Majority White Urban Universities. *The Urban Review*. 49 (2). DOI: 10.1007/s11256-017-0404-2.

Apugo, D., Jones-Castro, A. Dougherty, S. (IN PROGRESS). Power, Policies and Practices: A Review of Black Girls Urban Schooling Experiences. *Urban Review*.

Apugo, D., Mbilishaka, A. (IN PROGRESS). The Case for Psychohairapy for Black Girls in Urban Schools. *Journal of Urban Education*.

Books

Apugo, D., Mawhinney, L., Mbilishaka, A.M. (under contract; Teacher's College Press; expected Fall 2020) *Strong Black Girls: Em-bodied Voices of Resistance and Resilience in K-12 Schooling*.

Wendt, J.L. & Apugo, D. (2019). *K-12 STEM Education in Urban Learning Environments*. IGI Global.

Book Chapters & Reviews

* graduate student co-author

Apugo, D.L., Wendt, J. L., Deksissa, T., & Peters, M*. (2018). The Science Behind Support: Preparing Science Teachers for Urban Classrooms. In A. Burtin, J. Fleming, & P. Hampton-Garland (Eds.), *Changing Urban Landscapes Through Public Higher Education* (pp. 97- 115). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-3454-9.ch005

Apugo, D.L. (2017). Millennial Black Women in PWIs: Cultivating the Educational Climate. In A. Knox, S.C.O. Conceicao, L. Martin (Eds.), *Mapping the Field of Adult & Continuing Education*. Sterling, VA: Stylus

Apugo, D.L. (2016). Transformative Leadership in Education: Equitable Change in an Uncertain and Complex World. *Journal of Transformative Education*. (14) 4, 392-395.

Refereed Professional Presentations

Society for the Study of Social Problems (SSSP) “Beyond the School-to-Prison Pipeline: Re-examining the meanings of punishment and trauma in the criminalization of Black girls in school” San Francisco, CA (Fall 2020)

Association for Public Policy Analysis & Management (APPAM) International Conference in Toronto, Canada (Summer 2020) “African American Girls and New Perspectives on Health Public Policy”

Critical Questions in Education, New Orleans, LA (Spring 2017) - “Mentor, Shmentor: Considering peer relationships as sustainability outlets among graduate millennial Black women in majority white urban universities” Paper Presented by Danielle Apugo

AERC African Diaspora Pre-Conference, Manhattan, Kansas (Spring 2015) – “Black Woman’s Burden: A Critical Analysis of Stereotype Threat and Persistence Strategies in Predominately White Urban Universities.” Paper Presented by Danielle Apugo

AAACE Conference Presentation, Oklahoma City, OK (Fall 2015) - “A Critical Lens for Leadership: Managing Attributions in Race/Ethnicity Critical Incident Reports in Learning Organizations.” Paper Presented by Dr. Larry Martin & Danielle Apugo

Non-Refereed Professional Presentations

Metropolitan Education Research Conference (MERC) (Fall 2019)
“Beyond the Hashtag Considering a Transdisciplinary Approach to Disrupting Criminalization in Schools for Black Girls” Presented by Danielle Apugo, Sarah Jane Brubaker, Jamie Cage & Nicole Corley

Virginia Department of Education Equity Summer Institute (Summer 2019)
“Counted Out: Examining Domains of Power in Black Girls’ K-12 Schooling Experiences” Presented by Danielle Apugo and Tomika Ferguson

GirlsLEAD Summit Washington Area Women’s Foundation (Spring 2018)
“#BLACKHAIRBELONGS: Navigating the Politics of Black Hair in Schools” Presented by Danielle Apugo & Afiya M. Mbilishaka

Teach for America (Spring 2016)- “Establishing an Ethic of Care in Teaching and Leadership through Radical Empathy.” Danielle Apugo

LCTE (Louisiana Council for Teachers of English) Shreveport, Louisiana (Fall 2011) “Multicultural Literacy Strategies for Students of Color in Urban Settings.” Workshop Presenter Danielle Apugo

PBIS (Positive Intervention Behavior System, Bossier City, Louisiana- (2011 & 2012) Statewide Workshop Presenter & Trainer Danielle Apugo

NCTE (Indianapolis, Indiana) (2010) Early Career Educator of Color Leadership Award-Proposal Presentation Danielle Apugo

Invited Lectures, Public Scholarship & Speaking Engagements

Virginia Commonwealth University School of Medicine: Health and Behavioral Policy “A Hidden Culture of Coping: Insights on Black Women’s Experiences in Predominately White Institutions”; Spring 2020 Presented by Danielle Apugo

Virginia Commonwealth University School of Education “Igniting Progress: Stories of Race & Culture in Education”; Fall 2019 Presented by Danielle Apugo

Virginia Commonwealth University Wilder School Perspectives on Public Policy Panel : “Disrupting Criminalization in Education” (Panel w/Sarah Jane Brubaker, Ashlee Barnes & Brittany Keagan”; Fall 2019 <https://wilder.vcu.edu/news-and-events/news-articles/panel-explores-criminalization-of-trauma-in-schools-.html>

Virginia Commonwealth University “Beyond the Hashtag: Disrupting Criminalization in Schools for Black Girls” (Invited Lecture; Fall 2019; CRJS 400-Current Issues in Juvenile Justice)

Virginia Commonwealth University “Disrupting Criminalization in Education” (Invited Lecture; Fall 2019; Senior Seminar in Criminal Justice)

Virginia Commonwealth University School of Education “Holmes Scholar Panelist”. Fall 2019

PsychoHairapy Podcast w/Dr. Afiya Season 1 Episode 4 “Brushed Aside”
<http://www.psychohairapy.org/psychohairapy-with-dr-afiya-podcast>

University of the District of Columbia “The Experiences of Black Women Students in Higher Ed” (Research Presentation; Fall 2018)

American University Justice, Law, & Criminology: “Navigating the Politics of Black Girls’ Hair Bias in Schools” (Invited Lecture; Spring 2018) Danielle Apugo; Afiya M. Mbilishaka

The Lab @ D.C. “Learning More than ABCs: African American Women and Navigating the Politics of Black Hair and School” Paper Presented by Afiya M. Mbilishaka; Danielle Apugo (Research Presentation; Spring 2018)

Towson University Re-Imagining Black Women and Girls’ Health Symposium “Protective Styles: Aesthetic Trauma-Informed Classrooms for Black Girls and their Teachers” Afiya M. Mbilishaka; Danielle Apugo; Terri Mangum, (Self Organized Panel, Spring 2018)

Columbia Teacher’s College Record “When Black Girls Teach: Community, Conversation, and Career Contentment in Urban Education through Social Media” (2017). Danielle Apugo <http://www.tcrecord.org>.

Grant & Research Activity

“Elevating the Educational Experiences of Black Women and Girls in Richmond, Virginia” (IRB Study Submitted Spring 2020)

“Identifying Opportunities to Disrupt the Criminalization of Black Girls in Richmond VA Schools: Perspectives from Key Stakeholders” Virginia Commonwealth University Wilder School of Public Policy—\$5,000 requested. Funded. November 2019. PI: Brubaker, S.J., Co-PIs: Barnes, A. Apugo, D.

“Building Self-eSTEM: Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students” NSF (National Science Foundation) EHR Core Research (ECR): Fundamental Research in STEM Education (Solicitation 15-509) -- \$1.4 million requested. Not Funded. December 2018. PI: Wendt, J.L., CoPI: Apugo, D.

“Establishing a Rehabilitation Research and Training Center (RRTC) at the University of the District of Columbia (UDC)” NIH Funding Opportunity Number: HHS-2018-ACL- NIDILRR-RTST-0247—\$4,320,437.00 requested. April 2018. Not Funded. PI: Thompson, L., Co-PIs: Mizelle-Johnson, N., Wendt, J. L., & Zhang, N; Senior Personnel: Apugo, D.

“UDC Middle School STEM Leaders” AAUW Community Action Grant—\$10,000 requested. Funded. January 2018. PI: Huderson, B., CoPI: Apugo, D.

Hanover Research Faculty Research Grant Institute--\$5,000 requested. Funded. April 2017

The NEA foundation Student Achievement Grant-- \$ 5,000 requested. Not Funded. January 2017.

Deta Research Center-U.S. Department of Education—\$ 5,000 requested. Not Funded. November 2015.

Service

Department

Scholastic Book Fair 2019 Department of Teaching and Learning VCU (2019)
Richmond Teacher Residency (RTR) Selection Day Judge VCU (2019)
Graduate Research Symposium Planning Committee 2018
Sam E. Cooke Scholarship Committee

University of the District of Columbia College of Arts & Sciences (CAS) Hear Me Lead mentor 2017
 University
 Faculty Search Committee Service (Educational Partnerships) 2018
 Faculty Search Committee Service (math education faculty) 2018
 Faculty Search Committee Service (DEHS program assistant) 2017
 UDC Faculty Senate (Education/Social Media Committee Chair) 2016-present
 Academic Community
 George Washington University and Morehouse College Social Justice Debate Guest Judge 2018-2019
 International Journal of Qualitative Studies Reviewer 2018
 Journal of Educational Research Reviewer 2018
 Teacher's College Record (TCR) Reviewer 2017
 Carnegie Science Institute STEM Ambassador, Washington, DC 2017
 AAACE (American Adult and Continuing Education) Conference-Connection Central 2015
 General Community
 District of Columbia Public Schools Elementary STEM fair Judge
 Expo Ambassador Destination Imagination "Global Finals" Knoxville, TN 2017
 Ronald E. McNair Post-Baccalaureate Achievement Program "Graduate Student Experience" panel member 2016
 Association for Talent Development (ATD) GROW 2016 ATD-MAC Learning Summit Exhibitor
 Alice's Garden Community Urban Gardening Collective 2016
 "The Real University of Wisconsin-Milwaukee" graduate student representative/panelist 2016
 AAACE (American Adult and Continuing Education) Conference-Connection Central 2015
 University of Wisconsin-Milwaukee Program Recruitment 2015-16
 Milwaukee Succeeds-Parent Engagement Early Reading Acquisition Presenter
 Professional Affiliations
 DC Stem Network 2017-2018
 NCTE (National Council of Teachers of English)-2009-Present
 LAE (Louisiana Association of Educators)-2009-Present
 IRA (International Reading Association) - 2010-Present
 NABJ (National Association of Black Journalists)-2008-2010
 Phi Delta Kappa-2007-present
 Delta Sigma Theta Sorority Inc. 2007-Present
 LRA (Louisiana Reading Association)-2010-Present
 American Educational Research Association-2012-Present

Consulting & Evaluation Contracts

CARNEGIE SCIENCE, DC STEM Network Cross-Sectional Survey Report, Washington, D.C.

TEACH FOR AMERICA, Culturally Responsive Work for Urban Educators: Building Organizational Capacity to Create Equity, Milwaukee, WI.

SCHOOLS THAT CAN, CRP: A Practice for Leaders in the Urban Educational Context, Milwaukee, WI.

GREATER MILWAUKEE FOUNDATION, Milwaukee Succeeds Initiative, Milwaukee, WI.

ASSOCIATES IN COMMERCIAL REAL ESTATE (ACRE) Program LISC, Milwaukee, WI.

Courses Taught

*undergraduate courses

TEDU 410: Building A Community of Learners: Classroom Management
 ECED 105: Principles of Child Development*
 EDPY 300: Education Psychology*
 ELED 303: Methods of Teaching Language Arts*
 EDUC 200: Children and Youth in Urban Schools*
 EDUC 324: Reading and Language Arts in the Elementary School*
 EDUC 501: Human Development, Learning, & Motivation in the Urban School Context
 EDUC 503: Culture, Context, and Critical Pedagogy
 EDUC 515: Impact of Home, School, and Community in the Urban School Context
 EDCI 552: Methods of Teaching through Literature
 EERD 505: Teaching Adolescent Readers
 EDUC 502: Classroom Management Cases Studies in Urban Teaching
 EDUC 595: Intro to Urban Education (Hybrid)
 AD LDSP 790: Internship in Instructional Leadership (Hybrid)
 AD LDSP 800: Administration of the School Plant (Online)
 AD LDSP 710: Organizational Change & Team Leadership in Secondary Education (Online)
 AD LDSP 797: Students in the Collegiate Context* (Hybrid)

Honors & Awards

American Association of Colleges for Teacher Education (AACTE) 2020 Outstanding Book of the Year:
 K-12 STEM Education in Urban Learning Environments. IGI Global.
 University of the District of Columbia College of Arts & Sciences 2017 “Scholar of Promise” Award
 Chancellor’s Research Grant Award (2015)
 SOE Dean Research Grant (2015-16)
 Russell D. Robinson Adult Education Scholarship (2014-15)
 Singer School of Education Scholarship (2015-2016)
 College Boards’ Pre-AP Summer Institute Participant (2012)
 NCTE Early Career Educator of Color Leadership Award (2011)
 Jane Few Marx Educational Leadership Scholarship (2006-2009)
 Ben D. Johnson Minorities in Education Scholarship (2006-2009)
 Bossier Parish Educator Excellence Award (Fall 2010)

Anika Spratley Burtin, PhD

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Silver Spring, MD 20904
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drburtin@gmail.com

4200 Connecticut Ave.
Building 41, Suite 413-10
Washington, DC 2008
(202) 274-6172
anika.burtin@udc.edu

EDUCATION

PhD – Learning Sciences, 2009

Northwestern University

Dissertation: *Figuring Out the Figurative: Understanding and Teaching Symbolism in Literary Texts*

MA – English Education, 1995

Teachers College, Columbia University

BA – English, 1993

Spelman College

ACADEMIC & PROFESSIONAL EXPERIENCE

2017-present **Associate Professor & Chair, Division of Education, Health and Social Work** **Washington, DC**
The University of the District of Columbia

Led Education Unit through national accreditation process (CAEP); ensure initiatives and directives of the College of Arts and Sciences are enacted within the Education, Social Work, Speech-Language Pathology, and Counseling units; organize annual graduate research symposium; guide faculty through evaluation process; evaluate annual faculty portfolios;

Duties

- Lead faculty in processes that shape program structure and curriculum to ensure alignment with accreditor standards
- Manage and maintain records, and prepare reports in accordance with college procedures
- Provide vision/shared purpose and understanding of individual and collective roles
- Select and retain outstanding and diverse faculty and staff
- Work with individual faculty members to develop and implement plans for teaching, research, and service
- Work with Program Directors, Chairs, and appropriate deans to coordinate course offerings and establish teaching schedules
- Present independent analysis regarding recommendations for faculty evaluations, promotions, leave of absence, and travel

