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# LATIN AMERICAN AND CARIBBEAN READING AND EDUCATION EVALUATION SERVICES: AMAZONIA READS EVALUATION PLAN



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This publication was produced for review by the United States Agency for International Development. It was prepared by Nancy Murray, Larissa Campuzano, Steve Glazerman, and Camila Fernandez.

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## **DISCLAIMER**

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## **I. INTRODUCTION**

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### **A. Background**

The United States Agency for International Development (USAID), Regional Sustainability Office of the Bureau for Latin America and the Caribbean (LAC) has contracted the services of Mathematica Policy Research (Mathematica) for an independent impact evaluation and analysis of the effectiveness and costs of promising reading and education access interventions aimed at preventing crime and violence in the LAC region (LAC Reads Evaluation). The LAC Reads evaluation contract envisions funding approximately 7-10 impact evaluations from September 2012 to September 2017. Interventions to be evaluated under the contract will be selected based on their alignment with USAID's Global Education Strategy, and their potential to contribute to the emerging evidence base in education. This evaluation plan provides the motivation for the *Amazonia Reads* evaluation, defines the research questions, and describes the evaluation methodology and analytic approach. It also details the data sources and outcomes on which the evaluation will rely; challenges; the approach to capacity building, staffing, time line, and deliverables; and a budget.

USAID identified *Amazonia Reads* for rigorous evaluation under this contract, focused on schools in the departments of San Martín and Ucayali in Peru (also referred as regions in this document). *Amazonia Reads* is a program aimed at improving the reading comprehension and, through improved reading, the mathematics skills of school children during the early grades of primary school in these two regions. Among the specific goals of *Amazonia Reads* are improving the curriculum and educational materials; establishing a training program for principals, teachers, and other educational authorities; regularly evaluating the progression of learning; increasing awareness of the importance of learning among parents and communities; and strengthening the management and regional education authorities.

### **B. USAID global agenda for education**

USAID's 2011 Global Education Strategy has three overarching goals:

- Goal 1: Improved reading skills for 100 million children in primary grades by 2015
- Goal 2: Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015
- Goal 3: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015

The objective of the *Amazonia Reads* program is to improve early-grade reading skills for children in grades 1–3 in the targeted schools and regions, which aligns with Goal 1 of USAID's Global Education Strategy. *Amazonia Reads* includes project design components that have been identified as effective at improving early-grade reading. Consistent with USAID's Results 1.1, Improved Reading Instruction, *Amazonia Reads* aims to improve early reading through teacher training for reading instruction on the component skills of reading (phonological awareness, decoding, vocabulary, fluency, and comprehension); provision of new teaching and reading materials for teachers and students; and strengthening classroom and school management. Consistent with USAID's Results 1.2, Reading Delivery Systems Improved, and 1.3, Greater

Engagement, Accountability, and Transparency by Communities and the Public, *Amazonia Reads* also aims to improve the regional education systems by providing longer-term contracts, procuring better distribution of education materials, and improving the region's information systems and management activities. Furthermore, by increasing communication with parents, the program aims to increase their engagement in education. Some of these activities have been identified by Comings (2012) as effective for instruction: Text and Materials, Teacher Training and Support, Community and Parental Support, and Assessment and Tracking. As he summarizes, "Effective instruction needs text and materials available and used, teachers who show up and teach well, communities and parents who encourage and support students, and assessment that guides instruction and policy." Because *Amazonia Reads* incorporates many of the process and system components identified by USAID as best practices, it is a good candidate for the kind of rigorous evaluation conducted under the LAC Reads evaluation contract.

This evaluation will expand the research base on effective reading interventions—in particular, the effectiveness of *Amazonia Reads* in settings in which many 1st and 2nd grade students do not reach the levels of learning expected for their grade. The main research question will allow us to assess the effectiveness of *Amazonia Reads* as compared to prevailing reading instruction in the regions implementing the intervention in Peru.

### **C. Reading attainment in San Martín and Ucayali, Peru**

In the past decade, remarkable progress has occurred in achieving the Millennium Development Goals of universal primary school completion and gender parity in education, both around the world and in LAC countries in particular (United Nations, 2015). Yet deficits related to learning and access to education for poor and marginalized populations remain, with many children not acquiring basic reading proficiency, even after several years of schooling. In countries where access is limited, the problem is especially acute for remote regions. For example, in Peru in 2013, the average years of schooling were 10.1 for Ucayali and 8.9 for San Martín, compared to 12.2 for the metropolitan area of Lima (Estadística y Censo de la Calidad Educativa 2014).

San Martín and Ucayali also are lagging behind in other important indicators, most notably in learning achievement. Peru's Student Evaluation Census (ECE, for its acronym in Spanish) evaluates the reading comprehension and mathematics skills of students in 2nd grade, covering almost all of the country's educational institutions. At the national level, in 2013, 33 percent of students attained the satisfactory level of reading comprehension. However, the situation is different in San Martín and Ucayali. In those regions, only 26.7 and 16.8 percent of students, respectively, attained the satisfactory level. The difference is larger in mathematics: whereas nationally, 16.8 percent of students achieved the satisfactory level, the percentages in San Martín and Ucayali were only 14 and 5.1, respectively.

*Amazonia Reads* is in line with Peruvian national policies. Peru has a results-tied budget system that evaluates and finances products and results, setting goals, and rewarding those who achieve or surpass these goals. The strategic activities of this system are linked to childhood development and, in particular, to learning achievements in basic schooling. As part of the priority activities, the national budget focuses on math and reading comprehension education at the end of grades 1 and 2 of primary school (cycle III of basic education). Regional education



authorities are responsible for managing their education services. *Amazonia Reads* encompasses the regional education projects that the San Martín and Ucayali regions have developed and USAID will fund. Moreover, *Amazonia Reads* meets the goals of Peru’s 2021 National Education Project, especially those related to the strategic goal “Opportunities and Educational Results of Equal Quality for All,” which calls for an effort to ensure that children in the first years of primary education achieve fundamental learning. It also meets the strategic goal “Students and Institutions that Achieve Relevant Learning of High Quality,” which calls for action to define national standards of priority learning and their regular evaluation.

To address poor education outcomes among children in the first three grades of primary education and strengthen the institutional and financial management of the regional and local education authorities, stakeholders in San Martín and Ucayali have developed regional pedagogical and institutional approaches. The two regional programs—“Enseñar es Liderar” in San Martín and “Liderando los Aprendizajes de Niñas y Niños 2014–2016” in Ucayali—make up the *Amazonia Reads* initiative. These efforts have their own particular features but share their main components. For this reason, in general we will describe them together but also address the differences between them.

**Figure I.1. Map of study locations in Peru**



## D. *Amazonia Reads*

*Amazonia Reads* aims to improve learning through effective reading instruction in the early grades in the regions of San Martín and Ucayali. At the end of 2014, each Regional Education Office prepared a proposal for the program it planned to implement. The programs proposed in each region shared the main components: capacity development, evaluation of learning, improvement of school management, and incentive provision. At the beginning of 2015, the Universidad Peruana Cayetano Heredia (UPCH) was hired to provide technical assistance to both regions for *Amazonia Reads* implementation. Thus, we would expect the programs to be based on the same instructional approach to reading. However, the programs show some differences in design, and the implementation in each region may differ. Below we provide a general description of each component and, when possible, highlight differences between the regions.

**Capacity development.** The aim of this component is to provide technical assistance that enhances teachers' ability to provide effective instruction and improve children's learning in the first years of primary education. UPCH was contracted to provide technical assistance to both regions and implement a teacher training program delivered through a "training of trainers" or "cascade" approach. Under this component, UPCH will train facilitators or specialists,<sup>1</sup> who then will train and accompany teachers during regular classroom visits. Training and coaching are aimed at improving teachers' content area knowledge, pedagogical strategies for reading instructions, and classroom management, and also the way in which they facilitate children's learning process. In particular, training will focus on providing teachers with an instructional approach for reading to integrate evidence-based foundational skills (comprehension, phonemic awareness, phonics, fluency, vocabulary and oral/written expression) with the national communicative approach that the Ministry of Education promotes in Peru. Training also will include guidance on diversified instruction and activity programming according to the needs of students, measuring and monitoring learning progress, fostering and motivating a culture of reading and reading for pleasure with community/parents' participation, and promoting child-centered interactions and effective classroom management styles.

Facilitators will conduct classroom visits to assess teachers' instructional and classroom management practices, identify shortcomings and areas for improvement, and formulate an action plan in collaboration with teachers. Revised classroom and teacher materials reflect the pedagogical framework as well as sensitivity to impacts of gender and/or learning styles. In addition to preparing teachers to provide effective instruction in foundational reading skills, this component also will seek to improve gender equity in schools and improve school principals' management, administrative, and leadership skills. The capacity development component will target 1st, 2nd, and 3rd grades in both regions.

**Evaluation of learning.** Under this component, the regions plan to use evaluations of students to inform instruction. Using evaluations to monitor student learning and providing differentiated instruction are important tools for the instructional approach that UPCH is promoting. Thus, this component is related to the capacity development component since UPCH, as part of its approach for improving instruction, will prepare tests, strategies, and evaluation

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<sup>1</sup> Role designation varies by region. In the remainder of this document, we will refer to these individuals as "specialists."

tools to monitor the development of student learning. The regions also describe a more general approach in their plans, in which each one will develop tests and a software system to collect and manage test results and other relevant educational data for all of its schools. However, it is too early to be sure that it will be feasible to implement this component for all of the schools, so we will continue monitoring how the implementation evolves in each region.

**School and project management.** One activity of this component is the “parental school,” which consists of direct work with parents of at-risk children to promote parental engagement and strengthen the support of children at greater risk for academic failure. This component also includes school and project management activities, the evaluation of the project’s organizational structure, educational community involvement, and component accountability at the end of each intervention trimester. UPCH will train school principals in pedagogical leadership and school management. UPCH also will provide technical assistance to the regional governments to improve school planning, budgeting, and execution, and to implement information systems for management indicators in the schools, such as teachers’ work time in the classrooms and students’ attendance.

**Incentives.** This component stipulates the creation of non-monetary incentives to promote effort among all stakeholders in the education system (teachers, specialists or facilitators, school directors, students, and others). The non-monetary incentives planned are certificates for merit, training on pedagogical management, educational certification or diplomas, masters or doctorates, and provision of multimedia equipment to schools. It is likely that this component will be implemented for all of the schools in the region.

## **E. Evaluation questions**

Mathematica will work with USAID/Washington, USAID/Peru, and the Ministry of Education in Peru, especially with the regional offices of San Martín and Ucayali, to conduct an impact evaluation of *Amazonia Reads* under the LAC Reads Evaluation contract. A rigorous evaluation of the program will contribute to the evidence base on what works to improve early-grade reading in these two regions and may provide insights into other regions in Peru that are grappling with improving early-grade reading outcomes. The results of the evaluation will inform the Ministry of Education regarding Peru’s development and testing of reading instruction approaches.

The evaluations in both regions use similar methods and data collection instruments. The impact evaluation employs a randomized controlled trial in each region—the most rigorous evaluative framework for assessing program impacts. We randomly assigned eligible schools in the targeted regions—San Martín and Ucayali—to one of two groups: Group A will receive all of the components of *Amazonia Reads*, and Group B will receive the services the Ministry of Education already provides in each region. Group B also will receive the components or activities of *Amazonia Reads* that must be implemented for the whole region. The Ministry of Education is providing different services to the schools assigned to Group B in each region. Thus, the main research questions differ by region. In Ucayali, the main research question guiding the design of the *Amazonia Reads* evaluation reads as follows:

- What is the impact on early-grade reading and other outcomes of the components of *Amazonia Reads* that can be implemented at the school level, as compared to prevalent practice?

The evaluation will assess the impact of *Amazonia Reads* components or activities that can be provided to schools in Group A but not those in Group B. This evaluation design will not be able to identify the impact of *Amazonia Reads* activities implemented at the regional level. Most of the services that schools in Group B—prevalent practice schools—will be receiving are those available from the Ministry of Education in Ucayali, as well as the region-level services provided through *Amazonia Reads*. Some *Amazonia Reads* activities that are likely to affect all schools in the region are, for example, the development of regional tests to be given to all students in the region and the incentive provision; the evaluation will not identify the impact of those activities. To correctly interpret our findings from the evaluation, we will identify the activities within *Amazonia Reads* that must be offered to both groups.

In San Martín, a majority of the prevalent practice schools—Group B—will be offered Soporte Pedagógico, the new initiative from the Ministry of Education, whose goal is to improve student learning in urban elementary schools. Soporte Pedagógico’s main components are training workshops, peer-to-peer groups, and virtual educational support for teachers and principals; learning sessions designed to develop students’ communication or math skills that require additional support to be achieved; efficient mechanisms for timely allocation and use of appropriate teaching materials and educational resources; and capacity building of principals, teachers, and parents to ensure adequate learning conditions for students. In addition, Soporte Pedagógico uses teachers (*docentes fortaleza*) who work after regular school hours to provide remedial support to students who are falling behind. Thus, for San Martín, the main research question can be worded as follows:

- What is the impact on early-grade reading and other outcomes of the components of *Amazonia Reads* that can be implemented at the school level, as compared to Soporte Pedagógico in San Martín?

Because the services offered to the prevalent practice schools differ by region, it will be difficult to interpret the results if we combine them from the two regions. For this reason, in the evaluation, we will provide answers to two different research questions in each region. In addition, the findings can differ depending on differences in the implementation of *Amazonia Reads* across regions. However, by testing a similar program in two regions with different populations and compared to different educational services, we will be in a better position to interpret the results.

Result 1.1 of the USAID Global Education Strategy focuses on improved reading instruction; the main research question to be answered by the evaluation will shed light on whether the components of *Amazonia Reads* implemented at the school level achieve positive results in early student reading.

We also will examine additional research questions related to program implementation and cost-effectiveness separately in each region. The evaluation will document the services delivered by *Amazonia Reads*, and whether they were delivered as intended and, if not, why not.

Additionally, we will identify the *Amazonia Reads* activities offered to Group A but not to Group B, which will be those activities that can be evaluated with our design, as well as the *Amazonia Reads* activities that must be offered to both groups, which cannot be evaluated with this design. We will measure the additional cost of implementing the activities offered only to Group A and assess the requirements for implementing them in the future. In the case of positive impacts, we will assess the magnitude of the effects to determine if they are large enough to justify the estimated additional cost.

The study will generate memoranda or reports that follow the timing of data collection of a cohort of 1st graders, who will be followed over a three-year period. There will be three events—baseline, midline, and endline data collections. After the baseline and midline collections, we will produce memoranda that emphasize the description of the sample and implementation, respectively; for the final analysis, we will produce a report describing the impacts.

The study will conduct the data collection in a similar manner for each of the two regions. Data collection will include student assessments, teacher surveys, classroom observations, and stakeholder interviews and focus groups.

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## II. STUDY DESIGN

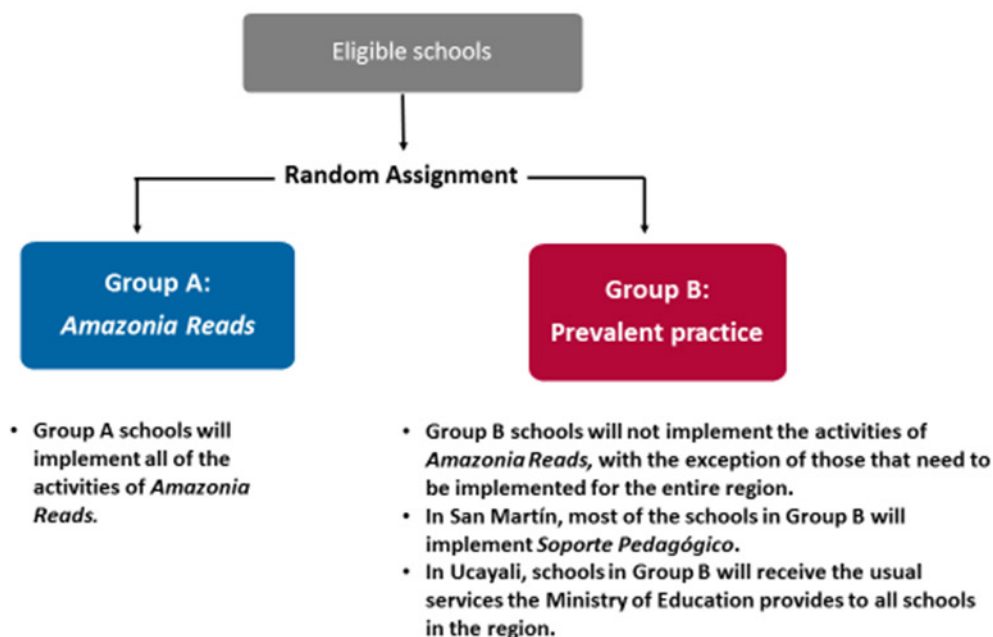
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### A. Impact evaluation

This evaluation will be based on a random assignment design. As explained above, in each region, we randomly assigned eligible schools to two groups that are to receive different models of educational services to promote the reading skills of children in primary school, as follows:

- Group A will receive all activities of *Amazonia Reads*.
- Group B will not receive any activities of *Amazonia Reads* that can be implemented at the school level. It will, however, receive those *Amazonia Reads* activities that must be offered to the whole region. In addition, Group B will receive the services provided by the Ministry of Education in each region. In particular, in San Martín, most schools in Group B will receive *Soporte Pedagógico*, an intervention implemented by the Ministry of Education. As shown in Figure II.1 below, students (and their teachers) in schools randomly assigned to each group will serve as the two study groups. To answer the main research question that can be addressed with the random assignment design, we will first compare the outcomes of students (and teachers) in schools assigned to Group A to those in schools assigned to Group B in each region. As explained above, the services provided by the Ministry of Education to Group B in each region will differ, so the Group A implementing *Amazonia Reads* will be compared to a group implementing a different package of services in each region.

In Ucayali, we expect that Group B will receive the usual services that the Ministry of Education offers to other schools in the region. Comparing Groups A and B thus will allow us to provide unbiased estimates of the impact of all activities of *Amazonia Reads* implemented in Ucayali at the school level, holding constant all other services provided by the Ministry of Education in that region and the activities of *Amazonia Reads* that must be implemented at the regional level. In San Martín, we expect that most of the schools in Group B will receive the *Soporte Pedagógico* intervention offered by the Ministry of Education. Comparing Groups A and B in San Martín will allow us to provide an unbiased estimate of the impact of the *Amazonia Reads* activities that can be implemented at the school level in San Martín compared to the services provided to Group B—the *Soporte Pedagógico* services—holding constant all other services provided by the Ministry of Education and the activities of *Amazonia Reads* that must be implemented at the regional level.

**Figure II.1. Evaluation design: randomized control trial (RCT)**

The random assignment design ensures that the evaluation will provide unbiased estimates of the impact of the intervention on the outcomes of interest because there are no systematic differences between the research groups other than access to the intervention. The statistical models will control for baseline characteristics, so any initial differences that arise despite random assignment will be addressed in our impact estimations. Thus, any differences in average outcomes between the intervention groups that are too large to be the result of chance can be attributed to the differences between the interventions, not to other characteristics of students and schools in the sample.

In each region, we randomized schools into one of the two groups described above; however, we adapted the procedure to each region's sample sizes and requirements. Here we describe the random assignment for Ucayali first, since it occurred as shown in Figure II.1. We then describe the San Martín case, which showed variations from the figure.

**Random assignment for Ucayali.** In Ucayali, the regional educational office identified 76 schools; we randomly assigned 35 of them to Group A, which will implement *Amazonia Reads*, and 41 to Group B, which will not implement the program.<sup>2</sup> We stratified random assignment by matching 38 pairs of schools on some key characteristics, such as Unidad de Gestión Educativa Local (UGEL), school size, school structure (separate or combined grades), bilingual nature of the population, implementation of the Strategic Learning Achievements Program (PELA in Spanish), and ECE reading scores. We then randomly assigned one school in

<sup>2</sup> In Ucayali, a previous random assignment had been conducted; however, before the *Amazonia Reads* intervention started, we learned that it overlapped with *Soporte Pedagógico*. For this reason, a new list of eligible schools was provided to us for inclusion in the evaluation.

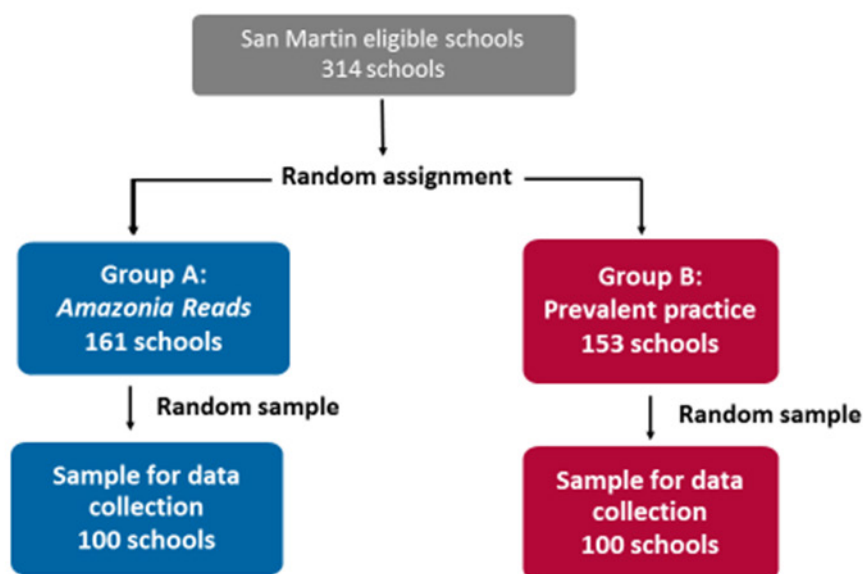


the pair to each group to ensure that the intervention groups were balanced on the key characteristics. To assign exactly 35 schools to Group A, as requested by USAID-Peru and the Ucayali region, we reassigned to Group B the 3 schools originally assigned to Group A that had the lowest random numbers. This procedure guaranteed that all schools were assigned randomly. However, the 3 pairs that were randomly chosen to be in the control group do not have a counterpart in the treatment group. Therefore, these pairs will be dropped from the main analysis sample and we will only use the 35 pairs that have one school in the treatment group and one school in the control group. We could conduct sensitivity analysis on the original sample of 76 schools.

**Random assignment for San Martín.** Figure II.2 depicts how we implemented random assignment in San Martín and obtained the sample for data collection. The regional Ministry of Education in San Martín prepared a list of schools eligible to participate in the intervention. The region determined eligibility while considering logistical considerations and other aspects of program roll-out. In San Martín, all schools were public schools with no other support programs and had a minimum of 16 2nd graders in 2012. According to these criteria, the regional educational office identified 314 schools eligible for the intervention and requested us to assign 161 of them to Group A—set to implement *Amazonia Reads*—and 153 to Group B—set not to implement *Amazonia Reads*. We stratified random assignment by matching 157 pairs of schools on some key characteristics, such as UGEL, school size, school structure (separate or combined grades), and ECE reading scores. We then randomly assigned one school in the pair to each group to ensure that the intervention groups were balanced on the key characteristics. To assign exactly 161 schools in Group A, as requested by USAID-Peru and the San Martín region, we reassigned to Group B 4 schools that originally had been assigned to Group A. We selected these schools based on their ECE scores. Thus, we cannot consider that these 4 schools were randomly assigned, so they will not be part of the evaluation. As explained below, to reduce data collection costs and increase quality, our sample for data collection will be a subset of 200 schools—100 schools randomly selected from Group A and 100 randomly selected from Group B.

Mathematica informed USAID/Peru about the final assignment results so the USAID office could inform the regional offices of the ministries of education and start implementing the interventions in the appropriate schools. The study requires that initial assignments be maintained for the duration of the study; Grupo de Análisis para el Desarrollo (GRADE), Mathematica's local research partner in Peru, will be responsible for ensuring adherence to assignment, in close coordination with USAID/Peru and the local educational offices.

**Figure II.2. Random assignment process and sample for data collection in San Martín**



**Impact estimation.** In our original evaluation design, the target student population comprised 1st graders who were enrolled in the study schools at the time of random assignment—school year 2014 (cohort 1). The original plan was to measure intervention impacts on student reading outcomes almost three years after the intervention started, when target students should be in 3rd grade—school year 2016. However, *Amazonia Reads* implementation did not start during the 2014 school year as planned. The impacts will not reflect three years of the *Amazonia Reads* intervention as originally planned, but at most two years. Most important, the students in cohort 1 will not have received *Amazonia Reads* in 1st grade, a key grade for establishing a basis for reading. In response to this issue, at the beginning of 2015, Mathematica, USAID/DC, USAID/Peru, and GRADE agreed to include an additional cohort of target students in the study—the 1st graders enrolled in the study schools in school year 2015 (cohort 2). This cohort will have received three years of *Amazonia Reads* by the end of 2017. USAID/DC, USAID/Peru, and Mathematica have decided to focus the evaluation on cohort 2. This evaluation will focus on the cohort of students that attended 1st grade in 2015 and should have attended 2nd grade in 2016 and 3rd grade in 2017.

In February of 2016, USAID/DC, USAID/Peru, UPCH, and Mathematica jointly decided to measure reading abilities at the end of 2016, when students would be in 2nd grade instead of measuring students' reading abilities towards the end of 3rd grade as originally planned. Ideally, we would have measured impacts on reading abilities at the end of third grade. However, waiting to measure at the end of third grade had some important disadvantages, one of which is that we would not be able to provide results on the impact of the program before the end of the implementation period in 2017 when USAID/Peru will no longer be supporting basic education activities in Peru. Also, related to USAID's exit from the basic education sector in Peru in 2017,

is that USAID would have potentially less influence with the education authorities, creating some uncertainty that we could ensure that the control group of schools would not be receiving similar interventions to *Amazonia Reads* in Ucayali. Finally, this change in our approach to the measurement of impacts also responded to implementation delays, and the end of contract date for LAC Reads Evaluations, as well as budget constraints.

Differences in average outcomes will be unbiased estimates of the impacts of interest. The regression model will allow us to increase the statistical precision of our impact estimates by controlling for chance differences between treatment groups in students' baseline characteristics, such as early reading skills at the beginning of 1st grade, age, gender, family socioeconomic characteristics, and baseline school and teacher characteristics. For each region, the model can be expressed as follows:

$$(1) Y_{ist} = \alpha + \beta X_{is0} + \gamma z_{s0} + \tau T_s + \varepsilon_{ist}$$

where  $Y_{ist}$  is the outcome of interest (such as reading skills) for student  $i$  in school  $s$  at time  $t$ . The vector  $X_{is0}$  represents the baseline (time 0) characteristics of student  $i$  in school  $s$ , which may include age, gender, baseline reading measures  $y$ , or other factors. The vector  $z_{s0}$  includes indicator variables for each stratum used in the random assignment design (matched pairs). If variation within pairs permits, it also will include baseline characteristics of the classroom or school  $s$  or its surrounding community, such as rural/urban status, multiple grades combined, bilingual school status, or school-level baseline reading measures  $y$ . The variable  $T_s$  is an indicator equal to one for students in schools assigned the full intervention—Group A—and zero for those in Group B. The term  $\varepsilon_{ist}$  is a random error term for student  $i$  in school  $s$  observed at time  $t$ . The parameter  $\tau$  is our main interest—the impact of the school-level activities of *Amazonia Reads*. The standard errors will be clustered at the school-level to account for students clustered in schools.

The intervention effect estimates provide what is known as the “intent-to-treat” (ITT) effect, which estimates the average impact on the population of students in the schools given the option to implement the intervention and for the program as it actually was implemented. Some students may not stay in their schools, some schools may not implement or participate in all aspects of the program, and implementation sometimes might not maintain fidelity with the original design. The ITT is the most policy-relevant impact because it examines effects on the population identified as prospective beneficiaries rather than a select subset of best-case students and schools. Understanding implementation, however—including what program features were not implemented with fidelity—is important for determining why the final impacts met program goals or why they failed to do so.

The ITT approach also preserves the main advantage of random assignment, which is to guarantee that there are no systematic differences between treatment groups on factors that we can measure as well as those myriad factors we cannot measure. If we were to focus only on students who remained in the same schools during the study period, the effects of the intervention would be confounded with any factors that determine persistence of students or schools. For example, suppose that *Amazonia Reads*, which is implemented only for Group A, is

successful in preventing dropouts, but students who remain in school also happen to be among the lowest achieving. Then, if we were to compare only students remaining in their study-assigned schools at follow-up, average scores for Group A schools would appear artificially lower than scores for Group B.

By measuring outcomes for all students, including those who left their originally assigned schools or did not advance in grade level with their cohort, and by following an ITT approach, we will be able to obtain an unbiased estimate of the impact of the *offer* of the intervention, regardless of whether the student actually received the intervention during the entire study period. However, another question of policy interest is the effect of the intervention on the students who actually received services. We will explore additional analysis aimed at achieving this effect. We will use conventional methods for adjusting the impact estimates to estimate the impact of the intervention on those who persisted with the originally assigned treatment group (impact of treatment on the treated or, in the case of crossovers, the impact of treatment on those who comply with treatment assignment). These methods (see Bloom 1986 or Angrist et al. 1996) will assume that the impact of the intervention on leavers was zero and require us to apply only a simple adjustment factor that depends on the rates at which students or teachers fail to comply with their original assignments.

**Sample sizes and statistical precision.** Random assignment will ensure that there will be no systematic differences between the treatment groups in observable or unobservable confounding factors due to randomness of the assignment, but there could be differences that arise purely by chance. The larger the sample size, the smaller these chance errors will be and the larger our probability of detecting the true impact, referred to as “statistical power.” In designing this study, we calculated the amount of statistical precision we can achieve with different proposed sample sizes—that is, numbers of schools and students.

In Ucayali, the number of schools that can participate in the study is somewhat limited by the number of eligible schools in the targeted regions—76 schools—and the capacity to serve 35 schools. In San Martín, the number of eligible schools is larger—314—and there is capacity to serve 161 schools with *Amazonia Reads*. However, when deciding the optimal sample size, we also will need to consider the funds available for data collection and the capacity to conduct a high quality data collection for the corresponding sample size. Thus, the number of schools and students to include in the study must balance the need for sufficient statistical power to detect meaningful impacts for the full sample as well as key subgroups with feasibility and cost of data collection.

We calculated minimum detectable impacts (MDIs) to guide the selection of school and student sample sizes in each region. The MDI represents the minimum size the true intervention impact must achieve to be reliably detected as statistically significant. Smaller MDIs are preferred because they indicate that the evaluation can detect effects even if the true intervention impact is small. MDIs will vary for different outcomes based on the distribution of the outcome. The MDI calculations focus on reading scores because they are one of the primary outcomes of interest for the evaluation.

