

ROBERT B. OLSEN  
Research Professor  
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## Other Positions

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- Associate Director and Lead for Impact Evaluation Science, Westat (April 2018-present)
- Independent Researcher, Rob Olsen LLC (August 2016-December 2018)
- Principal Scientist, Abt Associates (October 2007-August 2016)
- Senior Research Associate, Urban Institute (February 2006-October 2007)
- Senior Researcher, Mathematica Policy Research (February 1999-January 2006)
- Research Assistance/Programmer, Mathematica Policy Research (June 1990-June 1993)

## Education

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Ph.D., Cornell University, Labor Economics, 1999

Dissertation: Essays in wage variation across industries and education groups

Dissertation Committee: Ronald Ehrenberg, George Jakubson, Gary Fields, Kausik Basu

M.S., Cornell University, Labor Economics, 1995

Thesis: The effect of price on the decision to attend Cornell

B.A., Williams College, 1990

Thesis: The non-wage benefits of college education: An analytical survey and new empirical results

## Expertise

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- **Impact evaluations.** Over 20 years of experience designing and conducting impact evaluations in a range of policy areas, including education and other policy areas. Published on a range of methodological issues, including random assignment, selection bias, attrition bias, generalizability, and missing data methods.
- **Evidence standards for impact evaluations.** Over ten years of experience in developing and applying evidence standards for impact evaluations (e.g., *What Works Clearinghouse*, Investing in Innovation (i3) Fund).
- **Generalizability or external validity.** Almost 10 years researching the generalizability of randomized trials. Awarded competitive grants from federal agencies and foundations. Published papers in top policy and education journals.

## Awards

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Best Scholarly Article Award, Abt Associates, 2013

## Competitive Grants for Scholarly Research

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### Site Selection When Participation is Voluntary: Improving the External Validity of Randomized Trials

Funder: U.S. Department of Education, Institute of Education Sciences  
Award #: R305D190020  
PI: Dr. Robert Olsen (Westat)  
Co-PI: Dr. Stephen Bell (Westat)  
Amount: \$899,034  
Period: 2019-present

### Using Evidence from National Studies to Improve Local Policy Decisions that Affect Youth

Funder: William T. Grant Foundation  
PI: Dr. Elizabeth Stuart (Johns Hopkins University)  
Co-PI: Dr. Robert Olsen (Westat)  
Amount: \$595,785  
Period: 2019-present

### Statistical Methods for Using Rigorous Evaluation Results to Improve Local Education Policy Decisions

Funder: U.S. Department of Education, Institute of Education Sciences  
Award #: R305D150003  
PI: Dr. Elizabeth Stuart (Johns Hopkins University)  
Co-PI: Dr. Robert Olsen (Abt Associates)  
Amount: \$896,361  
Period: 2015-present

### Enhancing External Validity in Existing STEM Evaluations

Funder: National Science Foundation, Division of Research on Learning  
Award #: 1335843  
PI: Dr. Elizabeth Stuart (Johns Hopkins University)  
Co-PIs: Drs. Robert Olsen and Stephen Bell (Abt Associates) and Dr. Larry Orr (JHU)  
Amount: \$796,205  
Period: 2013-2017

### Testing Different Methods of Improving the External Validity of Impact Evaluations in Education

Funder: U.S. Department of Education, Institute of Education Sciences  
Award #: R305D150003  
PI: Dr. Robert Olsen (Abt Associates)  
Co-PIs: Dr. Stephen Bell (Abt Associates), Dr. Larry Orr (Johns Hopkins University)  
Amount: \$489,178  
Period: 2010-2013