Accomplishments

- Led Education Unit through CAEP accreditation process
- Assisted School Counseling Unit in CACREP accreditation process
- Restructured Division meetings to increase collaboration and efficiency (30/30/30 model)
- Expanded Research Symposium to include all four units
- Completed revision of Division's section of University Course Catalog
- Increased number of faculty scholarly collaborations across the Division
- Reduced CAS expenses by reducing faculty travel expenses

Courses taught: Introduction to Urban Teaching; Teaching Elementary Language Arts; Culture, Context and Critical Pedagogy

2012-2017 **Assistant Professor & Graduate Education Program Coordinator** **Washington, DC**
The University of the District of Columbia

Develop, revise, and teach courses within the MAT and MA program sequence leading to candidate licensure; align courses with national accreditation standards (CAEP); author of graduate education Early Childhood Education SPA report; analyze student learning outcomes to assess course effectiveness; serve as advisor for all MAT candidates and meet regularly with students to ensure successful matriculation through the program; observe students during student teaching at placement sites; responsible for recruiting, interviewing, and selecting candidates for the graduate education program; create and distribute marketing materials for the program; oversee website updates to ensure accuracy and alignment with current program offerings; create the yearly academic schedule; recruit adjunct faculty; conduct and present research focused on teacher education and novice teachers' growth; collaborate with colleagues on interdisciplinary initiatives; wrote modules for the Adult Education program; conducted summer workshops on standards-based lesson planning for candidates in the Adult Education program

Courses taught: Case Studies in Effective Urban Teaching; Classroom Management; Teaching Adolescent Writers; Teaching Adolescent Readers; Teaching through Literature; Advanced Topics in Literature; Children's Literature; Early Childhood Language Development; Teaching Science and Social Studies through Inquiry; Research Seminar

University service: CAEP Committee (Standard 3 Lead); Commencement Committee; Curriculum Committee (dept.); Faculty Senate; Member of numerous Faculty Search Committees

2008-2012 **Assistant Professor** **Baltimore, MD**
The Johns Hopkins University

Developed and taught courses within the Masters' program sequence leading to candidate licensure; taught courses primarily to students in the English education concentration; served as an advisor to all English education candidates, which involved ensuring their successful matriculation through the program and review of their capstone portfolio; aligned courses with national accreditation standards (NCATE) and co-authored English SPA report for program accreditation; observed student teachers and provided feedback for students growth; analyzed student learning outcomes to assess course effectiveness; collaborated with colleagues to host candidate portfolio defenses; Developed reading guide for Baltimore area students based on Ben Carson's book *Gifted Hands*, guide was distributed to teachers to better prepare elementary/middle school students for a visit with Dr. Carson on the Hopkins campus

Courses taught: Curriculum, Instruction, and Assessment; Teaching Methods in Secondary Schools—English; Methods of Teaching Reading in the Content Areas, Part II; Language, Literature and Culture; Teaching Nonfiction; Human Development, Learning, and Diversity, Part I (hybrid course); Writing Across the Curriculum; Instructional Planning for Secondary English Language Arts; Portfolio Development

2007-2008 **Subject Area Supervisor** **Washington, DC**
Friendship Public Charter Schools

Served as the lead for the grades 6-12 English Language Arts curriculum across all schools in the system (5 campuses); monitored the implementation of the English Language Arts curriculum and lead revision efforts of the curriculum as necessary; lead a team of literacy/English professionals who analyzed data to assess the curricular needs in the schools and then determined necessary action steps for improvement; provided professional development to administrators and classroom teachers to ensure fidelity of program implementation; lead English Language Arts curriculum mapping efforts; observed classroom instruction and provided targeted feedback to teachers to assist in their growth and improvement

2006-present **Educational Consultant** **DC, MD, IL**
Various Educational Institutions

Provide a variety of educational services to assist various organizations in meeting their identified needs; this includes delivering curriculum developed by other agencies and working directly with schools or school systems on identified projects; work with school teams to articulate school mission, vision, goals, and improvement plans; provide professional development to administrators and teachers to ensure fidelity in implementation of programs; lead school teams in aligning curriculum and assessments with Common Core State Standards; observe

classroom instruction and provide targeted feedback to teachers; write curriculum aligned with school objectives and Common Core State Standards; provide workshops on literacy, writing, and standards-based teaching

Partial Client List: Conscious Vigilance; Discovery Education; EdInpire; Mindsteps, Inc.; Office of the State Superintendent of Education (OSSE); Urban Prep Charter School; Youth Connections Charter School; Washington County Public Schools

2005 **Adjunct Professor** **Chicago, IL**
Malcolm X Community College

Designed and implemented lessons for Fall semester remedial writing course; analyzed student data to determine areas of focus for writing assignments; selected appropriate resources to assist students in building foundational writing skills

Courses taught: Composition (100 level course)

2000-2006 **Dean of Academics & English Teacher** **Chicago, IL**
North Lawndale College Prep Charter High School

Joined the school as the English department chair which involved determining the focus for each grade level, ordering necessary materials, conducting department meetings, and overseeing the English Language Arts curriculum grades 9-12; Promoted to Dean of Academics and provided school-wide leadership p as a co-principal (three member team); led all school-wide instructional and curriculum efforts; placed a particular emphasis on the implementation of literacy skills in all disciplines and provided all school professional development on common strategies to use across the curriculum; observed classroom instruction and provided feedback for teacher growth and improvement; recruited, interviewed and hired teaching staff; presented relevant school data to Board of Directors; researched professional development opportunities for all teachers and facilitated their attendance at identified events; collaborated with others to create the master schedule; implemented and monitored a Saturday School program that provided enrichment opportunities and credit recovery classes for students; established partnerships with local agencies to secure instructors for Saturday enrichment courses

1998-2008 **Teacher Trainer** **Nationwide**
The College Board

Participated in rigorous selection and vetting process that included conducting demonstration lessons; delivered professional development workshops and trainings to teachers nationwide to assist them in implementing the Pacesetter, and eventually Springboard, curriculum designed by The College Board; assisted in Springboard curriculum development

1995-2000 **Teacher & Instructional Specialist** **Bladensburg, MD**
Bladensburg High School

Hired originally as classroom English Language Arts teacher; designed and implemented lessons for students primarily in English Language Arts grades 9-12; promoted to department chair which involved conducting department meetings, overseeing school-wide state-mandated writing test, and ordering necessary supplies; provided school-wide professional development focused on literacy initiatives, particularly related to writing across the curriculum; promoted to Instructional Specialist which involved serving on the school administrative team, leading the design of the school instructional improvement plan, and conducting faculty meetings and professional development workshops for entire school faculty

Courses taught: English Language Arts, grades 9-12 (multi-level through honors), Advanced Placement Literature; Advanced Placement Language and Composition; Citizenship/Government (course for students who had not passed the Maryland Citizenship Test which was a graduation requirement)

PUBLICATIONS

Edited Books

- Burtin, A.S., Fleming, J.S., & Hampton-Garland, P. (2018). *Changing urban landscapes through public higher education*. Hershey, PA: IGI Global.

Book chapters

- Burtin, A.S., Hampton-Garland, P., & Mizelle-Johnson, N. (2017). I don't see color, I grade on content: An approach to addressing embodied microaggressive behaviors in preservice teacher programs. In J. Keengwe (Ed.), *Handbook of research on promoting cross-cultural competence and social justice in teacher education*.
- Lee, C.D., & Spratley, A. (2010). Working towards social justice in the classroom, school, and community. In E. Lindemann (Ed.), *Reading the past, writing the future: A century of American literacy education and the National Council of Teachers of English* (pp. 253-280). Urbana, IL: National Council of Teachers of English.

Journal articles

- Cuddapah, J.L. & Burtin, A.S. (2012). What all novices need. *Educational Leadership*, 69(8) 66-69.

Monographs and Reports

- Lee, C.D., & Spratley, A. (2010). *Reading in the disciplines and the challenges of adolescent literacy*. Retrieved from Carnegie Foundation website: http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf.
- Spratley, A. (2009). *Analysis of DC reading/language arts: Determining conditions for use of read-aloud accommodation*.

INVITED TALKS

"Qualitative Research Methods." Hood College. 2017, 2018. 2019

CONFERENCES/PRESENTATIONS (PEER-REVIEWED)

Burtin, A.S. (2018, April). *Leading the next generation of teachers of color*. Workshop presented at the American Educational Research Association Annual Conference, Toronto, CN.

Burtin, A.S. (2015, December). *I'm at the crossroads with them: How two teaching roles influence each other*. Paper presented at Literacy Research Association Annual Conference, Carlsbad, CA.

Burtin, A.S. (2014, November). *Their words, our ways: What does the cloud say?* Paper presented at National Council of Teachers of English Annual Conference, Washington, DC.

Burtin, A.S. (2013, February). *Symbolism as a bridge: Linking canonical texts to cultural data sets*. Paper presented at National Council of Teachers of English Assembly on Research, Columbus, OH.

Spratley, A. (2012, December). *New teachers' conceptions of new literacies*. Roundtable presented at Literacy Research Association Annual Conference, San Diego, CA.

Spratley, A. & Cuddapah, J.L. (2012, February). *Using new teacher reflection to make teacher education more relevant*. Paper presented at Sixty-fourth Annual Conference of American Association for Colleges of Teacher Education, Chicago, IL.

Spratley, A. & Cuddapah, J.L. (2012, January). *Word cloud wisdom: Novice teachers' insights on teacher preparation*. Poster session presented at Tenth Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Spratley, A. (2011, November). *Understanding and teaching symbolism in literary texts through the lens of Cultural Modeling*. Paper presented at National Council of Teachers of English Annual Conference, Chicago, IL.

Spratley, A. (2011, April). *Infusing writing-to-learn strategies in literacy coaching practices*. Paper presented at Third Annual International Literacy Coaching Summit, Philadelphia, PA.

Spratley, A. (2010, November). *She must be trippin': Engaging urban teachers in a exploration of African American vernacular English*. Paper presented at National Council of Teachers of English Annual Conference, Orlando, FL.

Spratley, A. (2009, April). *Reading, writing, and reasoning in the disciplines*. Paper presented at first Annual International Literacy Coaching Summit, Corpus Christi, TX.

Spratley, A. (2008, November). *What's important to know? Improving student achievement through a disciplinary literacy approach to teaching*. Paper presented at Sixth Annual Maryland Charter School Network Conference, Baltimore, MD.

PROFESSIONAL SERVICE & MEMBERSHIPS

American Educational Research Association, member
Association of Teacher Educators, Resolutions committee
National Council of Teachers of English, member
Journal of Literacy Research, reviewer (2012-present)
Alternative Certification Program Reviewer, Maryland State Department of Education (2011, 2015)
Alternative Certification Program Reviewer, committee chair, Maryland State Department of Education (2012)

OTHER MEMBERSHIPS

Alpha Kappa Alpha Sorority, Incorporated

GRANTS

2017. Principal Investigator, *Project FRST: Reinventing STEM Teaching*. National Science Foundation NOYCE Grant. (\$2,146,000)

2016. Faculty Summer Incentive Grant. Principal Investigator, *Graduate Education Program Curriculum Revision and Alignment*. University of the District of Columbia. (\$4,000)

2015. Program Coordinator, Co-Investigator, *Project FRST: Reinventing STEM Teaching*. National Science Foundation NOYCE Grant. (\$2,146,000)

2012. Co-Investigator, *Doing What Works—Increasing Knowledge and Use of Research Based Strategies*. Doing What Works, U.S. Department of Education. (\$52,000)

AWARDS

2015. Leader of Promise. University of the District of Columbia

CERTIFICATIONS

Advanced Professional Certificate Teaching Certificate. Maryland State Department of Education. (English, 7-12)

Sylvia K. Morrison, Ed.D.

14200 Shoreham Drive | Silver Spring, Maryland 20905 | (301) 989-1446

slv.morrison@gmail.com

***Skill Highlights:** Ability to work with senior management and lead staff in strategic planning, program development, and initiatives implementation. Extensive leadership, collaboration, and project management experience. Work well in a team and independently in monitoring multiple objectives. Strong organizational and administrative skills in managing projects, programs, and fiscal matters. Experience in staff supervision, evaluation, professional training, community engagement, analytical, technology, and research and reporting.*

EDUCATION

Doctor of Education

Educational Leadership

Bowie State University, Bowie, Maryland

Masters of Education

Administration and Supervision

Loyola University, New Orleans, Louisiana

Bachelor of Arts

Elementary Education/Special Education/Psychology

MacMurray College, Jacksonville, Illinois

WORK HISTORY

July 2017- **Consultant** - Workshop Topics: Leadership Development, Race and Equity, Internships, Teaching and Learning, Analyzing Teaching, Rigor and Relevance

MONTGOMERY COUNTY PUBLIC SCHOOLS

July 2016 –
June 2017

Administrator, Academic Initiatives

Office of the Chief Academic Officer

Supervised, monitored, and facilitated the integration of projects and academic initiatives of the Office of the Chief Academic Officer (OCAO). Implemented and managed programs and projects to ensure that all timelines and budget requirements were met. Collaborated with executive leaders to assess coordinated planning and consistent implementation of programs to eliminate the achievement gap and improve student outcomes. Worked with all offices that reported to the OCAO to develop projects and implement practices to address goals and priorities in alignment to the district's strategic plan. Led work groups to support school and districtwide improvement efforts. Supported the administration, development, implementation, and evaluation of K-12 system-wide assessment program.

July 2015 -
June 2016

Director/Acting Chief Engagement and Partnership Officer

Office of Community Engagement and Partnerships

Provided leadership for the implementation of parent/family, community, and business partnerships, programs, and services to increase engagement. Worked with non-profit and community organizations and agencies to plan comprehensive family outreach, wraparound services, and programs to increase academic achievement. Collaborated with central services leaders and community organizations to develop materials, workshops, and presentations to sustain parent engagement, school volunteerism, and partnerships.

July 2009
June 2015

Director

Department of Instructional Programs

Supervised 286 central services staff members in the Division of Early Childhood Programs and Services, Head Start, Title I, Title III, American Indian Education, Outdoor Environmental Education Programs, School Library Media Programs and Career Technology Education. Managed budget of \$32,431,503 for districtwide programs and services consisting of federal and state grants. Monitored the compliance of the grant accreditation process and facilitated book studies and workshops on race and equity, cultural awareness, differentiation, effective instructional practices, and testing accommodations. Knowledge and experience in large-scale K-12 assessment design, measures, and alignment with college and career ready standards. Participated and collaborated on committees with representatives from Maryland State Department of Education, non-profit organizations, and internal and external stakeholders.

July 2002 –
June 2009

Principal

Northwest High School

Led and supervised the total school program consisting of 2600 students. Implemented instructional practices and school improvement efforts through a strategic planning process. Established effective systemic procedures to develop the master schedule, define staff responsibilities, plan and coordinate school events, and promote student success. Analyzed and used data to develop and implement improvement plans to increase student academic performance. Provided leadership and supervision for the instructional program, professional training, and staff evaluations. Established six academies to increase student learning.