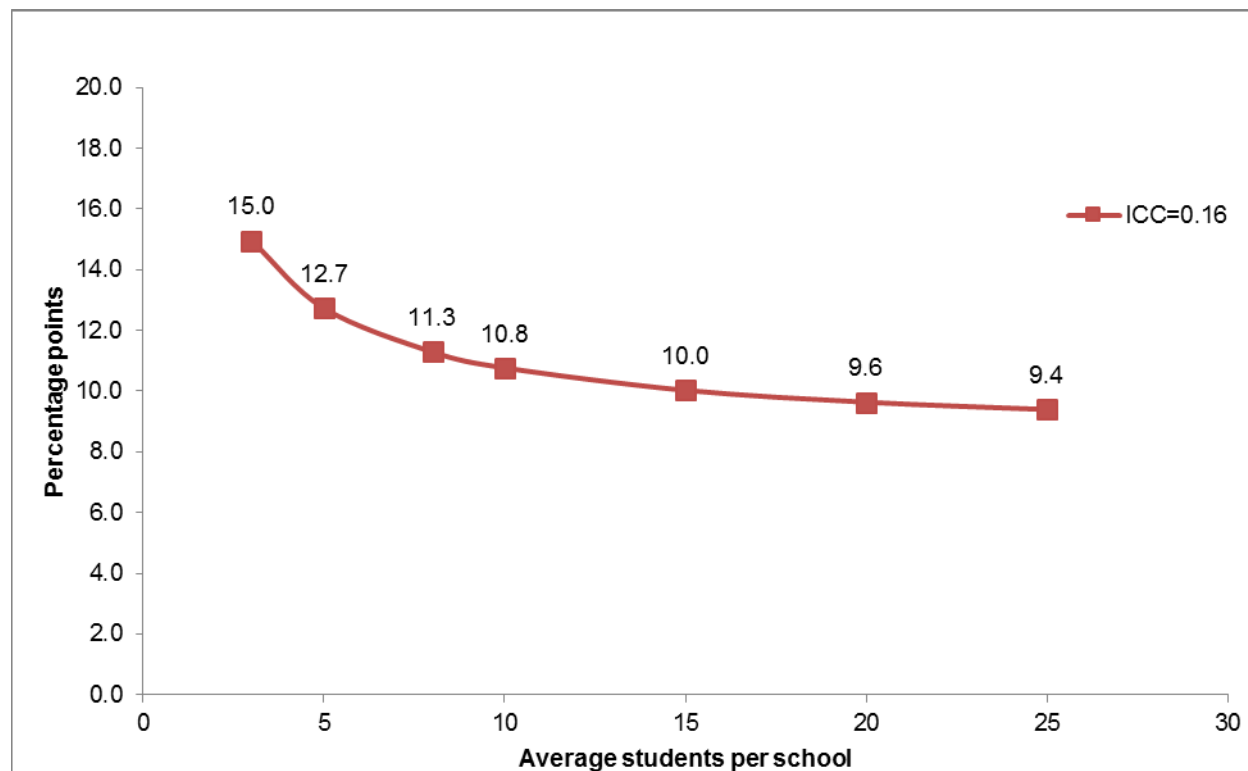
The following are the main inputs for MDI calculations: (1) standard deviations of a binary variable that indicate whether the student scored at level 2 or higher on ECE reading scores—

meaning that the student attained the minimum expected knowledge or higher; (2) an assumption that the percentage of variance explained by the use of covariates in the regression model ( $R^2$ ) is 0.3 for schools and 0.3 for students; (3) an assumption that the intraclass correlation, which is a measure of the similarity of students between schools versus the total between- and within-school variation, is 0.18 for San Martín and 0.16 for Ucayali, based on results for scoring at level 2 on ECE; and (4) an assumption that the attrition rate is 20 percent at the student level and 5 percent at the school level. To estimate these key parameters, we will use data from the ECE reading scores on reading assessment.<sup>3</sup> These calculations also assume 80 percent power, statistical significance at the 5-percent level, and a two-tailed test.

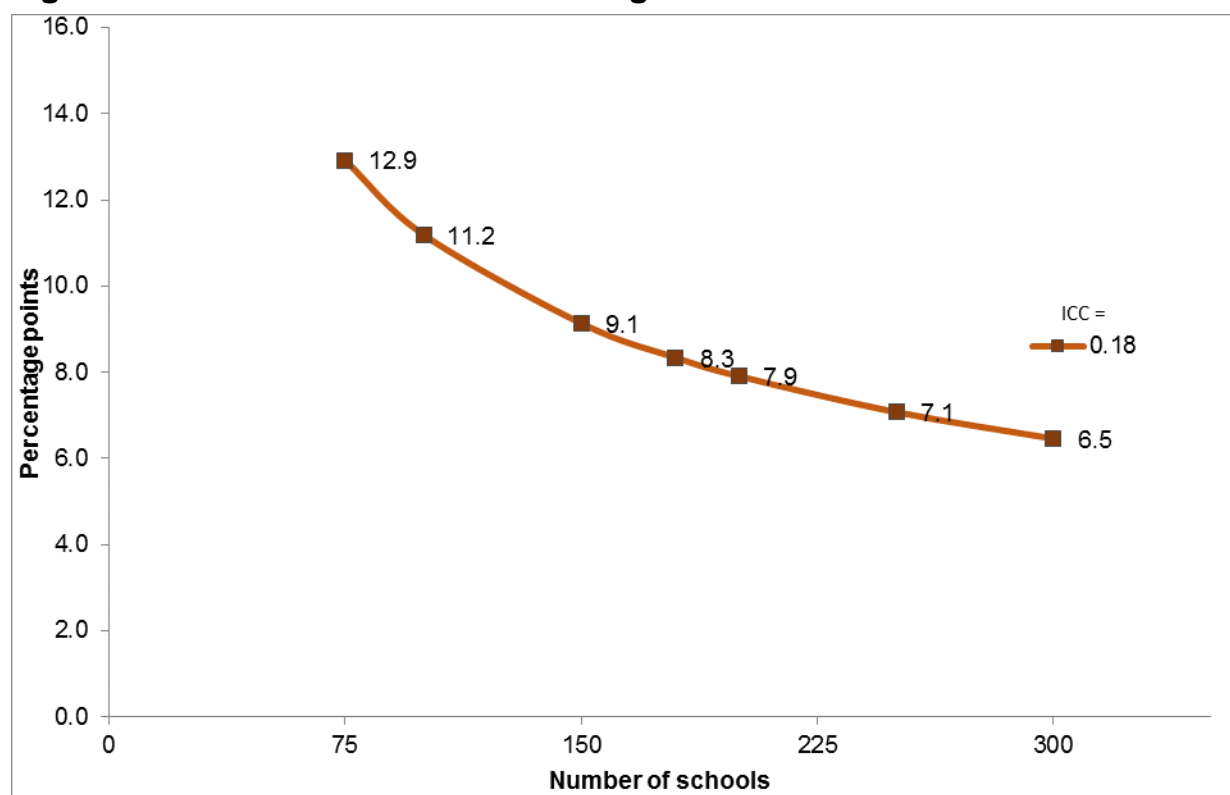
For Ucayali, for a sample of 76 schools, we recommend a student sample of 760 students—10 students per school on average. Figure II.3 shows the effects of adding more students to our sample on the MDI for scoring at level 2 in the ECE reading test. A larger student sample improves our ability to detect impacts on any outcome. We will be able to detect an impact of 12.7 percentage points if the sample includes 5 students per school; this means that if the control group has 20 percent of students scoring at level 2, the treatment group needs to have at least 32.7 percent scoring at level 2 for us to be likely to detect a significant effect. If the sample includes 10 students per school, we would be able to detect a 10.8 percentage point impact. However, there are decreasing returns as we increase the number of students in the sample. Whereas increasing the sample from 5 to 10 students allows us to detect an impact of 1.9 percentage points smaller (12.7–10.8), increasing the sample from 10 to 15 students allows us to detect an impact only 0.8 percentage points smaller (10.8–10.0). In addition, as we increase the sample size, the cost of data collection increases because of the marginal cost of collecting data for additional students. For the 76 schools in Ucayali, we recommend a sample size of 10 students per school on average, which will allow us to detect an effect of 10.8 percentage points in scoring at level 2 in the ECE reading test. For 70 schools in Ucayali, and 700 students we will be able to detect an effect of 11.1 percentage points in scoring at level 2. Based on our consultations with USAID/Peru and USAID, this effect is feasible for Ucayali. In addition, a sample of 10 students per school will allow us to conduct analysis of student subgroups (for example, males and females).

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<sup>3</sup> By previous agreement on data confidentiality, USAID/Peru provided us with ECE scores from 2012 for the eligible schools.

**Figure II.3. Effects on the MDI of adding more students per school**

For San Martín, the eligible sample includes 314 schools. We recommend collecting data for 200 schools and eight students per school on average. Figure II.4 shows the effect of including various numbers of schools in our sample on the MDI for scoring at level 2 in the ECE reading test, assuming eight students per school on average. Note that we made these calculations assuming an intra-class correlation (ICC) of 0.18 based on San Martín data. The lower the ICC, the smaller the impacts we are able to detect. The figure shows the relation between MDI and the number of schools in the sample. For example, we will be able to detect a difference between groups as small as 12.9, 7.9, and 6.5 percentage points if we include in the sample 75, 200, or 300 schools, respectively. Assuming eight students per school on average, we recommend collecting data on 200 schools, which will allow us to detect an effect of 7.9 percentage points in scoring at level 2 in the ECE reading test. In other words, if 20 percent of the control group scores at level 2 in the ECE, 27.9 percent of the treatment group would have to score at level 2 for us to be able to detect it. Based on our consultations with USAID/Peru and USAID, this effect is feasible for San Martín; our local partner GRADE also considers that this sample size allows for data collection of high quality. We should note, however, that for subgroup analysis, we will be able to detect only larger impacts, so it is likely that the study will not be able to identify impacts by gender unless they are large.

**Figure II.4. Effects on the MDI of adding more schools**

In sum, in consultation with USAID, we have established that a feasible target for this study is a total of 200 schools in San Martín (100 in Group A and 100 in Group B), with 8 students per school on average, and 70 schools in Ucayali (35 in Group A and 35 in Group B), with 10 students per school on average.

## B. Implementation study

The implementation or process evaluation seeks to assess how the intervention was implemented in practice, the context under which it was implemented, and intervention uptake. Specifically, it will provide descriptive information on the process of implementation and service delivery. It will help us understand how the intervention was delivered and the obstacles or course-correction decisions that were made by the technical assistance and implementing teams. We will draw from different data sources to describe program implementation, including primary qualitative data collection, quantitative and observational survey data, and administrative and monitoring data from the implementation team.

We will use qualitative methodologies to gather information about program implementation during the last quarter of 2016. Specifically, we plan to conduct in-depth interviews with key stakeholders, including pedagogical directors of Ucayali and San Martín, local implementation supervisors from UPCH, and specialists or facilitators for *Amazonia Reads*. In 2016, we also plan to conduct focus groups with teachers in intervention and control schools to understand teachers' participation, their perspectives on trainings and coaching sessions and preferred instructional practices in the classroom. We will develop the qualitative data collection protocols in consultation with USAID and UPCH.

In addition to the qualitative data sources, we will draw on quantitative data from teacher surveys and classroom observations to describe teachers' reading instructional practices. This data will help us identify differences in teaching practices between control and intervention schools. The Ministry of Education will offer a different package of services to control schools in each region; therefore, it will be especially important to understand and document what services are being offered to the control schools and how those might overlap or differ from Amazonia Lee services.

We will gather as much documentation as possible on program implementation from the technical assistance and implementation teams including, work plans, quarterly reports, presentations, administrative records and monitoring data. We will triangulate different data sources to understand the services that control and intervention school received between 2015 and 2016, to provide general contextual information on program delivery, and to inform out interpretation of impact estimates.



### III. OUTCOMES AND DATA COLLECTION

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The primary goal of the impact evaluation is to assess the effectiveness of interventions on influencing reading outcomes. However, other outcomes—such as time on reading tasks, the duration of teacher training and how it is being implemented in classroom settings in the study groups—are also of interest. Below we provide a preliminary list of outcomes we will measure, grouped into two categories: (1) final outcomes, which will be the main interest of the impact evaluation and (2) other outcomes of intervention activities that may influence final reading outcomes.

- Final outcomes
  - Decoding accuracy (pseudo word reading)
  - Reading fluency in grade 2 (correct words per minute)
  - Reading comprehension in grade 2
- Other outcomes
  - Amount and duration of teacher training
  - Content or topics of teacher training
  - Literacy environment and resources in the classroom
  - Time on task on literacy-related activities during the Language and Communication class period
  - Literacy-related teaching practices during the Language and Communication class period
  - Classroom management and general teaching practices during the Language and Communication class period
  - Student participation in class activities during the Language and Communication class period
  - Time children spend on literacy-related activities in class (observed and teacher reported)
  - Teacher implementation of *Amazonia Reads* activities

We plan to collect data on these outcomes through three main types of data collection tasks in addition to the planned implementation and cost data collection: (1) individual reading assessments to measure emergent literacy skills at baseline and reading comprehension at endline, 2nd grade; (2) classroom observations to measure instructional approach to literacy, classroom literacy environment, time spent on literacy tasks, and gender differences in teachers' and students' classroom behavior; and (3) teacher surveys to gather information on teacher characteristics and experience, exposure to teacher training or program services, and implementation of intervention activities. All data collection instruments will be prepared in Spanish. We will pilot-test instruments before data collection. Table III.1 shows the proposed timing and type of data collection. The table is meant to give general guidelines for when data collection is planned; dates when data collection actually occurred in each region will be provided in future reports.

**Table III.1. Timing of data collection**

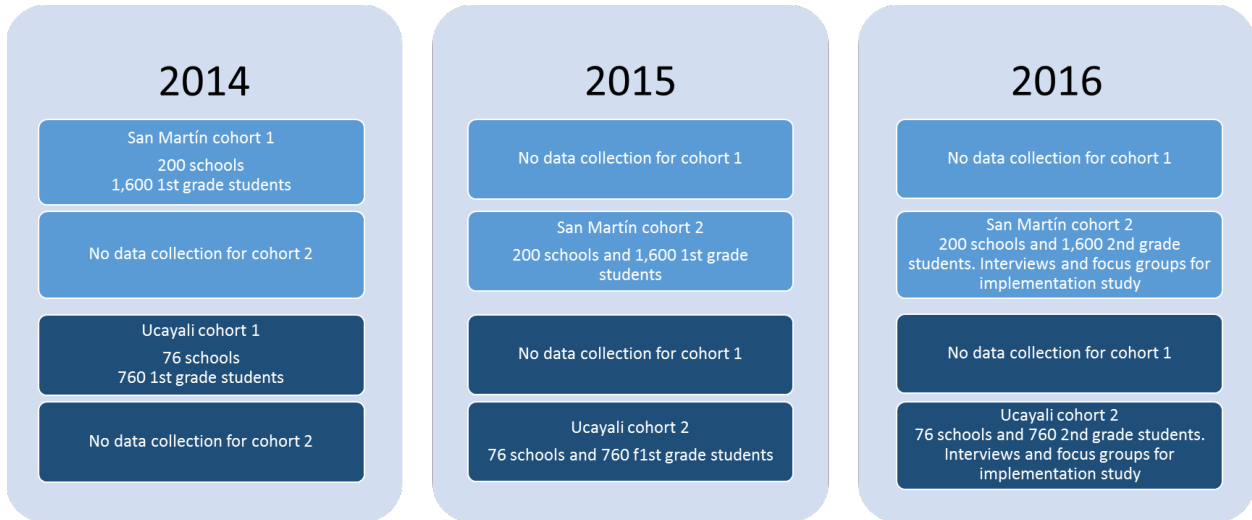
Year	2014		2015		2016	
	1st	2nd	1st	2nd	1st	2nd
<b>Cohort 1</b>	<b>Baseline (1st grade)</b>					
Individual reading assessment	X					
Classroom observation	X					
Teacher survey	X					
School infrastructure survey	X					
Tracking of students in the sample			X			
<b>Cohort 2</b>			<b>Baseline (1st grade)</b>		<b>Endline (2nd grade)</b>	
Individual reading assessment			X			X
Classroom observation						X
Teacher survey			X			X
School infrastructure survey						X
Implementation data collection				X		X
Collection of ECE scores						TBD

Note: Originally the endline was planned for the end of 2017 but USAID/Washington USAID/Peru, and Mathematica jointly decided to move it earlier to the end of 2016.

TBD = To be decided by USAID if time and resources permit.

The study will focus on a sample of first graders that started elementary school in 2015 in the two regions of San Martín and Ucayali. Data collection efforts will involve assessing the children in the target sample at 2nd grade, regardless of school status for the follow-up years (that is, whether they are promoted to the next grade, repeat a grade, transfer, or drop out of school). The main analysis will follow cohort 2, students who have received the intervention in grade 1 in 2015 and in grade 2 in 2016. Figure III.1 illustrates the sample sizes for each region.

**Figure III.1. Sample sizes for data collection, by year**



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#### **IV. DEVELOPING CAPACITY OF LOCAL ORGANIZATIONS AND DISSEMINATING EVALUATION FINDINGS**

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A key result of this evaluation will be building the capacity of our local research and data collection partners, implementers, and other relevant organizations, such as staff from the central, regional, and local education administrative units of the ministries of education. Our working with the implementers as they design and implement the early-grade reading programs and evaluation activities will help them to value, analyze, and interpret findings from the evaluations. Our approach to capacity building will be two pronged and integrated. As part of the implementation of the evaluation, Mathematica will provide (1) ongoing support and technical assistance to the local research partners as part of the roll-out of the evaluation; and (2) in-person training on impact and cost evaluations, as well as workshops to support interpretation of findings and their use to provide evidence for improving programs and policy decisions. We will share evaluation findings with all stakeholders as they become available. This sharing will be key to continuing to build and strengthen a constituency in each country that is vested in acting on evaluation findings at various times during the process. Thus, initial levels of literacy of students documented through the student literacy assessments as well as early findings on how teachers are working to improve early literacy in the different study groups could inform ongoing program implementation. Finally, the impact and cost estimates will inform the investments that the ministries of education and USAID have made in such programs in different regions of Peru, and potentially other countries in the region trying to improve literacy.

To ensure that we address the needs of local researchers, program implementers, ministries of education staff, and other stakeholders, we will consult with them about their level of knowledge regarding impact evaluation, the demand for expanding such capacity, the profile of those likely to attend the training workshops, the timing of these activities, and the level of training that would be most useful for their research. We will also confer with stakeholders, including the USAID mission, regarding the location of training events to strike a balance between central, regional, and local training needs.

The input from local stakeholders will guide the development of each training syllabus, which will include the objectives of each particular training session, structure, and schedule and location. Based on our understanding of local stakeholders' needs, we will customize training materials from a core set of content modules on rigorous evaluation that we have developed for other evaluation trainings in Latin America. A month before training events, we will share draft training materials with USAID/Washington and USAID/Peru for review.

For the workshops on examining and interpreting evaluation findings, we will follow a similar process to the one described above. In addition, we will make sure that the timing of the workshops is aligned with the availability of the impact evaluation findings. We will conduct these workshops after the endline results are available for each region. Workshop materials will expand on those used for the initial training and will also contain new information, such as the process for informing policymakers and program implementers.

Because local implementers and stakeholders likely will have questions about the implementation of the evaluation, preservation of the evaluation design's integrity, and the implementation study findings, it will be important to schedule meetings with them periodically

to share information in addition to the initial training workshop and the final presentation and discussion of the impact evaluation results. Similarly, we will conduct in-country presentations of the final impact results and implementation. For our presentation to share the impact evaluation findings, we will emphasize policy and program implications when structuring the agenda. GRADE, our local research partner, will play key roles in these workshops and presentations.

## V. ANTICIPATED CHALLENGES AND SOLUTIONS

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Even the best planned and implemented evaluation design will face challenges, particularly when its success depends on well-executed program implementation and data collection requiring follow-up on large cohorts of students in often hard-to-reach communities. In addition, program implementation will rely on school-year calendars programmed by the ministries of education and staff providing ongoing, uninterrupted opportunities for trained teachers to implement the programs so as to achieve maximum impact on student learning. Below we list some potential challenges this study may encounter and how they might be addressed.

**Weak treatment contrast.** One of the challenges in the proposed evaluation design is that Group B will implement whatever services the ministries of education provide to schools in the Ucayali and San Martín regions. However, it is still unclear exactly what these services will be and how and when they will be provided. It seems likely that in Ucayali, a strong contrast will exist between the services implemented in Group A and those in Group B because our agreement is that the services provided by the Ucayali ministry to Group B will not include the *Soporte Pedagógico* intervention. Therefore, we expect that prevalent practice in Group B will not be similar to that of *Amazonia Reads* provided to Group A. On the other hand, it is likely that the contrast will be weak in San Martín because the services provided to Group B through *Soporte Pedagógico* are similar to the pedagogical component of *Amazonia Reads*. The contrast may be very different in each year and region as the government rolls out new programs. To address this challenge, we will carefully monitor the type of services provided for each group in each study year. We will also communicate continuously with the Ministry of Education and regional educational authorities to assess any expansions of the *Soporte Pedagógico* program and discuss possible ways to preserve our evaluation design.

**Implementation delays.** The original implementation schedule for *Amazonia Reads* assumed that the program would be rolled out in mid-2014. However, implementation started in March 2015 in both Ucayali and San Martín. For this reason, USAID/DC and USAID/Peru decided to focus on a different cohort than originally planned. We modified the study to focus on the cohort that started 1st grade in 2015 instead of the cohort that had started in 2014. Then, we modified the study to follow the students at the end of 2016 when they would be at the end of second grade.

**Precision required and sample sizes available.** Our assumption is that the study will include a sample of 200 schools in San Martín and 70 schools in Ucayali. Of those, 100 schools in San Martín and 35 in Ucayali will receive the pedagogical component of *Amazonia Reads*, whereas 100 schools in San Martín and 35 in Ucayali will receive services provided by the Ministry of Education (Group B). However, as explained above, the services provided by the ministry will differ in each region, since *Soporte Pedagógico* will be offered to most schools in San Martín but none in Ucayali. In addition, the student sample size will consist of 1,600 students, or 8 students per school on average, in San Martín, and 700 students, or 10 per school on average, in Ucayali. To improve the statistical precision of the study, we will implement two main strategies that will help us reduce differences between groups. First, when conducting random assignment, we used available information on key characteristics—mainly ECE scores—as stratifiers and randomly assigned schools to groups within strata. This approach allowed us to obtain study groups that have similar distributions on these key characteristics. Second, we will

use regression-based models that include the strata used for random assignment as covariates, which will help reduce the variance across treatment and control groups, and allow us to detect smaller impacts. Our preliminary analysis yielded minimum detectable effects that seem feasible and relevant. However, we need to keep in mind that the more similar the services for *Soporte Pedagógico* are to those of *Amazonia Reads*, the harder it will be to detect significant effects.

**Leadership transitions.** Even a well-designed evaluation with committed implementation partners and a clear plan for program delivery can encounter problems when national or regional education leaders or program implementers change. A strong initial commitment to the evaluation from all stakeholders will help mitigate the effects of such transitions. This commitment includes obtaining institutional buy-in rather than just the personal commitments of those who happen to occupy leadership positions at the outset of the study. In addition, constant communication between local authorities and GRADE will allow us to detect problems early enough so that problems can be addressed if, for example, turnover at the local or school level threatens treatment compliance. Thus, if the regional director of education or other key regional education staff change, our local team will ensure that replacements are briefed quickly, become engaged in the study, and know their participation is valued. Our local research partners will communicate frequently with all stakeholders to keep them informed and detect potential problems early—engaging with school personnel and implementers before they commit to a program that may violate the study protocol, for example.

**Student attrition due to student or household mobility or refusals.** As previously discussed, we will collect data on the original sample of students regardless of their educational status (that is, dropped out of school, retained in grade, and so on). However, in some cases, finding students after they have moved may not be possible, so the student will be lost from the study. Another reason for losing a student from the study is if he/she refuses to answer the survey or take the test. Our data collectors are trained to help students feel comfortable enough to take the test. We will also work with our local partners to conduct best practices in the longitudinal tracking of mobile populations, such as the solicitation in each round of data collection of contact information for relatives, neighbors, and others who could assist at follow-up in locating sample members who have moved and ensuring a minimum periodicity of contact with each sample member.

**Noncompliance and school dropout.** Potential threats to the study could include the following: (1) schools fail to comply with the treatment assignment by obtaining services from another group's provider, (2) they fail to cooperate with the provider to which they were assigned, or (3) they fail to cooperate with data collection processes. Participation of the schools (or teachers) in the study is voluntary, so to increase their compliance or continued cooperation, we can offer modest compensation. In-kind compensation benefiting the schools on an annual basis could be provided as an incentive. The research team will contact the schools to explain details of the study before collecting data. This process should ensure that schools are well oriented to what the study will entail at the outset. In addition, our local research partner will be in constant communication with the schools and thus be able to alert us about any issues regarding participation and address potential solutions.

**Contamination/spillover due to interaction between teachers or trainers of different groups.** It is possible that teachers or principals could communicate with each other, which could



produce contamination or spillover effects. This occurrence would dampen but not eliminate program impacts unless spillover became universal, which is unlikely. Although we cannot prevent communication, we can document cases in which it happens. In addition, our local research partners will be monitoring potential issues to alert us when they happen and present possible solutions.

**Natural disasters or teacher strikes.** The geographic dispersion of our study sample provides some protection against the risk of external factors affecting the study, such as natural disasters. We will also collect multiple periods of data as a hedge against potential setbacks in the field. If a teacher strike or other such event occurs, for example, we could delay data collection.

**Ability to extrapolate from the findings.** Although random assignment ensures that our results will provide us with the ability to confidently attribute any observed improvements in early-grade reading to the effects of the intervention, it does not necessarily ensure that we can confidently generalize to other populations or contexts. We can be certain that the findings will be robust for each of the two regions but cannot be sure they can be generalized. However, the results will provide us with insights into what might work in other circumstances and what might be worth replicating.

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## VI. PERSONNEL

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The *Amazonia Reads* evaluation project will require dedicated staff, based both in the U.S. and Peru, with subject matter expertise in early literacy, student assessment and testing, impact evaluation design and analysis, and management of large multicountry data collection efforts. Our LAC Reads evaluation staff will work with GRADE, our in-country research and data collection partner, to support increasing levels of engagement in the implementation of the evaluation, as well as the analysis, reporting, and dissemination of findings.

Our U.S.-based staff bring the experience and skills required for successfully leading this complex, multicountry, and multistakeholder project. We will provide the evaluation with strong management, communication, and coordination capabilities; deep experience in impact evaluation; subject expertise in early reading and dual-language learners; and strong capacity-building and costing expertise. Our staff include the following individuals.

- **Dr. Nancy Murray**, senior researcher at Mathematica, serves as the project director for the LAC Reads evaluation contract. She is an experienced manager of multicountry evaluations and programs, with 25 years of knowledge from working in the LAC region. She is an expert in early reading and access to education subject matter expertise, has strong interpersonal and communications skills, is familiar with USAID and its education and evaluation strategies, and is fluent in Spanish and English. Dr. Murray will lead the evaluation team, providing quality assurance and support to the evaluation design and data collection products; manage the evaluation's financial and staffing needs; and serve as point of contact with USAID/Washington, USAID/Peru, and the project director for Component 3, the dissemination contract for LAC Reads.
- **Dr. Steve Glazerman**, senior fellow at Mathematica, serves as the principal investigator (PI) for the LAC Reads evaluation contract. He is a methodological leader in education evaluations. He is an expert in cost-effectiveness analysis, has been a PI on several large-scale impact evaluations, and is fluent in English and Spanish. Dr. Glazerman will lead the evaluation design task and serve as a senior advisor on the costing task and implementation of the evaluation design.
- **Dr. Larissa Campuzano**, senior researcher at Mathematica, serves as our task leader for the evaluation design implementation, analysis, and reporting tasks. She is an expert in experimental and non-experimental evaluations of U.S. and international education interventions. She has conducted research on early grade reading, performed capacity building in Latin America and the Caribbean, and is fluent in English and Spanish. Dr. Campuzano has participated in the design of the evaluation plan for *Amazonia Reads* and presented it to our local stakeholders in Peru. Dr. Campuzano will oversee the implementation of the evaluation and coordination with and support of our local research partners. She will provide the technical assistance and support required for joint data analysis and reporting, and seek the input of our research partners for the capacity-building workshops.
- **Dr. Camila Fernández**, senior researcher at Mathematica, serves as our task leader for instrument development and data collection oversight and support. She is an accomplished mixed-method survey researcher. She is an expert in child development and standardized

assessment measures, has trained local data collection partners in assessment and other data collection protocols, and is fluent in English and Spanish. Dr. Fernández will oversee the development and testing of our data collection instruments and work closely with local data collection partners to ensure high quality translations and adaptations of the instruments, data collection, and data entry.

- **Dr. Sylvia Linan-Thompson**, associate professor at the University of Texas at Austin, serves as the PI for early literacy measurement on the LAC Reads evaluation contract. She is accomplished in developing and testing interventions to improve reading achievement in LAC, has demonstrated skills in developing and adapting Early Grade Reading Assessment (EGRA) measures to the LAC context and languages, is expert in issues of bilingual education and second-language learners, and is fluent in English and Spanish. Dr. Linan-Thompson will provide expert advice on instrument development and adaptation, particularly for age- and linguistic-specific reading assessment, and the most effective approach to classroom observations. She will work closely with Dr. Fernández on instrument development and the development of protocols for interviewer training on bilingual and monolingual student assessments and classroom observations specific to the pedagogical skills necessary to teach early reading skills.
- **Dr. Julieta Lugo-Gil**, a senior researcher at Mathematica, is an expert in conducting impact evaluation analysis and reporting for education interventions. She will conduct the analysis and reporting, along with Dr. Campuzano. She has led similar tasks for other evaluations, such as the Leer Juntos, Aprender Juntos evaluation that we are conducting for USAID. She is fluent in English and Spanish. Dr. Lugo-Gil will support Dr. Campuzano in communications and capacity building with our local partners and other stakeholders.
- **Galina Lapadatova**, an analyst at Mathematica, is skilled in the oversight of data collection operations and the administration of child assessments for early childhood impact studies. She has ample experience in preparing high quality data collection training materials, conducting field staff trainings, and supervising field staff quality assurance procedures. Ms. Lapadatova is fluent in English and Spanish, and has worked with Spanish-speaking study participants. She will support Dr. Fernández in the development of instruments and oversight of data collection activities pertaining to child assessments, classroom observations, and household surveys.

In Peru, our local partner is GRADE, a private research center with more than 30 years of experience in public policy research in Peru and Latin America. GRADE is dedicated to the study of economic, educational, social, and environmental issues. GRADE conducts rigorous research with a high degree of objectivity, ensuring that the conclusions about the nature and causation of economic and social processes are underpinned by solid empirical evidence.

GRADE has a multidisciplinary team of economists, sociologists, psychologists, anthropologists, educators, and other professionals who have participated in the evaluation of several educational programs. GRADE researchers have analyzed different types of learning, including those commonly assessed in reading comprehension and mathematics, and bring to their projects a broad vision of education for the integral development of individuals and society. The frequency with which primary information is part of empirical research projects in which its researchers are involved has allowed GRADE to accumulate a great deal of experience. This

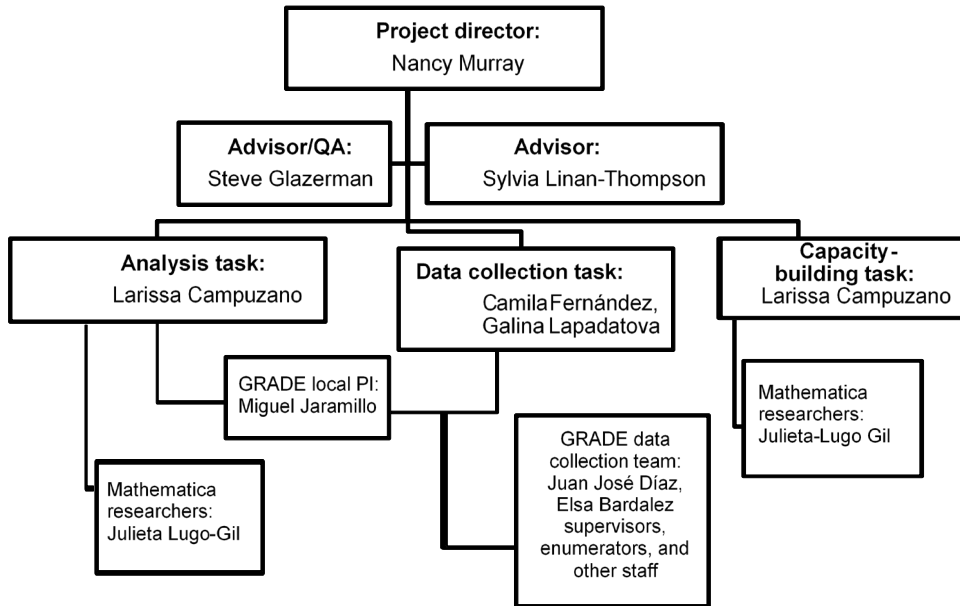
experience involves both designing and implementing field operations and developing teams' capabilities for data collection in geographically heterogeneous regions of the country.