## **Journal Publications**

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- Orr, L.L., Olsen, R.B., Bell, S.H., Schmid, I., Shivji, A., and Stuart, E.A. (2019). Using the results from rigorous multisite evaluations to inform local policy decisions. *Journal of Public Policy Analysis and Management*. [Advance online publication: June 7, 2019]
- Tipton, E., and Olsen, R.B. (2018). A review of statistical methods for generalizing from evaluations of educational interventions. *Educational Researcher*, 47(8), 516-524.
- Olsen, R.B., Bell, S.H., & Nichols, A. (2018). Using preferred applicant random assignment (PARA) to reduce randomization bias in randomized trials of discretionary programs. *Journal of Policy Analysis and Management*, 37(1), 167-180.
- Stuart, E.A., Bell, S.H., Ebnesajjad, C., Olsen, R.B., & Orr, L.L. (2017). Characteristics of school districts that participate in rigorous national educational evaluations. *Journal of Research on Educational Effectiveness*, 10(1), 168-206.
- Olsen, R.B., and Orr, L.L. (2016). On the “where” of social experiments: Selecting more representative samples to inform policy. *New Directions for Evaluation*, 152, 61-71.
- Bell, S.H., Olsen, R.B., & Orr, L.L. (2016). Estimates of bias when impact evaluations select sites purposively. *Educational Evaluation and Policy Analysis*, 38(2), 318-335.
- Olsen, R. B., Orr, L. L., Bell, S. H., & Stuart, E. A. (2013). External validity in policy evaluations that choose sites purposively. *Journal of Policy Analysis and Management*, 32(1), 107-121.

## **Book Chapters**

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- McEwan, P.J., and Olsen, R.B. (2010). Admissions lotteries in charter schools. In J.R. Betts and P.T. Hill (Eds.), *Taking measure of charter schools: Better assessments, better policymaking, better schools*. Lanham, MD: Rowman & Littlefield Education.
- Olsen, R.B., Kelso, M.L., and Decker, P.T. (2002). Predicting the exhaustion of unemployment compensation. In C.J. O’Leary, R.W. Eberts, and S.A. Wandner (Eds.), *Targeting employment services*. Kalamazoo, MI: W.E. Upjohn Institute.
- Ehrenberg, R.G., Rothstein, D., and Olsen, R.B. (1999). Do Historically Black Colleges and Universities enhance the college attendance of African American youths? In P. Moen, D.D. McClain, and H.A. Walker (Eds.), *A nation divided: Diversity, inequality, and community in American society*. Ithaca, NY: Cornell University Press.

## **Technical Reports**

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- Olsen, Robert B., Fatih Unlu, Andrew P. Jaciw, and Cristofer Price. *Estimating the Impacts of Educational Interventions Using State Tests or Study-Administered Tests*. (NCEE 2012-4016). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, October 2011.

- Puma, Michael J., Robert B. Olsen, Stephen H. Bell, and Cristofer Price. What to Do When Data Are Missing in Group Randomized Controlled Trials (NCEE 2009-0049). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, October 2009 (<http://ies.ed.gov/ncee/pdf/20090049.pdf>).
- Kauff, Jacqueline, Robert Olsen, and Thomas Fraker. Nonresponse and Nonresponse Bias: Evidence from a Survey of Former Welfare Recipients in Iowa. Washington, D.C.: Mathematica Policy Research, Inc., June 2002 (<https://www.mathematica-mpr.com/-/media/publications/pdfs/nonresponse.pdf>).
- Olsen, Robert B., and Paul T. Decker. Testing Different Methods for Estimating the Impacts of Worker Profiling and Reemployment Services Systems. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, Research and Evaluation Monograph Series 01-G, June 2001 ([wdr.doleta.gov/opr/fulltext/01-testwprss.pdf](http://wdr.doleta.gov/opr/fulltext/01-testwprss.pdf)).

## Evaluation Reports

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- Webber, A., Rui, N., Garrison-Mogren, R., Olsen, R. B., & Gutmann, B. (2019). Evaluation of the DC Opportunity Scholarship Program: Impacts three years after students applied. Technical Appendix (NCEE 2019-4006). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Boulay, B., Goodson, B., Olsen, R., McCormick, R., Darrow, C., Frye, M., Gan, K., Harvill, E., & Sarna, M. (2018). The investing in innovation fund: Summary of 67 evaluations, Final report (NCEE 2018-4013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Epps, S.R., Jackson, R.H., Olsen, R.B., Shivji, A., & Roy, R. (2016). Upward Bound at 50: Reporting on implementation practices today (NCEE 2017-4005). Washington, DC: National Center for Education Evaluation, Institute of Education Sciences, U.S. Department of Education.
- Olsen, R.B., Bradley, M.C., Price, C., Herman, R., Garet, M.S., Bos, J.M., & Puma, M. (2009). Design options for an evaluation to turn around chronically low performing schools. Bethesda, MD: Abt Associates.
- Olsen, Robert, Neil Seftor, Tim Silva, David Myers, David DesRoches, & Julie Young. Upward Bound Math-Science: Program description and interim impact estimates (2007). Washington, D.C.: U.S. Department of Education (<http://www.ed.gov/rschstat/eval/highered/upward-math-science/complete-report.pdf>).
- Myers, D., Olsen, R., Seftor, N., Tuttle, C., & Young, J. (2004). The impacts of Regular Upward Bound: Results from the third follow-up data collection. Washington, D.C.: Mathematica Policy Research, Inc. ([www.ed.gov/rschstat/eval/highered/upward/upward-3rd-report.pdf](http://www.ed.gov/rschstat/eval/highered/upward/upward-3rd-report.pdf)).

