

## JEAN BALDWIN GROSSMAN

### Work Contact Information

279 Wallace Hall  
Princeton University  
Princeton NJ 08544  
609-258-6974  
Fax: 609-258-5804  
Email: jgrossma@princeton.edu

MDRC  
200 Vesey St  
New York City, NY 10281-2103

**Place and Date of Birth:** Boston Massachusetts, June 11, 1955  
Citizenship: United States

### EDUCATION:

1980 Ph.D., Economics, Massachusetts Institute of Technology  
1976 B.A., Economics, University of Wisconsin at Madison  
1974 - 1975 Georgetown University

### POSITIONS:

#### Permanent Employment:

1980-1986 Mathematica Policy Research, Inc., Economist  
1987-1993 Public/Private Ventures, Senior Policy Researcher  
1994-1999 Public/Private Ventures, Vice President for Research  
1999-2011 Public/Private Ventures, Senior Vice President for Research  
2010-2011 U.S. Department of Labor, the Chief Evaluation Officer  
2011- Senior Fellow, MDRC  
2000- Lecturer in Princeton's School of Public and International Affairs, and  
Research Associate for the Center for Child Well-Being and Office of  
Population Research, Princeton University

#### Temporary Appointments:

Visiting Lecturer, Tel Aviv University, 1982;  
Consultant, Greek Center for Economic Planning and Research, 1982,  
Visiting Scholar, Swedish Institute for Social Research, 1982;  
Visiting Scholar, Paris-Jourdan Sciences Economiques, 2007;  
Visiting Scholar, Department of Economics, University of Canterbury, 2006;  
Visiting Scholar, School of Economics and Political Science, The University of Sydney, 2006;  
Visiting Professor, Center for Analysis of Social Exclusion, London School of Economics, 2011;  
Visiting Scholar, Department of Economics and Business, Universitat Pompeu Fabra 2012;  
Visiting Scholar, Kyoto University, 2015

### RESEARCH PROJECTS:

Evaluation of High-Dosage Personalized Instruction (2021-2027) Dr. Grossman is co-PI on a \$30M RCT to determine the impact of high-dosage tutoring (HDT) done at scale, the impact of less costly forms of high-dosage personalized instruction, and to optimally target students to both forms of tutoring to dramatically increase the scale of high-dosage personalized instruction. The study also includes companion implementation and cost studies.

Unfinished Learning Brief Series (2020-2021) To help school districts, serving the most underserved students, effectively help students complete unfinished learning and strategically work to close new and existing opportunity gaps, Dr. Grossman (in collaboration with EdTrust) drafted three practitioner-oriented briefs. They reviewed what research on high-dosage tutoring, expanded learning time and building strong adult-student relationship said about how implementation choices, such as the types of adult that staff the intervention, affects the magnitude of their impacts.

The Job Corps Evidence Building Project (2019-2024) Dr. Grossman is project director (PD) and co-principal investigator (PI) on this project that will help Job Corps develop and start a series of studies that will build evidence of good practice and engage the program in continuous improvement. The project starts with implementation studies of three Job Corps pilots: Job Challenge in Louisiana, Idaho's state-run Job Corps initiative, and Job Scholars. This project will also include the development of a research and evaluation framework to support Job Corps' future learning and innovation.

The Cascades Job Corps College and Career Academy Evaluation (2016-2021) Dr. Grossman was co-PI on a random assignment impact and implementation evaluation of an innovative Job Corps pilot program targeted at 16-21 year old youth. The pilot aimed to test alternative strategies for helping youth complete diploma and/or certificate programs (including postsecondary coursework), qualify for high-demand jobs and develop the non-cognitive skills and social skills needed to succeed in the workplace and support self-sufficiency.

Evaluation of Generation Work: A Demand-Driven Youth Employment Initiative (2016-2022). Dr. Grossman is leading a study of system-level initiatives in five cities to spread "Race/Ethnicity Equity and Inclusion" awareness and practice through their education and training systems, as well as to promote employer-driven approach combined with youth development practices. The goal is to enable disconnected young adults 18-29 to connect to careers paths.