January 1999 –
June 2002

Principal

Shady Grove Middle School

Founding principal of the school that implemented, coordinated, and outlined systemic procedures for 954 students. Established protocol and outreach efforts to encourage diverse parent participation in all components of the school organization. Led community, staff, and student work groups in naming the school, developing school guidelines, and outlining the school improvement plan, master schedule, and standard operating procedures. Facilitated professional training related to the collaborative action process, race and equity, behavioral interventions, differentiation, and special education procedures.

July 1994 –
June 1999

Assistant Principal

Rockville High and Redland Middle Schools

Responded equitably to communities, staff members, and stakeholders feedback and concerns in schools with 1500 and 990 students respectively. Organized student events, programs, and after-school activities. Worked with principals to implement systematic procedures to ensure program effectiveness and student success. Prepared written reports and correspondence. Assumed responsibility for specific areas of administration and management of the schools.

July 1990 -
June 1994

Resource Teacher

Paint Branch High School

Assisted teachers in the delivery of the curriculum, instructional strategies, and classroom management strategies.

December 1987-

June 1990

Diagnostic Prescriptive Teacher

Mark Twain School

Administered educational assessments, developed schedules, and recommended courses for students with disabilities. Managed large-scale assessment programs and projects. Communicated information and results related to individual and systemwide assessments orally and in writing to multiple stakeholders.

September 1987-

December 1987 **Special Education Teacher**

Richard Montgomery High School

Implemented instructional program to support high school students with disabilities.

PROJECT PARTICIPATION/MANAGEMENT

- Mentored and monitored second career educators, Alternative Certification for Effective Teacher, Montgomery College, 2004 - 2009
- Led *MCPS on the Move*, High School Assessments, Kindergarten Readiness Assessment, Teacher Exchange Program, Shared Family-facing Engagement, Partnerships Strategic Plan, and International Student Enrollment Work Groups
- Participated on MSDE Common Core State Standard Review Work Group, 2009
- Participated on the professional youth workforce development of online modules for Out-of-School Time Youth Workers Project, Excel Beyond the Bell, 2012

PROFESSIONAL TRAINING/WORKSHOPS

- Trainer – Increasing Student Participation and Performance in Advanced Placement Courses, Richmond Public Schools, Richmond, Virginia, 2010
- Trainer – Observing and Analyzing Teaching, Research for Better Teaching, Boston, Massachusetts, MCPS, 2008 - 2010
- Facilitator – Team Building and Professional Learning Community, Leadership Development Program for Central Services and BOA Administrators, MCPS, 2013 - 2015
- Presenter – Teens and Career Planning, Interfaith Alliance of Montgomery County, 2010
- Presenter – Parental Involvement and Tips to Increase Student Achievement, Community Outreach, Gaithersburg Chamber of Commerce, 2003 – 2006
- Presenter - Understanding and Developing Social/Emotional Learning, Excel Beyond the Bell Symposium, Silver Spring, Maryland, 2014

PROFESSIONAL PARTICIPATION/RECOGNITION

- MSDE Task Force on Teacher Education in Early Childhood Education, 2014
- Career Pathways for Youth Development Practitioners, Montgomery College, 2012
- Maryland Online Technology Assessments for Administrators and Teachers, MSDE, 2004
- Pedestrian Safety Advisory Committee, Montgomery County, 2002-2009
- Selecting and Developing the 21st Century Principal Assessor Training, MSDE, 2003
- Maryland State Assessment Program for Test Accommodations, MSDE, 2002

RECOGNITION/AWARDS

- Friends of ESOL Appreciation Award, ESOL/Bilingual Advisory Committee, MCPS, 2016
- Nancy C. Walker Award, Montgomery County Educational Media Specialist, MCPS, 2006
- Superintendent's Annual Mark Mann Excellence and Harmony Award, MCPS, 2006
- Dr. Edward Shirley Award for Excellence in Educational Administration and Supervision Finalist, MCPS, 2006
- First Year Teacher Recognition - New Orleans Public Schools

Jillian L. Wendt, EdD

Tel: (804) 938-2226

Personal E-Portfolio: www.jillianwendt.comEmail: jillianwendt@yahoo.com**EDUCATION & TRAINING**

Doctor of Education, *Curriculum and Instruction*, Liberty University, Lynchburg, VA.
April 2013, Graduate with High Distinction

Dissertation: The Effect of Online Collaborative Learning on Middle School
Student Science Literacy and Sense of Community

Education Specialist, *Teaching and Learning*, Liberty University, Lynchburg, VA.
September 2011, Graduate with High Distinction.

Master of Education, *Teaching and Learning*, Liberty University, Lynchburg, VA. January
2010, Graduate with Distinction.

Bachelor of Science, *Biology*, Virginia Commonwealth University, Richmond, VA.
December 2005.

Associate of Arts and Sciences, John Tyler Community College, Chester, VA. December
2002, Magna Cum Laude.

AWARDS & ACADEMIC HONORS

- Awarded Tenure, University of the District of Columbia (2019)
- Promotion to Associate Professor, University of the District of Columbia (2019)
- National Science Foundation (*NSF*): *HBCU-UP Broadening Participation Research* (BPR) Award grant (2019)
- University of the District of Columbia *Faculty Incentive Research Grant* (FIRG) Award grant (2019)
- *Accomplishment in Research/Scholarship Award*, College of Arts & Sciences, University of the District of Columbia (UDC) (2018)
- University of the District of Columbia *Faculty Incentive Research Grant* (FIRG) Award grant (2018)
- National Science Foundation (*NSF*): *HBCU-UP Broadening Participation Research* (BPR) Award grant (2017)
- University of the District of Columbia *Faculty Incentive Research Grant* (FIRG)/*Grants Research Academy* Award grant (2017)
- *Scholar of Promise Award*, College of Arts & Sciences, University of the District of Columbia (UDC) (2016)
- Graduated with High Distinction (2013)
- *Outstanding Quantitative Dissertation Award*, Liberty University School of Education (LU) (2013)
- *Robert J. Stevenson Scholarship*, Association of Teacher Educators (ATE) (2012)
- Graduated with High Distinction (2011)
- Inducted into Kappa Delta Pi International Honor Society in Education (2011)

- Graduated with Distinction (2010)
- Graduated Magna Cum Laude (2002)
- Inducted into Phi Theta Kappa International Scholastic Order (2002)

AWARDED AND PENDING GRANT PROPOSALS

Wendt, J. L. (PI). (\$24,718.00). QSM-IIQM Research Grant for Early Career Researchers: *Examining the Views of the Nature of Science Among Science Teacher Candidates in an Urban Learning Environment* (April 2020-May 2021, Pending)

Rockinson-Szapkiw, A. (PI), **Wendt, J. L. (Co-PI)**, & Jones, V. (**\$598,870.00**). National Science Foundation (NSF) IUSE: *Broadening Participation and Persistence in STEM: Empowering Women and Other Underrepresented Professionally and Psychosocially Through Virtual Peer Mentorship* (July 2020-June 2023, Pending)

Counsell, S. L. (PI), Boykin, A., Harrell-Williams, L., & **Wendt, J. L. (Co-PI)**.

(**\$1,801,787.00**). National Science Foundation (NSF) DRK-12: *R&P Legos and Wee Engineer STEM Intervention: Assessing African-American Boys' EF, Causal Reasoning, and Physical Science Literacy* (July 2020-June 2024, Pending)

Wendt, J. L. (PI), Rockinson-Szapkiw, A., & Jones, V. (**\$349,979.00**) National Science Foundation (NSF) HBCU-UP Broadening Participation Research: *Virtual STEM Peer Mentorship Communities* (June 2019-May 2021, **Awarded**)

Wendt, J. L. (PI). (\$5000.00). University of the District of Columbia Faculty Incentive Research Grant (FIRG): *Broadening Participation Research: STEM Mentorship Workbook* (May 2019-August 2019, **Awarded**)

Wendt, J. L. (PI), & Apugo, D. (**\$5000.00**). University of the District of Columbia Faculty Incentive Research Grant (FIRG): *Building Self e-STEM: Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students* (May 2018-August 2018, **Awarded**)

Wendt, J. L. (PI), Rockinson-Szapkiw, A., & Walker, T. (**\$286,128.00**). National Science Foundation (NSF) HBCU-UP Broadening Participation Research: *Empowering Minority Females in STEM Research and Leadership* (June 2017-May 2019, **Awarded**)

Wendt, J. L. (PI), & Apugo, D. (**\$10,000.00**). University of the District of Columbia Faculty Incentive Research Grant (FIRG)/Grants Research Academy: *Building Self e-STEM: Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students* (May 2017-August 2017, **Awarded**)

SUBMITTED GRANT PROPOSALS

Wendt, J. L. (PI), & Apugo, D. (**\$1,450,899.00**). National Science Foundation (NSF) EHR Core Research (ECR): *Building Self e-STEM: Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students* (December 2018)

Thompson, L. (PI), Mizelle-Johnson, N., **Wendt, J. L.**, & Zhang, N. (**\$4,320,437.00**). National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR): *Establishing a Rehabilitation Research and Training Center (RRTC) at the University of the District of Columbia* (April 2018)

- Wendt, J. L. (PI), & Apugo, D. (\$1,450,899.00).** National Science Foundation (NSF) EHR Core Research (ECR): Building Self e-STEM: *Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students* (August 2017)
- Wendt, J. L. (PI), & Apugo, D. (\$5000.00).** National Education Association (NEA) Foundation Student Achievement Grant: *Building Self-eSTEM: Investigating the Impact of Race and Gender Representation for Black and Brown Elementary School Students* (February 2017)
- Wendt, J. L. (PI) (\$50,400.00).** National Endowment for the Humanities (NEH) Awards for Faculty at Historically Black Colleges and Universities: *Understanding the Lived Histories of Females in STEM: Progress and Persisting Challenges* (March 2016)
- Wendt, J. L. (PI), Rockinson-Szapkiw, A., & Walker, T. (\$500,000.00).** National Science Foundation (NSF) NRT IGE: *Virtual Communities: Empowering Minority Females in STEM Research and Leadership* (February 2016)

PUBLICATIONS

**Denotes publication with former or current student(s).*

Peer-Reviewed Journals

- *Dixon, K., & **Wendt, J. L.** (under review). Science motivation and achievement among minority urban high school students: An examination of the flipped classroom model. *Manuscript under review.*
- *Larry, T., & **Wendt, J. L.** (under review). The predictive relationship between gender, ethnicity, science self-efficacy, teacher interpersonal behaviors, and science achievement of students in a diverse urban high school. *Manuscript under review.*
- *Roach, W., & **Wendt, J. L.** (under review). The impact of using elementary science specialists on 5th grade students' science achievement scores. *Manuscript under review.*
- Rockinson-Szapkiw, A., & **Wendt, J. L.** (under review). Promoting self-efficacy: A case study examining the design, development, and initial evaluation of a virtual STEM training program for underrepresented minority women (UMW) peer mentors. *Manuscript under review.*
- *Schpakow, M. L., **Wendt, J. L.**, & Paynter, K. C. (under review). Male and female middle school students' attitudes toward science. *Manuscript under review.*
- Wendt, J. L.**, & Huderson, B. (under review). The influence of observational experience and metaconceptual teaching activities on secondary science teacher candidates' conceptual understandings of the practices of science. *Manuscript under review.*
- *Harrell, K. B., & **Wendt, J. L.** (2019). The impact of blended learning on community of inquiry and perceived learning among high school learners enrolled in a public charter school. *Journal of Research on Technology in Education*. doi: 10.1080/15391523.2019.1590167
- Wendt, J. L.**, & Courduff, J. (2018). The relationship between teacher immediacy, perceptions of learning, and online graduate course outcomes among primarily Asian international students enrolled in a U.S. university. *International Journal of Educational Technology in Higher Education*, 15(33).

- Wendt, J. L.,** & Rockinson-Szapkiw, A. J. (2018). A psychometric evaluation of the Dimensions of Attitudes towards Science instrument with a U.S. population of elementary educators. *Teaching and Teacher Education, 70*, 24-33.
- Wendt, J. L.,** & Courduff, J. (2017). The relationship between teacher presence and student course outcomes with an online international population. *International Journal on E-Learning, 17*(1), 111-129.
- Wendt, J. L.,** & Nisbet, D. (2017). The role of perceived learning and communities of inquiry in predicting international students' course grades in computer-mediated graduate courses. *Journal of Research in Education, 27*(1), 1-23.
- Wendt, J. L.,** Rockinson-Szapkiw, A. J., & Cordes, M. (2017). Examining the influence of a STEM certification model on female, minority science outcomes. *Journal of Educational Research*. doi: 10.1080/00220671.2017.1396437
- Courduff, J., Rockinson-Szapkiw, A. J., & **Wendt, J. L.** (2016). Grounded in what works: Exemplary practice in special education teachers' technology integration. *Journal of Special Education Technology*. doi: 10.1177/0162643416633333
- Rockinson-Szapkiw, A. J., **Wendt, J. L.,** Wighting, M., & Nisbet, D. (2016). The predictive relationship among the Col framework, perceived learning, and online graduate students' course grades. *The International Review of Research in Open and Distributed Learning, 17*(3).
- Rockinson-Szapkiw, A. J. & **Wendt, J. L.** (2015). Technologies that assist in online group work: A comparison of synchronous and asynchronous computer mediated communication technologies on students' learning and community. *Journal of Educational Media and Hypermedia, 24*(3), 263-279.
- Wendt, J. L.** & Rockinson-Szapkiw, A. J. (2015). The effect of online collaboration on adolescent sense of community in eighth-grade physical science. *Journal of Science Education and Technology, 24*(5), 671-683. doi: 10.1007/s10956-015-9556-6
- Wendt, J. L.** & Rockinson-Szapkiw, A. J. (2014). The effect of collaboration on middle school student science misconceptions as an aspect of science literacy. *Journal of Research in Science Teaching, 51*(9), 1103-1118.
- Rockinson-Szapkiw, A. J., **Wendt, J. L.,** & Lunde, R. M. (2013). The influence of textbook format on university students' self-regulated learning strategies, motivation, and text anxiety. *American Journal of Distance Education, 27*(3), 179-188.
- Wendt, J. L.** (2013). Combating the crisis in adolescent literacy: Exploring literacy in the secondary classroom. *American Secondary Education, 41*(2), 38-48.