The two main tasks to be led by GRADE are primary data collection and local coordination. To carry out those tasks, GRADE will have a core team that includes Dr. Miguel Jaramillo and Mr. Juan Jose Díaz. They will lead a team of experienced field staff.

- **Dr. Miguel Jaramillo**, a senior economist at GRADE, will lead its team. He has more than 10 of experience in designing, conducting, and analyzing more than a dozen studies evaluating social programs in Latin America. He recently directed a simulation study of different schemes of conditional cash transfers and their effects on household decisions regarding children attending school. In Peru, he has directed PARSALUD, an assessment program in three regions with a strong indigenous presence (Puno, Cuzco, and Ayacucho). His work has included research design, developing tools, designing fieldwork, and analyzing results. He also recently participated in the design and implementation of a pilot study to identify the effects of informality among microenterprises. He has published his research in refereed journals, including the *Economics of Education Review*, *Journal of Development Effectiveness*, and *International Journal of Educational Development*.
- **Mr. Juan Jose Díaz**, an economist at GRADE, will support Dr. Jaramillo. Mr. Díaz has experience in conducting impact evaluation studies and data collection in diverse areas in Peru. His main areas of expertise are development economics and quantitative methods, with an emphasis on impact assessment. He has participated in the evaluation of the Youth to Work program (before Projoven) funded by the Inter-American Development Bank, and a study of the interaction of noncontributory pension board 65 with the program CCT Together, funded by the International Initiative for Impact Evaluation (3ie) and the International Development Research Centre (IDRC) of Canada. He has also participated in the design, implementation, and analysis of the Baseline Survey of Small-Scale Mining and Construction (in the rural regions of La Libertad, Moquegua, and Pasco), commissioned by the PERCAN project.
- **Ms. Elsa Bardález**, is a political scientist at GRADE who is supporting the project in the general executive coordination and inter-institutional relations. She has experience in conducting qualitative evaluations of different types and results assessments, and supervising them, in Peru and Latin America. Her main areas of expertise are social and political development, governance and democracy. She was the general coordinator of the International Finance Corporation impact evaluation of the Peru Rural Microcredit Project – Edyficar, participating in its design, implementation and supervision. Ms. Bardález has been team leader in UNDP's Evaluation Office-operated external assessments in Costa Rica and Bolivia, and contributed as governance expert in the Peru country program.

Figure VI.1 below illustrates how the evaluation team will work together on the key tasks and how our local research partners and data collection firms will be integrated into the evaluation team.

**Figure VI.1. Amazonia Reads evaluation staffing**



## VII. TIME LINE AND DELIVERABLES

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*Amazonia Reads* evaluation allows for follow-up of the cohorts identified in 1st grade through the end of 2nd grade in each region. Given the length of the evaluation, data collection will occur multiple times in each region, as will analysis and reporting. Capacity building of local partners, program implementers, and other stakeholders will be ongoing over the course of the evaluation implementation.

Five principal tasks will be undertaken in each region for the evaluation. The descriptions of each task below include the expected time frame, deliverables, and milestones, and the primary *Amazonia Reads* evaluation staff to be involved. Appendix B.1 shows the time line for the evaluation, with key tasks and milestones highlighted by month and year.

**Task 1. Consultations with key stakeholders (November 2013–February 2016):** The key stakeholders for this evaluation include USAID/Washington, USAID/Peru, and local authorities of the Ministry of Education in San Martín and Ucayali. In addition, we have worked closely with USAID to coordinate the needs of the evaluation with the roll-out of *Amazonia Reads* in each region. Ministries of Education staff in the two regions are also essential partners in planning for and supporting program and evaluation implementation. The implementers and the ministries of education will need to contribute program activity and cost information to inform the cost-effectiveness analysis. Finally, GRADE, also is a key stakeholder, as its staff must share the vision for the evaluation and data collection tasks needed for a successful evaluation.

In November 2013, Mathematica started discussing with USAID/Washington and USAID/Peru staff the *Amazonia Reads* intervention and plans for an evaluation. During December 2013 and January 2014, USAID/Peru staff shared with us information on the program design and initial implementation plans. Dr. Murray, the project director for the evaluation; Dr. Glazerman, the PI for the impact evaluation design; and Dr. Campuzano, the task leader for this evaluation, led these consultation meetings. In early February 2014, Mathematica had conversations with USAID/Washington and USAID/Peru staff on a potential random assignment design for the evaluation of *Amazonia Reads* in the San Martín and Ucayali regions. In preparation for meetings with the numerous stakeholders important to the evaluation, we prepared a presentation that delineated the evaluation design; we discussed this design with staff at USAID/Washington and USAID/Peru. The design outlined the information we needed by type of stakeholder and delineated information we thought the different stakeholders needed about the LAC Reads evaluation initiative and the *Amazonia Reads* evaluation in particular.

In February of 2014, Miguel Jaramillo from GRADE visited San Martín, along with USAID/Peru staff, to explain the evaluation design to the local staff in the Ministry of Education. After obtaining buy-in from local stakeholders, Mathematica conducted random assignment of the San Martín schools because local stakeholders needed this assignment information to finalize their implementation plans. In March, Dr. Campuzano from Mathematica and Miguel Jaramillo from GRADE visited the Ucayali region to explain the evaluation design and obtain local stakeholders' buy-in. Mathematica also shared the random assignment results for the Ucayali region. In April, we finalized the presentation and discussed with USAID/Washington and USAID/Peru staff the details related to data collection, statistical power, and outcomes of interest. Drs. Murray, Glazerman, and Campuzano presented the draft evaluation design to

USAID/Washington and USAID/Peru in May. The feedback and comments from our stakeholders have been incorporated into this evaluation plan; we will continue to consult with them over the life of the project.

The consultation plan in Attachment D discusses further consultations that occurred in the design phase.

**Task 2. Evaluation planning and design (June 2014–March 2016):** The evaluation planning and design task builds on the accomplishments of the consultations with stakeholders. Consultations with all stakeholders took place over many months, as it was essential for our team to understand the policy questions to be answered by the evaluation that were most important to USAID and the local stakeholders. Similarly, we needed to understand the plans and concerns of program implementers in both regions related to the intervention roll-out, and adapt our evaluation design accordingly. Because the funds for *Amazonia Reads* were not sufficient to cover all eligible schools in San Martín and Ucayali, we worked with USAID to devise a randomized design for each region. Random assignment used information provided by each region and stratified on key characteristics of schools—most important, the ECE reading scores.

The Ministry of Education has important program initiatives ongoing in the targeted regions—in particular the new initiative *Soporte Pedagógico*. In August of 2014, we were informed that the central Ministry of Education had plans to roll out *Soporte Pedagógico* in Ucayali for some schools in our evaluation sample. GRADE staff met with the central Ministry of Education to devise an agreement convenient to all. We agreed to exclude some districts from our evaluation and the ministry agreed not to roll out *Soporte* in the evaluation sample for *Amazonia Reads*. In September of 2014, we modified our sample and conducted random assignment in Ucayali. At the end of October, we were informed that the Ministry of Education had plans to roll out the program in San Martín in some of the schools that had been assigned to the control group. At that point, baseline data had been collected so, unlike in Ucayali, drawing a new sample of schools was not possible. In November, our local research partner met with the central Ministry of Education to discuss options to preserve our evaluation design in San Martín. The agreement was that the ministry would offer *Soporte Pedagógico* to most of the schools in the control group (excluding only those hard to reach). As of March 2016 it was still our understanding that most of the schools in the control group will receive *Soporte Pedagógico*; we will continue monitoring which schools receive these services.

We have planned the evaluation with all of these important considerations in mind. USAID's interest is in an experimental evaluation testing of the pedagogical component of *Amazonia Reads*, combined with the information provided by the ministries of education on the number of schools available to the evaluation, the number planned for the intervention, and plans for program roll-out. Dr. Campuzano led the drafting of the evaluation design and, together with Dr. Murray, refined it in response to the changes that have occurred since we first designed the evaluation, and incorporated feedback from our stakeholders. We presented the first draft to USAID/Washington in January 2014 and subsequent drafts in April and May 2014. It is important to note that our evaluation plan used a time line that assumed *Amazonia Reads* implementation would start in mid-2014 in San Martín and a few months later in Ucayali; however, implementation was delayed and thus started in March 2015 in both regions.



In March 2015, we traveled to Peru to discuss the evaluation design with staff from the Universidad Peruana Cayetano Heredia (UPCH) which were hired to implement the *Amazonia Reads* intervention in each region. We prepared brief presentations that included a review of our understanding of *Amazonia Reads* and its components, the schools included in the study groups, the data needs of the evaluation, how data will be collected and on what schedule, and compensation for participating schools. The objective of the presentations was to inform the implementers about the evaluation design and data collection needs so as to aid in coordination and minimize the potential burden on schools.

In June 2015, we wrote a memorandum for USAID/DC and USAID/Peru proposing some additional changes to the original design to address the late implementation start. We agreed to focus on the cohort that attended 1st grade in 2015. We modified the evaluation design to account for these changes and agreed to submit this final evaluation plan at the end of 2015. We submitted an earlier version of this plan in January of 2016.

However, in response to USAID/Peru's concerns regarding the availability of impact evaluation findings prior to the end of Mission support to basic education in Peru, as well as funding constraints for the LAC Reads Evaluation contract, in February of 2016, we met with USAID/DC, USAID/Peru and UPCH to discuss the possibility of measuring impacts in 2016 at the end of second grade instead of in 2017 at the end of third grade. We discussed the advantages and disadvantages of this option and jointly decided to measure at the end of second grade since this would allow the stakeholders to have impact results during the fourth quarter of 2017 while still being able to measure impacts which UPCH expected would be large enough for the evaluation to be able to detect.

**Task 3. Instrument development and data collection (July 2014–December 2016):** We already had an established relationship with GRADE, our partner in the Leer Juntos evaluation. In addition, the instruments for data collection were very similar to those used in Leer Juntos, and GRADE had a team of trained field staff that had performed reliable administration of individual reading assessments and classrooms observations. Thus, GRADE was in the best position to collect the data for this evaluation and available to collect baseline data in the timeframe USAID had requested. Thus, its contract was modified to add this data collection to its existing work.

Because *Amazonia Reads* aims to improve reading in early grades, similar to the Leer Juntos, Aprender Juntos intervention, we were able to use the same data collection instruments: an early-grade reading assessment appropriate for 1st graders, an instrument for classroom observation and school infrastructure, and a teacher questionnaire. We shared these three data collection instruments with USAID and USAID/Peru staff for their review. In response to USAID/Peru interest in adding a gender component to the classroom observation, we modified that instrument, whereas the other instruments remained almost the same.

In 2014, we collected baseline data for cohort 1 in each region. Cohort 1 was enrolled in 1st grade in 2014; we collected early-grade reading assessments in Spanish and classroom observations of classroom pedagogical practices, and conducted a teacher survey. These data collection activities occurred from June to August 2014 in San Martín and from September to October in Ucayali. In the second semester of 2015, we collected baseline data for cohort 2 in

each region. Cohort 2 comprises the students enrolled in 1st grade in 2015; we collected early-grade reading assessment in Spanish and administered the teacher survey. In addition, we collected data that would have allowed us to track the sample in the 2014 cohort if USAID decided to follow them. However, USAID has decided not to follow the 2014 cohort.

Data collection for the endline of cohort 2 will be collected in 2016 when the students should be in 2nd grade. Endline data includes student assessments, for cohort 2 when its members should be in 2nd grade another classroom observation of pedagogical practices, a teacher survey and a school survey. In addition, program implementation data will be collected through interviews and focus groups.

Dr. Fernández will lead instrument development and oversight of data collection tasks with our local partners in both regions. Dr. Linan-Thompson will provide expertise to ensure that the assessments are appropriate for the skill levels of the students. Similarly, she will work with our team and the local research team to ensure that the early-grade reading assessments that have been developed or adapted and are appropriate for the reading level of 2nd grade. She will be assisted by Ms. Lapadotova. GRADE staff, who have a great deal of experience in this area, will conduct training on data collection. Together with Ms. Lapadotova, Dr. Fernández will monitor data collection progress closely and also will review data entry progress through the weekly reports to be submitted by our local partners.

We will maintain a dialogue with USAID regarding the advantages and disadvantages of doing an additional impact analysis based on ECE scores for second graders in cohort. If USAID decided to exercise this options, these data will be collected, approximately, in April of 2017, when the Ministry of Education could have them available.

**Task 4. Analysis and reporting (January 2014–May 2017):** Data cleaning and analysis will begin in country as soon as data entry for each round of collection has been completed. Our local partners will conduct data cleaning and verification activities in close consultation with our evaluation team in the U.S. Following the end of baseline data collection for cohort 2 at the end of 2015, we will produce a brief report in the third quarter of 2016 describing the characteristics of our study groups as to literacy levels and classroom pedagogical techniques, and information from the teacher surveys. The brief report will also show baseline equivalence results across the study groups. We will collect data for the implementation analysis in the end of 2016. This data will serve as one of the inputs for a chapter in the final report discussing how the program is being implemented in the study groups and lessons learned from implementation. The final impact evaluation report will focus on 2nd grade students reading assessment data collected at the end of 2016. The final impact evaluation report will be available at the end of 2017. However, given USAID’s interest in obtaining results as soon as possible in 2017, we will prepare a presentation of results in country that we anticipate can be available at the end of August. In order to focus on the analysis of the study results for that presentation, we do not recommend dedicating team time to the optional task of analyzing the ECE results, at least not before September.

Our local research partners will prepare documented data files, including variable names, response codes and any created variables, with support from Dr. Lugo-Gil. We will produce two sets of data files—the first set for baseline data from 2015 and the second for the final data

collection from 2016. We will prepare these data sets together and will submit them at the end of the project. Drs. Campuzano and Fernández will lead the coordination of analysis and reporting activities with our local partners in each region. Dr. Campuzano will be supported by Dr. Linan-Thompson for reading content.

**Task 5. Capacity building and dissemination (August 2014–September 2017):** Capacity-building activities have been integrated into all evaluation tasks, from the consultations to the development of the design, school recruitment, data collection, and analysis and reporting. Working with program implementers, we will set aside time to explain the requirements of the evaluation and why we propose a particular implementation process. We will work with our local partners to implement the evaluation, ensuring that random assignment is respected and producing data, analysis, and reports of the highest quality level. In addition to such “on-the-job” capacity building, we have budgeted two formal workshops for our local partners and stakeholders, including staff of USAID and the ministries of education and local implementing partners. Dr. Campuzano will lead this task, working closely with Dr. Lugo-Gil from Mathematica and Dr. Jaramillo from GRADE. Dr. Campuzano will adapt training curricula previously used to train other partners in impact, implementation, and cost studies to the level and education-specific evaluation interests of participants. The first workshop on impact evaluation was conducted by Drs. Lugo-Gil and Jaramillo in October 2015. We will work with USAID, the implementers, and our local partners to develop a presentation of the final impact evaluation and its implications in each region. We estimate that this presentation can be given in September of 2017, previous to the delivery of the final report, which will be submitted at the end of 2017. We will also explore the opportunity to work together with our local partners to prepare peer-reviewed journal articles to share the implementation and impact evaluation findings.

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**APPENDIX A:**

**RESUMES**

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**APPENDIX B:**  
**PROJECT SCHEDULE**

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**Amazonia Lee Work Plan  
October 2013 – March 2018**

<b>AMAZONIA LEE</b>	<b>2017</b>			<b>2018</b>		
	Oct	Nov	Dec	Jan	Feb	Mar
<b>Programmatic activities</b>						
Task 1. Engage Stakeholders						
1.1 Engage stakeholders						
Task 2: Planning and design						
2.1 Draft evaluation plan/design						
2.2 Final evaluation plan/design						
2.3 Present evaluation plan/design						
2.4 Random assignment						
Task 3: Data collection						
3.1 Instrument design						
3.2 Instrument piloting/revisions						
3.3 Selection/Training of field workers						
3.4 Data collection						
3.4a Baseline data collection						
3.4b Delivery of incentives						
3.4c Implementation data collection						
3.4d Endline/final data collection (field work)						
3.5 Data entry						
3.5a Scoring and baseline data entry						
3.5b Scoring and endline/final data entry						
Task 4: Analysis and reporting						
4.1 Data quality assurance						
4.1a Baseline data QA						
4.1b Endline data QA						
4.2 Data analysis						
4.2a Baseline data analysis						
4.2b Endline data analysis						
4.3 Draft report						
4.3a Baseline report						
4.4 Endline/final report						
Task 5: Presentations and capacity building						
5.1 Capacity building						
5.2 Presentation of endline						
Task 6: Data Sets						
6.1 Deliver data sets to USAID						

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**APPENDIX C:**

**LAC READS CONSULTATION PLAN:  
EVALUATION OF *AMAZONIA READS* IN PERU**

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## LAC READS CONSULTATION PLAN: EVALUATION OF *AMAZONIA READS* IN PERU

### I. BACKGROUND AND CONTEXT

The United States Agency for International Development (USAID) Regional Sustainability Office (RSD) of the Bureau for Latin America and the Caribbean (LAC) has contracted the services of Mathematica Policy Research (Mathematica) for an independent impact evaluation and cost analysis of the effectiveness and costs of specified promising reading interventions. The goals of these interventions are increasing reading achievement in the LAC region and increasing specified education access interventions aimed at preventing crime and violence in the LAC region. Approximately eight impact evaluations will be funded under the LAC Reads evaluation contract. The promising interventions to be evaluated will be identified on a rolling basis over the life of the five-year contract, from September 2012 to September 2017. One two-country evaluation is already underway in Guatemala and Peru. Separate evaluations in Honduras and Nicaragua also are underway. Mathematica and USAID are also conducting an evaluation of a reading intervention in the departments of San Martín and Ucayali in the Amazonian region of Peru.

In the past decade, there has been remarkable progress in achieving the Millennium Development Goals of universal primary school completion and gender parity in education, both around the world and in LAC countries in particular. Yet deficits related to learning and access to education for poor and marginalized populations remain, with many children not acquiring basic reading proficiency even after several years of schooling. In countries where access is limited, the problem is especially acute for remote regions. For example, in Peru in 2013, the average years of schooling were 10.1 for Ucayali and 9.1 for San Martín, compared to 12.2 for the metropolitan area of Lima (ESCALE 2014).

San Martín and Ucayali are lagging behind in other important indicators, most notably in learning achievement. Peru's Student Evaluation Census (ECE, for its acronym in Spanish) evaluates the reading comprehension and mathematics skills of students in 2nd grade. To address poor education outcomes among children in the first three grades of primary education and to strengthen the institutional and financial management of the regional and local education authorities, stakeholders in San Martín and Ucayali have developed regional pedagogical and institutional approaches. The two regional programs, "Enseñar es Liderar" in San Martín and "Liderando los Aprendizajes de Niñas y Niños 2014–2016" in Ucayali, make up the *Amazonia Reads* initiative. These efforts have their own features but share the main components: capacity development, evaluation of learning, improvement of school management, and incentive provision.

Mathematica is USAID's independent evaluator for the regional early-grade reading improvement project through which *Amazonia Reads* is funded. Mathematica is working on the evaluation of this project with USAID/Peru, the regional and local education authorities, and the technical assistance providers that have been implementing the project. Mathematica worked with local researchers and other stakeholders to design and implement the evaluation. Mathematica is providing ongoing support and technical assistance to build the research capacity of the local research partners and overall stakeholder capacity for understanding the evaluation findings and using them to guide policy decisions.

## II. OBJECTIVES OF THE CONSULTATION PROCESS

Successful evaluations take into account a multiplicity of contextual factors as well as the intervention's program logic. To ensure that the evaluation is feasible, evaluation design and implementation must be inclusive, attentive to cultural nuances, and responsive to the constraints of the local implementation team. For this evaluation, we must understand what evaluation questions are of most interest to local stakeholders and to USAID/Washington. At the same time, it will be essential for local stakeholders to understand how Mathematica's evaluation will be conducted and what must be in place for it to succeed. For these reasons, we have several objectives for our consultation process. The first broad objective is for Mathematica to gather the necessary information on the programs each region will implement (*Enseñar es Liderar* and *Liderando los Aprendizajes de los Niños y las Niñas*). We will need to learn about the components of the programs and their future program implementing plans. The second broad objective is to understand what learning questions USAID/Washington and local stakeholders, including USAID/Peru and the regional and federal educational authorities, find most compelling. The third and final broad objective is for Mathematica to communicate to local stakeholders how we intend to evaluate the *Amazonia Reads* program, and what each of the local partners can do to support the evaluation.

## III. THE CONSULTATION PROCESS AND TIME LINE

Consultations occurred through inter-institutional team meetings, site visits, and the exchange of documents and other sources of information in the United States and Peru. The process had five phases: (1) meetings and information gathering by phone and email between Mathematica, USAID/Washington, and USAID/Peru; (2) Mathematica staff travel to Peru; (3) drafting the evaluation plan; (4) revising the evaluation design due to late implementation; and (5) finalizing the evaluation plan. When the evaluation plan is finalized, the consultation and communication process will continue as part of the evaluation's implementation. GRADE is Mathematica's local partner; thus, it was involved in some of these consultations, especially those that required a local presence in San Martín and Ucayali.

### Phase 1: Information gathering by meetings, phone, and email (November 2013 to March 2014)

- Mathematica met with USAID LAC/RSD to understand expectations and the processes for communicating with USAID/Peru and other stakeholders.
- Mathematica met with USAID/Peru to learn about what the *Amazonia Reads* program includes and its implementation and plans for continued implementation in the regions of San Martín and Ucayali.
- Mathematica drafted a preliminary evaluation design to inform in-country stakeholder meetings and discussions (January 2014).
- Mathematica completed random assignment of eligible schools for San Martín and Ucayali (February and March 2014).

### Phase 2: Mathematica travel to Peru (March 2014)

- Mathematica met with USAID/Peru staff.
- Mathematica met with GRADE local research and data collection partners.
- Mathematica met with education authorities in Lima to explain evaluation design and obtain buy-in.
- Mathematica met with the education authorities in Ucayali to explain evaluation design and obtain buy-in.
- GRADE met with San Martín education authorities to explain the evaluation design and obtain buy-in.
- Mathematica completed the evaluation design presentation.

**Phases 3–5: Drafted, revised, and finalized evaluation plan (March 2014–April 2016)**

- Mathematica prepared a preliminary draft evaluation plan (April 2014).
- Mathematica learned that the Ministry of Education was implementing another intervention, *Soporte Pedagógico* in Ucayali (August 2014). GRADE met with the authorities in charge of implementing *Soporte Pedagógico* to discuss options with respect to the study design. Mathematica, GRADE, and the Ministry of Education officials agreed to exclude some districts from our evaluation; the ministry also agreed not to roll out *Soporte* in the evaluation sample for *Amazonia Reads*. Mathematica modified its sample and conducted random assignment in Ucayali (September 2014).
- In October, Mathematica was informed that the Ministry of Education also was implementing *Soporte Pedagógico* in San Martín. GRADE met again with the Ministry of Education and negotiated that *Soporte Pedagógico* would be provided to all schools in the control group in San Martín. USAID/Peru and USAID/Washington agreed to change the evaluation question to compare *Amazonia Reads* with *Soporte Pedagógico* in San Martín.
- Mathematica modified the evaluation plan in response to the above changes (February 2015).
- USAID/Peru assumed that the implementation of *Amazonia Reads* would start in mid-2014, so the evaluation design—in particular, the baseline data collection—followed that schedule. However, the *Amazonia Reads* implementation did not begin until March 2015, so Mathematica revised the original evaluation design and data collection schedule.
- Mathematica drafted a memo describing the implications of the late implementation on the evaluation design and proposed options for a revised design (June 2015).
- USAID/Peru contacted Mathematica in order to conduct an additional study within the evaluation. USAID/Peru was interested in randomly assigning classroom libraries to half the treatment and half the control groups to assess the effects of the libraries in the context of *Amazonia Reads* (September 2015).
- Mathematica discussed with USAID the goals of the additional study and offer some options to accomplish it. Mathematica prepared the computer program to conduct random assignment of classrooms libraries in San Martín and in Ucayali (October 2011). Mathematica met with Raquel Villaseca from UPCH and learned that the classroom libraries were an essential component of the *Amazonia Reads* intervention. Mathematica informed USAID/Peru about this issue and discontinued the work on the random assignment program (November 2015).
- Mathematica finalized the evaluation design, including staffing and budget (December 2015).
- Mathematica updated the evaluation design in March 2016 to incorporate the changes agreed with USAID.

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## Nancy Murray

Senior Researcher and Director, International Research Division

### Experience

#### Mathematica

**Director, International Research Division (2015-).** Support managing division director and area leader in strategic planning and division management: liaise with support international area leader; supervise and mentor associate directors, supervisors, and other senior staff; manage project and proposal staffing decisions in coordination with supervisors, area leader, and managing director; provide quality assurance on proposals and project deliverables; recruit senior staff; and serve as senior project director and adviser on large projects and proposals.

**Project Director, Land Management Investment, Cape Verde (2016-).** Provide leadership to impact evaluation and performance evaluation design and implementation of the Millennium Challenge Corporation (MCC) investments in land management in Cape Verde. Oversee data quality assurance of data used in evaluation work and for monitoring and evaluation of program implementation.

**Project Director, Latin America and the Caribbean (LAC) Reads: Impact Evaluations in LAC (2012-).** Provide leadership and technical support and manage multiple impact evaluations and cost-effectiveness analysis of programs addressing early grade reading and access to education in post-conflict zones. This project for the U.S. Agency for International Development (USAID) will ultimately comprise up to 10 impact evaluations in countries throughout the LAC region. Ongoing evaluations include a two-country randomized control trial (RCT) in Guatemala and Peru of an early grade reading and community outreach program (Read Together, Learn Together) for indigenous speaking populations; an RCT of a set of pedagogical interventions focusing on teacher training and coaching in best early grade reading practices in the Amazon region of Peru (Amazonia Reads); an RCT of the Community Action for Reading and Security project in Nicaragua's Room to Grow project for children out of school or at risk of dropping out; an RCT in Honduras examining the use of end of grade and formative assessments on early grade reading and other learning outcomes; and an RCT in El Salvador assessing the impact of vocational training programs in conflict areas on employment, income, and protective factors.

### Education

**2001** Ph.D., Population Dynamics, The Johns Hopkins University

**1987** M.P.H., Population and Maternal and Child Health, University of California, Los Angeles

**1987** M.A., Latin American Studies, University of California, Los Angeles

**1983** B.S., International Politics, cum laude, Georgetown University

### Positions

**2007-** Mathematica Policy Research

**2015-** Director, International Research Division

**2013-** Deputy Director of the Center for International Policy Research and Evaluation

**2010-** Area Leader for International Work

**1999-2007** Constella Futures

**2006-2007** Deputy Director, Center for Health Solutions

**2005-2006** Director, Center for International Health

**2002-2005** Senior Scientist

**1999-2001** Policy Adviser

**1995-1998** Research Assistant, The Johns Hopkins University

**1992-1997** Management Sciences for Health

**1992-1997** Regional Director for Latin America and the Caribbean and Senior Program Officer

**1992** Regional Program Analyst

**1990-1991** Population Fellow, U.S. Agency for International Development

**1988-1990** Population Service Fellow, The Population Council

**Area Leader for International Work (2010-2015).** Played lead coordinating role in decisions on project bids, quality assurance on proposals and project deliverables, and hiring and allocation of staff resources. Developed and managed client relationships and business development and oversaw all international work at Mathematica.

**Project Director, School Dropout Prevention Program in Four Asian Countries (2010-2015).** Provided leadership and technical support to Mathematica's team on this USAID-funded project with Creative Associates. Facilitated the development of evidence standards for the review and rating of the international evidence on school dropout prevention programs; oversaw instrument development, data entry system design, and data analysis of rapid assessment of dropout trends to inform design of pilot interventions. Oversaw rigorous evaluation design of this RCT for India, Cambodia, Tajikistan, and Timor Leste, and led the evaluation implementation in Timor Leste. Oversaw data collection and analysis teams for the impact evaluations for all four countries.

**Senior Adviser, Family Health Initiative (2010-2014).** Provided technical advice on evaluation design and instrument development for measurement of key reproductive health outcomes for the Bill & Melinda Gates Foundation-supported Family Health Initiative in Bihar, India. Interventions include initiatives focused on the improvement of maternal and neonatal mortality and morbidity outcomes, including mothers and children's nutritional status.

**Project Director, Cocoa Livelihoods Program (CLP) Baseline and Evaluation in Four African Countries (2009-2011).** Provided leadership and support for the rigorous research design, data collection, and analysis of the impact of CLP in Ghana, Côte d'Ivoire, Nigeria, and Cameroon on cocoa farming households' income, production, food security, and school age children's school attendance.

**Senior Researcher, Analytic and Technical Assistance for Advancing Education Evaluations (2007-2011).** Reviewed and provided detailed feedback on research study plans and reports produced by 10 Regional Educational Laboratories. Coordinated similar work by internal colleagues and external reviewers and communicated review decisions to the client. Project sponsored by the U.S. Department of Education (ED).

**Project Director, Consulting Services on Examination of Activities Concerning the Social Assistance System Modernization (SASM) and Evaluation in Ukraine (2009-2010).** Provided leadership and quality assurance to a core review team to assess the methodological (design) proposals, analytic materials, and reports from consulting firms contracted to implement the impact evaluation, program evaluation, and monitoring of the Ministry of Labor and Social Policy's SASM project. Oversaw design and provision of training to Ministry staff in program evaluation and monitoring.

**Senior Researcher, Reviewer, and Practice Guide Evidence Coordinator, What Works Clearinghouse (WWC) (2007-2010).** Led the development of the scope of work for practice guide on Beginning Writing; identified candidates for the panel; developed and refined protocols; collaborated with library on literature search, screening, and document delivery; and trained reviewers on protocols. Drafted and revised practice guide, incorporating panelist input. The goal of WWC, for ED, is to review, assess, and rate the rigor of studies on educational interventions intended to improve reading skills among school-age children.

**Senior Adviser, Maximizing Federal and Private Philanthropic Spending at Home and Around the World (2008-2009).** Provided insights into the selection of international health and development initiatives fitting the criteria identified for case study inclusion for this project. Oversaw the literature review, data collection, and analysis for the case study of the Office of the Global AIDS Coordinator included in the final report. Conducted semi-structured interviews with Global AIDS Coordinator.

### **Constella Futures; Washington, DC**

As **Deputy Director, Center for Health Solutions (2006-2007)**, conducted business development initiatives, client relations, project oversight, and management of staff working in monitoring and evaluation, maternal and child health, and youth programs.



Served as technical adviser for research projects to measure and evaluate programs for orphans and vulnerable children, including the Better Education and Life Opportunities for vulnerable children through Networking and organizational Growth (BELONG) project, which aimed to scale up the provision of effective, comprehensive, and lasting local support to children in Zambia and Ethiopia.

Served as principal investigator on the Advocacy Landscape Analysis: The Potential for Strengthening Advocacy on Health Issues in Africa project, funded by the Gates Foundation (2005-2006). This project assessed the potential for the Gates Foundation to strengthen advocacy on child health, HIV/AIDS, malaria, and tuberculosis in Ethiopia, Kenya, Mozambique, and Nigeria. Managed multicountry teams including in-country consultants, country leads, and measurement and advocacy specialists. This project included country-specific literature reviews, meetings with international disease burden experts, identification of relevant country-specific administrative and financial data, and collection of additional qualitative data from key in-country stakeholder groups. Qualitative data collection instruments were adapted to measure the potential for advocacy in the four disease areas. Stakeholders interviewed in each country included nongovernmental organizations, journalists, and government and private sector workers. Analysis of information included ranking country health sector potential for advocacy in each disease area based on expert consensus. The final report included country assessments as well as cross-country comparisons by disease burden.

As **Director, Center for International Health (2005-2006)**, conducted business development initiatives, client relations, project oversight, and management of staff. Served as technical adviser on research projects for vulnerable children.