- Fraker, T.M., Levy, D.N., Olsen, R.B., & Stapulonis, R.A. (2004). The Welfare-to-Work Grants Program: Enrollee outcomes one year after program entry. Washington, D.C.: Mathematica Policy Research, Inc. ([www.mathematica-mpr.com/publications/PDFs/welworkentry.pdf](http://www.mathematica-mpr.com/publications/PDFs/welworkentry.pdf)).
- Fraker, T.M., Ross, C.M., Stapulonis, R.A., Olsen, R.B., Kovac, M.D., Dion, M.R., & Rangarajan, A. The evaluation of welfare reform in Iowa: Final impact report. Washington, D.C.: Mathematica Policy Research, Inc., June 2002 ([www.mathematica-mpr.com/publications/PDFs/iowawelreport.pdf](http://www.mathematica-mpr.com/publications/PDFs/iowawelreport.pdf)).
- Decker, P.T., Olsen, R.B., Freeman, L., & Klepinger, D.H. Assisting Unemployment Insurance claimants: The long-term impacts of the Job Search Assistance Demonstration. Washington, D.C.: U.S. Department of Labor, Employment and Training Administration, OWS, Occasional Paper 2000-02, February 2000 ([wdr.doleta.gov/owsdrr/00-2/00-02.pdf](http://wdr.doleta.gov/owsdrr/00-2/00-02.pdf)).

## **Presentations**

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- Repurposing standard methods to improve the external validity of impact evaluations (invited panel presentation presenter). Spring Meeting of Institutional Representatives, Association for Public Policy Analysis and Management, Washington, DC. May 2018.
- Using the Results from Rigorous Multi-Site Evaluations to Improve Local Policy Decisions. The Institute of Education Sciences (IES) Annual Principal Investigators Meeting, January 2018.
- Statistical Methods for Generalizing Impact Findings from Randomized Trials. Seminar at NORC, January 2018.
- Making Generalizations from Experimental Findings: An Introduction to New Methods. Annual Meeting of the American Evaluation Association, November 2017.
- Statistical Methods for Generalizing Impact Findings from Randomized Trials. Seminar at RTI International, January 2017.
- Early Evidence on External Validity Bias in Impact Evaluations of Educational Interventions. Seminar at the George Washington Institute of Public Policy, January 2017.
- Bias from Purposive Site Selection in Impact Evaluations: Early Evidence and Implications. Seminar at Mathematica Policy Research, November 2016.
- Assessing Statistical Methods for Generalizing Effect Estimates from Trials to Target Populations: Learning from Real World Scenarios. Annual conference, Association for Public Policy Analysis and Management, November 2016.
- Bias from Purposive Site Selection in Impact Evaluations: Early Evidence and Implications. Seminar at MDRC, October 2016.
- Sample Size Requirements for Education RCTs that Select Sites Randomly. Annual conference, Association for Public Policy Analysis and Management, November 2015.

Obtaining More Representative Samples for Random Assignment Experiments. 17th Annual Welfare Research and Evaluation Conference, May 2014.

Selecting More Representative Samples in Social Experiments. Invited presentation for External Validity for Systematic Evidence Reviews conference sponsored by the Administration for Children and Families, May 2014.

Design Innovations for Improved External Validity: Selecting Sites for Social Experiments. Invited presentation for the a joint Abt-APPAM sponsored forum, "Social Experiments in Practice: The Why, When, Where, and How of Experimental Design & Analysis," April 2014.

Purposive Site Selection in Social Experiments. Invited seminar, Center on Education Policy and Workforce Competitiveness, University of Virginia, October 2011.