Book Chapters

**Denotes publication with former or current student(s).*

- Wendt, J. L.,** Rockinson-Szapkiw, A., & Conway, A. (2019). Using technology to foster peer mentoring relationships: Development of a virtual peer mentorship training model for broadening participation in STEM. In L. Winfield, Z. Wilson-Kennedy, G. Thomas, & L. Watkins (Eds.), *Growing diverse STEM communities: Methodology, impact, and evidence*. (pp. 255-268).

*Apugo, D., **Wendt, J. L.,** Deksis, T., & Peters, M. (2018). The science behind support: An informed perspective on preparing urban science teachers for diverse 21st

- century classrooms. In A. S. Burtin, J. S. Fleming, & P. Hampton-Garland (Eds.), *Changing urban landscapes through public higher education* (pp. 97-115).
- ***Wendt, J. L.**, Rockinson-Szapkiw, A., & Harrell, K. (2018). Sense of community: The essential ingredient for middle level virtual learning. In B. B. Eisenbach & P. Greathouse (Eds.), *The online classroom: Resources for effective middle level virtual education* (pp. 99-120).
- Wendt, J. L.**, Nisbet, D., & Rockinson-Szapkiw, A. (2017). Distance learning course design: Considering international learners and diversity. In K. Milheim (Ed.), *Cultivating diverse online classrooms through effective instructional design* (pp. 1-16).

Books

- Rockinson-Szapkiw, A., **Wendt, J. L.**, & Wade-Jaimes, K. (2020, forthcoming). *Maximizing STEM peer mentoring relationships for underrepresented women and minorities*. Dubuque, IA: Kendall Hunt Publishing Company.
- Wendt, J. L.**, & Apugo, D. (2019). *K-12 STEM education in urban learning environments*. Hershey, PA: IGI Global. (**Nominated for the AACTE 2020 Outstanding Book of the Year Award**)

Published Conference Proceedings

*Denotes publication with former or current student(s).

- Rockinson-Szapkiw, A., & **Wendt, J. L.** (2019). The academic mother at mid-career: Integrating motherhood, academia, and life to obtain satisfaction and wellbeing. Washington, D.C.: American Educational Research Association (AERA).
- Wendt, J. L.**, Rockinson-Szapkiw, A., & Conway, A. (2018). The design and development of the virtual training modules for peer mentoring to broaden women's and minorities' STEM participation. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2018* (pp. 588-593). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- *Harrell, K., & **Wendt, J. L.** (2017). Community of inquiry and perceived learning: The impact of blended learning among high school students. In *Proceedings of EdMedia: World Conference on Educational Media and Technology 2017* (pp. 409-419). Washington, DC: Association for the Advancement of Computing in Education (AACE).
- Wendt, J. L.**, & Rockinson-Szapkiw, A. (2017). Dimensions of attitudes toward science: A translation and validation for the U.S. context. San Antonio: American Educational Research Association (AERA).
- *Bollinger, A., & **Wendt, J. L.** (2016). Foreign language anxiety among traditional and online students enrolled in foreign language courses at a community college. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016* (pp. 571-576). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Courduff, J., Szapkiw, A., & **Wendt, J.** (2016). Exemplary technology integration in diverse teaching and learning environments: A grounded theory. Washington, D.C.: American Educational Research Association (AERA).

- *Dixon, K., & **Wendt, J. L.** (2016). Motivation and academic achievement among high school students: An examination of the flipped classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2016* (pp. 364-369). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Wendt, J. L.**, & Nisbet, D. (2015). Teacher immediacy: The relationship with perceived learning and student outcomes in the U.S. international classroom. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 976-980). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Wendt, J. L.**, Nisbet, D., & Rockinson-Szapkiw, A. (2015). An examination of the community of inquiry framework in the international computer-mediated learning context. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2015* (pp. 1063-1066). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Wendt, J. L.** & Rockinson-Szapkiw, A. (2015). Synchronous and asynchronous communication technologies in online group work: Implications for design and practice. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2355-2357). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

INVITED PRESENTATIONS

- Wendt, J. L.** (August 21, 2018). An e-Mentorship model for broadening participation in STEM degree programs among undergraduate and graduate students. American Chemical Society (ACS) National Conference.
- Wendt, J. L.** (April 19, 2016). My life in science and engineering: Short talks by women in the field. American Association of University Women (AAUW) Gaithersburg, MD Branch Meeting.

CONFERENCE PRESENTATIONS

*Denotes presentation with former or current student(s).

- *Rockinson-Szapkiw, A., **Wendt, J. L.**, & Sharpe, K. (accepted, April 17-21, 2020). The benefits and challenges of a blended peer mentoring program: Peer mentors' STEM beliefs, interests, skills, and behavior. American Educational Research Association (AERA) 2020.
- *Sharpe, K., Rockinson-Szapkiw, A., & **Wendt, J. L.** (accepted, April 17-21, 2020). Building STEM self-efficacy and persistence: The case of online mentor training for underrepresented minority women peer mentors at historically black institutions. American Educational Research Association (AERA) 2020.
- Wendt, J. L.**, & Rockinson-Szapkiw, A. (accepted, April 17-21, 2020). A blended peer mentoring experience for undergraduate minority mentees in STEM programs at two HBCUs. American Educational Research Association (AERA) 2020.
- Wendt, J. L.** (under review, February 14, 2020). A novel approach to broadening participation in STEM at two HBCUs. University of the District of Columbia Faculty Senate Retention Conference 2020.

- Rockinson-Szapkiw, A., & **Wendt, J. L.** (accepted, February 7, 2020). Blended peer mentoring: Benefits and challenges for peer mentors. Conference on Higher Education Pedagogy 2020.
- ***Wendt, J. L.**, Rockinson-Szapkiw, A., Jones, V., & Keith, S. (accepted, February 5, 2020). A model for peer mentorship to encourage STEM interest, self-efficacy, and intent to persist among women and racial and ethnic minority students. National Science Foundation (NSF) 2020 HBCU-UP/CREST PI/PD Meeting.
- Rockinson-Szapkiw, A., & **Wendt, J. L.** (November 21, 2019). A pilot study examining the design, development, and initial evaluation of a virtual STEM peer mentoring program for underrepresented minority women (UMW). Online Learning Consortium (OLC) Accelerate 2019.
- *Sharpe, K., Rockinson-Szapkiw, A., & **Wendt, J. L.** (November 20, 2019). Building underrepresented minority women's self-efficacy and persistence through STEM e-mentor training. Online Learning Consortium (OLC) Accelerate 2019.
- ***Wendt, J. L.**, & Barlev, M. (November 16, 2019) Communicating through science: Disciplinary literacy. Virginia Association of Science Teachers (VAST) 2019 PDI.
- Wendt, J. L.**, Rockinson-Szapkiw, A., & Conway, A. (September 13, 2019). A collaborative effort to foster peer mentoring relationships among minority women in STEM: Peer mentor training. Virginia Educational Research Association (VERA) 2019 Conference.
- Rockinson-Szapkiw, A., & **Wendt, J. L.** (April 7, 2019). The academic mother at mid-career: Integrating motherhood, academia, and life to obtain satisfaction and wellbeing. American Educational Research Association (AERA) 2019 Conference.
- Wendt, J. L.** (March 8, 2019). Developing self-efficacy, interest in STEM, and intent to persist among those underrepresented in STEM fields. National Summit to Survey and Stimulate Broadening Participation Research at Historically Black and Tribal Colleges/Universities.
- ***Wendt, J. L.**, Rockinson-Szapkiw, A., Conway, A., Cole, J., & Fletcher, F. (February 21, 2019). Implementation of a STEM peer community peer mentorship model for undergraduate and graduate minority STEM students. National Science Foundation (NSF) 2019 HBCU-UP/CREST PI/PD Meeting.
- Rockinson-Szapkiw, A., & **Wendt, J. L.** (February 1, 2019). A model for underrepresented minority women virtual peer mentor training. Conference on Higher Education Pedagogy 2019.
- Rockinson-Szapkiw, A., **Wendt, J. L.**, Sharpe, K., & Hooper, W. (November 15, 2018). The design, development, and efficacy of the virtual training of peer mentors to broaden women's and minorities' STEM participation. Online Learning Consortium (OLC) Accelerate 2018.
- Wendt, J. L.**, Rockinson-Szapkiw, A., Conway, A., & Huderson, B. (September 13, 2018). Using technology to foster peer mentoring relationships. Virginia Educational Research Association (VERA) 2018 Conference.
- Wendt, J. L.** (April 21, 2018). Reinventing science teaching in high needs middle schools: Preparing pre- and in-service science teachers. 2018 Noyce Northeast Regional Conference.
- Wendt, J. L.**, Rockinson-Szapkiw, A., & Conway, A. (March 28, 2018). Development of virtual e-mentorship training to broaden women's and minorities' STEM

- participation. Society for Information Technology and Teacher Education (SITE) 2018 Conference.
- Wendt, J. L.**, Rockinson-Szapkiw, A., & Walker, T. (February 21, 2018). Virtual e-mentorship training to broaden participation in STEM. National Science Foundation (NSF) 2018 HBCU-UP/CREST PI/PD Meeting.
- Duguay, A., Renn, J., & **Wendt, J. L.** (January 4, 2018). Promoting language and literacy in the science classroom: Pre-service collaboration. Association of Science Teacher Educators (ASTE) 2018 International Conference.
- *Renn, J., Duguay, A., **Wendt, J.L.**, Peters, M., & Willis, W. (July 20, 2017). Embedding language and literacy in the science classroom: Meeting the needs of diverse students. National Science Foundation (NSF) & American Association for the Advancement of Science (AAAS) 2017 Noyce Summit.
- *Harrell, K., & **Wendt, J. L.** (June 20, 2017). Community of inquiry and perceived learning: The impact of blended learning among high school students. Association for the Advancement of Computing in Education (AACE) EdMedia 2017 Conference.
- Wendt, J. L.**, & Rockinson-Szapkiw, A. (April 28, 2017). Dimensions of Attitudes toward Science (DAS): A translation and validation for the U.S. context. American Educational Research Association (AERA) 2017 Conference.
- Wendt, J. L.** (November 18, 2016). Exploring with virtual reality in the science classroom. Virginia Association of Science Teachers (VAST) 2016 PDI.
- *Bollinger, A., & **Wendt, J. L.** (November 14, 2016). Foreign language anxiety among traditional and online students enrolled in foreign language courses at a community college. Association for the Advancement of Computing in Education (AACE) E-Learn 2016 Conference.
- *Dixon, K., & **Wendt, J. L.** (November 14, 2016). Motivation and academic achievement among high school students: An examination of the flipped classroom. Association for the Advancement of Computing in Education (AACE) E-Learn 2016 Conference.
- Wendt, J. L.**, & Cordes, M. (September 16, 2016). The relationship between a STEM certification model and elementary female and minorities' science achievement. Virginia Educational Research Association (VERA) 2016 Conference.
- Wendt, J. L.**, & Huderson, B. (September 15, 2016). Science teacher candidates' conceptual understandings of the practices of science: The influence of metaconceptual teaching activities. Virginia Educational Research Association (VERA) 2016 Conference.
- Wendt, J. L.** (November 21, 2015). Using tradebooks to foster scientific thinking. Virginia Association of Science Teachers (VAST) 2015 PDI.
- *Ozturkler, G. & **Wendt, J. L.** (November 20, 2015). Enhancing classroom management for pre-service teachers. Virginia Association of Science Teachers (VAST) 2015 PDI.
- *Willis, W., Alqahtani, W., Jackson, Q., Nussbaum, M., Roberts, R., & **Wendt, J. L.** (November 18, 2015). Developing attitudes of global mindfulness: Linking globalization with the practices of science. Global Education Conference 2015.
- Wendt, J. L.**, & Nisbet, D. (October 19, 2015). Teacher immediacy: The relationship with perceived learning and student outcomes in the U.S. international population.

- Association for the Advancement of Computing in Education (AACE) E-Learn 2015 Conference.
- Wendt, J. L.,** Nisbet, D., & Rockinson-Szapkiw, A. (October 19, 2015). An examination of the community of inquiry framework in the international computer-mediated learning context. Association for the Advancement of Computing in Education (AACE) E-Learn 2015 Conference.
- Wendt, J. L.** (September 17, 2015). Examining elementary science teacher attitudes toward science: An expert review and discussion. Virginia Educational Research Association (VERA) 2015 Conference.
- Wendt, J. L.** (September 17, 2015). Teaching presence and student achievement outcomes in international distance learning courses. Virginia Educational Research Association (VERA) 2015 Conference.
- Wendt, J. L.** & Rockinson-Szapkiw, A. (March 2, 2015). Synchronous and asynchronous communication technologies in online group work: Implications for design and practice. Society for Information Technology and Teacher Education (SITE) 2015 Conference.
- Wendt, J. L.** (February 16, 2015). Sense of community in the collaborative classroom: Online learning or traditional learning? Association of Teacher Educators (ATE) 2015 Annual Conference.
- Wendt, J. L.** (October 17, 2014). Encouraging scientific habits of mind through literacy instruction. National Science Teachers Association (NSTA) 2014 Regional Conference.
- Edmondson, E., Yesbeck, D., & **Wendt, J. L.** (October 16, 2014). Talking about science with literature. National Science Teachers Association (NSTA) 2014 Regional Conference.
- Wendt, J. L.** (September 19, 2014). Online collaboration in the science classroom: An examination of the effects on science misconceptions. Virginia Educational Research Association (VERA) 2014 Conference.
- Wendt, J. L.** (April 11, 2014). Embedded literacy in the K-12 science classroom. Virginia International University (VIU) 2014 Conference on Language, Learning, and Culture.
- Wendt, J. L.** (November 15, 2013). Decreasing student misconceptions to increase science literacy. Virginia Association of Science Teachers (VAST) 2013 PDI.
- Wendt, J. L.** (November 15, 2013). Using ESL strategies to increase literacy learning for all students in the science classroom. Virginia Association of Science Teachers (VAST) 2013 PDI.
- Wendt, J. L.** (November 15, 2013). Using QR codes in the science classroom: Assisting teacher immediacy. Virginia Association of Science Teachers (VAST) 2013 PDI.
- Wendt, J. L.** (April 13, 2013). Web-based technologies in the science classroom. National Science Teachers Association (NSTA) 2013 National Conference.
- Wendt, J. L.** (November 9, 2012). Increasing literacy in the science classroom. Virginia Association of Science Teachers (VAST) 2012 PDI.
- Wendt, J. L.** (August 6, 2012). Technology in the classroom: Preparing teachers to prepare students for digital literacies. Association of Teacher Educators (ATE) 2012 Summer Conference.

PROFESSIONAL LICENSING & CERTIFICATION

Post-Graduate Professional Teaching License, *Biology Endorsement*, Virginia Department of Education.

Certified Online Instructor, *Quality Matters (QM)*, University of the District of Columbia.