Evaluations of Higher Achievement (2016-2020 and 2006-2013) Dr. Grossman was the PD and co-PI of both HA's first randomized control trial (\$3 million) and its second RCT (\$2.1 million) of its expansion efforts. Both studies examined whether this intensive well implemented academically focused year-round out-of-school-time (OST) program can increase academic performance of disadvantaged 5<sup>th</sup> through 8<sup>th</sup> grade students. The most recent study also examined the impact on the sample's college matriculation choices.

Solutions for Educational Equity through Promoting Socioemotional Wellbeing (2018-2022) As

PD, Dr. Grossman oversaw the writing of 10 briefs and holding of two meetings highlighting for the education field how aligning school policies and practices to promote equity by improving students' social emotional well-being improves learning. The briefs review literature but also interviewed early implementors.

Behavioral Interventions to Advance Self-Sufficiency Next Generation (2016-2024)

This project developed and conducted 9 experiments of “more than a nudge” behaviorally-informed procedural changes in programs run by the US Department of Health and Human Services' Administration for Children and Families, including in TANF, Child Welfare, and Head Start. From 2017 to 2019, Dr. Grossman was the PD for this project. She continues to be a senior advisor.

Evaluating Accelerating Academic Achievement through Standards-Aligned Expanded Learning (2015-2020)

Dr. Grossman is leading a second, larger RCT of Higher Achievement (funded by i3) with co-PI Dr. Carla Herrera. This study uses data from two RCTs to examine the short and long term impacts on students' educational outcomes of participation in Higher Achievement, an academically-oriented 4-year expanded learning time program. The study consists of a new RCT of middle school students across approximately 20 sites, and a long term follow up of the sample randomized in the first RCT.

Evaluation of the Technology-Facilitated Scale up of a Proven Model of Mathematics Instruction (2012-2018)

Dr. Grossman led the evaluation of a federally-funded scale-up of a proven cooperative learning model of mathematics instruction. The evaluation entailed a school-level RCT of 58 middle schools, coupled with an intensive implementation study that documented operations at the school, classroom, and even group level.

Evaluation of Completion by Design (CBD) (2012-2015)

CBD is an initiative aimed at learning how to significantly increase completion and graduation rates for student in community colleges. Community colleges in three states are implementing multiple system wide changes and building completion pathways that will provide students with greater structure and support from the moment they first enroll through completion of their studies. Dr. Grossman led the mixed methods evaluation that examined how institutional change occurred and the key factors shaping the systemic change process.

The BELL (Building Education Leaders for Life) Summer Learning Partnership Study (2011-

2014) The BELL summer program serves low-performing students offering academic instruction taught by certified teachers and enrichment activities in a day-long program. Dr. Grossman (PI) conducted an individual-level RCT to measure the impact on the achievement and school attitudes of low-performing middle school students.

Evaluation of the Strengthening Financial Management of Out-of-School Time Programs (2009-

2014) Dr. Grossman was the PD/PI on this study that examines the effect of two alternative technical assistance regimes, both aimed at achieving fundamental management changes that will

strengthen the organizations financially. Half the organizations received a regime that entails 4 years of quarterly meeting of peer organizations; the other regime were provided with individually-delivered technical assistance for two years in addition to the four years of meetings. The study examined the longitudinal nature of change under these two regimes as well as tracked the cost of the two regimes longitudinally.

The Process Through Which School-Based Mentoring Works. (2009-2013) Together with various colleagues around the country, Dr. Grossman investigated the processes through which school-based mentoring affects various youth outcomes, academic and antisocial. The study involved further analysis of the School-Based Mentoring Big Brothers Big Sisters data sets. It resulted in articles investigating the effect of school-based mentoring's match length, the effect of relationship quality, the effect of high school mentors relative to adult mentors on youth outcomes.

Impact of Mentoring At-Risk Youth in Washington State. (2008-2013) This evaluation examined what the impact of mentoring higher-risk youth is and how that impact compared to mentoring lower risk youth. The design included the use of both random assignment and a comparison group strategy. Dr. Grossman designed the evaluation and served a senior advisor.

Developing Conceptual Frameworks of Federal Programs for At-Risk Youth. (2009-2011) This project for Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services (DHHS) explored how DHHS could to add a focus on improving the workforce career trajectories of youth to its existing programs such Mentoring Children of Prisoners, its foster care programs and programs for runaway youth. Dr. Grossman served as one of the senior staff members of the team.