As **Senior Scientist (2002-2005)**, directed the POLICY Project's adolescent and youth activities, including the management of the Adolescent Working Group. Oversaw research and quantitative and qualitative data collection to inform the youth reproductive health country brief series in six countries and other youth-related policy briefs and reports. Provided technical assistance to youth policy and research-focused activities in Bolivia and Jamaica. Served as senior adviser and manager of the MEASURE Evaluation Project office in Honduras. Served as technical adviser to MEASURE Evaluation orphans and vulnerable children Program Evaluation Research, MEASURE Evaluation Youth Abstinence Program Evaluations, and the Project BELONG School Feeding Program Evaluation. Provided business development inputs for research, monitoring and evaluation, and other selected health areas of interest.

As **Policy Adviser (1999-2001)** for the Focus on Young Adults Project, oversaw portfolio of activities worldwide, including secondary data analyses, preparation of special publications on policy issues related to adolescent and young adult reproductive health, and management and coordination of activities at the country level in Latin America and the Caribbean (Jamaica and the Dominican Republic).

### **The Johns Hopkins University; Baltimore, MD**

As **Research Assistant (1995-1998)** for the School of Public Health, performed literature review and synthesis on life cycle transitions. Also assisted with projects focusing on school to work, dependent to independent living, and fertility transition issues. Analyzed longitudinal data from the Pathways to Adulthood study on black youth and young adult transitions, using multistate life table techniques. Conducted multivariate analyses of the National Survey of Families and Households. Focused on sterilization, fertility behavior and intentions, marital quality, and marital dissolution. Data analysis techniques included pooled logistic regression. Provided technical assistance in evaluation of sex education and reproductive service delivery intervention to middle and high school students in Santiago, Chile, in collaboration with Medical Center for Adolescent Reproductive Health, University of Chile.

### **Management Sciences for Health; Washington, DC**

As **Regional Director for Latin America and the Caribbean and Senior Program Officer (1992-1997)** for Family Planning Management Development (FPMD), oversaw strategic and technical design of FPMD activities in Latin America and the Caribbean. Led the development of annual budgets and work plans. Represented the project at regional meetings and with Latin American Family Planning

Programs and USAID missions. Provided leadership to staff and consultants in project development and implementation. Served as team leader for Needs Assessment of Family Planning Organizations in the region, designed and implemented management systems to support project activities, and collaborated with evaluation unit for the design and implementation of project evaluations. Participated in the development of technical publications on management issues.

As **Regional Program Analyst (1992)**, provided program and management support to the region. Participated in needs assessments for selected countries, designed and implemented management development plans, developed and implemented management systems to support project activities, and designed and conducted program evaluations.

### **U.S. Agency for International Development; Washington, DC**

As **Population Fellow (1990-1991)**, provided strategic, technical, and administrative guidance to project, as well as technical assistance to select subproject activities. Served as coordinator for research and regional staff.

### **The Population Council; Mexico City, Mexico**

As **Population Service Fellow (1988-1990)**, collaborated with the Council's Operations Research Program for Family Planning and Maternal and Child Health in Latin America and the Caribbean. Performed project development, design, and monitoring in Mexico, Honduras, and Guatemala. Designed projects, trained researchers, oversaw data collection, provided technical assistance in data analysis, and wrote reports. Also served as liaison with USAID/Mexico and the Mexican Health Institutions on the procurement and logistics of contraceptive supplies.

### **PRODISA; Montevideo, Uruguay**

As **Fulbright Research Grant Recipient (1987-1988)**, designed and carried out cross-sectional survey of feeding practices in low-income-level households to identify associations between nutritional status of children and a variety of sociological factors. Collected anthropometric measurements and performed statistical analysis of the survey data.

## **Papers and Publications**

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### **PEER-REVIEWED JOURNAL ARTICLES**

Chatterji, Minki, Paul Hutchinson, Nancy Murray, Kathy Buek, Yvonne Mulenga, and Tom Ventimiglia. "Evaluating the Impact of Community-Based Interventions on Schooling Outcomes Among Orphans and Vulnerable Children in Lusaka, Zambia." *Vulnerable Children and Youth Studies*, 2010.

Gribble, James N., Nancy Murray, and Elaine Menotti. "Reconsidering Childhood Undernutrition: Can Birth Spacing Make a Difference? An Analysis of the 2002-2003 El Salvador National Family Health Survey." *Maternal and Child Nutrition*, vol. 5, 2009, pp. 49-63.

Gómez, Anu Manchikanti, Ilene S. Speizer, Heidi Reynolds, Nancy Murray, and Harry Beauvais. "Age Differences at Sexual Debut and Subsequent Reproductive Health: Is There a Link?" *Reproductive Health*, vol. 5, no. 8, 2008.

Murray, Nancy, William Winfrey, Minki Chatterji, Scott Moreland, Leanne Dougherty, and Friday Okonofua. "Factors Influencing Induced Abortion Among Young Women in Edo State, Nigeria." *Studies in Family Planning*, vol. 37, no. 4, December 2006, pp. 241-250.

Chatterji, Minki, Nancy Murray, David London, and Philip Anglewicz. "The Factors Influencing Transactional Sex Among Young Men and Women in 12 Sub-Saharan African Countries." *Social Biology*, vol. 52, no. 1-2, 2005.

Schoen, Robert, Nan Marie Astone, Constance A. Nathanson, Young J. Kim, and Nancy Murray. "The Impact of Fertility Intentions on Behavior: The Case of Sterilization." *Social Biology*, spring 2000.

Murray, Nancy J., Laurie S. Zabin, Virginia Toledo-Dreves, and Ximena Luengo-Charath. "Gender Differences in Factors Influencing First Intercourse Among Urban Students in Chile." *International Family Planning Perspectives*, vol. 24, no. 3, September 1998.

Murray, Nancy J., Laurie S. Zabin, Virginia Toledo-Dreves, and Ximena Luengo-Charath. "Diferencias de Genero en Factores que Influyan en el Inicio de Relaciones Sexuales en Adolescentes Escolares Urbanos en Chile." *Perspectivas Internacionales en Planificacion Familiar*, Numero Especial de 1998.

## REPORTS

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Mark Strayer, Kristine Johnston, and Karen Tietjen. "Preventing School Dropout: Findings Report, School Dropout Prevention Pilot Program." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Kristine Johnston, Mark Strayer, Owen Schochet, Jonathan McCay, Anitha Sivasankaran, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in India." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Anitha Sivasankaran, Mark Strayer, Ebo Dawson-Andoh, Jonathan McCay, Owen Schochet, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Timor-Leste." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Mark Strayer, Anitha Sivasankaran, Kristine Johnston, Owen Schochet, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Tajikistan." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Kristine Johnston, Mark Strayer, Ebo Dawson-Andoh, Owen Schochet, Anitha Sivasankaran, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Cambodia." Washington, DC: Creative Associates, September 2015.

Glazerman, Steve, Nancy Murray, and Emilie Bagby. "Community Action for Reading and Security (CARS): Performance and Impact Evaluations in Nicaragua: Draft Evaluation Plan." Washington, DC: Mathematica Policy Research, May 8, 2014.

Campuzano, Larissa, Camila Fernandez, Steve Glazerman, Miguel Jaramillo, and Nancy Murray. "Impact Evaluation of Amazonia Reads in Peru. Draft Evaluation Plan." Washington, DC: Mathematica Policy Research, May 6, 2014.

Glazerman, Steve, Nancy Murray, and Sarah Humpage. "Using Assessment to Drive Learning in Honduras. Draft Evaluation Plan." Washington, DC: Mathematica Policy Research, April 29, 2014.

Glazerman, Steve, Larissa Campuzano, Nancy Murray, and Camila Fernandez. "Revised: Leer Juntos, Aprender Juntos Evaluation Plan." Washington, DC: Mathematica Policy Research, July 3, 2013.

Murray, Nancy, Quinn Moore, Larissa Campuzano, Kathy Buek, Emilie Bagby, and Mark Strayer. "School Dropout Prevention Pilot (SDPP) Program: Evaluation Design Report (Draft)." Washington, DC: Mathematica Policy Research, May 24, 2012.

Velyvis, Kristen, Nancy Murray, and Jane Fortson. "Gender Mainstreaming Strategy and Action Plan for the Cocoa Livelihoods Program." Washington, DC: Mathematica Policy Research, April 29, 2011.

Fortson, Jane, Nancy Murray, and Kristen Velyvis. "Cocoa Livelihoods Program (CLP) Baseline Memo." Washington, DC: Mathematica Policy Research, April 21, 2011.

Rangarajan, Anu, Minki Chatterji, Russell Cole, Dominick Esposito, Jane Fortson, Juliette Henke, Lorenzo Moreno, Nancy Murray, So O'Neil, Alexander Persaud, Kimberly Smith, and Lindsay Wood. "Measurement, Learning, and Evaluation Planning Engagement for the Maternal, Neonatal, and Child Health Strategy, Global Health Program: Phase 2 Report." Princeton, NJ: Mathematica Policy Research, May 21, 2010.

Chatterji, Minki, Paul Hutchinson, Nancy Murray, Kathy Buek, Yvonne Mulenga, and Tom Ventimiglia. "Evaluating the Impact of Community-Based Interventions on Schooling Outcomes Among Orphans and Vulnerable Children in Lusaka, Zambia." WP-09-110. Chapel Hill, NC: Carolina Population Center, April 2009.

Rosen, James E., and Nancy Murray. "Haiti: Insights into Young People. Parent-Youth Relationships: Implications for Youth Reproductive Health Policies and Programs." POLICY Brief No. 1. Washington, DC: The Futures Group, 2006.

Rosen, James E., and Nancy Murray. "Haiti: Insights into Young People. Integrating Voluntary Counseling and Testing into a Reproductive Health Program for Young People." POLICY Brief No. 2. Washington, DC: The Futures Group, 2006.

Rosen, James, James Gribble, Chuck Pill, Terri Lukas, and Nancy Murray. "Advocacy Landscape Analysis: Potential for Strengthening Advocacy on Health Issues in Africa, An Assessment of the Potential for the Bill & Melinda Gates Foundation to Strengthen Advocacy on Child Health, HIV/AIDS, Malaria, and Tuberculosis in Ethiopia, Kenya, Mozambique, and Nigeria." Washington, DC: Constella Futures, 2006.

Murray, Nancy, Kathy Buek, Leanne Dougherty, Ilene Speizer, Jim Rosen, Harry Beauvais, and Tania Viala. "Insights into Young People: Findings from a Survey of Youth Clients of VCT and other Reproductive Health Services at FOSREF Clinics in Haiti." The POLICY Project. Washington, DC: The Futures Group, 2005.

Murray, Nancy, Jay Gribble, and Kathy Buek. "School Leaving and Adolescent Reproductive Health Transitions in El Salvador: A Life Course Perspective." Washington, DC: The Futures Group, 2005.

Gribble, James, Nancy Murray, and Elaine Menotti. "Birth Intervals and Childhood Nutritional Status." Washington, DC: The Futures Group, 2005.

Murray, Nancy, Leanne Dougherty, L. Stewart, Kathy Buek, and Minki Chatterji. "Are Adolescents and Young Adults More Likely Than Older Women to Choose Commercial and Private Providers of Modern Contraception?" Washington, DC: The Futures Group, 2005.

Rosen, James E., and Nancy Murray. "Uganda: Networking for Policy Change." POLICY Youth Reproductive Health Policy Country Brief Series no. 5. Washington, DC: The Futures Group, 2005.

Rosen, James E., and Nancy Murray. "Egypt: Youth Champions Working for Policy Implementation." POLICY Youth Reproductive Health Policy Country Brief Series no. 4. Washington, DC: The Futures Group, 2005.

Rosen, James E., and Nancy Murray. "Peru: Civil Society Key to Youth Policy Implementation." POLICY Youth Reproductive Health Policy Country Brief Series no. 3. Washington, DC: The Futures Group, 2005.

Rosen, James E., Nancy J. Murray, and Scott Moreland. "Sexuality Education in Schools: The International Experience and Implications for Nigeria." POLICY Working Paper. Washington, DC: The Futures Group, 2004.

Rosen, James E., Pam Pine, and Nancy Murray. "Nigeria: Advocacy and Strategic Planning for Youth Reproductive Health in Edo State." POLICY Youth Reproductive Health Policy Country Brief Series no. 2. Washington, DC: The Futures Group, 2004.

Rosen, James E., Pam Pine, and Nancy Murray. "Jamaica: Strengthening Multisectoral Coordination for Youth." POLICY Youth Reproductive Health Policy Country Brief Series no. 1. Washington, DC: The Futures Group, 2004.

Murray, Nancy. "Youth in Jamaica: Meeting Their Development Needs." Kingston, Jamaica and Washington, DC: National Center for Youth Development, Ministry of Education, Youth and Culture, FOCUS, POLICY and Aleph, 2002.

Murray, Nancy. "Adolescent and Youth-Serving Organizations in Jamaica: Results from the Youth Programmatic Inventory Survey of The National Centre for Youth Development (NCYD)." Kingston, Jamaica and Washington, DC: National Center for Youth Development, Ministry of Education, Youth and Culture, FOCUS, POLICY and Aleph, 2002.

Murray, Nancy. "Situation Assessment Report, Youth in Jamaica 2001." Kingston, Jamaica and Washington, DC: National Center for Youth Development, Ministry of Education, Youth and Culture, FOCUS, POLICY and Aleph, 2002.

Adebajo, Sylvia B., Jerome Mafeni, Scott Moreland, and Nancy Murray. "Knowledge, Attitudes and Sexual Behavior Among the Nigerian Military Concerning HIV/AIDS and STDs." Washington, DC: The Futures Group International, 2002.

Murray, Nancy, Charlotte Colvin, Bill Winfrey, and Christine Stevens. "Are Young People Differentially Affected by User Fees?" FOCUS on Young Adults. Washington, DC: Pathfinder International, 2001.

Murray, Nancy. "The Effects of Family Structure on Adolescent Transition Behaviors in Santiago, Chile: A Life Course Perspective." Unpublished doctoral dissertation. Baltimore: Johns Hopkins University, School of Hygiene and Public Health, 2001.

Murray, Nancy, Virginia Toledo, Ximena Luengo, Ramiro Molina, and Laurie Zabin. "An Evaluation of an Integrated Adolescent Development Program for Urban Teenagers in Santiago, Chile." Unpublished paper, Baltimore, March 15, 2000.

Murray, Nancy (coeditor Spanish version with others). "Manual del Administrador de Planificación Familiar: Técnicas para mejorar la gestión de programas." Management Sciences for Health (MSH), Pathfinder International. Hartford, CT: Kumarian Press (English version), Newton MA: MSH (Spanish language version), 1994.

Buxbaum, Ann, Nancy Murray, and Ricardo Vernon (guest editors). "Using Continuous Quality Improvement to Strengthen Family Planning Programs." *The Family Planning Manager*, vol. II, no. 1, January/February 1993.

Murray, Nancy. "La Calidad de Atención en el Mercadeo Social de Anticonceptivos." Working Paper no. 24, "Documento de Trabajo." Mexico City: The Population Council, July 1991.

Pacheco, M.E., G. Rodriguez, A.J. Lopez, L. Varela, and Nancy Murray. "The Impact of Incorporating Educational Strategies for AIDS Prevention and Control into Family Planning Programs." Final technical report for the Fundacion Mexican para la Planeacion Familiar, A.C. (MEXFAM). Mexico City: The Population Council (INOPAL), 1990.

Duncan, W., P. Russell-Brown, and Nancy Murray. "Strategies to Promote Contraceptive Use Among Women in High Risk Groups." Final technical report. Mexico City: The Population Council (INOPAL), August 1990.

Cárcamo, Arnulfo, José R. López-Canales, Nancy Murray, and John Townsend. "Reproductive Risk as a Strategy for Improving Family Planning Services in the Instituto Hondureño de Seguridad Social (IHSS)." Final technical report. Mexico City: The Population Council (INOPAL), October 1989.

Murray, Nancy, Janie Benson, and Alfonso Lopez Juarez. "Operations Research as a Management Tool: The Case of MEXFAM." Mexico City: The Population Council (INOPAL), December 1988.

## Presentations

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Murray, Nancy. "USAID's Strategic Impact Evaluations: LAC Reads." USAID Global Education Summit, Washington, DC, November 2, 2015.

Murray, Nancy, Karen Tietjen, Quinn Moore, Emilie Bagby, and Ali Protik. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the Four-Country SDPP Evaluation." School Dropout Prevention Summit 2015, Washington, DC, September 10, 2015.

Murray, Nancy, Karen Tietjen, Quinn Moore, Larissa Campuzano, Mark Strayer, Emilie Bagby, Kathy Buek, and Ali Protik. "School Dropout Prevention Pilot (SDPP) Program: First Followup Impacts." The Society for Research on Educational Effectiveness Annual Spring Meeting, Washington, DC, March 2014.

Murray, Nancy. "Preventing Dropout: First Follow-on Impact of the School Dropout Prevention Pilot Program." The Comparative International Education Society Annual Meeting, Toronto, March 2014.

Murray, Nancy. "Impact Assessment in Education: Rigor and Reality." Discussant at the Comparative International Education Society Annual Meeting, San Juan, PR, April 2012.

Murray, Nancy. "Evaluating Interventions in Developing Countries: The Impact of Schools on Education Outcomes in Developing Countries." Discussant at the Society for Research on Educational Effectiveness Annual Meeting, Washington, DC, March 2012.

Murray, Nancy. "The Effects of School-Leaving on Induced Abortion Among Young Reproductive Health Clinic Users in Port au Prince, Haiti." Poster presented at the Population Association of America Annual Meeting, Los Angeles, April 2006.

Murray, Nancy, Minki Chatterji, Leanne Dougherty, Yvonne Mulenga, and Andrew Jones. "Examining the Impact of Orphanhood on Sexual Initiation Among Adolescents 10-19 in Rwanda and Zambia." Presented at the International Union for the Scientific Study for Population International Population Conference, Tours, France, 2005.

Murray, Nancy, Minki Chatterji, Leanne Dougherty, S. Alkenbrack, B. Winfrey, Kathy Buek, J. Amon, Yvonne Mulenga, and Andrew Jones. "Examining the Impact of Orphanhood on Sexual Initiation Among Adolescents 10-19 in Rwanda, Zambia, and Cambodia." Presented at the International AIDS Conference, Bangkok, Thailand, July 2004.

## Languages

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Fluent in Spanish, proficient in French and Portuguese

## Steven Glazerman

Senior Fellow

### Experience

#### Mathematica

**Director, Educator Impact Laboratory (2016-).**

Established new center at Mathematica to create and disseminate research and tools to measure the impact of teachers and principals on student achievement and other outcomes. Recruited network of faculty affiliates and developed program code repository, working paper series, data visualization tool demonstrations, and resources for state and local education agency staff.

**Project Director, Parent Choice Information Experiment (2015-).**

Lead study of how low-income parents use information to choose schools. Designed randomized factorial experiment to be implemented in lab setting with hierarchical Bayesian model to test the influence of various dimensions of consumer information presentations. The study is funded by the U.S. Department of Education (ED), Institute for Education Sciences (IES).

**Project Director, Market Signals: Deep Dive Analysis of Parental School Choice in Washington, DC (2014-).**

Lead study that will analyze 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 will use econometric analysis to estimate choosers' preferences for different school and neighborhood attributes and commuting distance and will use these parameters to simulate outcomes under different school assignment and choice policies. This project is funded with a grant from the Walton Family Foundation.

**Principal Investigator, Latin America and the Caribbean (LAC) Reads: Impact Evaluations in LAC (2012-).**

Oversee multiple randomized controlled trials (RCTs) for impact evaluation and cost-effectiveness analysis of programs addressing early grade reading and access to education in post-conflict zones. Designed and fielded RCTs to study bilingual education in Peru and Guatemala, out-of-school intervention for at-risk youth in Nicaragua, use of formative assessment in Honduras, and workforce development for at-risk youth in El Salvador. This project for the U.S. Agency for International Development comprises up to 10 impact evaluations in countries throughout the LAC region.

**Area Leader for State and Local Education (2014-2016).** Oversee business development, grant and proposal writing, client relations, risk management, and quality control for work with state and local education agencies. Manage program evaluations, measurement of educator effectiveness, and surveys.

**Project Director, Evaluation of My School DC Common School Lottery in Its First Year (2014-2015).**

Led study of public school choice process that involves common lottery with charter and

### Education

**1998** Ph.D., Public Policy, University of Chicago

**1994** M.P.P., Public Policy, University of Chicago

**1990** B.A., Political Science, magna cum laude, Brown University

### Positions

**1998-** Mathematica Policy Research

**2016-** Director, Educator Impact Laboratory

**2014-** Area Leader for State and Local Education

**2010-** Senior Fellow

**2012-2014** Initiative Director for State and Local Education

**2002-2010** Senior Researcher

**1998-2002** Researcher

**2012-2014** Adjunct Professor, Department of Economics, Georgetown University

**1992-1998** University of Chicago

**1998** Teaching Assistant, Department of Statistics

**1993-1996** Teaching Assistant, Harris School of Public Policy

**1992-1996** Research Assistant, Center for Social Program Evaluation

**1990-1992** Assistant Analyst, U.S. Congressional Budget Office

district schools in Washington, DC. Analysis used merged application data with offers, acceptances, and enrollment data. The study was sponsored by the Office of the Deputy Mayor for Education.

**Principal Investigator, National Evaluation of the Teacher Incentive Fund (TIF) (2009-2015).**

Oversaw study design and data analysis and reporting. This project for ED, IES examines the overall effectiveness of TIF grants, the effectiveness of particular program models and features, and the challenges that districts face in program implementation. The study is designed to estimate the impact of performance-based compensation systems on student achievement, teacher quality, and teacher mobility. The study design includes random assignment of schools' pay-for-performance or across-the-board bonuses.

**Project Director, Moving High-Performing Teachers to Low-Performing Schools (2007-2015).** Led randomized controlled trial in 160 schools in 10 school districts to test the impacts of the Talent Transfer Initiative, which offers \$20,000 bonuses to high-value-added teachers willing to move to low-performing schools. Led the effort to design the impact evaluation, estimate teacher value-added, and estimate program impacts on student test scores, mobility, and other outcomes. Funded by ED, IES.

**Initiative Director for State and Local Education (2012-2014).** Conducted market analysis and developed business development strategy for new lines of work with new clients.

**Project Director, Evaluation of the Teacher Advancement Program in the Chicago Public Schools (2007-2012).** Led randomized study to estimate the impact of performance-based pay and the career ladder program on teachers' value added and mobility. Funded by the Joyce Foundation.

**Principal Investigator, Impact Evaluation of Teacher Induction Programs (2004-2010).** Oversaw a four-year longitudinal random-assignment impact evaluation of new teacher induction conducted in approximately 400 schools throughout the country. Nearly 1,000 teachers were included in this evaluation for ED, IES.

**Project Director, Value-Added Models for District of Columbia Public Schools (2009).** Led effort to model teacher and school effectiveness at producing student achievement growth using value-added methods, developed communication and training materials, and advised district on evaluation system. Funded by the DC Public Education Fund.

**Researcher, Impact Evaluation of Productive and Human Development Programs in El Salvador (2007-2009).** Led the design of an impact evaluation of programs seeking to help micro, small, and medium enterprises in El Salvador's impoverished Northern Zone increase earnings and employment through technical assistance, business development, investment support, and financial services. Provided technical oversight to design of impact evaluations of education programs serving the Northern Zone.

**Project Director, Evaluation of the Missouri Teacher Career Ladder Program (2007-2009).** Led study of the impact of teacher career ladder program on teacher retention and student achievement using state longitudinal data. Funded by the Ewing Marion Kauffman Foundation.

**Project Director, Longitudinal Study of American Board for Certification of Teacher Excellence (ABCTE) (2005-2009).** Led study of alternative teacher certification programs for ABCTE. Conducted principal surveys, a concordance study of teacher licensure exams, and propensity score matching study using state longitudinal data on student test scores.

**Principal Investigator, Preschool Curriculum Evaluation Research (2003-2008).** Coordinated this multisite, random-assignment evaluation of the impact of preschool curricula on child outcomes for ED, IES. Designed evaluation, implemented and monitored random assignment, analyzed data, and wrote report.

**Project Director, Data Analyses on Teacher Compensation Reform, Feasibility Study (2005-2007).** Oversaw a feasibility study to plan experimental and quasi-experimental research on the effects of teacher incentive programs on the recruitment, retention, and productivity of teachers for ED, IES.

**Project Director, Evaluation of the National Institutes of Health (NIH) Undergraduate Scholarship Program (2003-2005).** Conducted a process and outcome evaluation for NIH of a scholarship and



mentoring program designed to encourage talented science scholars from disadvantaged backgrounds to pursue careers in biomedical research.

**Project Director, Evaluation of the National Institutes of Health Intramural Research Loan Repayment Program (2003-2005).** Fielded surveys and conducted a process and outcomes evaluation of loan repayment programs designed to attract and retain talented scientists in biomedical research for NIH.

**Project Director, Design of Evaluation of Education Interventions (2002-2005).** Helped ED, IES design rigorous experiments to test the effectiveness of reading comprehension interventions, mathematics curricula, and teacher professional development implemented under Title I of the No Child Left Behind Act.

**Researcher, National Evaluation of Teach For America (TFA) (2001-2004).** Conducted a random-assignment study of the impact of the TFA program on elementary students' math and reading skills. Helped recruit the sample of school districts in six regions, with 100 classrooms and approximately 2,000 students, to participate in this study. Also designed and implemented random assignment, analyzed student test score data, and wrote reports.

**Researcher, Impact Evaluation Design Consulting for Government of Mexico (2003).** Provided consulting services to Mexico's Ministry of Social Development to help assess feasibility and design impact evaluations of various government programs to help disadvantaged citizens expand employment and income. Provided specific guidance on evaluation of Microregiones, a program involving large numbers of small and micro-level productive development projects.

**Researcher, Impact Evaluation Design for Study of Teacher Preparation and Alternative Certification (2003).** Helped ED design an evaluation of alternative pathways to teaching. Performed statistical power analysis and analysis of study design options.

**Project Director, Study of Quasi-Experimental Design for Estimating the Impacts of Social Interventions (2001-2003).** Conducted a research synthesis of efforts to compare random assignment directly with quasi-experimental methods for estimating impacts of social programs.

**Researcher, Evaluation of Housing Approaches for Persons with Serious Mental Illness (1999-2003).** Helped the Center for Mental Health Services (CMHS) to investigate the relative performance of supported housing, group homes, and other residential options for people with severe mental illness. Helped CMHS measure the housing costs and related service costs for the housing approaches being studied in multiple study sites around the country. Directed the cross-site cost data collection and provided design assistance to site-based researchers.

**Researcher, National Job Corps Study (1999-2003).** Analyzed follow-up data on program impacts and conducted a cost-benefit analysis. Estimated and described impacts on education and training outcomes, including educational attainment and literacy test score performance. Estimated the economic value of reduced criminal activity. The U.S. Department of Labor sponsored this study of a national, random-assignment evaluation of the most intensive federal training program for disadvantaged youth.

**Project Director, Evaluation of the National Institutes of Health Loan Repayment Program, Phase I (2001-2002).** Designed a process, outcomes, and impact evaluation of a program that repays the educational debt of biomedical researchers to encourage them to stay in research and pursue careers at NIH. Developed survey instruments for this evaluation for NIH.

**Project Director, Evaluation Design of the National Institutes of Health Undergraduate Scholarship Program (2001).** Designed an evaluation of a scholarship program for talented science students from disadvantaged backgrounds. Conducted a study of recruiting and outreach for this hard-to-reach population for this evaluation for NIH.

**Researcher, Evaluation Design for the Reading Excellence Act (REA) (2001).** Developed and assessed alternative evaluation designs and data analysis methods to evaluate the effects of REA programs to promote reading success in elementary school students. Developed new tools for statistical power analysis

in a hierarchical, latent variable framework using Monte Carlo simulation methods. Prepared a report and made recommendations for this evaluation for ED.

**Researcher, National AIDS Housing Cost Study (1999-2001).** Provided technical assistance for the design of a cost analysis of service-enriched housing approaches targeting people with HIV/AIDS on this study for the Robert Wood Johnson Foundation. Collaborated with Vanderbilt University and AIDS Housing of Washington.

**Researcher, Universal-Free School Breakfast Program Evaluation Design (1999).** Designed an experiment to evaluate a demonstration program expanding free school breakfast eligibility to students, regardless of income. Designed measures and procedures to detect program impacts on students' academic achievement and cognitive outcomes. The study was sponsored by the U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS).

**Researcher, Study of the Adequacy of the Thrifty Food Plan (1998-1999).** Conducted this study of measures used to set Food Stamp Program benefit levels for USDA, FNS. Wrote conceptual paper on statistical problems with the Recommended Dietary Allowances and other measures to assess nutrient adequacy of low-income populations. Also analyzed data from the 1994-1996 Continuing Survey of Food Intakes by Individuals to examine food expenditures by low-income Americans.

**Researcher, Study of Knowledge Mobilization, Dissemination, and Use in Education (1998-1999).** Conducted a study to generate recommendations and potential roles for ED, Office of Educational Research and Improvement, in promoting the production, gathering, dissemination, and adoption of research-based innovations to improve student achievement. Wrote literature review of theoretical models and current practices. Recruited nationally recognized experts to participate in a conference on the mobilization and use of knowledge, and edited a volume of conference papers.

#### **Georgetown University; Washington, DC**

As **Adjunct Professor (2012-2014)** in the Department of Economics, designed and taught graduate-level course on econometrics of program evaluation and cost effectiveness analysis.

#### **University of Chicago; Chicago, IL**

As **Teaching Assistant (1998, 1993-1996)** in the Department of Statistics and the Harris School of Public Policy, helped instructors teach graduate-level courses: Design and Analysis of Experiments, Microeconomics, Statistics, Econometrics, and Mathematics for Policy Analysis.

As **Research Assistant (1992-1996)** in the Center for Social Program Evaluation, evaluated a five-year school choice demonstration. Supervised research teams on a large-scale evaluation of class size reduction. Assessed how expanding consumer choice would affect segregation. Also examined student ability stratification and the role of neighborhoods in school choice decisions. Created a new data set using administrative data, Census data, local police department data, and data from other sources. Wrote interview protocols and interviewed teachers. Designed a survey of 52 elementary school principals.

#### **U.S. Congressional Budget Office; Washington, DC**

As **Assistant Analyst (1990-1992)**, collaborated on studies of the effects of veterans' education programs on recruitment and retention of enlisted personnel, the incentive effects of early experiments with managed care in the military hospital system, and the incentive effects of military retirement options. Also studied the effects of regulating the global arms trade, procurement strategies for modernizing the combat air fleet, and the expected costs of Operation Desert Shield.

#### **Papers and Publications**

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Glazerman, Steven, and Dallas Dotter. "Market Signals: Evidence on the Determinants and Consequences of School Choice from a Citywide Lottery." Working Paper 45. Washington, DC: Mathematica Policy Research, June 2016.