TEACHING EXPERIENCE

University of the District of Columbia (UDC)

Washington, DC

College of Arts and Sciences

Associate Professor of Science Education, Tenured

August 2019-present

Assistant Professor of Science Education

August 2015-August 2019

- Pre-service teacher education and program and curriculum development for the Bachelor of Arts (BA) in Elementary Education and the Master of Arts in Teaching (MAT) programs with a specific focus on science education, urban education, and minority education.
- Engage in undergraduate and graduate level instruction, student mentoring and advising, program design and development, course design and development, and cross-divisional grant collaboration.
- HBCU; tenured faculty

Courses Taught

(* indicates development and instruction for a new course never before offered at UDC)

ELED 307, Methods and Materials of Teaching Science in Elementary School

EDFN 405, Classroom Management

EDTE 501, Practicum I: Observations in Diverse Settings

EDCI 522, Teaching Science and Social Studies through Inquiry

*EDTE 520, Scope and Methods of Teaching Physical, Earth, and Space Science

*EDTE 525, Scope and Methods of Teaching Life, Earth Science, and Chemistry

*EDTE 530, The Practices of Science

*EDUC 590, Science Research Seminar

Liberty University (LU)

Lynchburg, VA

School of Education

Adjunct Professor

January 2016-present

External Dissertation Chair

January 2015-January 2016

- Provide online instruction, chair dissertation committees, and serve as an approved methodologist for the Master of Arts in Teaching (MAT), Master of Education (MEd), Education Specialist (EdS), and Doctor of Education (EdD) programs.
- Serve(d) as Subject Matter Expert (SME) for EDUC 540, EDUC 798, EDUC 812.

Courses Taught

EDUC 540 Historical Perspectives in Urban Education

EDUC 531 Teaching the Natural and Social Sciences

EDUC 798 Advanced Writing and Research

EDUC 812 Advanced Educational Statistics

EDUC 989 Dissertation Proposal and Research

Virginia International University (VIU)

Fairfax, VA

School of Education**IRB Chairperson**

February 2015-August 2015

Professor

August 2014-August 2015

Adjunct Professor

August 2013-August 2014

- Founding faculty for the Master of Education program.
- Pre-service teacher education instruction and program and curriculum development for the inaugural Master of Education (MEd) program (online and residential).
- Engaged in graduate level instruction, student mentoring, and program and course design and development.
- Provided support to the Associate Dean through teaching and administrative duties, including strategic planning, budgeting, community outreach, and planning and implementation of local and international workshops and conferences.
- Served as the Faculty Mentor for the Master of Education program, assisting in supervising and providing support to adjunct faculty.
- Established the first IRB at VIU and served as the IRB Chairperson.

Courses Taught

(* indicates development and instruction for a new course never before offered at VIU)

*EDUC 500, Introduction to Education and Educational Research

*EDUC 508, Motivational Theory and Class Management

*EDUC 511, Diversity and Multicultural Education

*EDUC 510/EDUC 532, Secondary Curriculum and Instruction

*EDMA/EDSC/EDSL 610, Content Area Reading and Writing

*EDUC 645/TSL 645/LING 645, Program Administration

*EDSC 600, Effective Teaching and Learning for Secondary Science

Courses Designed

*EDMA/EDSC/EDSL 686, Education Practicum

*EDSC 605, Advanced Approaches for Teaching Secondary Science

George Mason University (GMU)

Fairfax, VA

Virginia Initiative for Science Teaching and Achievement (VISTA)**Curriculum Specialist**

December 2013-August 2014

- Provided support and instructional materials to elementary and secondary teachers and science education coaches with an emphasis on planning and implementing inquiry-based and problem-based instruction.
- Developed and implemented coach professional development activities, monitored and supervised coaches, and assisted in planning for the VISTA Elementary Science Institute summer camp and Secondary Science Teacher Program (STP-1 & STP-2) graduate-level courses.
- Grant-funded position.

Dinwiddie High School (DHS)

Dinwiddie, VA

Science Teacher

August 2007-June 2013

- Biology and Ecology instruction for multiple levels.
- Engaged in curriculum approval and implementation, curriculum writing, student remediation, assessment, and data tracking and analysis.
- Served on the School Board Curriculum Writing Team
- Served as faculty sponsor of the Student Organization for Developing Attitudes (SODA) program and the Science Club

Courses Taught10th Grade Biology, Advanced Level10th Grade Biology, Comprehensive Level10th Grade Biology, General Level12th Grade Ecology**Piedmont Alternative School (PAS)**

Jetersville, VA

Science Teacher

August 2006-June 2007

- Science instruction for multiple science disciplines for grades 5-12 in a diverse, alternative education learning environment.
- Utilized computer-mediated and face-to-face instructional methods to meet varying student needs.

Courses Taught5th-12th Grade Sciences (combined classroom)**OTHER RELATED EMPLOYMENT****Western Governors University (WGU)**

Salt Lake City, UT

Subject Matter Expert/Independent Contractor

December 2015-February 2016

- Review of subject matter and assessment materials to assist in development of biology courses in the General Education Program.

UNIVERSITY SERVICE**Dissertation Chair (to completion)**

Lester, D. (2019). Science vocabulary acquisition: A nonequivalent control-group examination of vodcasts and fifth grade students. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Roach, W. (2018). The impact of using elementary science specialists on 5th grade science achievement scores. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Bollinger, A. S. (2017). Foreign language anxiety in traditional and distance foreign language learning classrooms. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Dixon, K. L. (2017). The effect of the flipped classroom on urban high school students' motivation and academic achievement in a high school science course. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

- Harrell, K. B. (2017). The impact of blended learning on social presence, cognitive presence, teaching presence, perceived learning, and actual learning. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
- Larry, T. (2017). The relationship between perceived self-efficacy and student-teacher relationships among Title I urban student achievement in science. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Dissertation Committees (to completion)

- Sharpe, K. (2019). Building self-efficacy and persistence through STEM e-mentor training: A multi-site case study. Unpublished doctoral dissertation, University of Memphis, Memphis, TN. ***Awarded the Robert M. Gagne Award for Graduate Student Research, Association for Educational Communications & Technology.***
- Schpakow, M. (2018). Male and female middle school students' attitudes toward science. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
- Marks, J. T. (2017). Impact of integrated science and English language arts literacy supplemental instructional intervention on science academic achievement of elementary students. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
- Rudolph, M. R. (2017). Exploring the effects of video formats on teaching, social, and cognitive presence in asynchronous online discussions. Unpublished doctoral dissertation, University of Memphis, Memphis, TN.
- Whitt, J. (2017). A descriptive case study: Elementary teachers' technology acceptance and classroom integration. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
- Durso-Finley, J. (2016). Predicting high school GPA using HEXACO personality domains and the secondary school admission test. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.
- Durham, C. (2014). Middle school teachers' read-aloud practices in the classroom: A phenomenological study. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA.

Departmental and University Service

- UDC **Internal Research Council** (2018-present)
- Division of Education, Health, and Social (DEHS) Work **Technology Committee** (2018-present)
- UDC **Graduate Council** (2015-present)
- UDC **STEM Luncheon Organizer** (2018-2019)
- **Panelist** for the UDC Learning Resources Division Approaches to Successful Portfolio Narratives Workshop (2018)
- Kappa Delta Pi (KDP) International Honor Society Theta Sigma **Chapter Counselor** (2016-2019)
- **DEHS CAEP Standard 1 Committee** (2015-2017)
- *Founded and served as the Virginia International University (VIU) Institutional Review Board (IRB) Chairperson* (2015)

- VIU **Professional Development Committee** (2015)
- VIU School of Education **Faculty Mentor** (2015)
- Kappa Delta Pi (KDP) International Honor Society **Chapter Liaison** (2014-2015)
- VIU **Education Summit Co-Organizer** (2014-2015)
- VIU **Voices from the Field Speaker Series Co-Organizer** (2014-2015)
- VIU **Conference on Language, Learning, and Culture Committee** (2014-2015)
- VIU **School of Education Advisory Board** (2014-2015)
- VIU **School of Education Curriculum Team** (2013-2015)

PROFESSIONAL SERVICE

Professional Committees

- Office of the State Superintendent of Education (**OSSE**) **State Science Leadership Team** (2018-present)
- Association for the Advancement of Computing in Education (**AACE**) **EdMedia Program Committee** (2017-present)
- Association of Teacher Educators (**ATE**) **Public Relations and Communications Committee** (2017-present)
- *Journal of Science Teacher Education* (**JSTE**) **Editorial Review Board** (2015-2017; 2019-present)
- National Association for Research in Science Teaching (NARST) *Journal of Research in Science Teaching* (**JRST**) **Editorial Review Board** (2015-2018)
- Virginia Educational Research Association (**VERA**) **Executive Board Member** (2015-2018)
- Virginia Educational Research Association (**VERA**) **Research Awards Committee Chairperson** (2015-2018)
- Association for the Advancement of Computing in Education (**AACE**) **E-Learn Program Committee** (2014-2017)
- Association of Teacher Educators (**ATE**) **Research Committee** (2014-2017)
- National Association for Research in Science Teaching (NARST) *Journal of Research in Science Teaching* (**JRST**) **Award Committee** (2014-2015)
- Society for Technology and Teacher Education (**SITE**) **International Conference Program Committee** (2014-2015)
- Virginia Educational Research Association (**VERA**) **Publications Committee** (2014-2015)

Conference Review

- American Educational Research Association (AERA) Annual Conference (2015-present)
- Association for the Advancement of Computing in Education (AACE) E-Learn Conference (2014-present)
- Association for the Advancement of Computing in Education (AACE) Edmedia + Innovate Learning Conference (2015)
- Virginia Educational Research Association (VERA) Annual Conference (2016-2017)

- Association of Science Teacher Education (ASTE) International Conference (2014-2017)
- National Association for Research in Science Teaching (NARST) Annual International Conference (2014-2017)
- Association of Teacher Educators (ATE) Summer Conference (2014-2015)
- Society for Technology and Teacher Education (SITE) International Conference (2014-2015)

Peer-Review for Scholarly Journals (Current)

- *Action in Teacher Education* (ATE), Association of Teacher Educators (ATE).
- *Contemporary Issues in Technology and Teacher Education* (CITE)—Science, Association for the Advancement of Computing in Education (AACE).
- *Journal of Educational Research* (JER).
- *Journal of Online Learning Research* (JOLR), Association for the Advancement of Computing in Education (AACE).
- *Journal of Research in Education* (JRE), Eastern Educational Research Association (EERA).
- *Journal of Research in Science Teaching* (JRST), National Association for Research in Science Teaching (NARST).
- *Journal of Science Education and Technology* (JOST).
- *Journal of Science Teacher Education* (JSTE), Association of Science Teacher Educators (ASTE).
- *Kappa Delta Pi Record*, Kappa Delta Pi (KDP).
- *Review of Educational Research* (RER), American Educational Research Association (AERA).
- *Teaching and Teacher Education* (TATE).

COMMUNITY SERVICE

- **DC STEM Fair Grand Award Judge, Junior Division**, DC STEM Network (2019)
- **Career Mentor**, Wesley Fellows Program, FUMC (2017)
- **DI Official (Volunteer)**, Global Finals, Destination Imagination (DI) (2016)
- **DI Official/DI-TV Social Media Assistant (Volunteer)**, Global Finals, Destination Imagination (DI) (2015)
- **Volunteer**, Capital Area Food Bank, Washington, DC Metro Area (2015)
- **Team Member**, Women's Leadership Team, MVBC (2013)
- **Study Facilitator**, GROW Women's Group, MVBC (2012-2013)
- **Club Sponsor**, Dinwiddie High School Student Organization for Developing Attitudes (SODA) (2010-2013)
- **Club Sponsor**, Dinwiddie High School Science Club (2009-2012)
- **Emergency Medical Technician-Basic (EMT-B)**, Bensley-Bermuda Volunteer Rescue Squad, Chester, VA (2002-2004)

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA); Association for the Advancement of Computing in Education (AACE); Association for Science Teacher Education (ASTE); Association of Teacher Educators (ATE); Kappa Delta Pi (KDP); National Association for Research in Science Teaching (NARST); National Science Teachers Association (NSTA); Virginia Association of Science Teachers (VAST); Virginia Educational Research Association (VERA); Virginia Society for Technology in Education (VSTE)

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

Personal Contact

202-210-6584

jlmaiden@hotmail.com

Business Contact

202-274-5768

james.maiden@udc.edu

Licensure Number

PRC14627

EDUCATION

Doctorate of Education in Counseling Psychology

Argosy University/Washington, DC

Dissertation: African American Males in Counselor Doctoral Programs: Perceptions of Factors that lead to Degree Attainment

Master of Science in Counselor Education

The University of Arkansas, Fayetteville, AR

Bachelor of Science in Psychology

Arkansas State University, State University, AR

ADMINISTRATIVE EXPERIENCE

Assistant Dean of Student Affairs, The University of the District of Columbia, Washington, DC. August 2015 – Present.

I am a Counselor Educator. Committed to assisting all students at the University of the District of Columbia reach their fullest potential in and out of the classroom. Charged with implementing student support services along with opportunities for leadership experience, diverse student work environments, engaging programming and specialized resources.

- Provide coordinated and comprehensive student services and enrollment management, from promotion and initial inquiry through registration and across the full student life cycle.
- Develop assessment tools that allow the ability to collect, analyze and report evaluative information to continually monitor the effectiveness of all programs and services for areas within the Office.
- Assist Counseling program in successful re-accreditation of CACREP certification.

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- Provide strategic leadership to student services that ensures positive student experiences leading to student retention.
- Oversee student records and ensure compliance with appropriate regulations, policies and processes for handling of student record information.
- Serve as chair of Grievance Committee for the College of Arts and Sciences.
- Serve as College of Arts and Sciences' representative on the Behavioral Intervention Team at the University.
- Meet with students to discuss complaints, potential grievances, and other concerns.
- Advise faculty on academic dishonesty cases and coordinate mediation and grievance as required.
- Serve as the informational resource for students, faculty, administrators, and the community at large on matters regarding the Office of Student Achievement's programs and/or university policies, procedures, and activities.
- Work closely with the Admissions Office to support the transition of students into the College by providing strategic direction and leadership to the school's student services, recruitment, retention, outreach, and marketing and communications personnel.
- Responsible for planning and coordination of activities relating to the department's responsibilities and services to other areas of the College, external clients, organization and interest groups.
- Represent the College of Arts and Sciences in various University-wide committees and act as a liaison to colleges for academic, honor code, and non-academic issues and concerns.
- Awarded the Verizon Innovative Learning Minority Male Make Program grant.