Latin American Youth Center (LAYC) Promotor Pathway Evaluation. (2009) Dr. Grossman helped design this experimental study to examine the impact of newly hired *Promotores*, LAYC staff members, that engage selected high-risk youth in pro-social activities, form long-term relationships with the youth and provide participants with case management services.

Relief Nurseries versus Respite Care. (2009- 2014) Dr. Grossman will conduct the cost study associated with the randomized clinical trial of offering full relief nursery services to stressed families versus respite care.

Evaluation of the AfterZone Initiative. (2008-2010) Dr. Grossman designed this mixed-method evaluation that focused on evaluating how delivering out-of-school time activity in a neighbor "campus"-based manner, as opposed to the traditional program-based manner, affect participants and operations. The initiative also adopted a common set of standard of quality. The study examined how this affected the quality of the services.

Study of Effective Strategies for Building Participation Among Older Children and Youth in After-School Programs. (2008-2010) In conjunction with the Harvard Family Research Project,

this multi-method study examined the questions of how to attract and retain teens in after-school activities. Dr. Grossman was a senior staff member on the team.

NIH Clinical Study of Friends of the Children (FOTC). (2007- ) FOTC identifies very high-risk children when they are very young (first grade) and matches them with a mentor (or Friend) who provides one-on-one support and guidance for an extended period of time (twelve years). Dr. Grossman (as co-PI) and her colleagues at OSLC are conducting a randomized control trial evaluation of the program's effects on the children's behavior, health and well-being. She heads the cost study.

The Cost of Out-Of-School Time Programs. (2005-2009) Dr. Grossman was co-PI on this study to determine the cost of out-of-school (OST) programs that have characteristics of high quality programs and the cost of developing and operating a city-level system to support quality OST programming. Cost data was collected on 111 programs and from 6 cities. From this data, we estimated the cost of various types of OST programs, such as those in school-based, community-based, academically focused programs, non-academically focused, etc. Both a report and online calculator were produced. A report discussing the investments the 6 cities have made in supporting a city-level OST system was also completed.

Development, Implementation and Impact Evaluation of Academic Instruction for After-School Programs. (2004-2010) Dr. Grossman was a senior member of the MDRC evaluation team responsible for assessing the effectiveness of specially tailored after-school academic curricula developed for this demonstration. This \$13 million multi-organizational U.S. Department of Education project involves conducting two parallel random assignment evaluations (each with 2000 sample members) of the reading and math curricula, testing the impacts on key student outcomes, especially on academic achievement.

Father at Work Evaluation. (2002-2009) Dr. Grossman conducted a quasi-experimental impact analysis for this employment and fatherhood program. This national demonstration was designed to help low-income noncustodial fathers increase their employment and earnings, become more involved in their children's lives, and provide them with more consistent financial support.

Evaluation of School-Based Mentoring. (2003-2007) Dr. Grossman, along with colleagues at P/PV and Big Brothers Big Sister of America, designed and conducted a random assignment evaluation of school-based mentoring programs across 71 schools. The study followed the lives of approximately 1,600 elementary and middle school students for a year and a half from the time they apply to the program. The study examined school behavior, attitudes and performance, as well as out-of-school behavior.

Mentoring Program Outcome Performance Measure Study. (2006-2007) In conjunction with Jean Rhodes, Dr. Grossman and Carla Herrera developed a set of standardized outcome measures that could be use by all BBBS agencies and other youth mentoring programs nationally

to gauge outcomes. The measures will include indicators related to academic performance, behavior, psychological well-being, parent/peer relationships and vocational aspirations. The second phase of the study is to test the measurement package out with a set of agencies, having case manager use the instrument to track the progress matches are making over 12 months.

Studying After-School Quality. (2001-2007) In this study, Dr. Grossman (PI) and colleagues at P/PV investigated what makes a high quality after-school program through a study of five Beacon programs in Philadelphia. Using observation, staff questionnaires and student surveys, the team examined what staff and program practices promote engagement and learning in the students. We also examined whether the staff practices of high quality academic activities differ from those of high quality non-academic activities finding not difference.

Children's Future: Improving the Well-Being of Trenton's Children. (2001-2006) Dr. Grossman helped design an evaluation of Robert Wood Johnson's Children's Future Initiative to improve the health and well-being of Trenton's children ages 0-3. The study consisted of both formative research aimed at help the program run better and summative research aimed at determining what the initiative achieved over a four-year period. The study included a survey of parents, the analysis of health and birth records over the period, implementation interviews with staff and key Trenton figures, and observation.