- Glazerman, Steven, and Dallas Dotter. "Market Signals: How Do DC Parents Rank Schools, and What Does It Mean for Policy?" Policy Brief. Washington, DC: Mathematica Policy Research, June 2016.
- Protik, Ali, Steven Glazerman, Julie Bruch, and Bing-ru Teh. "Staffing a Low-Performing School: Behavioral Responses to Selective Teacher Transfer Incentives." *Education Finance and Policy*, vol. 10, no. 4, fall 2015, pp. 573-610.
- 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 2015-4020. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, September 2015.
- Max, Jeffrey, Jill Constantine, Alison Wellington, Kristin Hallgren, Steven Glazerman, Hanley Chiang, and Cecilia Speroni. "Evaluation of the Teacher Incentive Fund: Implementation and Early Impacts of Pay-for-Performance After One Year." Princeton, NJ: Mathematica Policy Research, September 16, 2014.
- Max, Jeffrey, and Steven Glazerman. "Do Disadvantaged Students Get Less Effective Teaching? Key Findings from Recent Institute of Education Sciences Studies." NCEE Evaluation Brief. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, January 2014.
- Glazerman, Steven, Ali Protik, Bing-ru Teh, Julie Bruch, and Jeffrey Max. "Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment." NCEE 2013-4003. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, November 2013.
- Bleeker, Martha, Sarah Dolfen, Amy Johnson, Steven Glazerman, Eric Isenberg, and Mary Grider. "The State of Teacher Induction in Urban America." *National Society for the Study of Education*, vol. 111, no. 2, October 2012.
- Glazerman, Steven, "Random Assignment Within Schools: Lessons Learned from the Teach For America Experiment." *Education Finance and Policy*, vol. 7, no. 2, spring 2012, pp. 124-142.
- Glazerman, Steven, Ali Protik, Bing-ru Teh, Julie Bruch, and Neil Seftor. "Moving High-Performing Teachers: Implementation of Transfer Incentives in Seven Districts." NCEE 2012-4051. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, April 3, 2012.
- Glazerman, Steven, and Allison Seifullah. "An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP) After Four Years: Final Report." Report submitted to The Joyce Foundation. Washington, DC: Mathematica Policy Research, March 7, 2012.
- Glazerman, Steven M., and Elizabeth Potamites. "False Performance Gains: A Critique of Successive Cohort Indicators." Working Paper. Washington, DC: Mathematica Policy Research, December 2011.
- Glazerman, Steven, Hanley Chiang, Alison Wellington, Jill Constantine and Daniel Player. "Impacts of Performance Pay Under the Teacher Incentive Fund: Study Design Report." Final report submitted to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, October 2011.
- Glazerman, Steven, and Jeffrey Max. "Do Low-Income Students Have Equal Access to the Highest-Performing Teachers?" NCEE 2011-4016. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, April 2011.
- Glazerman, Steven, Dan Goldhaber, Susanna Loeb, Stephen Raudenbush, Douglas Staiger, Grover J. Whitehurst, and Michelle Croft. "Passing Muster: Evaluating Teacher Evaluation Systems." Washington, DC: The Brookings Brown Center Task Group on Teacher Quality, April 26, 2011.

Glazer, Steven, Susanna Loeb, Dan Goldhaber, Douglas Staiger, Steven Raudenbush, and Grover Whitehurst. "Evaluating Teachers: The Important Role of Value Added." Washington, DC: Brown Center on Education Policy at Brookings, November 2010.

Isenberg, Eric, Steven Glazer, Amy Johnson, Sarah Dolfin, and Martha Bleeker. "Linking Induction to Student Achievement." In *Past, Present, and Future Research on Teacher Induction: An Anthology for Researchers, Policy Makers, and Practitioners*, edited by J. Wang, S.J. Odell, and R.T. Clift. Lanham, MD: Rowman and Littlefield Education, June 2010.

Glazer, Steven, Eric Isenberg, Sarah Dolfin, 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.

Glazer, 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.

Glazer, Steven, Dan Goldhaber, Susanna Loeb, Douglas O. Staiger, and Grover J. Whitehurst. "America's Teacher Corps." Washington, DC: Brown Center on Education Policy at Brookings, March 2010.

Tuttle, Christina, Tara Anderson, and Steven Glazer. "ABCTE Teachers in Florida and Their Effect on Student Performance." Final report submitted to American Board for Certification of Teacher Excellence. Washington, DC: Mathematica Policy Research, September 4, 2009.

Isenberg, Eric, Steven Glazer, Martha Bleeker, Amy Johnson, Julieta Lugo-Gil, Mary Grider, Sarah Dolfin, 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.

Booker, T. Kevin, and Steven Glazer. "Does the Missouri Teacher Career Ladder Program Raise Student Achievement?" Report to the Ewing Marion Kauffman Foundation. Washington, DC: Mathematica Policy Research, May 29, 2009.

Silman, Timothy, and Steven Glazer. "Teacher Bonuses for Extra Work: A Profile of Missouri's Career Ladder Program." Report to the Ewing Marion Kauffman Foundation. Washington, DC: Mathematica Policy Research, May 29, 2009.

Booker, T. Kevin, and Steven Glazer. "The Effects of the Missouri Career Ladder Program on Teacher Mobility." Report to the Ewing Marion Kauffman Foundation. Washington, DC: Mathematica Policy Research, May 28, 2009.

Glazer, Steven M., Allison McKie, and Nancy Carey. "An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impact Report." Final report submitted to The Joyce Foundation. Washington, DC: Mathematica Policy Research, April 27, 2009.

Glazer, Steven M., Sarah Dolfin, 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.

Glazer, Steven M., Allison McKie, Nancy 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 2007.

Chaplin, Duncan D., Steven M. Glazer, Gail P. Baxter, and Elizabeth Seif. "Teacher Licensure Exams: How Do They Compare?" Report to the American Board for Certification of Teacher Excellence. Washington, DC: Mathematica Policy Research, April 2007.

- Glazerman, Steven M., Daniel P. Mayer, and Paul T. Decker. "Alternative Routes to Teaching: The Impacts of Teach For America on Student Achievement and Other Outcomes." *Journal of Policy Analysis and Management*, vol. 25, no. 1, winter 2006, pp. 75-96.
- Max, Jeffrey, Allison McKie, and Steven Glazerman. "Feasibility of a Star Teacher Demonstration." Draft report to the U.S. Department of Education, Institute of Education Sciences. Washington, DC: Mathematica Policy Research, November 20, 2006.
- Glazerman, Steven M., Christina Tuttle, and Gail P. Baxter. "School Principals' Perspective on the Passport to Teaching." Report submitted to the American Board for Certification of Teacher Excellence. Washington, DC: Mathematica Policy Research, June 28, 2006.
- Glazerman, Steven M., and Christina Tuttle. "An Evaluation of American Board Teacher Certification: Progress and Plans." Report submitted to the American Board for Certification of Teacher Excellence. Washington, DC: Mathematica Policy Research, May 3, 2006.
- Sprachman, Susan C., Lindsay Crozier, Cassandra Rowand, Sarah A. Avellar, Steven M. Glazerman, and John M. Love. "Preschool Curriculum Evaluation Research (PCER) Data Collection Methodology Technical Report: The Pre-K and Kindergarten Years of the PCER 2003 Study Cohort." Final report. Princeton, NJ: Mathematica Policy Research, May 2, 2006.
- Glazerman, Steven M., Timothy W. Silva, Nii Addy, Sarah A. Avellar, Jeffrey Max, Allison McKie, Brenda Natzke, Michael E. Puma, Patrick Wolf, and Rachel U. 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.
- Glazerman, Steven M., Sarah Senesky, Neil S. Seftor, and Amy W. Johnson. "Design of an Impact Evaluation of Teacher Induction Programs." Final report. Princeton, NJ: Mathematica Policy Research, January 2006.
- Glazerman, Steven M., Timothy W. Silva, and Neil S. Seftor. "The NIH Intramural Research Loan Repayment Program: Synthesis of Findings from Process and Outcomes Analyses." Washington, DC: Mathematica Policy Research, November 30, 2005.
- Glazerman, Steven M., and Neil S. Seftor. "The NIH Intramural Research Loan Repayment Program: Career Outcomes for Participants and Nonparticipants." Washington, DC: Mathematica Policy Research, November 30, 2005.
- Glazerman, Steven M., Neil S. Seftor, and Jesse Gregory. "The NIH Undergraduate Scholarship Program: Career Outcomes of Scholars and Non-Awarded Finalists." Washington, DC: Mathematica Policy Research, July 29, 2005.
- Decker, Paul T., Daniel P. Mayer, and Steven M. Glazerman. "Quality in the Classroom: How Does Teach For America Measure Up?" Trends in Education Research, Issue Brief no. 1. Princeton, NJ: Mathematica Policy Research, August 2004.
- Decker, Paul T., Daniel P. Mayer, and Steven M. Glazerman. "The Effects of Teach For America on Students: Findings from a National Evaluation." Princeton, NJ: Mathematica Policy Research, June 9, 2004.
- Glazerman, Steven M., and David Myers. "Assessing the Effectiveness of Education Interventions: Issues and Recommendations for the Title I Evaluation." Washington, DC: Mathematica Policy Research, May 17, 2004.
- Glazerman, Steven M. "Teacher Compensation Reform: Promising Strategies and Feasible Methods to Rigorously Study Them." Commissioned paper. Washington, DC: Mathematica Policy Research, January 2004.

Glazerman, Steven M., Daniel M. Levy, and David Myers. "Nonexperimental Versus Experimental Estimates of Earnings Impacts." *Annals of the American Academy of Political and Social Science*, vol. 589, September 2003.

Mayer, Daniel P., Paul T. Decker, Steven M. Glazerman, and Timothy W. Silva. "Identifying Alternative Certification Programs for an Impact Evaluation of Teacher Preparation." Final report. Cambridge, MA: Mathematica Policy Research, April 2003.

Glazerman, Steven M., Daniel M. Levy, and David Myers. "Nonexperimental Replications of Social Experiments: A Systematic Review." Interim report/discussion paper. Washington, DC: Mathematica Policy Research, September 2002.

Glazerman, Steven M. "Assessing Study Quality in Systematic Reviews of Education Research." Washington, DC: Mathematica Policy Research, June 2002.

Glazerman, Steven M., John Mullens, Angelina KewalRamani, and David Myers. "Strategies for Measuring the Impacts of Federal Reading Programs on Reading Achievement." Final report. Washington, DC: Mathematica Policy Research, May 2002.

Humphrey, John, and Steven M. Glazerman. "The NIH Undergraduate Scholarship Program: Issues and Options for Recruiting and Outreach." Final report. Washington, DC: Mathematica Policy Research, December 2001.

Glazerman, Steven M., and Kenneth D. Smith. "Design of a Comprehensive Study of the NIH Loan Repayment Program." Draft report. Washington, DC: Mathematica Policy Research, November 2001.

Burghardt, John A., Peter Z. Schochet, Sheena M. McConnell, Terry Johnson, R.M. Gritz, Steven M. Glazerman, John Homrighausen, and Russell Jackson. "Does Job Corps Work? Summary of the National Job Corps Study." Final report. Princeton, NJ: Mathematica Policy Research, June 2001.

McConnell, Sheena M., and Steven M. Glazerman. "National Job Corps Study: Benefits and Costs of Job Corps." Final report. Washington, DC: Mathematica Policy Research, June 2001.

Schochet, Peter Z., John A. Burghardt, and Steven M. Glazerman. "National Job Corps Study: The Impacts of Job Corps on Participants' Employment and Related Outcomes After 48 Months." Final report. Princeton, NJ: Mathematica Policy Research, June 2001.

Glazerman, Steven M., Peter Z. Schochet, and John A. Burghardt. "National Job Corps Study: The Impacts of Job Corps on Participants' Literacy Skills." Final report. Princeton, NJ: Mathematica Policy Research, July 2000.

Schochet, Peter Z., John A. Burghardt, and Steven M. Glazerman. "National Job Corps Study: The Short-Term Impacts of Job Corps on Participants' Employment and Related Outcomes." Final report. Princeton, NJ: Mathematica Policy Research, February 2000.

Silverberg, Marsha K., Steven M. Glazerman, Ali Stieglitz, and Mary T. Moore. "Closing the Research-to-Practice Gap: Strategies for Knowledge Mobilization, Dissemination, and Use in Education." Final report. Princeton, NJ: Mathematica Policy Research, December 1999.

Ponza, Michael G., Ronette R. Briefel, Walter Corson, Barbara L. Devaney, Steven M. Glazerman, Philip M. Gleason, Sheila Heaviside, Susanna Kung, Alicia Meckstroth, J.M. Murphy, and James C. Ohls. "Universal-Free School Breakfast Evaluation Design Project: Final Evaluation Design." Final report. Princeton, NJ: Mathematica Policy Research, December 1999.

Glazerman, Steven M., Marsha K. Silverberg, and Ali Stieglitz. "Knowledge Mobilization, Dissemination, and Use: Lessons Learned from Theory and Practice." Princeton, NJ: Mathematica Policy Research, September 1999.

Devaney, Barbara and Steven M. Glazerman. "Extended Measures of Diet Quality: Options for Studying the Adequacy of the Thrifty Food Plan." Princeton, NJ: Mathematica Policy Research, December 1998.

Glazerman, Steven M. "Sorting Effects of Family School Choice: When Parents Choose, Do Taxpayers Lose?" *Chicago Policy Review I*, vol. 2, May 1997.

Glazerman, Steven M., and Robert H. Meyer. "Public School Choice in Minneapolis." In *Midwest Approaches to School Reform*, edited by Thomas A. Downes and William A. Testa. Chicago: Federal Reserve Bank of Chicago, 1995.

O'Hanlon, Michael, Victoria S. Farrell, and Steven M. Glazerman. "Controlling Arms Transfers to the Middle East: The Case for Supplier Limits." *Arms Control Today*, vol. 22, no. 9, November 1992.

O'Hanlon, Michael, Victoria S. Farrell, and Steven M. Glazerman. *Limiting Conventional Arms Exports to the Middle East*. Washington, DC: U.S. Government Printing Office, September 1992.

## Presentations

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Glazerman, Steven M., and Dallas Dotter. "Market Signals: Determinants and Consequences of School Choice; Empirical Results from Washington, DC." Presented to the Association for Education Finance and Policy, Denver, CO, March 2016.

Glazerman, Steven M. "Understanding the Latest Research on Teachers: Lessons for State Lawmakers." Presented to the EdVoice Institute Symposium, San Diego, December 2015.

Glazerman, Steven M. "Market Signals: School Choice Lottery and Market Demand, Empirical Results from Washington, DC." Presented to the Association for Public Policy Analysis and Management, Miami, November 2015.

Glazerman, Steven M. "Impacts of Selective Teacher Transfer Incentives: Results from a Randomized Controlled Trial." Presented at the Universidad Iberoamericana, Department of Economics, Mexico City, February 6, 2015.

Glazerman, Steven M. "Using Student Test Scores to Evaluate Teachers' Impact." Minicourse presented at the Universidad Iberoamericana, Mexico City, February 5, 2015.

Glazerman, Steven M. "Validating Value-Added Measures of Teacher Performance." Presented to the American Economic Association, Boston, January 2015.

Glazerman, Steven M. "Using Randomized Experiments to Test for Bias in Value Added Measures." Presented to the Association for Education Finance and Policy, San Antonio, March 2014.

Glazerman, Steven M. "Cost Effectiveness Analysis in Education: Application of U.S. Experience to Developing Countries." Presented to the Society for Research on Educational Effectiveness, Washington, DC, March 2014.

Isenberg, Eric, and Steven M. Glazerman. "Equal Access to Effective Teaching: What New Research Has to Say About the Problem and a Possible Solution." Presented at Mathematica-IES Forum and Webinar, Washington, DC, December 10, 2013.

Glazerman, Steven M. "Standardized Testing: Mend It, Don't End It." Invited presentation to the Shanker Institute Forum Quality Assessments for Educational Excellence, Washington, DC, November 13, 2013.

Glazerman, Steven M., Ali Protik, Bing-ru Teh, Julie Bruch, and Jeffrey Max. "Moving High-Performing Teachers to Low-Performing Schools: A Randomized Experiment." Presented at the Improving Education Through Accountability and Evaluation Conference, sponsored by the Association for Public Policy Analysis and Management and the Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione, Rome, October 4, 2012.

Glazerman, Steven M., Ali Protik, Bing-ru Teh, and Julie Bruch. "Behavioral Responses to Teacher Transfer Incentives: Results from a Randomized Experiment." Presented at the University of Virginia, Center on Education Policy and Workforce Competitiveness, Charlottesville, VA, September 24, 2012.

Glazerman, Steven. "Understanding the Latest Research on Teachers: Lessons for State Lawmakers." Presented to the EdVoice Institute Symposium, Berkeley, CA, July 2012.

Glazerman, Steven M. "Do Low-Income Students Have Equal Access to the Highest-Performing Teachers? Assessing the Teacher Quality Gap." Presented to the Association for Education Finance and Policy, Boston, March 16, 2012.

Glazerman, Steven M. "Making Use of Unreliable Measures: The Importance of Value Added for Teachers." Presented to the Association for Public Policy Analysis and Management, Washington, DC, November 2011.

Glazerman, Steven M. "True Alternative Licensure in Teaching: American Board Certification." Presented to the Association for Public Policy Analysis and Management, Washington, DC, November 2011.

Glazerman, Steven M. "Combining Multiple Measures of Teacher Performance." Presentation to the National Governors' Association Policy Forum on Teacher Evaluation, Providence, RI, July 18, 2011.

Whitehurst, Grover J., and Steven M. Glazerman. "Challenges and Benefits of Using Value Added Measures in a Teacher Evaluation System." Testimony before the District of Columbia State Board of Education, February 23, 2011.

Glazerman, Steven M. "Does Intensive Mentoring Improve Teaching?" Presentation at the Center for Education Policy Analysis at Stanford University, Palo Alto, CA, October 14, 2010.

Glazerman, Steven M. "Impacts of Comprehensive Teacher Induction After Three Years: Results from a Randomized Trial." Presentation at the Institute of Education Sciences Summer Research Conference, Washington, DC, June 29, 2010.

Glazerman, Steven M. "Methodological Advances in Measuring Impacts of Comprehensive Teacher Induction." Presentation at the American Educational Research Association, Denver, May 1, 2010.

Glazerman, Steven M. "Bringing High Performing Teachers to High Need Schools." Community presentation at the Los Angeles Unified School District, Los Angeles, March 2010.

Glazerman, Steven M. "Value-Added Analysis for the Talent Sharing Initiative." Community presentation at the Los Angeles Unified School District, Los Angeles, March 2010.

Glazerman, Steven M. "Moving High-Performing Teachers to Low-Achieving Schools: A Randomized Experiment." Presentation at the American Education Finance Association Annual Research Conference, Richmond, VA, March 20, 2010.

Glazerman, Steven M. "Rigorous Evaluation of Chicago's TIF Program, Chicago TAP." Presented to the Teacher Incentive Fund Evaluation Working Group, Chicago, September 23, 2009.

Glazerman, Steven M. "Comprehensive Teacher Induction: Year 1 Impact Findings from an RCT." Presentation at the University of Chicago, Harris School of Public Policy. April 7, 2009.

Glazerman, Steven M., and Allison McKie. "Evaluating the Impact of the Teacher Advancement Program Using Experimental and Quasi-Experimental Methods." Presentation at the Association for Public Policy Analysis and Management Annual Research Conference, Los Angeles, November 7, 2008.

Glazerman, Steven M., Sarah Dolfin, Amy W. Johnson, Martha M. Bleeker, and Eric Isenberg. "Impacts of Comprehensive Teacher Induction on Student and Teacher Outcomes: Results from a Large-Scale Randomized Experiment." Presentation at the Association for Public Policy Analysis and Management Annual Research Conference, Los Angeles, November 6, 2008.

Glazerman, Steven M. "Using a Randomized Controlled Trial to Study Teacher Induction." Presented at the Vanderbilt University conference "Issues in the Induction and Mentoring of New Teachers," Nashville, TN, March 22, 2007.

Glazerman, Steven M. "Evaluation of the Teach For America (TFA) Program." Presented to the American Educational Research Association Annual Meeting, Montreal, April 2005.



Glazerman, Steven M. "Evaluation of Teach For America: Lessons from a Randomized Field Trial in Education." Presented to the Leadership Conference on Civil Rights Education Fund, Washington, DC, March 2005.

Glazerman, Steven M. "Impacts of Teach For America on Student Achievement and Other Outcomes." Paper presented to the George Washington University, December 11, 2004, and Georgetown University, September 27, 2004.

Glazerman, Steven M. "What Counts as Evidence in Evidence-Based Practice?" Paper presented to the Association for Public Policy Analysis and Management Annual Research Conference, Dallas, November 8, 2003.

Glazerman, Steven M. "What Do We Know About the Performance of Quasi-Experimental Methods?" Paper presented to the Third Colloquium of the International Campbell Collaboration, Stockholm, Sweden, February 27, 2003.

Glazerman, Steven M. "Assessing Study Quality in Systematic Reviews of Education Research." Paper presented at the University of Pennsylvania, Philadelphia, April 15, 2002.

Glazerman, Steven M. "Benefits and Costs of Job Corps." Paper presented at the University of Pennsylvania, Philadelphia, October 31, 2001.

Glazerman, Steven M. "What Do School Report Cards Really Measure? Can We Do Better?" Paper presented at the Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC, November 6, 1999.

Glazerman, Steven M. "Evidence for Evaluating Education Reforms: Simulation of School Choice Outcomes." Paper presented at the Association for Public Policy Analysis and Management Annual Research Conference, New York, October 31, 1998.

Glazerman, Steven M. "Determinants and Consequences of Parental School Choice." Paper presented at the Midwest Economics Association Annual Meeting, Chicago, March 19-21, 1998.

Glazerman, Steven M. "A Conditional Logit Model of Elementary School Choice: What Do Parents Value?" Paper presented at the Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC, November 6-8, 1997.

Glazerman, Steven M. "Racial Integration, Social Stratification, and Public School Choice." Paper presented at the American Educational Research Association Annual Meeting, Washington, DC, April 1997.

Meyer, Robert H., Steven M. Glazerman, and William Brown. "Fair Measurement of School Effects: Value-Added Models for Student Achievement." Professional development and training workshop given at the American Educational Research Association Annual Meeting, New York, April 6-8, 1996.

Glazerman, Steven M. "Racial Integration and Public School Choice." Paper presented at the Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC, November 2-4, 1995.

Glazerman, Steven M., and Robert H. Meyer. "Public School Choice in Minneapolis." Paper presented at "Midwest Approaches to School Reform" symposium sponsored by the Federal Reserve Bank of Chicago, October 26-27, 1994.

## Professional Activities

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2011-2014	Elected Member, Board of Directors, Association for Education Finance and Policy
2010-2012	Member, Advisory Board for the Bill & Melinda Gates Foundation Evaluation of the Intensive Partnership Sites
2011	Consultant, Charlotte-Mecklenburg Schools
2009-2011	Member, Brookings Institute Task Force on Teacher Quality

2010 Consultant, Chicago Public Schools  
2007-2009 Consultant, Global Development Network

## Referee

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2010-2013, 15 *Educational Evaluation and Policy Analysis*  
2005-07,  
2009-11, 13 *Journal of Policy Analysis and Management*  
2010-2011 *Education Finance and Policy*  
2005-2008 *Economics of Education Review*  
2007 *Review of Economics and Statistics*  
1998-1999, 2016 *Educational Researcher*  
1997-1998 *American Journal of Sociology*

## Reviewer

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1999, 00, 02,  
2010-12, 14 Proposal Reviewer, Smith Richardson Foundation  
2013 Reviewer, Houston Education Research Consortium  
2013 Reviewer, The Alfred P. Sloan Foundation  
2012 Reviewer, National Center for Education Statistics  
2011 Reviewer, Coalition for Evidence-Based Policy  
2001 Reviewer, National Science Foundation, Economics Program

## Fellowships and Awards

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1996-1997 Spencer Dissertation Fellow  
1992-1994 Irving B. Harris Fellow  
1991 Congressional Budget Office Director's Award for Outstanding Performance

## Larissa Campuzano

Senior Researcher

### Experience

#### Mathematica

**Project Director, Evaluation Services for El Salvador Human Capital Project (2013-).** Design and implement impact evaluations of formal and vocational education interventions in El Salvador, manage project resources and a research team, and present evaluation designs and results to U.S. and foreign government officials and other stakeholders. Mathematica will evaluate all activities and sub-activities under the Human Capital Project of the second compact between the Millennium Challenge Corporation (MCC) and El Salvador. The research team will conduct a performance evaluation of the National Education System Strengthening Sub-Activity, which is designed to strengthen the quality of the national education system through a reform of teachers' professional development and student assessment. Mathematica will use an experimental design to evaluate the impact of the Full-Time Inclusive School Model sub-activity, which will extend the school day from part time to full time in approximately 55 secondary schools in El Salvador's coastal region.

**Evaluation Lead, Latin America and the Caribbean (LAC) Reads: Impact Evaluations in Guatemala, Peru, and El Salvador (2012-).** Lead evaluation activities,

including evaluation design and implementation report writing, for a two-county experimental evaluation of an early reading intervention in Guatemala and Peru (Leer Juntos, Aprender Juntos) and an experimental evaluation of a set of pedagogical interventions focusing on teacher training and coaching in the best early reading practices in two departments of the Peruvian Amazonian Region (Amazonia Reads). Participate in the evaluation design and implementation of an impact evaluation of a workforce development intervention in El Salvador. This project for the U.S. Agency for International Development comprises up to 10 impact evaluations in countries throughout the LAC region.

**Project Director and Principal Investigator, Evaluation Services for El Salvador Education and Training and Productive Development (2011-).** Direct the substantive, technical, and financial components on the second phase of an evaluation of two large-scale initiatives (human development and productive development) funded by MCC. Lead six evaluations: (1) experimental evaluation of the Productive and Business Services program for the dairy, horticulture, and handicrafts value chains; (2) performance evaluation of the Investment Support and Financial Services interventions; (3) quasi-experimental evaluation of the Strengthening Secondary Schools intervention; (4) experimental evaluation of the Secondary Scholarships program; (5) performance evaluation of the Strengthening of the Technological Institute in Chalatenango; and (6) performance evaluation of a Skill Development program. This project is an extension of the Evaluation Services for El Salvador Education and Training and Productive Development.

**Senior Researcher, School Dropout Prevention Program in Four Asian Countries (2010-).** Provide technical support to the project team on the impact evaluation design and implementation of dropout

### Education

**2005** Ph.D., Economics, University of Rochester

**2001** M.A., Economics, University of Rochester

**1998** M.A., Economics, El Colegio de México

**1996** B.Sc., Mathematics, Universidad Nacional Autónoma de México

### Positions

**2005-** Mathematica Policy Research

**2009-** Senior Researcher

**2005-2009** Researcher

**2002-2005** University of Pittsburgh

**2003-2005** Visiting Lecturer

**2002-2003** Research Assistant

**2000-2002** Instructor and Teacher Assistant, University of Rochester

**1994-1996** Teacher Assistant, Universidad Autónoma de México

prevention programs in India, Cambodia, Tajikistan, and Timor Leste. Contribute to data analyses and report writing for all four countries.

**Researcher, Design for an Evaluation of Math Teacher Professional Development (PD) Approaches (2010-).** Identified design options for an evaluation of the effects of math teacher PD approaches on student math achievement, for the U.S. Department of Education (ED), Institute of Education Sciences (IES). The design options are informed by the teacher PD approaches that are part of Math Science Partnership (MSP) program grantees. The MSP program is administered by ED and the National Science Foundation. The core of the PD programs of MSP grantees are partnerships between high-need school districts and the science, technology, engineering, and mathematics faculty in institutions of higher education.

**Researcher, What Works Clearinghouse (WWC) (2010-).** Conduct reviews, lead reconciliations, and contribute to quality assurance reviews for WWC reports, WWC reviews of data driven decision-making interventions, and the WWC effort to draft brief quick-turnaround reviews of recent education studies that have received substantial media attention.

**Evidence Coordinator, What Works Clearinghouse Research Perspectives (2009-).** Lead the process for confirming and describing the evidence base for expert recommendations on two topics: chronically low performing schools and allocating scarce resources. In response to the unprecedented release of education funds in the American Recovery and Reinvestment Act of 2009, ED, IES commissioned researchers to consider how findings from current research can be useful in supporting state and local agencies' spending decisions.

**Researcher, Home Visiting Evidence of Effectiveness Review (2009-).** Conduct reviews of evidence of effectiveness of home visiting programs. This project, funded by the U.S. Department of Health and Human Services (DHHS), will conduct a thorough and transparent review of the home visiting research literature and provide an assessment of the evidence of effectiveness for home visiting programs that serve families with pregnant women and children from birth to age 5.

**Deputy Principal Investigator, What Works Clearinghouse English Language Learners (2008-).** Develop a topic review protocol for the English Language Learners topic area, oversee team of reviewers, reconcile reviews, resolve methodological issues, and write interventions reports. WWC is administered by ED through Mathematica and its subcontractors. The project supports informed policymaking and practical decision making by producing systematic reviews of high-quality evidence on what works in education.

**Researcher, Analytic and Technical Support for Advancing Education Evaluations (2008-).** Participated in the development of a short paper on the design of a study to validate measures of effective teachers and classrooms. This study is sponsored by ED, IES.

**Researcher, Evaluation of Mathematics Curricula (2005-).** Recruited school districts to participate in the study. ED commissioned this national evaluation to examine the effect of early elementary math curricula on the achievement of students in disadvantaged elementary schools. The study will use an experimental design to evaluate four curricula and compare students' math achievement. Schools in each district are randomly assigned to the curricula.

**Researcher, National Evaluation of Reading Comprehension Interventions (2005-).** Recruited school districts for the study. This experimental study for ED is evaluating the impact of reading comprehension interventions in social studies and science on 5th-grade reading achievement. A clustered design will be used, in which up to 100 schools (from roughly 10 districts) will be randomly assigned to particular reading comprehension interventions and to a control group.

**Senior Researcher, Consulting Services for the Conferencia Interamericana de Seguridad Social (2013).** Provided technical assistance for the development of an impact evaluation of Mexico's federal government flagship, national anti-poverty strategy Cruzada contra el Hambre and related programs. Trained federal government employees on impact evaluation. Conducted a quality assurance review of a

prototype policy brief that summarizes systematic reviews of social policy topics, such as education, maternal and child health, and nutrition.

**Senior Researcher, Consulting Services for the Incubadora de Evaluaciones de Impacto de Programas Sociales in Mexico (2012).** Contributed to the development of plan and materials for building capacity for designing and implementing experimental and quasi-experimental impact evaluations of social programs in Mexico for the Consejo Nacional de Evaluación de la Política de Desarrollo Social, funded by the Interamerican Development Bank. Facilitated coordination with the prime contractor, EGAP Gobierno y Políticas Públicas at the Instituto de Estudios Tecnológicos de México.

**Project Codirector, Evaluation Services for El Salvador Education and Training and Productive Development (2007-2011).** Codirected all substantive, technical, and financial components of a study to design and implement an evaluation of two large-scale initiatives (human development and productive development) funded by MCC to address poverty and isolation in the Northern Zone of El Salvador.

**Researcher, Evaluation of the UNICEF-Government of Netherlands Cooperation Programme on Early Childhood Development (ECD) (2010).** Assisted in design and implementation of a desk review and information abstraction from annual reports of ECD activities in 10 countries in Africa and Asia.

**Researcher, Evaluation of the Effectiveness of Educational Technology Interventions (2005-2009).** Conducted the analysis and co-wrote the report for the second-year impact study. Conducted robustness analysis for first-year impact study. This large-scale national study of the various ways in which computers are used to improve student learning is being conducted for ED, IES. The evaluation design is based on experimental methods and involved recruiting about 35 districts and 140 schools.

**Researcher, Analytic and Technical Support for Advancing Education Evaluations (2006-2008).** Reviewed Regional Educational Laboratory study designs and reports and provided technical support to ED, IES, National Center for Education Evaluation and Regional Assistance.

**Researcher, Head Start Family and Child Experiences Survey (2005-2008).** Provided design and outcome measurement expertise for this five-year study of Head Start children and their families. Assisted in the selection of assessments for the study. Mathematica prepared a series of reports describing the school-readiness skills of Head Start children when they enter the program and the developmental gains they make during Head Start and kindergarten. DHHS, Administration on Children, Youth and Families conducted the study.

**Researcher, Evaluation of Habitat, a Social Program of Mexico's Ministry for Social Development (2006-2007).** Designed and conducted the impact analysis. Wrote final report. Habitat is a program designed to overcome urban poverty and improve the security, order, and infrastructure of cities and neighborhoods. This study assessed the impact of Habitat on access to infrastructure.

**Researcher, What Works Clearinghouse, Beginning Reading Area (2005-2007) and Dropout Prevention Area (2006-2007) (2005-2007).** Developed intervention reports for practitioners and policymakers that describe the effectiveness of reading interventions based on the quality of evidence presented in the systematic review of studies. Conducted study reviews and wrote intervention reports. The goal of WWC, for ED, is to review, assess, and rate the rigor of studies on interventions intended to provide basic literacy instruction and improve reading skills among students in kindergarten through 3rd grade.

**Researcher, Technical Assistance on Evaluation of Social Programs to Mexico's Ministry for Social Development (2005-2007).** Participated in technical assistance meetings and wrote memorandums with recommendations for Secretaría de Desarrollo Social (SEDESOL) and its contractors. This project provided technical assistance to SEDESOL in evaluating social programs and setting up a system to monitor and evaluate social programs.