Assistant Professor of Counseling: Rehabilitation Counseling (CORE accredited); School Counseling (CACREP accredited), The University of the District of Columbia

- Teach graduate level courses in counseling.
- Provide supervision to students in internship and practicum courses
- Assist with CACREP accreditation
- Advise and supervise graduate level students in the program.
- Advise students in research, theses, and visit intern site.
- Engage in scholarship and service to UDC and the community.
- Participate in professional, program, department, college and university committees.
- Participate in research and publications specific to counseling.

Principal Investigator, Verizon Innovative Learning for Minority Males Directed by The University of the District of Columbia, Washington, DC. March 2016 – Present.

- Director of The Verizon Innovative Learning Minority Male Makers Program – Directed by The University of the District of Columbia.
- Execute the project as outlined in the funded proposal, using sound management techniques.

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- Carry out the project's financial plan as presented in the funded proposal following a prescribed set of policies and procedures.
- Report project progress to the sponsor as outlined in the terms of award.
- Maintain an accurate record of project related expenses.
- Comply with all Verizon and UDC policies and procedures related to project management and personnel practices.
- Comply with all applicable sponsor rules, regulations and/or terms and conditions of the award.

Department Chair of Humanities, Communications & Social Sciences, The Art Institute of Washington, Arlington, VA. March 2009 – August 2015.

Managed the Department of Humanities, Communications, & Social Sciences, the Office of Academic Advising & Retention, the Office of First and Second Year Experience, the Transitional Studies & Academic Support Center. Duties include:

Chairperson

- Provided academic leadership for department.
- Recruited, trained, developed, managed, and led faculty and staff team members.
- Provided support to college and community relations activities while planning and implementing a budget including personnel requirements, program expenses, and capital needs.
- Reviewed, approved, and conducted performance appraisals.
- Led local campus curriculum development efforts to ensure local curriculum is consistent with the college system.
- Provided leadership in developing, evaluating, and maintaining curricula and programs.
- Conducted annual workshops, department meetings and conducted education research and recent findings in the relevant literature.
- Managed the student conduct process in Academic Affairs.
- Chaired the admissions committee and implemented admissions process and selection criteria.

Data and Institutional Effectiveness Assessment

- Responsible for the continuous development and implementation of the Institutional Effectiveness plan by which the College measures improvement and holds itself accountable to its constituents.
- Designed data collection instruments and assists with conducting surveys to assess both College-wide and departmental goals and objectives and assisted others in the IE Department with data collection, review, analysis, and compilation of results.
- Coordinated the program evaluation process reviews of General Education programs, including work with departments arranging for external evaluators, chairing the panels, writing the reports, and doing the follow-up required to ascertain changes made as a result of the process.

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Academic Advising & Retention

- Managed a team of academic advisors and online virtual advisors who administer the daily operations of the Advising Center.
- Facilitated the development and implementation of a retention plan for the College by researching literature on student retention, attending workshops, conferences, and seminars specifically addressing student advisement and retention, and recommended alternatives designed to assist students in progressing towards degree completion.
- Facilitated the registration process by assisting in planning, organizing, and presenting individual and group advisement sessions that provided information and assistance regarding degree requirements, major selection, and schedule building.
- Effectively assisted transfer students in transition to the College by providing accurate information and resources available to the student.
- Managed various retention efforts, which may include an emphasis on particular student populations (such as transfer students and at-risk students).

Office of First Year Experience and Second Year Experience

- Developed the Office of First Year Experience and Second Year Experience at the College.
- Responsible for the administration of all aspects of the Office of First Year Experience and Second Year Experience, including new student orientation, program and service planning, development, implementation and assessment supporting student transition, success and retention at the Art Institute of Washington.

Student Support

- Provided support and response to students displaying varying levels of disruptive, disturbed or distressed behaviors.
- Reviewed information from faculty, staff, students and/or community members to conduct investigation to determine appropriate response.
- Collaborated with the Disability Services to coordinate actions: psychological assessment, conduct actions, disability services, and hospitalization.

Academics Support Services

- Supervised Academic Support Center (ASC) including the tutorial services and the Writing Center.
- Worked closely with instructional faculty, counseling and support services to provide an integrated program of tutoring, testing services and courses.

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

- Responsible for the recruitment selection, training, orientation, mentoring and development of support staff, including tutors and Supplemental Instruction leaders; and directs and supervises the work of support staff in the Student Success Programs.
- Provided assessment on the effectiveness of programs and interventions designed to increase student retention at the College.

Director of Advising, Transitional Studies & Academic Support, The Art Institute of Washington, Arlington, VA. October 2007 – March 2009.

- Supervised the Office of Academic Advising & Retention, Transitional Studies Program, The Office of First Year Experience and the Academic Support Center.
- Manage a team of academic advisors who administer the daily operations of the Academic Advising Center.
- Provided outreach programs and interventions to assist students in their long-term college success.
- Planned, coordinate and implement programs in the area of Tutorial, Retention and 1st Year- Experience Programs.
- Hired, trained, scheduled, and supervised student faculty, workers/tutors in the Academic Support Center.
- Developed mentoring programs and workshops to promote persistence and retention.
- Acted as the liaison with other departments and meets regularly with university deans and faculty to develop plans for the development curriculum.
- Collaborates with the Student Affairs, Academic Affairs and other offices to coordinate and maintain university-wide database of student success programs and initiatives.
- Employed instructional methods and techniques appropriate to different student learning styles and instructional delivery modes; Teach effectively within a diverse, multi-ethnic, multi-cultural student population and campus environment.
- Developed, budgeted, and implemented educational development activities, and interdisciplinary learning activities.
- Coordinated program assessment, and prepared summary annual reports.

Grant Reviewer, TD Education Consulting, LLC, Washington, DC, October 2006 – October 2007.

- Reviewed drafts of proposals, including project narratives, budget, and other supporting documentation, in a timely manner to meet grant application deadlines.
- Possessed relevant professional knowledge of the program area and agree to the grant review's integrity, time commitment, and workload (e.g., extensive reading and writing, lengthy discussions).
- Possessed the ability to review knowledge from past grant reviews or related experiences, yet approach new reviews with a fresh eye, ready to incorporate new information.

CURRICULUM VITAE

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- Participated in the evaluation process for assigned applications: read the applications, bring evaluative statements to the work sessions, join in discussions, and collaborate to finalize a quality evaluation.
- Assisted the chairperson in completing any accompanying documents and then will submit the typed draft to the chairperson.
- Assisted chairperson in editing and finalizing the draft.
- Shared and discussed, during panel discussion, evaluative statements and carefully compare them to the evaluation criteria, and scoring procedures.
- Wrote evaluative statements, scored and read all the assigned applications, as well as the evaluated criteria and scoring procedures.
- Maintained confidentiality and abide by conflict of interest guidelines.
- Possessed relevant professional knowledge of the program area and agree to the grant review's integrity, time commitment, and workload.

Academic Advisor/Online Advocate/Coordinator of Online Services, The Art Institute of Washington, Arlington, VA. August 2004 – October 2007.

- Provided academic advising to students.
- Created outreach programs and interventions to assist students in their academic success.
- Implemented online education at The Institute according to the budget, plan and timeline developed by The Art Institute Online and The Institute of Washington.
- Trained Academic Directors, Faculty, and Admissions staff to recognize potential successful online students and advise them into appropriate online classes.
- Provided quarterly evaluation and recommendations related to the online endeavor at The Institute of Washington.
- Sustained an environment of academic and professional excellence for students and educational team members.
- Provided transcript evaluation and assisted in the review and evaluation of student applications for admittance into the college.
- Promoted and marketed online classes within The Institute of Washington.
- Encouraged student success by meeting with students regularly, answering student questions, etc.

Academic Program Coordinator, Howard University, Washington, DC. June 2002 – August 2004.

- Created outreach programs and interventions to assist students in STEM success.
- Developed, budgeted, and implemented career and educational development activities, public relations initiatives, and interdisciplinary learning activities.
- Tasked with reviewing and analyzing documents for regulatory compliance with the National Science Foundation.
- Researched, interpreted and evaluated data for grant proposals and publications.
- Developed mentoring programs and educational series promoting student success.

CURRICULUM VITAE

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- Reviewed scholarship packages and awarded students financial assistance.
- Recruited students for educational programs.
- Provided academic and career counseling to students.
- Planned, coordinated and implemented programs in the area of Tutorial, Mentorship, Retention and Pre-Freshmen Summer Programs.
- Developed and implemented in-service training programs for staff.
- Assisted in the production of the annual report.
- Created the *Outstanding African American Male in STEM* lecture series.

Career Advisor, TESST College of Technology, Beltsville, MD. January 2001 – June 2001.

- Provided personal, academic and career counseling to students.
- Instructed a career development course.
- Produced monthly reports covering student's progress, internships, job placements and other related reports as needed.
- Developed a referral system with organizations/companies providing educational and training opportunities.

GRANT AWARDS

Principal Investigator – 2016- 2021

The University of the District of Columbia: Verizon Innovative Learning Program

Project Title: *The Verizon Innovative Learning Program – Directed by The University of the District of Columbia*

Budget: \$710,392

PROFESSIONAL DEVELOPMENT

- **Dialogues in Leadership** - The program's design uses master coaches/dialogue leaders to engage participants through autobiography, case study analysis, simulation, and role play. Using a Ted Talk or "at the expert's knee" type design, dialogue leaders will explore path, preparation, choice, context, continuing education, networks/supports, opportunities, redirection/reboot, hard decisions, fit, failure, balance, and life lessons from the retelling of their own professional trajectories and the professional development exposures that have influenced them. Each presentation was followed by a round table discussion of leader and participants. Completion, April, 2019.

COMMITTEES & SERVICE

- Accreditation Committee, University of the District of Columbia
- New Student Orientation Committee, University of the District of Columbia
- Council Member, Mentoring Council for the Verizon Innovative Learning program
- Student Judicial Committee, University of the District of Columbia

CURRICULUM VITAE

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- Student Success Collaborative Committee, University of the District of Columbia
- Grant In Aid Committee, University of the District of Columbia
- Founders Day Committee, University of the District of Columbia

GUEST APPEARANCES & ARTICLE SPOTLIGHT

- Phillips, L. (2019, May 22, 2019). Learning to love (or at least leverage) technology, Counseling Today. Retrieved from <https://ct.counseling.org/2019/05/learning-to-love-or-at-least-leverage-technology/>.
- “The Wellness Enclave” hosted by Dr. Donna Sewall, Topic: Student Academia & Social Integration, 22, May 2019. Retrieved from: http://www.meenterprises.net/uploads/1/1/5/5/115594729/the_wellness_enclave_05-22-19.mp3
- “The Kojo Nnamdi Show” hosted by Kojo Nnamdi, Topic: Local D.C. STEM Careers Are Soaring — But For Whom?, 03 May 2016. Retrieved from: <https://thekojonnamdishow.org/shows/2016-05-03/local-d-c-stem-careers-are-soaring-but-for-whom>
- “UDC TV, Topic: Talking Arts & Sciences” hosted by Dr. April Massey, Topic: Verizon Male Makers Program, 22, July 2016. Retrieved from: <https://www.youtube.com/watch?v=AUe6Avys5jc>

SCHOLARSHIP

- Archibald, J.G., Farmer, E.D., **Maiden, J.L.** & Ray, C.A. (2019). Examining the responsibilities of faculty senates. *Journal of Research Initiatives*, 4 (3). Retrieved from https: <https://digitalcommons.uncfsu.edu/jri/vol4/iss3/8>.
- **Maiden, J.L.** and Sutton, B. (2019). *Cultural mistrust: The hesitancy of African American males to seek counseling*. The Association for Adult Development and Aging, Chicago, IL.
- **Maiden, J.L.** (2019). Minority youth and App Development: Using Technology to Increase Mental Health Awareness. American Counseling Association, New Orleans, LA.

CURRICULUM VITAE

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- **Maiden, J.L.**, Sutton, B. & Simms, E. (2018). *Mentors Wanted: The Impact of Mentorship for African American Males in Counseling Programs*. The Association for Adult Development and Aging, Washington, DC.
- **Maiden, J.L.** (2017). *Black Counselors Matter: The Need for Black Male Counselors for Black Male Adolescents*. American Counseling Association, San Francisco, CA.
- **Maiden, J.L.** and Mizelle-Johnson, N. (2016). *Minority Male Makers: Implementing a summer camp to increase STEM interest for minority male middle school students*. 14th Annual Males of Color, Empowerment and Retention Conference, Baltimore, MD.
- Thorne, D., & **Maiden, J.L.** (2016). *Educational Equity for Underrepresented (Non-Traditional) Undergraduate Students*. The National Association for Multicultural Education, Cleveland OH.
- **Maiden, J.L.**, Thorne, D., & Cooke, B. G. (2016). *Black Counselors Matter: Addressing the Need of African American Male Counselors for African American Male Adolescents*. The Association for Adult Development and Aging, New York, NY
- Thorne, D., & **Maiden, J.L.** (2015). *A Practical Interdisciplinary Approach to Ensure Underrepresented Adult-Learner Success*. The Black Doctoral Network Annual Conference, Philadelphia, PA.
- Thorne, D., & **Maiden, J.L.** (2015). *Retention by Any Means Necessary!* The National Association for Multicultural Education, New Orleans, LA
- **Maiden, J.L.**, & Thorne, D. (2015). *Sticks and Stones may Break My Bones, But Word Really DO Hurt!* The Association for Adult Development and Aging, New York, NY
- **Maiden, J.L.** (2014). *Social Media and Wellness: Promoting Success for Graduate Students in Counseling Programs*. The Maryland Counseling Association Annual Conference, Baltimore, MD
- **Maiden, J.L.**, Nichols, B., & Pascal, C. (2011). *Social Media and the First Year Experience: A Winning Combination*. Southern Association of Colleges and Schools, Orlando, FL.
- **Maiden, J.L.**, Nichols, B., & Pascal, C. (2010). *Revitalizing the First Year Experience: An Innovative Approach to Engage First Year Students*. Southern Association of Colleges and Schools, Lexington, KY.

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

- **Maiden, J.L.**, Nichols, B., & Pascal, C. (2010). *Incorporating Social Media within the First Year Experience*. National Resource Center for First Year Experience & Students in Transition, Atlanta GA.
- **Maiden, J.L.** (2010). *The First Year Experience at The Art Institute of Washington*. The Art Institutes, Arlington, VA

HONORS

- 2017 The Made Man Honoree, The Made Man (“TMM”) is a national eleven (11) city, multi-market, multi-tiered corporate & community initiative presented by Blueprint Global Group & 100 Black Men of America Inc., designed to honor the extraordinary achievements of notable African American male influencers for their leadership, lifetime achievement in their respective fields of work, social consciousness, and significant contributions to community empowerment. The Made Man taps a network of influential African American males, honors their accomplishments, and encourages them to reach back and lift African American youth and young adult males with tools to success, whose futures are uncertain in the absence of positive role models.