External Validity in Policy Evaluations that Choose Sites Purposively. Invited seminar, Institute of Education Sciences, U.S. Department of Education, August 2011 (with Larry Orr, Stephen Bell, and Elizabeth Stuart).

A Conceptual Model of Purposive Site Selection in Impact Evaluations. Annual conference, Society for Prevention Research, June 2011.

A Conceptual Model of Purposive Site Selection in Impact Evaluations. Annual conference, Association for Public Policy Analysis and Management, November 2010.

Missing Data in Evaluations of Educational Interventions and Programs. Invited Seminar for the IES Predoctoral Program at the University of Pennsylvania, October 2010.

Estimating the Impacts of Educational Interventions Using State Tests and Study-Administered Tests. Society for Research on Educational Effectiveness, March 2010.

Handling Missing Data in Group Randomized Trials in Education: Simulation Results. Annual conference, Association for Public Policy Analysis and Management, November 2009.

Missing Data Issues in Randomized Control Trials: What to Do When Data Are Missing? NCEE Methods Group Meeting, October 2008 (with Michael Puma).

A Novel Design for Improving External Validity in Random Assignment Experiments. Annual conference, Association for Public Policy Analysis and Management, November 2007.

School and District Lotteries and Lottery-Based Studies. Directors Meeting for the Regional Educational Laboratories, U.S. Department of Education, February 2007.

Using Rigorous Research Synthesis to Identify Effective Education Policies. Invited presentation, The Spencer Foundation, February 2007.

School and District Lotteries and Lottery-Based Studies. Annual conference, Association for Public Policy Analysis and Management, November 2006.

Upward Bound and the Effects of Pre-College Programs. MDRC's second annual conference on high school reform, November 2005.

Wise Choices About School Choice: Evidence-Based Policy and Policy Research. Annual conference, Association for Public Policy Analysis and Management, November 2005.

Wise Choices About School Choice: Evidence-Based Policy and Policy Research. Conference to commemorate the centennial of the Curry School of Education at the University of Virginia, October 2005.

Policy Evaluation and Federal Spending: The Effect of OMB Program Ratings on the Federal Budget. Annual conference, Association for Public Policy Analysis and Management, November 2004.

The Effect of Upward Bound Participation on College Attendance: Interim Results. Annual conference, Association for Public Policy Analysis and Management, November 2003.

Upward Bound Math Science: Overview of the Evaluation and Early Descriptive Findings. Annual conference, Council for Opportunity in Education, September 2003.

The Impacts of Upward Bound: High School Experiences and College Access. Annual conference, Council for Opportunity in Education, September 2002 (with David Myers).

Measuring the Well-Being of Families That Left TANF: Nonresponse in Iowa's TANF Leavers Survey. National Welfare Reform Evaluation Conference, June 2002.

Comparing Experimental and Nonexperimental Impact Estimates for a Job Search Assistance Program. North American Winter Meeting, Econometric Society, January 2001.

Assisting UI Claimants: The Impacts of the Job Search Assistance Demonstration. Briefing for senior administrators, U.S. Department of Labor, January 2000 (with Paul T. Decker).

Long-Run Impacts of Iowa's Welfare Reform: Results from Administrative Data. Annual conference, Southern Economic Association, November 2000.

Competing Explanations for Interindustry Wage Variation." Annual conference, Southern Economic Association, November 1998. (Also presented at Wake Forest University and Cornell University, 1998.)

## **Selected Impact Evaluations**

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**Senior Technical Advisor, Evaluation of the DC Opportunity Scholarship Program (2018-2019).** The DC Opportunity Scholarship Program provides need-based annual scholarships to DC children to attend a participating private school of their parent's choice. Westat is conducting a randomized control trial (RCT) to measure program impacts on student achievement, student and parent satisfaction, and student and parent perceptions of school safety. Responsibilities: Provide technical guidance on the analysis and reporting of findings. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Principal Investigator, Evaluation of the Transitional Living Program (2012-present).** The Transitional Living Program provides supervised shelter and services to older homeless youth (ages 16-21). The evaluation includes a randomized control trial (RCT) to measure program impacts on youth safety, permanent connections, self-sufficiency, and well-being. Responsibilities: Provide technical leadership to the design and implementation of the impact evaluation. (Client: U.S. Department of Health and Human Services, Administration for Children and Families.)