A Study of Extended-Service Schools. (1998-2002). Dr. Grossman (co-PI) headed the joint P/PV-MDRC evaluation of Wallace-Reader's Digest's Extended Service Schools (ESS) Initiative. This evaluation examined initiative school-based after-school programs in approximately 60 low-income neighborhood schools. Each city chose to adapt one of four national models: the Beacons model, the Community School model, United Way's Bridges to Success model or the West Philadelphia Improvement Corps model. The evaluation examined: implementation issues around using schools as after-school care facilities and activity quality issues, the cost and financing of such programs, what types of youth participate and how, and how participation affects the youth's attitudes, experiences and behaviors.

Practices in Mentoring (2000-2002). As a subcontractor to Northwest Regional Laboratory, P/PV is writing training material to be used by mentoring programs around the country. Dr. Grossman (PI) directed this project which translated P/PV's research findings into accessible training and technical assistance materials. P/PV also conducted reconnaissance and documentation work of mentoring programs in specialized areas, such as faith-based mentoring programs and program for juveniles re-entering their communities.

Friends of the Children Feasibility Study. (1997-2000) This program identifies highly vulnerable children when they are very young (first grade) and matches them with a mentor (or Friend) who provides one-on-one support and guidance for an extended period of time (twelve years). Dr. Grossman and her colleagues at P/PV conducted a pilot for an impact study of the program's effects on the children's behavior, health and well-being to determine if an impact study was feasible.

Plain Talk Initiative on Adolescent Sexuality. (1995-2000) Plain Talk was a neighborhood-based initiative to protect sexually active youth from pregnancy and sexually transmitted diseases by creating: (1) a community climate that encourages straightforward communication about responsible sexual behavior; (2) broad-based community support for use of contraception among sexually active teens; and (3) increased accessibility of contraceptive services to youth. Dr. Grossman headed the quantitative assessment of the program. She investigated how communication with adults and access to contraception affected rates of teen pregnancy, contraceptive use, knowledge and attitudes about birth control, pregnancy and sexually-transmitted diseases.

The State and Future of Mentoring. (1997-1998) Dr. Grossman organized a national conference on mentoring whose purpose is to disseminate what is known about mentoring to date to policy makers, funders and researchers to stimulate interest in supporting mentoring and encourage additional work. She edited a volume resulting from the conference, *Contemporary Issues in Mentoring*.

The Process Through Which Mentoring Works (1997-2002). Together with Professor Jean Rhodes, Dr. Grossman investigated the processes through which mentoring affects various youth outcomes, academic and antisocial. The study involved further analysis of the Big Brothers Big Sisters data sets. Five peer-reviewed papers were produced.

The Boys and Girls Club's Gang Prevention Through Targeted Outreach Program Evaluation is a multi-site quasi-experimental evaluation. In this initiative, Boys and Girls Clubs across the country are targeting youth ages 9 through 18 who are at risk for gang involvement and attempting to mainstream them into Boys and Girls Club culture and activities through more intensive staff interaction. Three of the 26 clubs involved in the evaluation worked with youth already in gangs. The other sites, the prevention sites, enrolled high-risk youth.

The Bridges-to-Work Demonstration. Dr. Grossman was a senior team member in planning and implementing P/PV's Bridges to Work demonstration model and research. In this role, she has helped finalize the program model that links inner-city residents with suburban jobs, designed the random assignment evaluation of a demonstration, talked to prospective operators about random assignment, helped select the demonstration sites and overseeing the evaluation in general.

The Big Brothers/Big Sisters Evaluation. Dr. Grossman helped guide the analysis and writing of the study of the volunteer applicant process, helped write the relationship formation study, and was co-principal investigator (co-PI) on the random assignment impact evaluation. For the impact evaluation, she helped analyze the data and co-authored *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. She also was integrally involved in developing and implementing the dissemination strategy for this report.

The Voluntary Youth Serving Organization Study. Dr. Grossman provided senior advice and oversight on this study of Boys and Girls Clubs, Girls Incorporated and the YMCA. She had particular input in developing the data collection strategy.