INVITED PRESENTATIONS

- **Invited Panelist**, The Correlation Between STEM and Entrepreneurship, Verizon Innovative Learning Workshop, Prince Georges Community College, May, 2019
- **Invited Panelist**, The Impact of Successful STEM Camps, Verizon Innovative Learning, Arizona State University, March, 2018

IN-SERVICE PRESENTATIONS

- | | | |
|--------------------------------|----------------------|-----------------------|
| • Diversity Awareness | • How to Network | • Conflict Management |
| • Interpersonal Communication | • Situational Stress | • Critical Thinking |
| • Navigating Your Dissertation | • Learning Styles | • Motivation |

RESEARCH INTERESTS/AREA OF EXPERTISE

- | | | |
|-------------------------------------|-------------------------|------------------------|
| • First Generation College Students | • Veteran Students | • Counseling Education |
| • Substance Abuse & Addiction | • Commuter Students | • Community Colleges |
| • Quantitative Research | • Social Justice | • Student Engagement |
| • Persistence and Retention | • First-Year Experience | • Mentoring |

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

TEACHING APPOINTMENTS & EXPERIENCE

Adjunct Instructor, Trinity Washington University, School of Education and School of Professional Studies

Courses Taught:

- EDCC 600 Research in Education and Counseling
- HUMR 311/SOCY 311 Research Methods for Social Scientists
- PSYC 211 Social Psychology

Assistant Professor, The Chicago School of Psychology, Counseling Psychology and Forensic Psychology Program

Courses Taught: CC 550 Career Counseling and Development

- CC 512 Life Span Development
- CC 655 Evaluation and Treatment of Addictions
- FO 619 Evaluation & Treatment of the Adult Offender
- FO 611 Ethics in Forensic Psychology
- FO 614 Research Methods
- FO 635 Group Processes

Adjunct Professor, Marymount University, School of Education & Human Services, Forensic and Legal Psychology Program

Courses Taught:

- PSY 500 Research Methods and Statistics
- FLP 502 Research Methods

Adjunct Professor, Argosy University, American School of Professional Psychology, Counselor Education Program

Courses Taught:

- PSY 101 Introduction to Psychology
- PSY 302 Research Methods
- PSY 362 Personality Theories
- PSY Interpersonal Effectiveness
- ASP 100 Skills for Success

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

CLINICAL EXPERIENCE

Therapist, Waller Psychotherapy, Washington, DC. October 2019 – Present.

- Conduct individual therapy and group therapy session.
- Interviews clients to obtain information concerning social history, treatment and other pertinent information.
- Plan and administers therapeutic treatment, behavior modification, and stress management therapy to assist clients in developing/displaying appropriate behaviors.
- Discuss progress toward goals with clients such as medication regiment, family relationships, educational programs, social development, discharge plans or other behavioral problems.
- Consult with psychologist/psychiatrist or other specialists concerning treatment plans and amends plans as required.

Therapist and Research Analyst, Kovais Innovative Solutions, Washington, DC Metropolitan Area. November 2014 – 2016.

- Conduct individual therapy and group therapy session.
- Interviews clients to obtain information concerning social history, treatment and other pertinent information.
- Plan and administers therapeutic treatment, behavior modification, and stress management therapy to assist clients in developing/displaying appropriate behaviors.
- Discuss progress toward goals with clients such as medication regiment, family relationships, educational programs, social development, discharge plans or other behavioral problems.
- Consult with psychologist/psychiatrist or other specialists concerning treatment plans and amends plans as required.
- Maintain regular contacts with other agencies/professionals regarding client progress in the therapeutic treatment program through phone calls, letters, and/or monthly reporting.
- Develop plans for agency support of education research, program evaluation, human resources, business, and information technology.
- Oversee and conduct scientific reviews of research, program evaluation, and statistics plans and products.
- Prepare written products to convey research-based knowledge and information to a variety of audiences.
- Engage in dissemination and outreach activities, such as generating public presentations and/or training materials and publishing reports and attending scientific conferences.
- Manipulate and analyze data sets using SPSS.
- Provide meaningful communication of data in a variety of formats to agencies.
- Respond to ad hoc requests for research and data analysis.

CURRICULUM VITAE

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- Manage multiple short and long-term projects, set priorities, meet deadlines, and work with minimal supervision as an integral member of a team.
- Maintain strict confidentiality in all sensitive matters.

Counselor, Coalition for the Homeless, Washington, DC. June 2001 – June 2002.

- Supported residents in the development and implementation of an individualized service plan that is client centered and addiction recovery oriented and participates in treatment team meetings.
- Provided outreach and engagement to current residents and potential residents.
- Identified and responded to emergencies and crises with referral to appropriate community resources and treatment team.
- Contacted potential employers to develop job relationships and reviewed daily, weekly and monthly employment catalogs to identify appropriate job opportunities.
- Developed a referral system with organizations/companies providing educational and training opportunities.
- Designed and coordinated workshops and seminars related to employment search.
- Conducted assessments of work history, education, training, and job skills of clients in programs to develop work plans and employment opportunities.
- Provided individual counseling on job skills, resume preparations, interviewing techniques, job leads and market trends.
- Monitored case files to assure quality of employment center.
- Engaged in follow-up activities to determine clients outcomes related to referral effectiveness and job status search.
- Led support groups and trainings on work and life issues.
- Served as supervisor in absence of Manager.

Career/Academic Counselor (Intern), University of Arkansas, Fayetteville, AR. May 1999 – June 2000.

- Provided personal, academic and career counseling to students.
- Participated in the school to work and the career transition development, implementation, evaluation and articulation on a local planning that focused on gathering data and developing consensus among stakeholders.
- Developed internship opportunities for students through contacts with organizations and businesses.
- Produced monthly reports covering students' progress, internships, job placements and other related reports as needed.
- Served as a liaison between the school and the private and public partners to ensure operation of a highly quality program.
- Instructed a career development course.

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

GRADUATE STUDENT DISSERTATION CHAIR & SUPERVISION

- Cynthia Pascal: Dissertation Chair, Ed.D. in Counseling Education and Supervision, 2017
- Brandon Nichols: Dissertation Chair, Ed.D. in Counseling Education and Supervision, 2016
- Alexander Updergrove, Principle Investigator, Research Project, 2013
- Imac Holmes: Dissertation Committee Member, Ed.D. in Counseling Psychology, 2013
- Dionna Hancock: Dissertation Committee Member, Ed.D. in Counseling Psychology, 2012
- Tiffany Bolling: Dissertation Committee Member, Ed.D. in Counseling Psychology, 2011
- Katrina Lawrence: Dissertation Committee Member, Ed.D. in Counseling Psychology, 2010

PROFESSIONAL ORGANIZATIONS

- | | |
|--|---|
| • American Counseling Association | • National Career Development Association |
| • American College Counseling Association | • White House REACH HIGHER Convening –
Strengthening School Counseling and College
Advising |
| • Council of Colleges of Arts & Sciences | • National Board of Certified Counselors |
| • Kappa Delta Pi | |
| • National Association of Multicultural
Education | |

STUDENT AFFAIRS PHILOSOPHY

My goal is to ensure that students are the central focus of all that I do as a professional. To maintain this focus, it is important that I have interactions with students. I serve as a role model, advocate and mentor to students. It is my role to meet students where they are in their journey, and encourage them to develop to their greatest potential. I believe a diverse environment assists students to reach these goals by learning from different cultures, backgrounds, and life experiences. It is through such interactions students learn their actions have an impact on others. I believe the best way to help students achieve their greatest potential is to create a collaborative and team oriented environment across all levels of the university. It is my responsibility to create such an environment by maintaining and communicating a vision for inclusion, openness and support. This vision is upheld through a belief that Student Affairs holds a partnership with Academic Affairs so that the whole student is developed throughout the college experience. I am a servant leader to each student I interact with through my role with the institution.

CURRICULUM VITAE

James Maiden, Ed.D, LPC, NCC

TEACHING PHILOSOPHY

I am a Counselor Educator. My goal is to provide students with a concrete basis for their future course endeavors. I will assist in the development of students' critical thinking skills that they can apply both inside and outside the classroom. I use interactions among students to stimulate creativity and enthusiasm for course material. In addition, I enhance course topics by incorporating the theory of human intelligence, developed by Howard Gardner, which emphasizes that students learn in different ways. I advocate instructional methods that appeal to all the intelligences, including current issues, innovative research, role playing, cooperative learning, reflection, and visualization.

Regardless of the course topic, I attempt to engage my students and promote active participation. I encourage involvement in the classroom by using approaches that inspire student interest while providing a challenging opportunity to solve a problem with the information gained in lecture. While I am there to guide them if they encounter difficulty, I urge them to reason through each problem. A subsequent "debriefing" with the entire class allow students to share what they have learned and learn from each other. I believe that through class discussion students learn how key concepts are interrelated, and truly begin to understand and value course material.

I encourage class discussion by creating a conversational atmosphere in the classroom. I help promote a relaxed classroom by frequently asking for class feedback and alternative ways to explain the day's lecture material. With this information, I try to incorporate their comments, along with my own, into lecture to give them an active role in the classroom.

Throughout the semester I continually try to improve my classroom performance by means of feedback from a faculty member and my peers. In addition to their helpful comments, another useful teaching tool is the feedback that I receive from my class. In each of my classes I encourage students to provide me with feedback on my lecture style.

In summary, it is my practice to employ several active-learning strategies and present a positive attitude in my teaching efforts because often times our attitudes actually DO determine a successful outcome.

LAURA M. STAPLETON
CURRICULUM VITAE

PERSONAL INFORMATION

Educational Background

- 1995 – 2001 Ph.D. in Measurement, Statistics and Evaluation
University of Maryland, College Park, MD
- 1989 – 1992 M.Ed. in Curriculum and Instruction
George Mason University, Fairfax, VA
- 1984 – 1988 B.A. in Economics and Japanese (*double major*)
University of Michigan, Ann Arbor, MI

Academic Appointments

- 2017 – *present* Professor, Human Development and Quantitative Methodology
College of Education, University of Maryland
- 2011 – 2017 Associate Professor, Human Development and Quantitative Methodology
College of Education, University of Maryland
- 2009 – *present* Faculty, Summer Research Training Institute on Cluster-Randomized Trials
National Center for Education Research, Institute for Education Sciences
- 2005 – 2011 Associate Professor (2008-11) and Assistant Professor (2005-08), Psychology
University of Maryland, Baltimore County
- 2001 – 2005 Assistant Professor, Educational Psychology
University of Texas at Austin, TX

Other Employment

- 2019 – *present* Associate Dean for Research, Innovation and Partnerships
College of Education, University of Maryland
- 2013 – 2018 Associate Director, Research Branch, Maryland Longitudinal Data System Center
Baltimore, MD
- 1995 – 2001 Associate Director (1998-2001) and Senior Research Analyst (1995-98), Office
of Institutional Research and Planning, University of Maryland
- 1990 – 1995 Research Associate, Office of Research
American Association of State Colleges and Universities, Washington, DC
- 1988 – 1990 Economist, International Price Program
U.S. Bureau of Labor Statistics, Washington, DC

SELECTED LIST OF RELEVANT PUBLICATIONS

- Stapleton, L. M., & Thomas, S. L.** (in press). Using national and international datasets in multilevel modeling. In A. O'Connell, B. McCoach, & B. Bell (Eds.), *Multilevel modeling methods with introductory and advanced applications*. Charlotte, NC: Information Age Publishing.

- Bonnéry, D., Feng, Y., Henneberger, A. K., Johnson, T. L., Lachowicz, M., Rose, B. A., Shaw, T., **Stapleton, L. M.**, Woolley, M. E., Zheng, Y. (2019). The promise and limitations of synthetic data as a strategy to expand access to state-level multi-agency longitudinal data. *Journal of Research on Educational Effectiveness*. doi.org/10.1080/19345747.2019.1631421 Note: authors listed in alphabetical order – Stapleton is corresponding author.
- Stapleton, L. M.**, & Johnson, T. L. (2019). Models to examine the validity of cluster-level factor structure using individual-level data. *Advances in Methods and Practices in Psychological Science*.
- Wang, W., Liao, M., & **Stapleton, L. M.** (2019). Incidental second-level dependence in educational survey data with a nested data structure. *Educational Psychology Review*. doi.org/10.1007/s10648-019-09480-6
- Lee, D., Harring, J. R., & **Stapleton, L. M.** (2019). Comparing methods for addressing missingness in longitudinal modeling of panel data. *Journal of Experimental Education*, 87, 596-615. [doi:10.1080/00220973.2018.1520683](https://doi.org/10.1080/00220973.2018.1520683)
- Leite, W. L., **Stapleton, L. M.**, & Bettini, E. F. (2019). Propensity score analysis of complex survey data with structural equation modeling: A tutorial with Mplus. *Structural Equation Modeling: A Multidisciplinary Journal*, 26(3), 448-469. [doi: 10.1080/10705511.2018.1522591](https://doi.org/10.1080/10705511.2018.1522591)
- Stapleton, L. M.** (2018). Survey sampling, administration, and analysis. In G. R. Hancock, L. M. Stapleton & R. Mueller, (Eds.), *The reviewer's guide to quantitative methods in the social sciences*, 2nd edition. New York, NY: Taylor & Francis, Inc.
- Hancock, G. R., **Stapleton, L. M.**, & Mueller, R. (Eds.) (2018). *The reviewer's guide to quantitative methods in the social sciences*, 2nd edition. New York, NY: Routledge.
- Stapleton, L. M.**, & Kang, Y. (2018). Design effects of multilevel estimates from national probability samples. *Sociological Methods & Research*, 47, 430-457. [doi: 10.1177/0049124116630563](https://doi.org/10.1177/0049124116630563)
- McNeish, D. M., **Stapleton, L. M.**, & Silverman, R. (2017). On the unnecessary ubiquity of hierarchical linear modeling. *Psychological Methods*, 22, 114-140. [doi: 10.1037/met0000078](https://doi.org/10.1037/met0000078)
- Stapleton, L. M.**, Yang, J. S., & Hancock, G. R. (2016). Construct meaning in multilevel settings. *Journal of Educational and Behavioral Statistics*, 41, 481-520. [doi: 10.3102/1076998616646200](https://doi.org/10.3102/1076998616646200)
- Stapleton, L. M.**, McNeish, D. M., & Yang, J.-S. (2016). Multi-level and single-level models for measured and latent variables when data are clustered. *Educational Psychologist*, 51, 317-330. [doi: 10.1080/00461520.2016.1207178](https://doi.org/10.1080/00461520.2016.1207178)
- McNeish, D., & **Stapleton, L. M.** (2016). The effect of small sample size on two-level model estimates: A review and illustration. *Educational Psychology Review*, 28, 295-314. [doi: 10.1007/s10648-014-9287-x](https://doi.org/10.1007/s10648-014-9287-x)
- Stapleton, L. M.**, Harring, J. R., & Lee, D. (2015). Sampling weight considerations for multilevel modeling of panel data. In J. R. Harring, L. M. Stapleton, & S. N. Beretvas (Eds.), *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications* (pp. 63-95). Charlotte, NC: Information Age Publishing, Inc.
- Leite, W. L., Jimenez, F., Kaya, Y., **Stapleton, L. M.**, MacInnes, J. W., & Sandbach, R. (2015). An evaluation of weighting methods based on propensity scores to reduce selection bias in multilevel observational studies. *Multivariate Behavioral Research*, 50, 265-284.
- Harring, J. R., **Stapleton, L. M.**, & Beretvas, S. N. (Eds.) (2015). *Advances in multilevel modeling for educational research: Addressing practical issues found in real-world applications*. Charlotte, NC: Information Age Publishing, Inc.
- Stapleton, L. M.** (2013). Incorporating sampling weights into single- and multi-level models. In L. Rutkowski, M. von Davier, & D. Rutkowski (Eds.), *Handbook of international large-scale assessment* (pp. 353-388). London: Chapman Hall/CRC Press.
- Stapleton, L. M.** (2013). Using multilevel structural equation modeling techniques with complex sample data. In G. R. Hancock & R. O. Mueller (Eds.), *Structural equation modeling: A second course* (2nd ed.) (pp. 521-562). Charlotte, NC: Information Age Publishing.
- Mislevy, J., **Stapleton, L. M.** & Rupp, A. (2012). Sampling and complex test designs. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Handbook on large-scale assessments* (pp. 207-237). New York, NY: Routledge.
- Burt, W. M., & **Stapleton, L. M.** (2010). Connotative meanings of student performance labels used in standard setting. *Educational Measurement: Issues and Practice*, 29, 28-38.