**Consultant, Recommendations for Evaluating the Impact of Teen and Unintended Pregnancy Prevention on Health, Social, and Economic Outcomes (2016-2017).** While prior evaluations have estimated the impact of pregnancy prevention interventions on whether women have a pregnancy, none of these evaluations have examined the health, social, and economic outcomes of the mother or the child. This project developed design options estimating the impacts of pregnancy prevention interventions on these outcomes. Responsibilities: Develop and draft report chapter on design options that involve random assignment. (Client: U.S. Department of Health and Human Services, Administration for Children and Families.)

**Principal Investigator, Design and Conduct of a Study of TRIO Implementation and Outcomes (2010-2017).** TRIO programs are designed to improve access to college for disadvantaged students. The project developed design options for an impact evaluation of promising practices in Upward Bound and examined Upward Bound implementation through a survey of Upward Bound project directors. Responsibilities: Led the development of design options for an impact evaluation and co-authored to the implementation report. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Project Director, Evaluation for the Robin Hood College Success Prize (2014-2016).** This randomized controlled trial (RCT) tested the effects of three technology-based interventions designed to help community college students persist in and complete a two-year degree program. The RCT is being conducted within a competition that will award up to \$5 million in prize money to intervention developers whose interventions are found to be effective. Responsibilities: Led the evaluation team in designing and implementing the RCT. (Client: Robin Hood Foundation.)

**Principal Investigator, Upward Bound College Advising Demonstration (2013-2016).** This study is a randomized controlled trial to test the effects of an intervention to give students in the Upward Bound program more information about the net costs and benefits of attending different types of colleges. Responsibilities: Provided technical leadership to the design and implementation of the impact evaluation. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Project Quality Advisor. Random Assignment Evaluation of Youth Corps (2009-2011).** Youth corps combine intensive community service with job training and education. The evaluation randomly assigned eligible applicants to youth corps or a control group and estimated the program's impacts on educational attainment and civic engagement. Responsibilities: Advised the study team on the analysis and reporting of findings, reviewed the study's final report. (Client: Corporation for National and Community Service.)



**Methodologist for Randomized Trials, The Regional Education Laboratory for the Southeast (2007-2011).** The REL-Southeast conducted two randomized controlled trials of the effects of educational interventions: one designed to improve vocabulary and reading achievement of students early in elementary school, and one to improve to math and science achievement for students later in elementary school. Responsibilities: Advised the study teams in the design, analysis, and reporting of study findings, helped them in navigating the external review process, and reviewed study reports. (Client: U.S. Department of Education.)

**Project Director, Design Options for an Evaluation to Turn Around Chronically Low Performing Schools (2008-2009).** Abt Associates developed design options for evaluations that would randomly assign school “turnaround” interventions to low performing schools or school districts. Responsibilities: Directed all aspects of the work, including the development of design options and the production of a design report. (U.S. Department of Education, Institute of Education Sciences, National Center for Education Research.)

**Co-Principal Investigator, Impact Evaluation of Upward Bound’s Increased Emphasis on Higher-Risk Students (2006-2008).** The Upward Bound program is designed to help disadvantaged high school students prepare for college. For this project, Abt Associates led a randomized controlled trial of the effects of the program in randomly selected Upward Bound programs. The study was cancelled by the U.S. Department of Education midway through random assignment. Responsibilities: Provided technical leadership to the design and implementation of the evaluation. (Client: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.)

### **Funded Projects on Evidence Standards for Impact Evaluations** \_\_\_\_\_

**Advisory Panel on Missing Data, What Works Clearinghouse (2016-present).** The What Works Clearinghouse reviews studies of the impacts of educational interventions against its standards to identify rigorous evidence. Responsibilities: Advise the What Works Clearinghouse on whether and if so how the standards on missing data should be revised. (Client: Mathematica Policy Research, for the U.S. Department of Education, Institute of Education Sciences.)

**Task Leader for Analysis and Reporting, Evaluation of Investing in Innovation (i3) (2010-present).** The i3 program is designed to support school districts and nonprofit organizations in expanding, developing, and evaluating promising efforts to improve student outcomes. Responsibilities: Lead a systematic review of the strength of the evidence and the findings from the individual evaluations of over 100 i3-funded programs. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Advisory Panel on Cluster Designs, What Works Clearinghouse Standards (2014-2015).** This advisory panel was tasked with proposing revised WWC standards in the areas of cluster randomized designs and cluster quasi-experimental designs. Responsibilities: Contributed to group deliberations about the previous standards and how to improve them; reviewed the revised standards. (Client: U.S. Department of Education, Institute of Education Sciences, through Mathematica Policy Research.)