## University of Pittsburgh; Pittsburgh, PA

As **Visiting Lecturer (2003-2005)**, taught courses in microeconomic theory. Students analyzed choices and actions of households, firms, and the government and analyzed various economic models.

As **Research Assistant (2002-2003)**, evaluated the effects of the undergraduate academic support program. Developed and calibrated a model to simulate student retention for the Arts and Sciences faculty.

## University of Rochester; Rochester, NY

As **Instructor and Teacher Assistant (2000-2002)**, taught principles of economics and intermediate microeconomics and assisted instructor with grading, lectures, and student assistance.

## Universidad Autónoma de Mexico; Mexico City, Mexico

As **Teacher Assistant (1994-1996)**, assisted instructor with grading assignments and preparing lessons for analytic geometry, advanced algebra, and linear algebra.

## Papers and Publications

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### JOURNAL ARTICLES

Dynarski, Mark, Roberto Agodini, and Larissa Campuzano. "An Experimental Assessment of the Effects of Reading Software Products on Reading Test Scores." *Effective Education*, vol. 2, no. 1, March 2010, pp. 1-26.

Moreno, Lorenzo, Larissa Campuzano, Dan Levy, and Randall Blair. "Toward Closing the Evaluation Gap: Lessons Learned from Three Recent Evaluations of Social Programs in Latin America and the Caribbean." *Journal of Well-Being and Social Policy*, vol. 5, no. 2, 2009, pp. 1-23.

Bernhardt, Dan, Larissa Campuzano, Francesco Squintani, and Odilon Cámara. "On the Benefits of Party Competition." *Games and Economic Behavior*, vol. 66, no. 2, 2009, pp. 685-707.

### REPORTS

Campuzano, Larissa, Sarah Humpage, Randall Blair, and Seth Morgan. "Evaluation of the Non-Formal Skills Development Sub-Activity of the Millennium Challenge Corporation's Compact with the Government of EL Salvador." Washington, DC: Mathematica Policy Research, April 2015.

Blair, Randall, Seth Morgan, and Larissa Campuzano. "Impact Evaluation Findings After Three Years of the Productive and Business Services Activity in Handicrafts of the Productive Development Project, El Salvador." Washington, DC: Mathematica Policy Research, June 2014.

Campuzano, Larissa, Camila Fernandez, Steve Glazerman, Miguel Jaramillo, and Nancy Murray. "Impact Evaluation of Amazonia Reads in Peru. Draft Evaluation Plan." Washington, DC: Mathematica Policy Research. May 6, 2014.

Glazerman, Steve, Larissa Campuzano, Nancy Murray, and Camila Fernandez. "Revised: Leer Juntos, Aprender Juntos Evaluation Plan." Washington, DC: Mathematica Policy Research, July 3, 2013.

Campuzano, Larissa, Elena Blebea, Seth Morgan, and Carolyn Chuong. "Memorandum: Performance Evaluation of the Non-Formal Skills Development Sub-Activity: Interim Results, 2009 to 2010." Washington, DC: Mathematica Policy Research, June 2013.

Blair, Randall, and Larissa Campuzano. "Performance Evaluation for the Production and Business Services Activity of the Productive Development Project, El Salvador." Washington, DC: Mathematica Policy Research, May 2013.

Campuzano, Larissa, Seth Morgan, and Randall Blair. "Memorandum: Impact Evaluation of the Scholarship Intervention for Secondary Schools: Interim Results, 2010 to 2011." Washington, DC: Mathematica Policy Research, May 2013.

- Campuzano, Larissa, Seth Morgan, and Randall Blair. "Memorandum: Impact Evaluation of the Secondary School Strengthening Intervention: Interim Results, 2010 to 2011." Washington, DC: Mathematica Policy Research, May 2013.
- Moreno, Lorenzo, Julieta-Lugo-Gil, and Larissa Campuzano. "Reporte Final de Asistencia Técnica." Princeton, NJ: Mathematica Policy Research, December 31, 2013.
- Moreno, Lorenzo, Julieta-Lugo-Gil, and Larissa Campuzano. "Reporte de Asistencia Técnica." Princeton, NJ: Mathematica Policy Research, December 10, 2013.
- Lugo-Gil, Julieta, Larissa Campuzano, and Lorenzo Moreno. "Comentarios al Bosquejo de un Documento Sintético." Princeton, NJ: Mathematica Policy Research, November 15, 2013.
- Moreno, Lorenzo, Julieta Lugo-Gil, and Larissa Campuzano. "Informe de Capacitación." Princeton, NJ: Mathematica Policy Research, November 8, 2013.
- Blair, Randall, Larissa Campuzano, and Raquel af Ursin. "The Chalatenango Technical Institute (ITCHA) Strengthening Intervention of the Human Development Project, El Salvador. Interim Implementation Report." Washington, DC: Mathematica Policy Research, October 2013.
- Lugo-Gil, Julieta, Lorenzo Moreno, and Larissa Campuzano. "Comentarios a la Propuesta de Diseño de Documentos Sintéticos." Princeton, NJ: Mathematica Policy Research, October 11, 2013.
- Moreno, Lorenzo, Julieta Lugo-Gil, and Larissa Campuzano. "Materiales de Capacitación para el Curso Teórico-Práctico de Evaluaciones de Impacto." Princeton, NJ: Mathematica Policy Research, October 11, 2013.
- Lugo-Gil, Julieta, Lorenzo Moreno, and Larissa Campuzano. "Plan Para el Curso Teórico-Práctico Sobre Evaluaciones de Impacto." Princeton, NJ: Mathematica Policy Research, October 4, 2013.
- Murray, Nancy, Quinn Moore, Larissa Campuzano, Kathy Buek, Emilie Bagby, and Mark Strayer. "School Dropout Prevention Pilot (SDPP) Program: Evaluation Design Report (Draft)." Washington, DC: Mathematica Policy Research, May 24, 2012.
- Blair, Randall, Larissa Campuzano, and Lorenzo Moreno. "The Investment Support Activity of the Productive Development Project, El Salvador. Interim Implementation Report." Washington, DC: Mathematica Policy Research, March 2012.
- Moreno, Lorenzo, Dan Levy, Larissa Campuzano, and Randall Blair. "Plan para los Cursos de Capacitación de Servidores Públicos del Proyecto Incubadora de Evaluaciones de Impacto a Programas Sociales. Final." Princeton, NJ: Mathematica Policy Research, February 2012.
- Blair, Randall, Larissa Campuzano, Lorenzo Moreno, and Seth Morgan. "Impact Evaluation Findings After One Year of the Productive and Business Service Activity of the Productive Development Project, El Salvador." Washington, DC: Mathematica Policy Research, January 13, 2012.
- Campuzano, Larissa, and Randall Blair. "Final Performance Evaluation Design for the Non-Formal Skills Development Activity, Memorandum." Princeton, NJ: Mathematica Policy Research, July 2011.
- Campuzano, Larissa, and Alexander Persaud. "Baseline Comparison of Administrative Data for the Middle School Strengthening Program, MCC-El Salvador. Memorandum." Princeton, NJ: Mathematica Policy Research, March 2011.
- Campuzano, Larissa, Lorenzo Moreno, and Randall Blair. "Final Impact Evaluation Design for Technical Middle School Activity. Memorandum." Princeton, NJ: Mathematica Policy Research, October 2010.
- Moreno, Lorenzo, Larissa Campuzano, and Randall Blair. "Final Impact Evaluation Design for the Production and Business Services Activity of the Productive Development Project, MCC-El Salvador." Princeton, NJ: Mathematica Policy Research, September 2010.
- Blair, Randall, and Larissa Campuzano. "Evaluation Design for Investment Support Activity of the Productive Development Project, MCC-El Salvador." Princeton, NJ: Mathematica Policy Research, July 2010.

Blair, Randall, Alexander Persaud, and Larissa Campuzano. "Baseline Comparison of Artisans for the Productive Development Project, MCC-El Salvador." Princeton, NJ: Mathematica Policy Research, June 2010.

Campuzano, Larissa, and Randall Blair. "Final Impact Evaluation Design for the Scholarship Activity. Memorandum." Princeton, NJ: Mathematica Policy Research, May 2010.

Blair, Randall, Alexander Persaud, and Larissa Campuzano. "Baseline Comparison of Middle School Data, MCC-El Salvador." Princeton, NJ: Mathematica Policy Research, March 2010.

Perez-Johnson, Irma, Ken Fortson, Christine Ross, Claudia Gentile, Samia Amin, Hanley Chiang, and Larissa Campuzano. "Design Considerations for a Study to Validate Measures of Teacher Classroom Practices." Report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, May 2009.

Campuzano, Larissa, Mark Dynarski, Roberto Agodini, and Kristina Rall. "Effectiveness of Reading and Mathematics Software Products: Findings from Two Student Cohorts." Report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, February 2009.

Campuzano, Larissa, Dan Levy, and Andrés Zamudio. "Evaluación del Programa Hábitat en Infraestructura Básica." Report to the Secretaría de Desarrollo Social. Princeton, NJ: Mathematica Policy Research, June 2007.

Dynarski, Mark, Roberto Agodini, Sheila Heaviside, Timothy J. Novak, Nancy Carey, Larissa Campuzano, Barbara Means, Robert Murphy, William Penuel, Hal Javitz, Deborah Emery, and Willow Sussex. "Effectiveness of Reading and Mathematics Software Products: Findings from the First Student Cohort." Report to Congress. Publication NCEE 2007-4005. Washington, DC: U.S. Department of Education, March 2007.

## Presentations

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Campuzano, Larissa, Nancy Murray, and Julieta Lugo-Gill. "Introduction to Evaluation of Social Programs." Workshop conducted in Guatemala City, Guatemala, May 6, 2015.

Lugo-Gill Julieta, Nancy Murray, Steve Glazerman, Larissa Campuzano, Camila Fernandez, and Kara Contreary. "Baseline Results of Leer Juntos, Aprender Juntos Impact Evaluation, Guatemala." Paper presented at the Ministry of Education, Guatemala City, Guatemala, May 5, 2015.

Murray, Nancy, Karen Tietjen, Quinn Moore, Larissa Campuzano, Mark Strayer, Emilie Bagby, Kathy Buek, and Ali Protik. "School Dropout Prevention Pilot (SDPP) Program: First Followup Impacts." Paper presented at the Society for Research on Educational Effectiveness Annual Spring Meeting, Washington, DC, March 2014.

Campuzano, Larissa. "First Year Results of a Scholarship Program in El Salvador." Paper presented at the Comparative International Education Society Annual Meeting, New Orleans, March 2013.

Campuzano, Larissa. "Impact Evaluations: Fundamentals and Two Examples." Paper presented at the Colombian M&E Network Third Meeting, Bogota, Colombia, November 2012.

Campuzano, Larissa. "What Are We Learning in Education? Interim Results, Impact Evaluations of Scholarships and School Improvements in Secondary Schools in El Salvador." Paper presented at the MCC Impact Evaluation Conference, Washington, DC, November 2012.

Campuzano, Larissa. "Low Participation Rates in a RCT of a Scholarship Program in El Salvador." Paper presented at the Comparative International Education Society Annual Meeting, San Juan, PR, April 2012.

Campuzano, Larissa. "Impact Evaluation Design for the Production and Business Services Activity of the MCC-Funded Productive Development Project in El Salvador." Paper presented at the Mind the Gap: From Evidence to Policy Impact Conference, Cuernavaca, México, 2011.



Campuzano, Larissa. "Interim Findings of Two Impact Evaluations in El Salvador: Scholarships and Improvement in 20 Technical High Schools in El Salvador." Poster presented at the Association for Education Finance and Policy Annual Conference, Seattle, 2011.

Campuzano, Larissa. "Toward Closing the Evaluation Gap: Lessons from Three Recent Impact Evaluations of Social Programs in Latin America and the Caribbean." Paper presented at the Making Impact Evaluations of Social Programs Work Conference, Mexico City, 2009.

Campuzano, Larissa. "An Evaluation of the Effects of Habitat on Infrastructure." Paper presented at the Association for Public Policy Analysis and Management, Washington, DC, 2007.

Campuzano, Larissa. "Parties in Repeated Elections." Paper presented at the Econometric Society Latin American Meetings, Mexico City, 2006.

Campuzano, Larissa. "A Dynamic Model of Educational Attainment." Paper presented at the Latin American and Caribbean Economic Association Annual Meeting, Paris, 2005.

Campuzano, Larissa. "College Attendance and Completion Differences Across and Within Races." Paper presented at the Latin American and Caribbean Economic Association Annual Meeting, San José, Costa Rica, 2004.

## Referee

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*Educational Evaluation and Policy Analysis*

*Economics and Education Review*

*Journal of Human Capital*

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## Camila Fernández

Senior Researcher

### Experience

#### Mathematica

**Senior Researcher, Evaluation Services for El Salvador Human Capital Project (2016-).** Lead the performance evaluation of the Integrated Systems of Full Time Inclusive Schools (SI-EITP for its initials in Spanish) intervention, which will extend the school day from part time to full time in approximately 55 secondary schools in El Salvador's coastal region. Collaborate on the data collection design for the impact evaluation of the SI-EITP model. Mathematica will evaluate all activities and sub-activities under the Human Capital Project of the second compact between the Millennium Challenge Corporation and El Salvador, and will use an experimental design to evaluate the impact of the Full Time Inclusive School Model sub-activity.

**Senior Researcher, Latin America and the Caribbean (LAC) Reading Evaluation: Impact Evaluations in LAC (2012-).** Lead instrument development and oversight of data collection for a two-county experimental evaluation of an early reading intervention in Guatemala and Peru (Leer Juntos, Aprender Juntos) and for an experimental evaluation of a set of pedagogical interventions to improve early grade reading in the Peruvian Amazonian Region (Amazonia Reads). Adapt protocols for the assessment of early reading skills in Spanish and mother tongue. Design classroom observation instruments to assess emergent literacy teaching practices in low-resource schools. Design and pre-test household survey and teacher survey instruments. Contribute to the data collection design and the data collection procurement of international research partners in Peru and Guatemala. Lead the qualitative data collection and analysis to document program implementation in Amazonia Reads and Leer Juntos, Aprender Juntos. Collaborate with report writing and oversee international subcontractor budgets. Serve as measurement adviser for early reading assessments and survey instruments for impact evaluations of educational interventions in Honduras and Nicaragua. This is a five-year research impact evaluation of U.S. Agency for International Development-funded programs to promote literacy and access to education among disadvantaged children in countries that currently have low literacy rates.

**Project Director, An Integrated Intervention Targeted at Deprived Preschool Children in Rural Colombia (2013-2014).** Provided technical assistance for the redesign of a home visiting and early childhood program targeting low-income rural families in Colombia. Conducted needs-assessment site visits to current service providers and collaborated on the design of the child development module of the program curriculum. This study was sponsored by Universidad de los Andes (Colombia) and Institute for

### Education

- 2007** Ph.D., Developmental Psychology, New York University
- 1999** M.A., Psychology, New York University
- 1995** B.A., Psychology, with honors, magna cum laude, Fairleigh Dickinson University

### Positions

- 2011-** Mathematica Policy Research
- 2015-** Senior Researcher
- 2013-** Senior Survey Researcher
- 2011-2013** Survey Researcher
- 2006-2011** Assistant Professor, Department of Psychology, Universidad de los Andes
- 2009-2010** Consultant, Institute of Fiscal Studies, University College London
- 2002-2004** Undergraduate Academic Adviser, New York University
- 2001-2002** Assistant Research Scientist, New York University Medical Center
- 1999-2002** Graduate Research Assistant, Department of Applied Psychology, New York University
- 1997-1999** Graduate Research Assistant, Mount Sinai Medical Center

Fiscal Studies-University College London (UK) and funded by a grant awarded from Fundación Éxito (Colombia).

**Senior Survey Researcher, Middle Grades Longitudinal Study of 2017 (MGLS:2017) (2013-2014).**

Coordinated the content review panel and collaborated with Educational Testing Service in the development of the reading assessment instrument for the MGLS:2017 field test. Coordinated and prepared training materials for reading assessment cognitive laboratories. Sponsored by the U.S. Department of Education, the MGLS:2017 is a four-year contract with Decision Information Resources to design a first-ever, national longitudinal study of middle grades students.

**Survey Researcher, Parents and Children Together (PACT) (2011-2014).** Coordinated exploratory calls and site visits for the PACT Hispanic Fatherhood substudy. Conducted focus groups with Hispanic fathers in responsible fatherhood programs. Collaborated with expert consultants on qualitative data collection, questionnaire design and administration, scale reliability analysis and report writing. Assisted in the development of survey instruments and cognitive interview protocols for the impact evaluation. Contributed to cognitive pre-testing of baseline instruments. Conducted literature review of observational measures of parent-child interaction for use with children and youth. Provided support to the deputy survey director on survey tasks. This large-scale multisite random-assignment evaluation of responsible fatherhood and healthy marriage programs is sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families (ACF).

**Survey Researcher, Teach For America (TFA) Validation Study of the Teaching as Leadership (TAL) Rubric (2011-2012).** Assisted in the development of scoring templates based on TFA's TAL rubric. Co-led a two-week training of raters on the TAL rubric for the assessment of TFA teachers' classroom practice using videotaped lessons and teacher interview transcripts. This study, funded by the Bill & Melinda Gates Foundation, focused on identifying the extent to which TAL ratings predicted gains in student learning.

**Survey Researcher, National Title I Study of Implementation and Outcomes: Early Childhood Language Development (2011-2012).** Explored the usability of the Text Inventory, Text Interview and Texts In-Use Observation System (TEX-IN3) as a measure of print classroom environment and documented the training requirements for raters in the study. Described the feasibility of the VOCD program from the Child Language Data Exchange System to measure the complexity of teachers' vocabulary during classroom instruction.

**Project Director, Landscape Analysis of Existing Instruments to Measure Non-Cognitive Skills and Psycho-Social Attitudes (2011-2012).** Led the search and analysis of instruments to measure learning strategies and student mind-sets in middle childhood. Reviewed psychometric properties of measures of non-cognitive skills, oversaw the review of studies that used relevant measures and led the elaboration of the final report, summary tables, and measure profiles. The goal of this project was to document characteristics and psychometric properties of available instruments and to make recommendations to the Raikes Foundation on those suitable for use in evaluation research.

**Survey Researcher, Impact Evaluation of the Senior Community Service Employment Program (2011-2012).** Conducted site visits to state and local programs, interviewed local program staff, conducted focus groups with program participants, and observed host agency community service assignment and employment sites. This mixed-method study sought to identify factors associated with high- and low-performing programs and to assess the effects of regulatory changes on program outcomes.

**Universidad de los Andes; Bogotá, Colombia**

As **Assistant Professor (2006-2011)**, taught Developmental Psychology, Research Design and Analysis in Psychology, Introduction to Psychology, Psychology of Language, and Advanced Undergraduate Seminars in Social Development in Childhood, and in National and International Experiences in Early Childhood Intervention.

Participated in the following projects:

**Codirector, Early Child Development Collaboration Agreement (2009-2011).** Developed a cross-national agreement between Canada and Colombia to promote early child development initiatives. Translated three chapters of the *Encyclopedia on Early Childhood Development* (online) into Spanish. Collaborated with the Centre of Excellence for Early Childhood Development. Funded by the United Nations Children's Fund.

**Coprincipal Investigator, Differential Effects of Amount Versus Quality of Maternal Time Investments in Child Development (2009-2011).** Co-led a study that sought to identify the differential effect of amount and quality of maternal time investments on children's cognitive and socio-emotional outcomes through an instrumental variable approach using data on 9,000 Colombian low-income families. Funded by Universidad de los Andes, Assistant Professors' Research Fund (FAPA).

**Coprincipal Investigator, Determinants of School Drop-Out Among 1st and 2nd Graders in Colombia: A Mixed-Methods Approach (2009-2010).** Designed the qualitative methodology for the study; conducted interviews and focus groups with teachers, parents, and school administrators; performed qualitative data analysis; and wrote research reports. Funded by Fundación Compromiso por la Educación.

**Research Consultant, Evaluation of the Training Program for Government-Sponsored Early Child Care Providers, Center for the Study of Economic Development (2009).** Oversaw the development of child assessment protocols and survey instruments for parents and family day-care providers, led the training of data collection personnel on the administration of standardized assessments of children's cognitive abilities (Woodcock-Muñoz Cognitive and Achievement Batteries, and the Peabody Picture Vocabulary Test-Spanish version), and parental report measures of children's development (Ages and Stages Questionnaire). Collaborated with data interpretation and report writing for the Center for the Study of Economic Development. Funded by Instituto Colombiano de Bienestar Familiar.

**Principal Investigator, Improving Children's Emotional and Socio-cognitive Development Through a Preschool Intervention Program: Aulitas en Paz (2007-2009).** Directed the pilot evaluation of a school-based multimodal intervention program of Canadian origin that was adapted and implemented in a public school serving low-income children. Oversaw undergraduate and graduate students in the implementation and data collection of the preliminary study to determine short-term program effects on kindergarteners' emotional and socio-cognitive development. Funded by Universidad de los Andes, FAPA.

**Coprincipal Investigator, Impact Evaluation of the National Child Care Program: Instituto Colombiano de Bienestar Familiar. (2006-2008).** Wrote the child development chapter of the grant proposal. Led the selection of child assessments and the development of parent and child care provider survey questionnaires. Oversaw the trainings of field staff on the administration of standardized cognitive assessments (Woodcock-Muñoz Cognitive and Achievement Battery, The Peabody Picture Vocabulary Test-Spanish version) and child care quality ratings (Early Childhood Environment Rating Scale and Family Day Care Environmental Rating Scale). Participated in data analysis and report writing. Funded by United Nations Development Program.

**Research Consultant, Evaluation of Sistema de Prevención y Análisis de la Deserción en las Instituciones de Educación Superior, Center for the Study of Economic Development (2007).** Directed the qualitative evaluation study of an online tool designed to track drop-out rates and characterize drop-out risk factors among undergraduate students. Designed the qualitative methodology, conducted interviews and focus groups with tool users, engaged in qualitative data analysis and wrote qualitative chapters of research reports. Funded by the Ministry of Education of Colombia.

**Research Consultant, Evaluation of the Instituto Colombiano de Crédito y Estudios Técnicos en el Exterior (ICETEX) Student Loan Program for Higher Education, Center for the Study of Economic Development (2007).** Led the qualitative component for the evaluation study of a government-sponsored educational loan program on access and higher education attainment. Designed the qualitative

methodology, conducted focus groups with loan holders, analyzed qualitative data, and wrote qualitative chapters of research reports. Funded by ICETEX.

**Research Consultant, Evaluation of the National Program for Rural Education, Center for the Study of Economic Development (2006).** Conducted the qualitative phase for the impact evaluation of the national initiative for rural education. Designed the qualitative methodology, led interviews and focus groups, analyzed qualitative data, wrote qualitative chapters of research reports, and participated in dissemination meetings. Funded by the Ministry of Education of Colombia.

**Coprincipal Investigator, Predictors of School Drop-Out Among Vulnerable Children and Adolescents (2006).** Codirected the grant proposal and study design, supervised the development of survey questionnaires, and oversaw in data analyses and preparation of reports. Funded by the Ministry of Education of Colombia.

**Coprincipal Investigator, Academic Achievement, School Drop-Out and Risk of Child Labor in Two Colombian Municipalities (2005-2006).** Directed an exploratory qualitative study of risk factors associated with school drop-out in rural towns. Led the development of survey questionnaires for the quantitative study, oversaw data analysis, and prepared reports. Funded by World Vision.

#### **Institute of Fiscal Studies, University College London; London, United Kingdom**

As **Consultant, Early Child Development and the Reduction of Poverty Grant to the Center for the Evaluation of Development Policies (2009-2010)**, contributed to the planning, design, and implementation of a randomized control trial evaluation of an early child development intervention for beneficiary families of the conditional cash transfer program in Colombia. Directed the cultural adaptation of the home visitation curriculum and pedagogical materials, supervised the training of the implementation team, and oversaw the design of protocols to track the fidelity of implementation efforts. Codirected the design of cognitive and socio-emotional child assessment protocols, and survey questionnaires. Supervised the translation of the developmental assessments into Spanish and the training of the child assessment field staff (Bayley Scales of Infant and Toddler Development III; McArthur-Bates Language Inventory- Spanish). Pre-tested instruments and oversaw the training and supervision meetings with implementation staff. Funded by Interamerican Development Bank and UK Economic and Social Research Council.

#### **New York University; New York, NY**

As **Undergraduate Academic Adviser (2002-2004)** for the Department of Applied Psychology, advised undergraduate students in course selection, coordinated the yearly undergraduate thesis conference, and assisted the program director in administrative duties.

Participated in the following research projects:

**Research Assistant, The Metrobaby Project, Center for Research on Culture, Development, and Education (2004).** Conducted recruitment and data collection activities for the birth cohort of a longitudinal study on developmental trajectories of ethnic minorities. Participated in pediatric rounds to identify eligible participants and administered survey protocols and semi-structured interviews on child care and schooling experiences, economic resources, gender socialization, family relationships, and parenting to Mexican and Dominican mothers of newborn children.

**Research Assistant, Identifying and Promoting Pathways to Successful Academic Engagement and Performance in Children from Culturally Diverse Backgrounds, Center for Research on Culture, Development, and Education (2002-2004).** Engaged in data collection for a longitudinal mixed-method study of developmental and educational trajectories among low-income Mexican, Dominican, and Chinese immigrant families in the New York City metropolitan area. Engaged in ethnographic activities including weekly interviews, shadowing, preparing field notes, transcription, and data reduction duties.

**Research Assistant, Child and Family Policy Center (2002).** Participated in data collection for two program evaluation research projects in Brooklyn public schools: The Home-Based Literacy Program and

Adventures in Peace Making curriculum. Obtained child assent; gathered data on parental practices via phone interviews; and conducted assessments of children's language, literacy, and socio-emotional skills (including the Test of Early Reading Ability-3, Peabody Picture Vocabulary Test-3, Story and Print Concepts, and Social Skills Rating Scales).

#### **New York University Medical Center; New York, NY**

As **Assistant Research Scientist, New York University-St. Christopher's Pathways for Families Project, Child Study Center (2001-2002)**, participated in the recruitment of participants for a federally funded intervention study examining the effectiveness of psychosocial interventions aimed at improving early childhood conduct problems and foster-care disruption among young maltreated children.

Administered survey protocols to participating families, including measures of home environment, social skills, parenting practices, and behavior problems. The study was conducted in collaboration with ACF.

#### **New York University; New York, NY**

As **Graduate Research Assistant (1999-2002)** for the Department of Applied Psychology, engaged in research focused on early language socialization and the home literacy experiences of Latino preschool-age children. Participated in a variety of observational methods to assess linguistic development in naturalistic settings involving semi-structured parent-child interaction tasks for the elicitation children's discourse (Toy Bag Task, Mealtime Conversation, and the Wordless Book Tasks). Performed micro-level transcription of audio recordings and semantic coding of linguistic data through the Child Language Exchange System. Conducted standardized cognitive child assessments (Peabody Picture Vocabulary Test, Kaufman ABC), and performed a variety of data management duties.

#### **Mount Sinai Medical Center; New York, NY**

As **Graduate Research Assistant (1997-1999)** for the Department of Psychiatry, conducted cognitive assessments of children and adults with organic disorders. Protocols included the McCarthy Scales of Children's Abilities, The Grooved Pegboard Test of Fine Motor Skills, the Rey Osterrieth Complex Figure, the Trial Making Test, the Rey Auditory Verbal Learning Test, the Stroop Test, and various subtests of the Wechsler Intelligence Scales.

### **Papers and Publications**

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#### **PEER-REVIEWED ARTICLES, BOOK CHAPTERS AND OTHER PUBLICATIONS**

Bernal, R., C. Fernández, and X. Peña. "The Differential Effects of Quantity Versus Quality of Maternal Time Investment on Child Development." Under review.

Attanasio, Orazio P., C. Fernández, E. O.A. Fitzsimons, S. M. Grantham-McGregor, C. Meghir, and M. Rubio-Codina. "Using the Infrastructure of a Conditional Cash Transfer Program to Deliver a Scalable Integrated Early Child Development Program in Colombia: Cluster Randomized Controlled Trial." *BMJ*, vol. 349, 2014.

Attanasio, O., S. Grantham-McGregor, C. Fernandez, E. Fitzsimons, M. Rubio-Codina, and C. Meghir. "Enriching the Home Environment of Low-Income Families in Colombia: A Strategy to Promote Child Development at Scale." *Early Childhood Matters*, no. 120, 2013, 35-39.

Bernal, R., and C. Fernández. "Subsidized Childcare and Child Development in Colombia: Effects of Hogares Comunitarios de Bienestar as a Function of Timing and Length of Exposure." *Social Science and Medicine*, vol. 97, November 2013, pp. 241-249.

Fernández, C. "Mindful Storytellers: Emerging Pragmatics and Theory of Mind Development." *First Language*, vol. 33, no. 1, February 2013, pp. 20-46.

García, S., C. Fernández, and C. Weiss. “Does Lengthening the School Day Reduce the Likelihood of Early School Dropout and Grade Repetition: Evidence from Colombia.” *Documentos de Trabajo EGOB*, Ediciones Uniandes, vol. 7, 2013, pp. 1-32. García, S., C. Fernández, and F. Sánchez. “Deserción y Repetición en los Primeros Grados de la Básica Primaria: Factores de Riesgo y Alternativas de Política Pública (School Drop-Out and Retention in Primary School: Risk Factors and Public Policy Recommendations).” Bogotá, Colombia: Gente Nueva Editorial Ltda., 2010.

Bernal, R., C. Fernández, C.E. Flórez, A. Gaviria, P.R. Ocampo, B. Samper, and F. Sánchez. “Evaluación de impacto del Programa Hogares Comunitarios de Bienestar del ICBF (Impact Evaluation of the National Childcare Program in Colombia: Hogares Comunitarios de Bienestar ICBF).” *Documento CEDE*, Ediciones Uniandes, vol. 16, 2009, pp. 1-29.

Fernández, C., and G. Melzi. “Evaluation in Spanish-Speaking Mother-Child Narratives: The Social and Sense-Making Function of Internal State References.” In *Spanish-Language Narration and Literacy: Culture, Cognition, and Emotion*, edited by A. McCabe, A. Bailey, and G. Melzi, New York: Cambridge University Press, 2008, pp. 92-118.

Sánchez, F., C. Fernández, L. Cuesta, and V. Soto. “Logro Académico, asistencia escolar y riesgo de trabajo infantil y juvenil en la Sabana de Bogotá (Academic Achievement, School Drop-Out and Risk of Child Labor in Two Colombian Municipalities).” *Documento CEDE*, Ediciones Uniandes, vol. 18, 2006, pp. 1-85.

Melzi, G., and C. Fernández. “Talking About Past Emotions: Conversations Between Peruvian Mothers and Their Preschool Children.” *Sex Roles*, vol. 50, 2004, pp. 641-657.

## REPORTS

Campuzano, Larissa, Camila Fernandez, Steve Glazerman, Miguel Jaramillo, and Nancy Murray. “Impact Evaluation of Amazonia Reads in Peru. Draft Evaluation Plan.” Washington, DC: Mathematica Policy Research, May 6, 2014.

Glazerman, Steve, Larissa Campuzano, Nancy Murray, and Camila Fernandez. “Revised: Leer Juntos, Aprender Juntos Evaluation Plan.” Washington, DC: Mathematica Policy Research, July 3, 2013

Atkins-Burnett, Sally, Camila Fernández, Lauren Akers, Jessica Jacobson, and Claire Smither-Wulsin. “Landscape Analysis of Non-Cognitive Measures.” Report submitted to the Raikes Foundation. Washington, DC: Mathematica Policy Research, 2012.

## Presentations

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Lugo-Gill, Julieta, Nancy Murray, Steve Glazerman, Larissa Campuzano, Camila Fernandez, and Kara Contreary. “Baseline Results of Leer Juntos, Aprender Juntos Impact Evaluation, Guatemala.” Paper presented at the Ministry of Education, Guatemala City, May 5, 2015.