The Evaluation of the WorkPlus Demonstration. As Co-Project Director of this project, Dr. Grossman was jointly responsible for all aspects of the demonstration. This included helping to develop the program model, designing the demonstration project, writing funding proposals, designing the research, as well as providing general research oversight during the life of the project.

The Urban Corps Assessment Project. As Project Director, Dr. Grossman managed this measurement development research. The goal of the project was not only to describe these aspects of urban corps but also to develop measures of youth programmatic engagement, the quality of youth/staff relationships, and program's culture and climate that could be used to assess on programs serving young adults. She, along with the team, developed the measures, designed four survey instruments, oversaw the data collection, analyzed the data and wrote the manual.

New Directions for Youth Research and Policy Study. Based on the lessons learned over the last 25 years of youth programming, Dr. Grossman was responsible for writing a paper that proposed a new direction for youth social policy.

"I Have A Dream" Evaluation Planning Grant. Dr. Grossman (PI) was responsible for designing a quasi-experimental impact evaluation for a possible national evaluation of the I Have A Dream (IHAD) program. This task included conducting a mail survey of all IHAD programs to learn about program variation. Based on the survey possible demonstration sites were selected and recruited.

California Conservation Corps Follow-up Study. In this project, the stratified random sample of CCC participants and comparison group members were re-interviewed to investigate the impact of the CCC five to six years after enrollment. As co-principal investigator, Dr. Grossman was responsible for all aspects of the evaluation: designing the survey, analyzing the data, and writing the report.

The Summer Training and Education Program (STEP). Dr. Grossman was co-principal investigator of this five-year random assignment demonstration designed to reduce dropout levels among economically and educationally disadvantaged youth. She developed youth survey instruments, supervised the data collection and analyzed the educational data (including school transcripts) and employment data. She provided general research oversight for the demonstration, including safeguarding the experimental design and monitoring data collection efforts. She helped authored almost all the STEP reports.

Analysis of Long Term Care Services for Persons at Risk of Institutional Placement. As PI, Dr.



Grossman was responsible for reanalyzing data from the National Long-Term Care Channeling demonstration to determine which subgroups of participants the channeling program served most cost-effectively. To do this, she examined the causes of institutionalization by subgroup and differential impact of channeling on these same subgroups.

A Study of Policy Options for Reducing Long-Term Welfare Dependency. Dr. Grossman was the co-project director and researcher on the project. The study involved determining the effects of previous employment-related programs on particular subgroups by reanalyzing existing data sets, further investigating what traits are associated with becoming long-term welfare dependent, simulating the effects of targeting various programs to alternative subgroups, and designing a demonstration that would test relevant policy options. Dr. Grossman was involved in all aspects of research with the exception of the demonstration design.

The Federal Supplemental Compensation Evaluation. As co-PI, Dr. Grossman analyzed the effect of this emergency unemployment compensation program on the length of individuals' unemployment and on overall caseload characteristics. Hazard rate analysis was among the analytical techniques used in the evaluation.

Forecasting the 1984 Poverty Rate. As PI, Dr. Grossman developed time-series regression models (including ARIMA error components) of the overall poverty rate and poverty rates among many groups within the population. These models were used to forecast poverty rates for 1984.

AFDC Caseload and Expenditure Projection. As PI, Dr. Grossman developed national time-series forecast models of AFDC caseload and payments for both the basic AFDC program and the Unemployed-Parent AFDC program. She was also responsible for the parallel development of state-by-state forecast model.

The Simplified Application Demonstration. Dr. Grossman was task leader in simulating the effects of standardizing food stamp benefits among the AFDC population. Earlier, she also examined the characteristics of program eligibles using state case record data.

Visiting Scholar to Study the Labor Force Behavior of Immigrant Women in Sweden. As a visiting scholar at the Swedish Institute for Social Research, Dr. Grossman conducted a study of the economic integration of immigrant women in Sweden. The investigation examined and modeled the women's occupational attainment, labor force participation, and earnings.

Unemployment Studies for the Greek Government. As a consultant for the Greek Center for Economic Planning and Research, Dr. Grossman conducted two studies used as inputs to their Five-Year Plan. The first examined the worsening unemployment problem in Greece. Using their four sources of unemployment data, she investigated the demographic and sectoral composition of Greek unemployment, identifying which groups were the "problem groups" for the 1980's. The second paper was an in-depth evaluation of Greek unemployment and other

labor force statistics. She identified problems with their current data collection methods and suggested improvements.