**Project Director, Promising Practices Initiative (2007-2007).** The U.S. Department of Education's Promising Practices Initiative was designed to provide research-based evidence on educational practices. Responsibilities: Developed protocols for identifying, screening and reviewing studies in education. Directed an intensive effort to review hundreds of studies to synthesize the findings for more than ten policies and practices. (Client: U.S. Department of Education, Policy and Program Studies Service.)

## **Funded Projects on Impact Evaluation Methods**

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**Project Director and Principal Investigator, Site Selection When Participation is Voluntary: Improving the External Validity of Randomized Trials (2019-present).** This project is testing different methods for selecting sites and replacement sites in randomized trials in which site participation is voluntary. The project will conduct simulations using data on K-12 schools nationwide and early childhood centers from the Head Start Impact Study. Responsibilities: Lead all aspects of the project. (Client: U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, Statistical Methods and Research Methodology in Education.)

**Principal Investigator, Using Evidence from National Studies to Improve Local Policy Decisions that Affect Youth (2019-present).** This project is assessing whether local policy decisions that benefit youth can be made reliably using evidence from multi-site impact evaluations of youth programs in other sites. This project will build on prior work by estimating the impact of using this evidence on the likelihood of making a policy decision that improves youth outcomes, as well as the downstream impacts on those youth outcomes. Responsibilities: Co-lead all aspects of the project. (Client: William T. Grant Foundation.)

**Consultant, Mother and Infant Home Visiting Program Evaluation – Strong Start (2017-present).** This MDRC evaluation is estimating the impacts of home visiting programs for pregnant women. Some local programs were required to participate in the evaluation by virtue of receiving federal funding from the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program while other sites participated voluntarily. Responsibilities: Assess the generalizability of findings by comparing the impacts at sites that were required to participate to the impacts at sites that were not required to participate. (Client: U.S. Department of Health and Human Services.)

**Co-Principal Investigator, Statistical Methods for Using Rigorous Evaluation Results to Improve Local Education Policy Decisions (2015-present).** This project is developing and testing statistical methods for predicting the impacts of educational interventions in particular schools or districts using findings from evaluations conducted in other locations. Responsibilities: Co-lead all aspects of the project. (Client: U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, Statistical Methods and Research Methodology in Education.)

**Co-Principal Investigator, Enhancing External Validity in Existing STEM Evaluations (2013-present).** This study is conducting empirical analyses with real and simulated data to estimate the external validity bias from purposive site selection in rigorous evaluations of STEM interventions. In addition, the study will test different statistical methods for reducing the bias. This study is being conducted in collaboration with Johns Hopkins University. (Client: National Science Foundation, Promoting Research and Innovation in Methodologies for Evaluation.)

**Project Director and Principal Investigator, Testing Different Methods of Improving the External Validity of Impact Evaluations in Education (2010–2013).** This project examined the bias that can result when impact evaluations are conducted in purposive samples of sites that are not representative of the population of policy interest. Responsibilities: Direct the efforts of the study team, lead the analysis, and co-author journal articles. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Project Director, Estimating Impacts of Educational Interventions Using State Tests or Study-Administered Tests (2009-2011).** This project explored the implications of using student test scores from state-required tests to measure student achievement outcomes in evaluations of educational interventions. The project produced a technical report that was published by the Institute of Education Science. Responsibilities: Directed all aspects of the project, including the analysis and production of a technical report. (Client: U.S. Department of Education, Institute of Education Sciences.)

**Project Director, Methods for Addressing Missing Data in Randomized Controlled Trials (2007-2009).** This project was conducted to describe, evaluate, test, and recommend methods for addressing missing data in randomized controlled trials in education. The project produced a technical report that was published by the Institute of Education Science. Responsibilities: Managed the Abt team, led computer simulations, and drafted key sections of the technical report. (Client: U.S. Department of Education.)

## **Memberships**

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American Economic Association  
American Evaluation Association  
Association for Public Policy Analysis and Management  
Society for Research on Educational Effectiveness