- Stapleton, L. M.,** Cafarelli, M., Almario, M., & Ching, T. (2010). Prevalence and characteristics of student attitude surveys used in public elementary schools in the United States. *Practical Assessment Research and Evaluation*, 15, #9.
- Stapleton, L. M.,** & Thomas, S. L. (2008). Sources and issues in the use of national datasets for pedagogy and research. In A. O'Connell & B. McCoach (Eds.), *Multilevel analysis of educational data* (pp. 11-57). Greenwich, CT: Information Age Publishing.
- Stapleton, L. M.** (2008). Analyzing data from complex surveys. In J. J. Hox, E. de Leeuw, & D. Dillman (Eds.), *International handbook of survey methodology* (pp. 342-369). New York, NY: Taylor & Francis Group.
- Stapleton, L. M.** (2008). Variance estimation using replication methods in structural equation modeling with complex sample data. *Structural Equation Modeling: A Multidisciplinary Journal*, 15, 183-210.
- Stapleton, L. M.,** Sander, J. B., & Stark, K. D. (2007). Psychometric properties of the Beck Depression Inventory for youth in a sample of girls. *Psychological Assessment*, 19, 230-235.
- Stapleton, L. M.** (2006). An assessment of practical solutions for structural equation modeling with complex sample data. *Structural Equation Modeling: A Multidisciplinary Journal*, 13, 28-58.
- Stapleton, L. M.,** & Edmonds, M. (2005). An exploration of the validity of the unbounded write-in scale for inter-individual research. *International Journal of Public Opinion Research*, 17, 484-494.
- Stapleton, L. M.** (2002). The incorporation of sample weights into multilevel structural equation models. *Structural Equation Modeling: A Multidisciplinary Journal*, 9, 475-502.
- De Ayala, R., Kim, S.-H., **Stapleton, L. M.,** & Dayton, C. M. (2002). Differential item functioning: A mixture distribution conceptualization. *International Journal of Testing*, 2, 243-276.

SELECTED RECENT INVITED TALKS

- Stapleton, L. M.** (2019, May). *An update on the MLDS synthetic data project*. MLDS Center Research Series. Baltimore, MD.
- Stapleton, L. M.** (2018, December). *Analysis of complex survey data for education research*. Two-day workshop at the University of Maryland, College Park, MD.
- Stapleton, L. M.** (2018, September). *Measurement modeling in psychology: construct validation in nested settings*. Department of Psychology Hebb Lecture, McGill University, Montreal, Canada.
- Stapleton, L. M.** (2018, September). *The challenges of conducting multilevel confirmatory factor analysis for construct validation*. Department of Psychology, Boston College, Boston, MA.
- Stapleton, L. M.** (2018, January). *Multilevel and single-level confirmatory factor analysis with data from nested settings*. Department of Psychology and Human Development, Vanderbilt University, Nashville, TN.
- Stapleton, L. M.** (2018, January). *Using confirmatory factor analysis with data from multistage sampling designs*. Research Methodology Center, Ohio State University, Columbus, OH.
- Stapleton, L. M.** (2017). *When clustering is endogenous: (mis)interpretation of multilevel model estimates and alternate explanations*. Keynote address given at the 11th biannual International Multilevel Conference, Utrecht, Netherlands.
- Stapleton, L. M.** (2016, April). *The pulchritudinous potential of public data*. AERA Division D Graduate Student Fireside Chat at the annual meeting of AERA, Washington, DC.
- Stapleton, L. M.** (2016, April). *Oh, the places you will go! Finding your way in measurement and research methodology*. AERA Division D Graduate Student Seminar Panel Session at the annual meeting of AERA, Washington, DC.
- Stapleton, L. M.** (2016, April). *Using data strategically and effectively to promote learning opportunities: A dialogue designed to explore and expand how we think about data use*. AERA Sponsored Session at the annual meeting of the American Educational Research Association, Washington, DC.
- Stapleton, L. M.** (2015). *The meaning and validation of constructs in multilevel confirmatory factor analysis*. Keynote address at the Business Meeting of the Multilevel Modeling Special Interest Group, American Educational Research Association, Chicago, Illinois.

SELECTED SPONSORED GRANTS AND CONTRACTS

Selected Grants and Contracts as PI (total funding of all federally-funded grant work since 2001 is over \$10M from IES, NIH, NSF) and total value of contracts is \$700K

National Science Foundation, 2019 – 2022, Principal Investigator

Quantitative Research Methods for STEM Education Scholars Program (#1937745), \$996,074

Institute for Education Sciences; State Longitudinal Data Systems, 2015 – 2019, Principal Investigator

Feasibility of Synthetic Data for Population-Averaged and Cluster-Specific Analyses by Researchers Utilizing Integrated State Longitudinal Data Systems (R372A150045), combined UMB/UMCP Mpower portion of project is funded at \$2.6 million

University of Maryland, Baltimore, School of Social Work, 2015-2018, Principal Investigator

Statistical Advisory Services (coordination of EDMS faculty expertise), \$5,000 yearly

State of Maryland, 2013-2018, Principal Investigator

Maryland Longitudinal Data Systems Center; Research Branch, \$600,138

Institute for Education Sciences; Statistical and Methodological Research in Education, 2011 – 2013, PI

Approaches for Weighting and Estimation of Public-Release Education Data Using Two-Level Covariance Structure Models (R305D110050), \$159,000

University of Maryland, Baltimore, Department of Psychiatry, 2006 – 2010, Principal Investigator

Validation of measures and development of longitudinal risk-adjusted outcomes evaluation for child mental health programs, \$28,283

TEACHING AND ADVISING

Chaired 14 PhD student dissertations. Current employment of these former students are:

Senior Analyst, Mathematica; Data Scientist, ComScore; Director of Assessment Research, The Predictive Index; Assistant Professor, Gallaudet University; Assistant Professor, Champlain College; Network Engineer, Verizon; Director of Well-Being Assessment, Wake Forest University; Applied Behavior Analyst, Alliance Pediatrics; Associate Professor, University of Alabama; Licensed Psychologist, Alliance Pediatrics;

Research Director, IBM Consulting; Professor, University of Florida; Psychometrician, Elsevier Science; Associate Professor, University of Texas, Austin

Currently chairing 4 PhD dissertations with the following working titles:

The Use of Multivariate Multilevel Models in Value Added Modeling; Nonparametric Propensity Score Estimation and Choice of Tuning Parameters; The Effect of Different Relative Propensity Score Distributions on the Performance of Propensity Score Methods; Issues of Multiple Membership with Value Added Models

Have taught the following graduate level courses over the past 19 years:

Survey Research Methods, Structural Equation Modeling, General Linear Models I and II, Factor Analysis, Measurement, Multilevel Modeling, Causal Inference and Evaluation Methods

SERVICE AND OUTREACH

Editorships

Associate Editor, AERA Open, 2019- present

Associate Editor, Journal of Educational Psychology, 2010-2012

Editorial Boards

American Educational Research Journal, 2015-2019

Journal of Experimental Education, 2104-2018

Structural Equation Modeling, 2013-present

Contemporary Educational Psychology, 2013-2018

Journal of Educational Psychology, 2002-2010

Sport Management Review, 2002-2008

Reviewing Activities for Journals

Educational and Psychological Measurement, Journal of Educational Measurement, Measurement and Evaluation in Counseling and Development, Applied Psychological Measurement, Multivariate Behavioral Research, Evaluation Review, Journal of Research on Educational Effectiveness, Journal of Educational and Behavioral Statistics, Behavior Research Methods, Psychological Methods, American Educational Research Journal, British Journal of Mathematical and Statistical Psychology, Structural Equation Modeling, Journal of Applied Behavior Analysis, Contemporary Educational Psychology, Journal of Counseling and Clinical Psychology, Journal of the Royal Statistical Society, Journal of Child Development, Journal of Educational Psychology, Economic and Social Research Council (UK)

Reviewing Activities for Agencies and Foundations

U.S. Department of Education, Institute for Education Sciences; Member of the Review Panel for Reading, Writing, and Language Development, FY2012 -2019

U.S. Department of Education, Institute for Education Sciences; Ad Hoc Member of the Review Panel for Evaluation of Educational Innovations, FY2005

National Science Foundation; Ad Hoc Review conducted for the Methodology, Measurement, and Statistics Program, 2007, 2008, 2012, 2015

U.S. Department of Education, Office of Educational Research and Improvement; Field-initiated studies grant proposal reviewer – panel for postsecondary education, 2000-2001

Selected Consultancies

Purdue University, Consultant for NSF Grant #1661201 (2017-2020)

Title: *Collaborative Research: Identity Development Evaluation of African American Science Students (IDEAAS): A Longitudinal Investigation*

University of Illinois, Urbana-Champaign, Advisory Panel for IES Grant R305A160335 (2016-2020)

Title: *Inference-Making and Reasoning: Refinement of an Assessment for Use in Gateway Biology Courses*

University of Texas, Meadows Reading Center, TWG for IES Grant R305A160026 (2016-2019)

Title: *Scale-Up of Promoting Adolescents' Comprehension of Text (PACT)*

Johns Hopkins University, Advisory Board for IES Grant R305D150001 (2015-2018)

Title: *Estimating Population Effects: Incorporating Propensity Scores with Complex Sample Data*

University of Missouri, Advisory Board on NSF Grant #1437745 (2014-2017)

Title: *Power Analyses for Moderator and Mediator Effects in Cluster Randomized Trials*

South Carolina State Department of Education

ChildTrends, Washington DC

Selected Community Service

Member of the Baltimore Education Research Consortium Research Review Board

Baltimore City Public Schools, Research and Planning Division; provide guidance on item response theory and predictive validation of benchmark examinations, 2007-2011

Wissahickon Charter School, Philadelphia, PA; serve as evaluator/consultant for the K-8 school, summarizing test score reports, developing surveys and analyzing the resulting survey data, 2004-2008

AWARDS, HONORS AND RECOGNITION

University Outstanding Director of Graduate Studies, 2018

Faculty Mentor of the Year, University of Maryland Graduate School, 2017

Elected Membership to the Society for Multivariate Experimental Psychology, 2016

9th Annual University-Wide Celebration of Scholarship and Research Honoree, 2016

College of Education Senate Award for Excellence in Teaching, 2015-16

Outstanding Reviewer, *American Educational Research Journal*, 2015

College of Education Alumni Association, University of Maryland, *Outstanding New Scholar*, 2008

Survey Research Methods Section, American Statistical Association, *award to attend the International Conference on Questionnaire Development, Evaluation, and Testing (QDET)*, 2002

Educational Testing Service, Princeton, New Jersey, *Gulliksen Psychometric Fellowship*, 2000 – 2001

SEGUN EUBANKS, Ed.D.
Director, Center for Educational Innovation and Improvement
Professor of the Practice
College of Education, University of Maryland, College Park

EDUCATION

B.A. Educational Advocacy, University of Massachusetts at Amherst
 Amherst, MA (1989)

M.S. Human Services Administration, Springfield College
 Springfield, MA (1990)

Ed.D. Teaching and Learning Policy, University of Maryland
 College Park, MD (2012)

REPRESENTATIVE PROFESSIONAL POSITIONS

9/17 - present *Director, Center for Educational Innovation and Improvement, College of Education, University of Maryland, College Park*

6/13 - present *Chair, Board of Education, Prince George's County Public Schools*

6/15 - 8/17 *Director of Professional Educator Support, National Education Association*

11/02 - 6/15 *Director of Teacher Quality, National Education Association*

10/01 - 12/02 *Executive Director, Community Teachers Institute, Inc.*

4/99 - 10/01 *Senior Policy Analyst for Teacher Recruitment and Diversity, National Education Association*

7/96 - 3/99 *Vice President for Recruitment Programs and Services, Recruiting New Teachers, Inc.*

REPRESENTATIVE PROFESSIONAL PUBLICATIONS

The Teacher Leadership Competencies (National Education Association and National Board for Professional Teaching Standards, 2014: manager/editor).

Teacher Residencies: Redefining Preparation Through Partnerships (National Education Association, 2014: contributor/editor).

Excellent Teachers for Each and Every Child: A Guide for State Policy (National Opportunity to Learn Campaign, et al, 2013: contributor).

Profession-Ready Teachers: An NEA Policy Brief (National Education Association, 2012: co-author).

Teacher Evaluation: A Resource Guide for National Education Association Leaders and Staff (National Education Association, 2012: contributor/editor).

Teacher Assessment and Evaluation: Framework for Transforming Education Systems to Support Effective Teaching and Improve Student Learning (National Education Association, 2011: co-author).

NEA's Three-Point Plan for Reform (National Education Association, 2011: author);

Transforming Teaching: Connecting Professional Responsibility with Student Learning (National Education Association, 2011: contributor).