The Use of a Research Demonstration to Evaluate Policy. Dr. Grossman, at the request of the Brookdale Institute of Gerontology, prepared a paper and presented a seminar on the topic of research demonstrations: how they differ from normal programs, what are the merits of conducting research demonstration, and how the government could set up demonstrations.

Survey and Analysis of Alternative Labor Supply Models for Microsimulation. Dr. Grossman directed a study which surveyed and analyzed recent labor supply models in order to recommend the most promising model structure for dynamic micro-simulation and to suggest avenues for future research.

Evaluation of the National Long-Term Care Channeling Demonstration Project. Dr. Grossman was the task leader for three aspects of the National Long-Term Care (NLTC) Channeling Demonstration Project. She was responsible for developing procedures for implementing the experimental design--including developing an appropriate sampling strategy and adapting the control group methodology to the NLTC project. The second task involved conducting methodological studies to detect data problems that would require more complicated analytical tools to be employed in the impact analysis. Such potential data problems include randomization breakdown, data noncomparability, and control group contamination. The third task was the development of a comprehensive data analysis framework to be used for all parts of analysis. The analytic framework includes econometric procedures to be used for dealing with problems such as attrition and self-selection bias.

The Implications of Off-Track Betting in New Jersey. As PI on this study, Dr. Grossman oversaw the development and administration of a random digit dial telephone survey and an in-person field survey. The survey data were analyzed to provide projection of the demand for and the net revenues from off-track betting in New Jersey.

Positive Adjustment Assistance Project: A Demonstration Design. Dr. Grossman participated in the design of an adjustment assistance demonstration aimed at aiding workers to integrate back into the economy following a plant closing. The purpose of the demonstration was not only to institute an adjustment assistance program in needy areas, but also to evaluate what components of such a program are useful. Dr. Grossman aided in developing the research strategy and the operational aspects of the demonstration.

## **ARTICLES AND BOOK CHAPTERS**

Michael J. Karcher, Daniel A. Sass, Carla Herrera, David L. DuBois Janet Heubach, and Jean B. Grossman (2023) Pathways by Which Case Managers' Match Support Influences Youth Mentoring Outcomes: Testing the Systemic Model of Youth Mentoring, *Journal of Community Psychology*.

Carla Herrera, David DuBois, Janet Huebach, and Jean Grossman (2022, accepted) Effect of Big Brothers Big Sisters of America Mentoring on Social-Emotional and Academic Outcomes of Participating Youth: A Randomized Controlled Trial. *Child and Youth Services Review*.

Eddy, J. Mark, Wu Shortt, Joann, Martinez, Charles, Holmes, Alice, Wheeler, Alice, Gau, Jeff, Seeley, John, Grossman, Jean Baldwin (2020). Outcomes from a Randomized Controlled Trial of the Relief Nursery Program, *Prevention Science* Vol. 21, no. 1: 36-46.

Eddy, J. Mark, Martinez, Charles, Grossman, Jean Baldwin, Cearley, Jennifer, Herrera, Danita, Wheeler, Alice, Rempel, Jeff, Foney, Dana, Gau, Jeff, Burraston, Bert, Harachi, Tracy, Haggerty, Kevin, Seeley, John (2017) A Randomized Controlled Trial of a Long-Term Professional Mentoring Program for Children at Risk: Outcomes Across the First 5 Years, *Prevention Science*, 18, no. 8 (2017): 899-910.

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### **OTHER PROFESSIONAL ACTIVITY**

Faculty Associate of the Center on Research on Child Well-Being, Office of Population Research, Princeton University

Faculty Associate of Office of Population Research, Princeton University

Member of the Evaluation Advisory Board for Building Educated Leaders for Life

Member of the Evaluation Advisory Board for Friends of the Children

Member of the Evaluation Advisory Board for Self-Enhancement, Inc., Portland OR

Member of the Big Brothers' Big Sisters' of America's Research Advisory Council

Member of Citizen Schools' Research Advisory Group

Member of MENTOR's Research and Policy Council

Member of the U.S. Department of Education Institute for Educational Science's FY2010 Education Systems and Broad Reform Scientific Review Panel