Cabrera, N., L. Torres, C. Fernández, R. af Ursin, and R. Dion. “Serving Hispanic Fathers: What’s Culture Got to Do with It? Findings from a Substudy of the Parents and Children Together Evaluation.” Presentation at the Association for Public Policy Analysis and Management Meeting, Albuquerque, NM, November 2014.

Attanasio, O., C. Fernández, E. Fitzsimons, S. Grantham-McGregor, C. Meghir, and M. Rubio-Codina. “An Integrated Approach to ECD Intervention in Colombia: Linking Conditional Cash Transfer and Home Visiting Programs.” Presentation at the preconference event for the Society for Research in Child Development Biennial Meeting, Seattle, April 2013.

Fernández, C., and R. Bernal. “Parental Assessment of Child Development in Large-Scale Surveys: Evidence of Convergent Validity of the EDI in Latin America.” Poster presentation at the Society for Research in Child Development Biennial Meeting, Seattle, April 2013.



Fernández, C., R. Bernal, and X. Peña. "Differential Effects of Amount Versus Quality of Maternal Time Investments in Child Development: An Instrumental Variable Approach." Presentation at the Society for Research in Child Development Biennial Meeting, Montreal, April 2011.

Perfetti, M.C., and C. Fernández. "Children's Knowledge About Internal States: Effects of Storybook Reading." Presentation at the Society for Research in Child Development Biennial Meeting, Montreal, April 2011.

García, S., and C. Fernández. "Deserción y repetición en los primeros grados de la básica primaria: Factores de riesgo y alternativas de política pública (School Drop-Out and Retention in Primary School: Risk Factors and Public Policy Recommendations)." Research Seminar on Public Policy, School of Government, Universidad de los Andes, Bogotá, Colombia, November 2010.

Bernal, R., C. Fernández, and X. Peña. "Efectos de la cantidad y calidad del tiempo materno en el desarrollo infantil (Differential Effects of the Amount and Quality of Maternal Time Investments)." Research Seminar on Public Policy, School of Government, Universidad de los Andes Bogotá, Columbia, September 2010.

Fernández, C., M. Minski, and M. Castellanos. "Making Friends in Kindergarten: Differential Contribution of Empathy and Theory of Mind to Children's Social Functioning." Presentation at the Society for Research in Child Development Biennial Meeting, Denver, April 2009.

Fernández, C., M. Castellanos, and M. Minski. "Spending Quality Time Together: The Role of Shared Routines and Parenting Practices in Young Children's Emotional Development." Presentation at the Society for Research in Child Development Biennial Meeting, Denver, April 2009.

Fernández, C. "Mindful Storytellers: A Look at Theory of Mind from Children's Narrative Performance." Presentation at the Society for Research in Child Development Biennial Meeting, Boston, April 2007.

Fernández, C. "The Role of Social Cognition and Pragmatic Language Skills in Children's Social Functioning." Presentation at the Steinhardt School of Education, Dean's Research Colloquium, New York, October 2005.

Fernández, C. "Searching for Precursors of Civic Competencies in Colombian Children: The Role of Social Cognition and Pragmatic Language Skills in Social Functioning." Presentation at the Departamento de Psicología, Colloquia Speaker Series, Bogotá, Columbia, June 2005.

Uccelli, P., M. Shiro, G. Melzi, and C. Fernández. "Development of Self and Other in Spanish-Speaking Children's Narratives." Presentation at the Society for Research in Child Development Biennial Meeting, Atlanta, April 2005.

Fernández, C., G. Melzi, and R.J. Thompson. "Thinking Versus Feeling: Cultural Variations in Internal State Language." Presentation at the Society for Research in Child Development Biennial Meeting, Atlanta, April 2005.

Fernández, C. "Talking About Mind and Emotion: Internal State Language Use Among Spanish-Speaking Mother-Child Dyads." Presentation at the Department of Applied Psychology, Colloquia Speaker Series, New York, April 2004.

Fernández, C. "Individual Differences in Child-Rearing Values Among Peruvian Mothers." Presentation at the Society for Research in Child Development Biennial Meeting, Tampa, FL, April 2003.

Melzi, G., and C. Fernández. "Mother-Child Internal-State Talk During a Book-Reading Task." Presentation at the Society for Research in Child Development Biennial Meeting, Tampa, FL, April 2003.

Fernández, C. "Themes of Agency and Communion in South American Mother-Child Co-constructed Narratives of Personal Experience." Presentation at the Society for Research in Child Development Biennial Meeting, Minneapolis, April 2001.

Melzi, G., and C. Fernández, C. “Emotion-Talk in Peruvian Mother-Child Conversations About the Past.” Presentation at the Society for Research in Child Development Biennial Meeting, Minneapolis, April 2001.

Krinick, G., J. Farris, C. Fernández, and C.A. Capuano. “Comparison of Various 5-HT Receptor Subtypes in the Mediation of Satiety in Deprived Neonatal Rats.” Presentation at the Eastern Psychological Association Annual Meeting, Boston, March 1995.

## Professional Affiliations

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Society for Research in Child Development

Early Childhood Workforce Initiative, Advisory Group

## Honors and Awards

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2002-2003	Travel Grant, Elizabeth Munsterberg Koppitz Fellow, American Psychological Association
2002	Raymond and Rosalee Weiss Memorial Scholarship, New York University
2001-2002	International Fellowship, American Association of University Women
2001	Millennium Fellow Junior Mentor, Society for Research in Child Development

## Information Technology

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SPSS, ATLAS.ti

## Languages

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Fluent in Spanish

## Julietta Lugo-Gil

Senior Researcher

### Experience

#### Mathematica

**Project Director (2016-), Deputy Project Director (2014-2016), Senior Researcher (2012-2014), Identifying Programs that Impact Teen Pregnancy, Sexually Transmitted Infections, and Associated Sexual Risk Behaviors.** Oversee direction, planning, and implementation of all study activities. Identify standards for assessing the quality of program impact studies and evidence of program effectiveness. Review, assess, and rate the rigor of studies on adolescent pregnancy prevention. Lead the team of reviewers. This project, for the U.S. Department of Health and Human Services (DHHS), will identify, characterize, and present evidence about the effectiveness of interventions aimed at preventing adolescent pregnancy, sexually transmitted infections, and associated sexual risk behaviors.

#### **Senior Researcher, Latin America and the Caribbean (LAC) Reads: Impact Evaluations in LAC (2014).**

Contributed to the implementation of the impact evaluation of an early grade reading program (*Leer Juntos, Aprender Juntos*) in Guatemala and Peru. Led the analysis of baseline and midline data and authorship of the baseline and midline reports for the *Leer Juntos, Aprender Juntos* evaluation. Contributed to the preparation and execution of evaluation capacity building activities in Guatemala and Peru. This project is funded by the U.S. Agency for International Development and will implement up to 10 impact evaluations in countries throughout the LAC region.

**Project Director, National Responsible Fatherhood Clearinghouse (NRFC) (2013-2014).** Lead the development of products for the NRFC website ([www.fatherhood.gov](http://www.fatherhood.gov)), including research-to-practice briefs designed to inform practitioners on lessons learned about fatherhood programs and state profiles that summarize fatherhood and family strengthening programs and policies in each state. The NRFC, funded by the Office of Family Assistance within the Administration for Children and Families (ACF), is a resource for those serving or interested in supporting fathers and their families, including fathers, practitioners, programs, federal grantees, and states. The NRFC website includes information on federal- and state-funded programs and services; father-related statistics; and a library of materials, such as fact sheets, reports, and curricula, covering topics including father involvement, effective parenting, and child well-being.

#### **Senior Researcher, Learning About Infant and Toddler Early Education Services (2014-2015).**

Conduct reviews of impact studies to identify effective models of early care and education services for infants and toddlers. This project has two components: a systematic review of the evidence on models of infant and toddler early care and education services, and a review of emerging models of infant and toddler early care and education services that are compelling to the field but do not yet have a strong evidence base. The project is funded by the U.S. Department of Health and Human Services (DHHS), Office of the Assistant Secretary for Planning and Evaluation, in partnership with the Office of Planning, Research and Evaluation (OPRE).

### Education

**2003** Ph.D., Economics, New York University

**1994** B.A., Economics, ITAM, Mexico

### Positions

**2006-** Mathematica Policy Research

**2011-** Senior Researcher

**2006-2011** Researcher

**2000-06, 2013** New York University

**2013** Adjunct Professor

**2003-2006** Postdoctoral Fellow

**2002-2003** Instructor

**2000-2002** Instructor and Teaching Assistant/Recitation Instructor

**1992-95, 2000** ITAM

**2000** Visiting Researcher

**1994-1995** Assistant Researcher

**1992-1993** Teaching Assistant

**1995-1996** Assistant Researcher, Banco de Mexico

**Task Leader, Evaluation Consulting Services (2013).** Contributed to planning and developing training materials for building capacity on designing and implementing experimental and quasi-experimental impact evaluations. Reviewed and assessed the quality of a proposal for the design of an impact evaluation of a social program in Mexico. The objective of this project, funded by the Government of Mexico, is to support the design and conduct of impact evaluations of social programs and to provide rigorous training on evaluation methods to public officials in Mexico.

**Senior Researcher, Regional Partnership Grants (RPG) National Cross-Site Evaluation and Evaluation Technical Assistance (2012-).** Provide technical assistance and other support to enhance the rigor of local evaluations and ensure grantees' ability to complete their evaluations and participate in the National Cross-Site Evaluation, and congressional and other reporting. RPG funds evidence-based services and 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, through collaborative efforts across the child welfare, substance abuse treatment, and court systems. RPG and the National Cross-Site Evaluation are funded by DHHS, ACF, Administration for Children, Youth and Families (ACYF), Children's Bureau (CB).

**Senior Researcher, Child Support Noncustodial Parent Employment Demonstration (CSPED) Evaluation (2012-2013).** Collaborated in site development efforts, acquisition of outcome data from administrative records, and implementation analysis. Mathematica is a subcontractor to the University of Wisconsin, who is conducting the evaluation under an agreement with the Wisconsin Department of Children and Families. The CSPED evaluation is funded by a grant from DHHS, ACF, Office of Child Support Enforcement. Through this grant, eight state child support agencies will provide employment, parenting, and child support services to noncustodial parents who are having difficulty meeting their child support obligations. The study will use a random assignment research design to measure program impacts and will also include an implementation and benefit-cost analysis.

**Deputy Principal Investigator, What Works Clearinghouse (WWC) Early Childhood Education Interventions (2012).** Revised the review protocol for the Early Childhood Education Interventions topic area, oversaw team of reviewers, reconciled reviews, resolved methodological issues, and wrote interventions reports. WWC is administered by the U.S. Department of Education (ED) through Mathematica and its subcontractors. The project supports informed policymaking and practical decision making by producing systematic reviews of high-quality evidence on what works in education.

**Researcher, National Cross-Site Evaluation of the Children's Bureau Grantee Cluster: Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment (2012).** Conducted site visits and participated in the implementation study of this six-year, 17-site evaluation. The project also included provision of evaluation technical assistance and a cost analysis. The participatory and utilization-focused cross-site evaluation was designed to identify successful strategies for adopting, implementing, and sustaining high quality home visitation programs to prevent child maltreatment. Project funded by DHHS, ACF, ACYF, CB.

**Researcher and Task Leader, Child Care Quality Rating System (QRS) Assessment (2010-2012).** Led planning, development, and writing of a QRS evaluation toolkit intended to be a comprehensive resource for state administrators, program leaders, practitioners, and researchers who want to know about planning for and designing an evaluation of QRS. The QRS Assessment project, for DHHS, OPRE, is gathering information about the implementation and effectiveness of various approaches to QRS and developing resources that can build state capacity for QRS monitoring and evaluation.

**Researcher, What Works Clearinghouse Topic Areas (2010-2011) and Foundational Reading Practice Guides (2011).** Conducted reconciliations of reviews for the Foundational Reading Practice Guide. Reviewed, assessed, and rated the rigor of group design and single-case design studies on interventions related to science education and early childhood education for children with disabilities. The reviews, for ED, provide the foundation for reports characterizing the effectiveness of various interventions.

**Researcher, Analytic and Technical Support for Advancing Education Evaluation (2010-2011).**

Conducted assessments of the relevance, utility, and technical quality of Regional Educational Laboratories (REL) Fast Response Project plans and reports. Fast Response projects are non-experimental studies and focus on high priority education issues for the region. This task is sponsored by ED, Institute of Education Sciences (IES).

**Researcher, Could Random Assignment of Classrooms Lead to Contamination Bias? A Descriptive Analysis of How Teachers Change Their Practices Due to Input from Colleagues (2009-2011).**

Led data analysis and writing for final report. This study examined the extent to which teachers collaborate in ways that might lead to control group contamination (also called “spillover effects”) in randomized control trials that assign teachers to treatment and control conditions within schools. Data for this study were collected from more than 500 schools nationwide as part of ongoing random assignment evaluations being conducted by the ED, IES, REL Program. The project was funded through a Mathematica contract to provide analytic and technical support to ED, IES.

**Researcher, National Title I Study of Implementation and Outcomes: Early Childhood Language Development (2009-2010).**

Collaborated in the study design and coauthored the design report. Led data analysis task to identify a sample of 50 high-performing and 50 low-performing Title I elementary schools that include prekindergarten through grade 3. Led task of developing an analysis plan to examine the associations between school programs/teacher practices and the growth of children’s outcomes over the school year. This study for ED identified school programs and teaching practices associated with the development of children’s reading comprehension achievement by grade 3. The study measured growth in children’s language development, background knowledge, and comprehension during the school year, and collected observational and survey data on teacher practices and school programs.

**Researcher, Evaluation of Selected Supplemental Reading Comprehension Interventions (2006-2010).**

Led preparation of analysis files (using data from surveys, classroom observations, and direct assessments at the student, teacher, and school level). Conducted analysis of the impact of the interventions on student reading comprehension achievement and reading comprehension instructional practices and coauthored study reports. This experimental study for ED evaluated the impact of four supplemental reading comprehension interventions on the reading comprehension achievement of two cohorts of 5th-grade students. A clustered design was used, in which 89 schools (from 10 districts) were randomly assigned to particular reading comprehension interventions and to a control group.

**Researcher, Impacts of Comprehensive Teacher Induction Programs (2006 2009).** Led a team to collect student test score data from school districts’ administrative records and prepare data for analysis. Conducted analysis of the impact of teacher induction programs on teacher retention and student achievement outcomes. Coauthored study reports. This random assignment evaluation for ED examined the impact of high-intensity beginning teacher induction programs relative to existing teacher induction models on teacher and student outcomes in large, high-need districts.

**Evaluation Consultant, Un Buen Comienzo (2008).** Provided design consultation for a study of preschool education in Chile by a consortium led by the Harvard Graduate School of Education with support from the Education Program Development Fund managed by The World Bank. This program aims to strengthen language, literacy, and health practices in preschool education in 60 schools in Chile. The evaluation design consultation included calculation of minimum detectable differences for different design alternatives and intraclass correlation coefficients using test data collected in Chile.

**Researcher, Evaluation Services for El Salvador Education and Training and Productive**

**Development (2008).** Provided design consultation for the informal training component of the evaluation of two large-scale initiatives (human development and productive development) funded by the Millennium Challenge Corporation to address poverty and isolation in the Northern Zone of El Salvador.

**Researcher, First 5 LA/Los Angeles Universal Preschool (LAUP) Child Outcomes Study (2007-2008).** Analyzed changes in children’s development between fall and spring and conducted analyses to

learn how program, teacher, and classroom characteristics are related to the child outcomes. This study examined the feasibility, reliability, and validity of child development measures in the population of children served by LAUP programs, and answered questions about the quality, intensity, and overall implementation of LAUP programs.

**Researcher, Head Start Research to Practice (2006-2008).** Reviewed research studies on preschool classroom practices and other strategies that can yield measurable improvements in child outcomes. Participated in compiling and coding information about the qualities of each research study and its relevance to Head Start. Developed research to practice briefs for Head Start directors and education coordinators about the research basis for alternative strategies designed to improve the quality of Head Start services. Coauthored the final project report. This project was funded by DHHS.

**Researcher, Building Strong Families (BSF) (2006-2007).** Conducted site visits for technical assistance, training, and evaluation for the pilot demonstration funded by DHHS. BSF is a large-scale demonstration and evaluation of interventions designed to enhance child and family well-being by helping unmarried parents strengthen their relationship.

### **New York University; New York, NY**

As **Adjunct Professor (2013)** in the Department of Economics, teach labor economics for the undergraduate Economics program. As **Postdoctoral Fellow (2003-2006)** for the Center for Research on Culture, Development, and Education, collected and analyzed data on low-income and immigrant families' participation in public programs in New York City. Designed culturally sensitive quantitative measures of household income and expenditures. Supervised field workers. Examined how the quality of learning environments and parenting behaviors influences the cognitive and language development of low-income, ethnically diverse infants' and toddlers' families participating in the Early Head Start National Research Project and the Fragile Families Study. As **Instructor (2002-2003)** for the Department of Economics, taught courses in statistics and econometrics. As **Teaching Assistant/Recitation Instructor (2000-2002)** for the Department of Economics, assisted in teaching undergraduate courses in microeconomics and macroeconomics. Also assisted in teaching graduate courses in econometrics, microeconomics, and macroeconomics.

### **ITAM; Mexico City**

As **Visiting Researcher (2000)** conducted research on intrahousehold bargaining and family welfare. As **Research Assistant (1994-1995)** for the Centro de Investigación Económica, conducted research on Mexican financial markets issues and assisted professors on research projects. As **Teaching Assistant (1992-1993)** for the Department of Economics, assisted in teaching courses in intermediate microeconomics and advanced microeconomics.

### **Banco de Mexico; Mexico City**

As **Assistant Researcher (1995-1996)** for the Office of Foreign Exchange and International Agreements, developed commercial agreements between Mexico and Latin American countries and managed debt contracts between the United States and Mexican governments. Prepared reports on trade and debt trends for the Board of Governors and for publication in annual reports on the Mexican economy.

## **Papers and Publications**

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### **JOURNAL ARTICLES**

Roff, Jennifer, and Julieta Lugo-Gil. "A Model of Child Support and the Underground Economy." *Labour Economics*, vol. 19, no. 5, 2012, pp. 668-681.

James-Burdumy, Susanne, John Deke, Russell Gersten, Julieta Lugo-Gil, Rebecca Newman-Gonchar, Joseph Dimino, Kelly Haymond, and Albert Yung-Hsu Liu. "Effectiveness of Four Supplemental Reading Comprehension Interventions." *Journal of Research on Educational Effectiveness*, vol. 5, no. 4, October 2012, pp. 345-383.

Rodriguez, Eileen T., Catherine Tamis-LeMonda, Mark E. Spellman, Barbara A. Pan, Helen Raikes, Julieta Lugo-Gil, and Gayle Luze. "The Formative Role of Children's Literacy Experiences Across the First Three Years of Life." *Journal of Applied Developmental Psychology*, vol. 30, 2009, pp. 677-694.

Lugo-Gil, Julieta, and Catherine Tamis-LeMonda. "Family Resources and Parenting Quality: Links to Children's Cognitive Development Across the First Three Years." *Child Development*, vol. 74, no. 4, July/August 2008, pp. 1065-1085.

## REPORTS

Lugo-Gil, Julieta, Amanda Lee, Divya Vohra, Katie Adamek, Johanna Laco, and Brian Goesling. "Updated Findings from the HHS Teen Pregnancy Prevention Evidence Review: July 2014 through August 2015." Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, June 2016.

Goesling, Brian, Julieta Lugo-Gil, Joanne Lee, and Timothy Novak. "Updated Findings from the HHS Teen Pregnancy Prevention Evidence Review: April 2013 through July 2014." Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, February 2015.

Goesling, Brian, Joanne Lee, Julieta Lugo-Gil, and Timothy Novak. "Updated Findings from the HHS Teen Pregnancy Prevention Evidence Review: January 2011 through April 2013." Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, July 2014.

Lugo-Gil, Julieta, Lorenzo Moreno, and Larissa Campuzano. "Comentarios a la Propuesta de Diseño de Documentos Sintéticos." Princeton, NJ: Mathematica Policy Research, October 11, 2013.

Moreno, Lorenzo, Julieta Lugo-Gil, and Larissa Campuzano. "Materiales de Capacitación para el Curso Teórico-Práctico de Evaluaciones de Impacto." Princeton, NJ: Mathematica Policy Research, October 11, 2013.

Lugo-Gil, Julieta, Lorenzo Moreno, and Larissa Campuzano. "Plan Para el Curso Teórico-Práctico Sobre Evaluaciones de Impacto." Princeton, NJ: Mathematica Policy Research, October 4, 2013.

Lugo-Gil, Julieta, Samina Sattar, Christine Ross, Kathryn Tout, Gretchen Kirby, and Kimberly Boller. "The Quality Rating and Improvement System (QRIS) Evaluation Toolkit." OPRE report no. 2011-31. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation, August 2011.

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.

James-Burdumy, Susanne, John Deke, Julieta Lugo-Gil, Nancy Carey, Alan Hershey, Russell Gersten, Rebecca Newman-Gonchar, Joseph Dimino, Kelly Haymond, and Bonnie Faddis. "Effectiveness of Selected Supplemental Reading Comprehension Interventions: Findings from Two Student Cohorts." Final report submitted to the U.S. Department of Education. Princeton, NJ: Mathematica Policy Research, May 2010.

Isenberg, Eric J., 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.

James-Burdumy, Susanne N., Wendy M. Mansfield, John G. Deke, Nancy Carey, Julieta Lugo-Gil, Alan M. Hershey, Aaron R. Douglas, Russell Gersten, Rebecca Newman-Gonchar, Joseph Dimino, and Bonnie Faddis. "Effectiveness of Selected Supplemental Reading Comprehension Interventions: Impacts on a First Cohort of Fifth-Grade Students." Final report submitted to the U.S. Department of Education. Princeton, NJ: Mathematica Policy Research, May 2009.

Glazerman, Steven, Sarah Dolfen, Martha Bleeker, Amy Johnson, Eric Isenberg, Julieta Lugo-Gil, Mary Grider, and Edward Britton. "Impacts of Comprehensive Teacher Induction: Results from the First Year of a Randomized Controlled Study." Report submitted to the U.S. Department of Education, Institute of Education Sciences. Princeton, NJ: Mathematica Policy Research, October 2008.

### OTHER PUBLICATIONS

Myers, Robert G., Hirokazu Yoshikawa, Kathleen McCartney, Kristen L. Bub, Julieta Lugo-Gil, Maria A. Ramos, and Felicia Knaul. "Early Childhood Education in Mexico: Expansion, Quality Improvement and Curricular Reform." Innocenti working paper no. 2007-03. Florence, Italy: UNICEF Innocenti Research Center, 2007.

Lugo-Gil, Julieta, and Hirokazu Yoshikawa. "Assessing Expenditures on Children in Low-Income, Ethnically Diverse, and Immigrant Families." National Poverty Center Working Paper no. 06-36. Ann Arbor, MI: The University of Michigan, 2006.

Yoshikawa, Hirokazu, Kathleen McCartney, Robert Myers, Kristen L. Bub, Julieta Lugo-Gil, María A. Ramos, and Felicia Knaul. "Preschool Education in Mexico." In *Aprender Más y Mejor. Políticas, programas y oportunidades de aprendizaje en educación básica en México*, edited by Fernando Reimers. México City: Fondo de Cultura Económica, Secretaría de Educación Pública, Harvard Graduate School of Education, 2006.

### Presentations

Lugo-Gil, Julieta, and Emily Sama-Miller. "How to Better Design Studies for Evidence Reviews: Lessons from the Employment Strategies for Low-Income Adults, Home Visiting, and Teen Pregnancy Prevention Evidence Reviews." Roundtable discussion at the Research and Evaluation Conference on Self-Sufficiency, Washington, DC, June 2016.

Lugo-Gil, Julieta. "Using Documentation and Data in Fatherhood Programs." Presentation at the Office of Family Assistance Grantees Annual Meeting, Washington, DC, June 2013.

Kirby, Gretchen, Kimberly Boller, Liza Malone, Pia Caronongan, Julieta Lugo-Gil, Heather Zaveri, Kathryn Tout, and Samina Sattar. "Child Care Quality Rating System (QRS) Assessment: Key Products and Preliminary Findings." Presentation at the Office of Planning, Research and Evaluation Quality Initiatives Research and Evaluation Consortium Meeting, Washington, DC, July 2011.

Lugo-Gil, Julieta, and Susanne James-Burdumy. "Effectiveness of Selected Supplemental Reading Comprehension Interventions: Impacts on a First Cohort of 5th-Grade Students." Presentation at the American Evaluation Association Annual Conference, Orlando, FL, November 2009.

Lugo-Gil, Julieta, Hirokazu Yoshikawa, and Catherine Tamis-LeMonda. "Influences of Child-Specific Expenditures and Parental Support of Learning on the Cognitive Development of Immigrant Children." Presentation at the Society for Research in Child Development, Boston, 2007.

Lugo-Gil, Julieta, Eileen T. Rodriguez, and Catherine Tamis-LeMonda. "Stability of Maternal Employment and Child Care Arrangements in Relation to Cognitive Development in Low-Income Children." Presentation at the Society for Research in Child Development, Boston, 2007.

Lugo-Gil, Julieta, and Catherine Tamis-LeMonda. "Family Resources and Parenting Quality: Links to Children's Cognitive Development Across the First Three Years." Presentation at the Head Start National Research Conference, Washington, DC, June 2006; The Urban Institute, Washington, DC, February 2006; and the Applied Psychology Developmental Colloquium, New York University, New York, fall 2005.



Lugo-Gil, Julieta, and Hirokazu Yoshikawa. "Assessing Expenditures on Children in Low Income, Ethnically Diverse and Immigrant Families." Presentation at the Consumption, Income, and the Well-Being of Families and Children, National Poverty Center Conference, Washington, DC, May 2006.

Lugo-Gil, Julieta, and Hirokazu Yoshikawa. "Assessing Parent Investments in Ethnically Diverse and Immigrant Children Through Culturally Sensitive Methods." Presentation at the Society for Research in Child Development, Atlanta, 2005.

Yoshikawa, Hirokazu, and Julieta Lugo-Gil. "Assessing Expenditures on Children in Immigrant Families." Presentation at the Sociology Department, Graduate Center of the City University of New York, New York, fall 2005.

Lugo-Gil, Julieta, and Catherine Tamis-LeMonda. "Parenting Practices, Family Well-Being and School Readiness: Evidence from Low-Income Families." Presentation at the Early Head Start Research Consortium Meeting, Washington, DC, 2004.

Lugo-Gil, Julieta, and Hirokazu Yoshikawa. "How the Consumer Expenditure Survey Should Be Revised to Assess Expenditures on Children Among Diverse Ethnic and Immigrant Families in the U.S." Presentation at the Association for Public Policy Analysis and Management Annual Meeting, Atlanta, 2004.

Lugo-Gil, Julieta. "Consumption Patterns and Welfare in One-Parent and Two-Parent Families." Presentation at the European Society of Population Economics, New York, 2003.

Lugo-Gil, Julieta. "Intra-Household Bargaining and Welfare in Intact Families." Presentation at the European Society of Population Economics, Bilbao, Spain, 2002.

## Referee

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*Child Development*

*Developmental Psychology*

*Early Childhood Research Quarterly*

*Economics of Education Review*

*Sex Roles*

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## Galina Lapadatova

Research Analyst

### Experience

#### Mathematica

**Research Analyst, Latin America and the Caribbean (LAC) Reading and Education Evaluation Services Evaluation of Leer Juntos, Aprender Juntos in Peru and Guatemala and Evaluation of Amazonia Lee in Peru (2013-).** Assist with project start-up tasks, contribute to data collection procurement and review of subcontractor data collection proposal budgets, and monitor and review subcontractor deliverables. Assist with adapting protocols for the assessment of early reading skills in Spanish and mother tongue; designing classroom observation and teacher survey instruments to assess emergent literacy teaching practices in rural schools; and designing, pre-testing, and implementing revisions and adaptations to household survey instruments. Develop training manuals for early grade reading assessment, teacher survey instrument, classroom and infrastructure observation forms, and household survey instrument. Provide technical assistance during early grade reading assessment data collection training, data collection, data entry, and verification phases; oversee data collection activities; and lead data file quality assurance (QA) and revisions in Peru and Guatemala. Assist with conducting focus groups with intervention program specialists and volunteers. Conduct naturalistic observations of early grade reading activities in Guatemala. Assist with coding and qualitative analysis of collected data. This is a five-year project to rigorously evaluate and cost U.S. Agency for International Development investments in early literacy and access to education in conflict settings in the LAC region. Eight to 10 evaluations will be funded over the life of the project. Most of the evaluations will be multiyear, and some will be multi-country.

**Project Manager and Survey Specialist, Evaluation of the Harlem Children's Zone's (HCZ) Healthy Harlem Program (2012-2015).** Managed project, prepared monthly expenditure analysis and cost-to-complete estimates, produced project review materials, and monitored overall project spending. Created billing and cost spreadsheet. Attended and took notes for focus groups with Healthy Harlem staff for the implementation study, conducted focus groups with youth participating in the Healthy Harlem program, prepared write-ups, and conducted qualitative coding and analysis. Administered parent and student surveys on HCZ sites for the impact study. Healthy Harlem is an obesity prevention and treatment program for approximately 8,000 students, being implemented in early child care programs, charter schools, and after-school programs operated by HCZ. The impact study will be based on a quasi-experimental pre-test/post-test design in which child outcomes will be compared before and after Healthy Harlem implementation. The implementation study will examine implementation of Healthy Harlem in HCZ's Promise Academies, early childhood programs, and afterschool programs—including the extent to which children were exposed to Healthy Harlem activities and differences in contexts that affect implementation.

### Education

**2013** M.A., Public Policy, Monmouth University, NJ

**2009** B.A., Political Science, Richard Stockton College of New Jersey

**2005** B.A., International Relations, University of National and World Economy

### Positions

**2010**-Mathematica Policy Research

**2015**-Research Analyst

**2013-2015** Survey Specialist

**2010-2013** Survey Associate

**2010** Development and Communications Intern, Metropolitan Waterfront Alliance

**2010** Membership and Outreach Intern, Coalition for the International Criminal Court

**2009** Spanish Research Associate Intern, UIt's ournited Nations NGO Global Action on Aging

**Deputy Survey Director (2014-2015), Project Manager (2010-2015), Longitudinal Study of the Harlem Children's Zone Pipeline Programs, Prekindergarten and Beyond (2010-2015).** Managed project, prepared monthly expenditure analysis, produced project review materials, created and updated work breakdown structure, and monitored overall project spending. Created billing and cost spreadsheet and assisted with preparation of budget specifications. Contributed to preparing the budget for the fourth data collection round. Updated and tested the child assessment instrument in the computer-assisted personal interviewing software. Led the data collection for the spring 2014 and 2015 round. Prepared Institutional Review Board package and training materials, recruited field assessors, conducted field assessor training, certified staff, conducted QA visits, developed data collection schedule, and oversaw data collection activities. Participated in creating focus group protocols and moderated focus groups with kindergarten-grade 3 teachers, administrators, and special service staff at two charter schools. Traveled to sites to meet with program directors, distribute consent materials, and arrange data collection logistics. Processed child assessment, teacher child report, and parent self-administered questionnaire data files for research. Presented findings from the implementation and impact studies to the client. HCZ, sponsored by the Robin Hood Foundation, provides 100 square blocks in Harlem with a pipeline of comprehensive, continuous services from birth through college and seeks to foster healthy child development and academic achievement at every age.

**Project Manager, An Integrated Intervention Targeted at Deprived Preschool Children in Rural Colombia (2013).** Managed project, prepared monthly expenditure analysis and project review memo, produced project review materials, and monitored overall project spending. This study is sponsored by Universidad de Los Andes (Colombia) and Institute for Fiscal Studies-University College London and funded by a grant awarded from Fundación Éxito (Colombia).

**Survey Associate, Early Head Start (EHS) Family Voices Pilot Study (2013).** Conducted and synthesized cognitive interviews. The qualitative measures developed for the study will be used in large-scale future studies such as the Family and Child Experiences Survey (FACES) and the EHS FACES, complementing the descriptive information from these studies and helping the Administration for Children and Families (ACF) better understand the experiences and perspectives of families and staff participating in Head Start and EHS.

**Topic Area Coordinator, What Works Clearinghouse (2010-2013).** Coordinated two topic areas: Early Childhood for Children with Disabilities and English Language Learners. Oversaw all coordinator activities, guided library in topic area literature search, managed SharePoint page and RefWorks account, screened studies and provided guidance to other screeners, organized developer and author correspondence, and managed the review and report-writing process. Provided operations support and managed communication between technical and support staff. Assisted with drafting of the intervention reports. Trained assistant coordinator. Screened studies for several other topic area interventions to determine eligibility for full review. This project, for the U.S. Department of Education (ED), is designed to provide educators, policymakers, and the public with a central, trusted, and easily accessible source for scientific evidence on what works in education.

**Survey Associate, Case Studies of Advanced Supplemental Nutrition Assistance Program (SNAP) Modernization Initiatives (2011-2012).** Conducted focus groups with SNAP participants and eligible nonparticipants in several states to examine their experiences with advanced SNAP modernization initiatives. Tailored focus-group write-up protocol and summarized qualitative data. Assisted with recruiting focus group participants. Funded by the U.S. Department of Agriculture, Food and Nutrition Service, the study will investigate the specific steps states have taken to implement modernization changes, challenges states experience implementing these changes, and individual-level perceptions regarding these changes. Common themes across states and across modernization activities will be identified and the consistent outcomes for those activities will be highlighted.

**Survey Associate, Early Head Start Family and Child Experiences Survey (2011-2012).** Assisted in training and certified bilingual field interviewers to administer Preschool Language Scale (PLS), Peabody

Picture Vocabulary Test (PPVT) and Early Communication Indicator assessments. Participated in the QA review of PLS and PPVT video recordings and hardcopy completes of English and bilingual child assessments. Assisted in training of Survey Operations Center (SOC) staff in quality control of child assessments. This project is sponsored by the U.S. Department of Health and Human Services (DHHS), Office of Planning, Research and Evaluation.

**Survey Associate, Family and Child Experiences Survey (2011-2012).** Tested the bilingual child assessment and prepared materials for the Spanish child assessment training. Conducted the training and certified the bilingual staff on the Spanish child assessment. Launched in 1997, FACES is a periodic, longitudinal study used to learn about the children and families served by Head Start. FACES is sponsored by DHHS, ACF.

**Recruiter and Survey Associate, National Longitudinal Transition Study 2012 (NLTS-2012) (2011).** Recruited approximately 60 public school districts and charter schools nationwide to participate in a study of postsecondary transition experiences among students in more than 500 districts. Organized enrollment communications and documents, and tracked progress of study participation. Supported and led state outreach efforts for difficult-to-contact districts and promoted productive relationships with state, district, and school officials. Oversaw mailings to districts with special requirements. Contributed to creating the protocol for SOC staff to conduct interviews via Instant Messenger. NLTS-2012 is sponsored by ED and is part of the congressionally mandated National Assessment of the Individuals with Disabilities Education Act of 2004.

**Survey Associate, Impact Evaluation on Secondary Student Math Achievement of Highly Selective Routes to Alternative Certification (2010).** Coordinated the school roster check process. Helped develop the roster check work plan, coordinated the roster collection effort, trained SOC staff on roster verification, helped develop an online roster check process and electronic submission form, oversaw school payment process, communicated with schools and subcontractors to obtain missing data items, and cleaned data. Prepared information for weekly and monthly client reports. Acted as liaison to programmer for testing databases. This evaluation, conducted on behalf of ED, is examining the achievement gains of secondary math students taught by teachers from Teach For America and The New Teacher Project-affiliated programs, compared with the gains of similar students taught by other teachers.

**Survey Associate, Randomized Experiment of Playworks: Student and School Outcomes (2010).** Translated active consent and parent notification forms in Spanish. This randomized study, funded by the Robert Wood Johnson Foundation, evaluates the impact of the Playworks program on students' physical activity, social skills, learning, and behavior outcomes. Playworks is a physical activity program for elementary schools that places full-time coaches in low-income schools to organize activities during recess and other periods throughout the school day.

**List Manager, National Survey of Recent College Graduates (NSRCG) (2010).** Served as list manager to more than 100 of the 300 randomly selected postsecondary institutions. Worked with institution liaison, reviewed submitted data files, and provided feedback on file completeness. Reviewed files for QA and managed database. Performed quality control of mass mailing including thank you and advance letters. The NSRCG, sponsored by the National Science Foundation, collects information from individuals who recently obtained a bachelor's or master's degree in a science or engineering field. Results are used to study trends in employment opportunities in science and engineering fields, starting salaries, the types of jobs and sectors in which graduates are employed, and the extent to which graduates obtain jobs in their major fields.

### **Metropolitan Waterfront Alliance; New York, NY**

As **Development and Communications Intern (2010)**, updated and created new applications within the donor and alliance partner database, wrote procedures for using them, and acknowledged donations.

### **Coalition for the International Criminal Court; New York, NY**

As **Membership and Outreach Intern (2010)**, maintained and updated the donor database and supported the outreach efforts of the Coalition's Latin American Team to increase the ratification of the Rome Statute for the International Criminal Court.

### **United Nations (UN) Nongovernmental Organization Global Action on Aging; New York, NY**

As **Spanish Research Associate Intern (2009)**, researched rights of older persons worldwide, wrote blurbs in English and Spanish, and posted them on the organization website. Organized educational seminars, attended UN conferences, took minutes, and wrote reports.

### **Professional Activities**

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2009            The New Leadership Program, Rutgers University

### **Awards and Honors**

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2013            Program Distinction, Monmouth University  
2009            Program Distinction, Richard Stockton College of New Jersey  
2008, 2009     Dean's List

### **Information Technology**

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Word, Excel, Access, PowerPoint, FrontPage, Westlaw, Raiser's Edge, Salesforce, SPSS, Stata, ATLAS.ti

### **Languages**

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Fluent in Bulgarian, Spanish, and Russian  
French, professional working proficiency

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### **Educación:**

- Maestría y doctorado (Ph. D.), University of California, San Diego (1991, 1995).
- Bachillerato y Licenciatura en Economía, Pontificia Universidad Católica del Perú, Lima (1985, 1986).

### **Experiencia laboral:**

INVESTIGADOR PRINCIPAL, GRADE

JUNE 2003 –

- 2012, “Dualidad en el mercado laboral peruano, 2001-2011”, para Organización Internacional del Trabajo.
- 2012, “Impacto de formalización sobre el desempeño de microempresas en el Cercado de Lima, quinta ronda”, para el Independent Evaluation Group del Banco Mundial.
- 2012, “Informalidad y Protección Social en República Dominicana”, para Banco Interamericano de Desarrollo.
- 2011, “Impacto del Presupuesto Participativo en la Calidad de los Servicios Públicos: El Caso del Agua”, para Global Development Network.
- 2011, “Diseño de un Sistema de Monitoreo y Evaluación para la Implementación del Nuevo Proceso Judicial Laboral en Peru”, para USAID - Programa Facilitando Comercio.
- 2011, “Remuneraciones Públicas en Peru: Fallas Institucionales y Propuesta de Reforma”, para COSUDE - Ministerio de Economía y Finanzas..
- 2010-2011, “Evaluación de Diseño y de Proceso del Programa de Conservación del Patrimonio Arqueológico”, para Ministerio de Economía y Finanzas.
- 2010, “Estudio cualitativo sobre las barreras a la formalización entre las microempresas del Cercado de Lima”, para IFC.
- 2010, “Diseño de un Programa Nacional contra el Trabajo Infantil, siguiendo la metodología de Presupuesto por Resultados”, para Ministerio de Economía y Finanzas.
- 2009, “Políticas educativas en el Perú y el rol de la cooperación internacional”, para Network for Policy Research, Review and Advice on Education and Training (NORRAG).
- 2009, “Evaluación de Diseño y Proceso del Programa de Empleo Temporal ‘Construyendo Peru’”, para Ministerio de Economía y Finanzas de Perú.
- 2009, “Políticas de mercado Laboral frente a los tratados de Libre comercio con Estados Unidos, Union Europea y China: Análisis de simulaciones de CGE”, para BID.

- 2009, “Demografía y mercado laboral en el Perú, 1997-2007”, para Banco Mundial.
- 2008-10, “Evaluación de impacto del proceso de simplificación administrativa en las empresas en Lima”, para International Finance Corporation - IFC.
- 2008, “Impactos de PARSALUD sobre grupos excluidos”, para el Fondo de Inclusión Social, Banco Interamericano de Desarrollo.
- 2007-9, “Evaluación del Impacto del Programa PARSALUD sobre el acceso a servicios de salud materna y parto institucional”, para GND (Global Development Network).
- 2008, “Evaluación de programas para pymes en el Perú”, para el Banco Mundial.
- 2007, “Informalidad Laboral en el Perú”, para el Banco Mundial.
- 2007, “Diseño de un Sistema de Post Monitoreo de proyectos de FONCODES”, para Foncodes - JBIC
- 2006-7, “¿Todos los Jóvenes se Benefician por Igual de los Programas de Capacitación? Beneficios de PROJoven según niveles de pobreza”, para PEP-NET.
- 2006-7, “Políticas de desarrollo de habilidades”, para Cooperación Suiza para el Desarrollo
- 2006, “Políticas de Empleo para Jóvenes en Riesgo”, para el Banco Mundial.
- 2006 “Estudio de educación secundaria rural: perfil del docente rural”, para Ministerio de Educación.
- Agosto – Septiembre 2006 “Diagnóstico y diseño de Programa de capacitación para el área rural”, para COSUDE
- Marzo 2005 – Julio 2006 “Estudio de recursos humanos en el Sector Salud: instituciones y factores de oferta y demanda”, para PARSALUD, BID-Banco Mundial
- Noviembre 2005– abril 2006 Asesor del “Programa de Fortalecimiento Laboral Andino” de USAID
- Agosto – diciembre 2005 “Evaluación de impacto del Programa ProJoven, 1996-2005”, para Banco Interamericano de Desarrollo
- Agosto – diciembre 2004 “Evaluación de la estrategia de inversión para el sector social del Banco Interamericano de Desarrollo, 2001-2004”, para Banco Interamericano de Desarrollo.
- Julio 2004 – julio 2005 “Assessing Non-economic Barriers to Health Services for Mothers and Infants”, para Alliance for Health Policy and Systems Research, World Health Organization.
- Setiembre 2004 – Agosto 2005, “¿Cómo se ajusta el mercado de trabajo ante cambios en el salario mínimo? Evaluando la experiencia de la última década” Consorcio de Investigación Económica y Social.
- Agosto – Noviembre 2004 “Evaluación experimental del Programa para jóvenes emprendedores en Huancavelica, Peru”, con Sandro Parodi, para FONDOEMPLEO.
- Enero – Dic. 2004 “La descentralización y los recursos humanos en el sector Educación”, para Consorcio de Investigación Económica y Social (CIES)



- Dic. 2003 – Agosto 2004 “Estudio de línea de base para el Programa de Reforma de la Educación Secundaria y Superior Técnica”, para Banco Interamericano de Desarrollo – Ministerio de Educación del Perú
- Junio – Agosto 2004 “Aspectos laborales del TLC: implicancias para el Perú”, para Proyecto CRECER-USAID
- Marzo – Mayo 2004 “An assessment of institutional capacities for the implementation of the Poverty Reduction Strategy in Honduras”, para Canadian International Development Agency y The World Bank
- Enero - Mayo 2004 “La Regulación del Mercado Laboral en el Perú”, para Proyecto CRECER-USAID
- Julio – Noviembre 2003 “Severance Payments Systems in Latin America”, para Banco Mundial
- Abril – Noviembre 2003 Instituto Apoyo, Director de Proyecto, “Costs of Exchange in the Peruvian Apparel Industry: firm registration and export procedures”, para Ronald Coase Institute
- Marzo – Mayo 2003 Instituto Apoyo, Director de Proyecto, “Evaluación de Impacto Socio-Económico de Carretera Otuzco-Quiruvilca”, para Consultora Klohn Crippen, subcontratista de Minera Barrick Gold
- Instituto Apoyo, co-investigador, “La Equidad del Gasto Público en Salud: Análisis de la Focalización del Seguro Escolar Gratuito y del Seguro Materno Infantil”, para el Consorcio de Investigación Económica y Social – CIES.
- Instituto Apoyo, investigador, “Acción colectiva y servicios para la agricultura en municipios rurales del Peru”, para FAO
- Instituto Apoyo, co-investigador, “La inversión pública en educación: proceso de asignación y determinantes del gasto por alumno”, para el Consorcio de Investigación Económica y Social – CIES
- Nov. 2002 – Marzo 2003 Instituto Apoyo, Director de Proyecto, “Análisis de Prefactibilidad de Proyecto de fortalecimiento de gobiernos locales de KfW y Foncodes”, para KfW
- Instituto Apoyo, Director de Proyecto, “Evaluación de Impacto del Proyecto de Formación Empresarial para Jóvenes de Hogares Pobres”, de CARE Perú
- Instituto Apoyo, Director de Proyecto, “Evaluación de Impacto del Programa de Calificación de Jóvenes Creadores de Microempresas” del Colectivo Integral de Desarrollo - CID
- Mayo – Julio 2002 Instituto Apoyo, Director de Proyecto, “Diseño de Sistema de Monitoreo y Evaluación de Impacto del Programa de Educación Rural y Desarrollo Magisterial, en 10 departamentos de la sierra peruana”, para el Ministerio de Educación
- Junio 2002 Instituto Apoyo, Director de Proyecto, “Evaluación de los Seguros Materno Infantil y Escolar Gratuito del Ministerio de Salud”, para el Programa de Apoyo a la Reforma del sector Salud del Banco Interamericano de Desarrollo, BID-PARSALUD
- Instituto Apoyo, Director de Proyecto “Análisis de Costo-Efectividad del Programa de Educación Rural y Desarrollo Magisterial”, para Ministerio de Educación

- Instituto Apoyo, Director de Proyecto, “Desempeño de servicios públicos agrícolas y gobiernos locales”, para Food and Agriculture Organization - FAO
- Organización Internacional del Trabajo - International Program for Eradication of Child Labor. Diseño de un Sistema Nacional de Monitoreo y Verificación del Trabajo Infantil en Minería Artesanal.
- Programa de las Naciones Unidas para el Desarrollo - PNUD, Proyecto Guía de Acciones de Gobierno, "Agenda para la Política Laboral en el Perú, 2001-2006"
- Consorcio de Investigación Económica y Social, Red de Políticas de Empleo, “Políticas de recursos humanos para la agricultura costera”
- Grupo de Análisis para el Desarrollo - GRADE, "Impacto económico de normas laborales recientes: formación laboral juvenil, empresas de servicios especiales y costos de despido", con Jaime Saavedra
- Fondo Nacional para la Capacitación y el Empleo - FONDOEMPLEO, “Evaluación de impacto del Proyecto de capacitación e inserción laboral Caritas-Sur Empleo”
- CEPAL-GRADE, "Gobernabilidad y desempeño económico: economía política de la reforma económica en el Perú de los 1990s", con Jaime Saavedra
- GTZ, Programa de Fomento a Pymes, "Supervisión de investigación sobre situación de las pymes en el Perú"
- Grupo de Análisis para el Desarrollo - GRADE, "Articulación entre empresas grandes y pequeñas. Relaciones de subcontratación en el Sector Confecciones: determinantes, potencial y obstáculos a su desarrollo", con Miguel Robles y Jaime Saavedra
- Swisscontact - Programa Nacional de Pequeña y Microempresa, “Evaluación de impacto del Programa de bonos para capacitación y asesoría técnica para Pymes, Bonopyme”
- Organización Internacional del Trabajo (OIT), “Potencial de generación de empleo de la agricultura peruana”
- Organización Internacional del Trabajo (OIT), “El servicio público de empleo en el Perú”
- Programa de las Naciones Unidas para el Desarrollo (PNUD), “Diseño de sistemas de información de oferta de capacitación y demanda de habilidades del Programa de Capacitación Laboral Juvenil - PROJOVEN del Ministerio de Trabajo y Promoción Social del Perú”
- 1996 - 1997 Corporación Andina de Fomento (CAF), “Diseño de un sistema de información sobre el mercado laboral y de capacitación para el Ministerio de Trabajo y Promoción Social del Perú”

#### *Consultor independiente*

- Dic. 2002 – Enero 2003      Miembro del Grupo de Trabajo sobre Recursos Humanos y Mercado de Trabajo del Foro Nacional de Competitividad
- Julio 1999-Marzo 2001      Asesor Principal del Programa de Fomento de la Pequeña y Mediana Empresa, GTZ-MITINCI. Responsabilidades incluían supervisión de y asesoría a cuatro proyectos interrelacionados y dirección de proyecto de asesoría en políticas al viceministerio de Industria

- Desde marzo 2001 Miembro del Grupo de Referencia para políticas por la infancia, Save the Children Suecia
- Desde mayo 2000 Miembro de la Comisión Especializada No Permanente (CENPES) de Desarrollo Social y Empleo Productivo de la Comisión Interamericana para el Desarrollo Integral (CIDI), Organización de Estados Americanos (OEA)
- Enero 2000 - Abril 2001 Coordinador de la Comisión de Investigación de la Mesa de Coordinación Pyme - Perú
- Marzo 1999 – enero 2001 Miembro de la Comisión Consultiva del Viceministerio de Promoción Social, Ministerio de Trabajo y Promoción Social
- Dic. 1996 – dic. 2000 Miembro del Consejo Directivo Nacional del Servicio Nacional de Adiestramiento en Trabajo Industrial - SENATI
- Agosto 1998 - Febrero 1999 Viceministro de Promoción Social, Ministerio de Trabajo y Promoción Social
- Octubre 1998 - Febrero 1999 Presidente Fundador del Consejo Directivo del Fondo Nacional de Capacitación y Promoción del Empleo - FONDOEMPLO
- Marzo 1997 - Julio 1998 Asesor Principal del Viceministro de Promoción Social, doctor Gustavo Yamada, Ministerio de Trabajo y Promoción Social
- Asesor del Ministro de Trabajo y Promoción Social, doctor Jorge González Izquierdo
- Julio 1997 - Julio 1998 Coordinador-Gerente del Proyecto Sistema de Información Laboral, Ministerio de Trabajo y Promoción Social - Agencia Suiza para el Desarrollo y la Cooperación (COSUDE)
- Setiembre 1995- Julio 1996 Asesor de la Presidencia de la Comisión de Trabajo y Seguridad Social y Vice-Presidencia de la Comisión de Economía del Congreso de la República
- Marzo 1987-Enero 1988 Asistente de analista en el Grupo de Análisis de Políticas para la Agricultura. Lima, Proyecto PADI, Ministerio de Agricultura-USAID. Trabajo con oficina de asesoría del despacho ministerial en dos áreas: evaluación de coyuntura y diseño de políticas de desarrollo agrícola.

## **DOCENCIA**

- Desde 1992 Profesor de los departamentos de Economía de la Universidad del Pacífico, Pontificia Universidad Católica, Universidad de Piura. He dictado cursos de Economía Laboral, Macroeconomía, Crecimiento y Políticas Económicas, Políticas Sociales, Economía del Desarrollo e Historia Económica.
- 1997 – 1999 Jefe del Comité Editorial del Boletín de Economía Laboral, publicación trimestral de investigaciones sobre el mercado laboral, Ministerio de Trabajo y Promoción Social.
- Profesor de Historia Económica de América Latina, San Diego State University, California, Estados Unidos.
- 1991 – 1995 Investigación para tesis doctoral, “Economic Growth and Regional Dynamics in Northern Peru, 1776-1940”, Universidad de California, San Diego.

- 1994 - 1995 Redactor 'free-lance' para Sociological Abstracts, Inc.
- 1992 - 1993 Profesor en la Escuela de Graduados del departamento de Economía, Pontificia Universidad Católica.
- 1990 - 1991 Asistente de docencia, Universidad de California en San Diego.
- 1987 - 1988 Jefe de Prácticas. Departamento de Economía, Pontificia Universidad Católica.

## PUBLICATIONS AND WORKING PAPERS

- 2012, "The Spatial Geography of Teacher Labor Markets: Evidence from a Developing Country". *Economics of Education Review*, vol. 31, n. 1.
- 2012, "The changing role of international cooperation in developing countries (as they develop): A case study of skills development policies in Peru". *International Journal of Educational Development*, vol. 32, n. 1, pp. 22-30.
- 2012, "Ajustes del Mercado Laboral Peruano ante Cambios del Salario Mínimo: La experiencia de la década del 2000". Lima: GRADE, documento de investigación 63.
- 2012 (en edición), "Evaluación de políticas activas de empleo en el Perú" (editor). Lima: GRADE.
- 2011, "Efectos del Programa Juntos sobre nutrición temprana", con Alan Sánchez. Lima: GRADE, documento de investigación 61.
- 2011, "Menos Desiguales: La distribución del ingreso luego de las reformas estructurales". Lima: GRADE, documento de investigación 59.
- 2010, "Inequality In Post-Structural Reform Peru: The Role Of Market And Policy Forces", con Jaime Saavedra. In: N. Lustig and L. F. López-Calva (eds.), The New Dynamics of Income Inequality in Latin America. Washington D.C.: Brookings Institution.
- 2009, "Evaluating Interventions to Reduce Maternal Mortality. Evidence from Peru's PARSALUD Program", con Juan José Díaz, in *Journal of Development Effectiveness*, vol. 1, n. 4.
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- 2009, "Pobreza e Impactos Heterogéneos de las Políticas de Empleo Juvenil: El Caso de PROJOVEN en el Perú", con José Galdo y Verónica Montalva. Lima: GRADE, documento de trabajo 54.
- 2009, "The Impact of Public Health Insurance on Access and Equity in Access: Peru's Mother Infant Insurance", in: P. Smith (ed.), Addressing Challenges of Health Systems in the Developing World. Northampton, MA: Edward Elgar Publishing for Global Development Network.
- 2009, "Is There Demand for Formality Among Informal Firms? Evidence from Microfirms in Downtown Lima". Bonn: Deutsches Institut für Entwicklungspolitik, discussion paper n. 12.

- 2008, “Household Wealth and Heterogeneous Impacts of Market-Based Training Programs. Evidence from Peru’s PROJOVEN”, Poverty and Economic Policy Network (PEP-NET), working paper n. 2.
- 2006, “Gobiernos Locales, Instituciones para la Acción Colectiva y Desempeño de los Servicios Agrícolas Públicos en el Perú”, in J. Iguñiz, J. Escobal y C. Degregori (eds.), Perú: El Problema Agrario en Debate. Lima: SEPIA.
- 2006, “Economic and Non-Economic Barriers to pre-natal care among Peruvian mothers: race, geography and power relations within the household”.
- 2005, “Severance Payment Programs in Latin America”, en Empirica (Springer), vol. 32: 3-4.
- 2005, Transiciones globales y ajustes locales. Los mercados laborales y de capacitación en el Perú a inicios del s.XXI (co-editor). Lima: Centro de Investigaciones de la Universidad del Pacífico.
- 2004, “Minimum Wage Effects Under Endogenous Compliance: Evidence from Peru”, en Economica, vol. 50, n. 1-2, December.
- 2005, “Decentralization and the Labor Market for Teachers: Determinants of Teacher Location”, [www.grade.org.pe/asp/brw\\_pub13](http://www.grade.org.pe/asp/brw_pub13)
- 2004, “El Seguro Escolar Gratuito y el Seguro Materno Infantil: análisis de su incidencia e impacto sobre el acceso a los servicios de salud y sobre la equidad en el acceso” (with Sandro Parodi). Lima: GRADE, documento de trabajo n. 46.
- 2004, “Transaction costs in Peru: How much does it cost to start a garment firm in Lima? Lima: GRADE, mimeo
- 2004, Los Emprendimientos Juveniles en América Latina: ¿Una respuesta ante las dificultades de empleo? Buenos Aires: Red Etis
- 2004, “Para una Reforma Laboral”. Perú Económico, vol. 27, n. 7.
- 2004, “Políticas de recursos humanos para la agricultura comercial costeña”. En: N. García et al., Políticas de Empleo en el Perú, Consorcio de Investigación Económica y Social.
- 2003, Jóvenes Emprendedores. Evaluación de programas. Lima: Fondoempleo and Instituto Apoyo.
- 2003, “Enfoques educativos para niños y niñas trabajadores: estudio de caso de dos experiencias peruanas”. Lima: Save the Children UK, documento de trabajo.
- 2002, Labor Policy: Between Promoting Employment Growth and Improving Workers Protection. Center for International Private Enterprise and Instituto Apoyo, Economic Advise to Congress Bulletin, n. 4.
- 1999, El Potencial de Generación de Empleo de la Agricultura Peruana. ILO, working paper 104.
- 1998, Información en el Mercado Laboral: Teoría y Políticas. Centro de Investigaciones de la Universidad del Pacífico (with Gustavo Yamada).
- 1998, “La Información en el Mercado Laboral y el Rol del Estado”. Punto de Equilibrio, vol. 7, n. 52.

- 1998, "Información Laboral, Movilidad Espacial e Ingresos en Lima Metropolitana". Paper presented at the XXVI Annual Conference of the Latin American Econometric Society.
- 1998, "Mercado Laboral y Políticas de Empleo". Paper presented at the Second Forum of the Peruvian University.
- PhD Thesis: "Growth and Underdevelopment: Trade and Regional Articulation in Northern Peru, 1750-1940". University of California, San Diego.
- "Migrations and Formation of Labor Markets in Peru". Annual Conference "Resource Shocks and Global Change" of the All-University of California Group in Economic History. Pasadena, California.
- "Migraciones y Formación de Mercados de Trabajo". Economía (Universidad Católica del Perú economics department journal), vol. XV, ns. 29-30.

## IDIOMAS

	<b>Lee</b>	<b>Escribe</b>	<b>Habla</b>
<b>Español</b>	Nativo	Nativo	Nativo
<b>Inglés</b>	Muy bien	Muy Bien	Muy Bien

## **EDUCATION**

- Ph.D. Economics, University of Maryland at College Park, 2005.
- M.A. Economics, University of Maryland at College Park, 2002.
- B.A. Economics, Pontificia Universidad Católica del Peru, 1995.

## **FIELDS OF INTEREST**

- Primary: labor economics, program evaluation
- Secondary: development, education, health

## **EXPERIENCE**

- Senior Researcher, Grupo de Análisis para el Desarrollo. September 2007 – .
- Associate Researcher, Grupo de Análisis para el Desarrollo. July 2005 – August 2007.
- Assistant Researcher, Grupo de Análisis para el Desarrollo. July 1997 – July 2000.
- Research Assistant, Grupo de Análisis para el Desarrollo. July 1995 – June 1997.
- Research Assistant, Instituto de Estudios Peruanos. May 1994 – June 1995.

## **PUBLICATIONS AND WORKING PAPERS**

- Hacia un sistema de formación continua de la fuerza laboral en el Perú,*( con Juan Chacaltana y David Rosas). Lima: BID; OIT. August, 2015.
- ¿Qué sabemos sobre los programas y políticas de Primer Empleo en América latina?” (con Guillermo Dema y Juan Chacaltana). Lima: OIT; Oficina Regional para América Latina y el Caribe. ISBN: 978-92-2-329888-3. April 2015.
- “Efectos del Programa de Transferencias Condicionadas JUNTOS en el Peso al Nacer de los Niños,” (con Víctor Saldarriaga). Manuscrito. Diciembre, 2014.
- “Investigaciones sobre la introducción de las TIC en las escuelas y su impacto en el aprendizaje,” (con Rodolfo Elías, Patricia Misiego, Alina Machado, e Ivone Perazzo). Chapter in: Luis Ortíz (Comp), *La educación en su entorno: sistema educativo y políticas públicas en Paraguay* (pp. 91-129). Asunción: CADEP; ILAIPP. ISBN: 978-99967-760-0-7. 2014.
- “Evaluación de impacto del Proyecto Sinfonía por el Perú: Música e inclusión social,” informe final de consultoría. Mayo, 2014.
- “Perú: Leve mejoría en el cumplimiento, pero limitado por la alta informalidad,” en: Marinakis (ed.) *Incumplimiento con el salario mínimo en América Latina. El peso de los factores económicos e institucionales*. Santiago, Organización Internacional del Trabajo, 2014. ISBN 978-92-2-328993-5.
- “Formalización empresarial y laboral,” en Infante y Chacaltana (editores), *Hacia un desarrollo inclusivo. El caso del Perú*. Comisión Económica para América Latina y el Caribe (CEPAL). Santiago de Chile, abril de 2014
- “Evaluación de impacto del Programa de Capacitación laboral Juvenil PROJOVEN, convocatoria 16,” (con David Rosas). Informe de consultoría. Estudio elaborado para el Banco Interamericano de Desarrollo. Manuscrito. Enero, 2014.
- “Trabajo infantil en el Perú.” Informe final de consultoría. Estudio elaborado para el Ministerio de Desarrollo e Inclusión Social. Manuscrito. Noviembre, 2013.

- “Formalización empresarial y laboral.” Estudio elaborado para CEPAL y OIT. Manuscrito. Octubre, 2013.
- “La aplicación del salario mínimo en el Perú.” Estudio elaborado para OIT. Manuscrito. Abril, 2013.
- “Revisión temática y metodológica de la Encuesta Demográfica y de Salud Familiar – ENDES, y recomendaciones para su mejoramiento,” en INEI, *Reflexiones sobre la Encuesta Demográfica y de Salud Familiar – ENDES*. Lima, febrero 2013.
- “The Vulnerability of the Uninsured to Health Shocks in Peru,” en Knaul; Wong y Arreola-Ornelas (editores), *Financing Health in Latin America Household Spending and Impoverishment*. Washington: Harvard Global Equity Initiative, Mexican Health Foundation, International Development Research Centre, IDRC, pp. 251-283. 2012.
- “Household catastrophic health expenditures: a comparative analysis of twelve Latin American and Caribbean Countries” (co-authored). *Salud Pública de México*, 53(S2): S85-S95, 2011.
- “An exploration of the impact of water and sanitation on child health and mortality in Peru,” (with Raúl Andrade). Manuscript. December, 2011.
- “Impacto de una intervención con grupos de mamás y bebés en el desarrollo infantil,” (with Beatriz Oré and Mary Penny). *Revista de Psicología* Vol. XXIX (1), Pontificia Universidad Católica del Perú, 2011.
- “Programas Nacionales de Educación y el Trabajo Infantil en el Perú.” Prepared for ILO. Manuscript, GRADE. May, 2011.
- “Políticas de Innovación, Ciencia y Tecnología,” (with Juana Kuramoto). Documento de Política, Proyecto “Elecciones Perú 2011: Centrando el debate electoral.” Consorcio de Investigación Económica y Social CIES. March, 2011.
- “The Returns to Schooling, Cognitive and Non-cognitive Skills in urban Perú,” (with Omar Arias y David Vera Tudela). Manuscript, GRADE. January, 2011.
- “Evaluación de los Programas de Apoyo a las PyME en Perú,” (con Miguel Jaramillo). Capítulo en: Lopez Acevedo, Gladys y H. Tan (eds.): *Evaluación de Impacto de los Programas para PyME, Latinoamérica y el Caribe*. Banco Internacional de Reconstrucción y Fomento / Banco Mundial. April, 2010.
- “Evaluación de Políticas de Apoyo a la Innovación en el Perú,” (con Juana Kuramoto). Prepared for FINCyT. July, 2010.
- “Evaluating interventions to reduce maternal mortality: evidence from Peru’s PARSALUD programme.” (with Miguel Jaramillo). *Journal of Development Effectiveness*, 1(4): 387-412, december 2009.
- “Employment and earnings trends in Perú. 1997-2008. Evidence from household surveys.” Background Paper, Labor Market Study. World Bank, june, 2009.
- “Migración e ingresos en el mercado laboral del Perú urbano” (with Efraín Rodríguez). Documento manuscrito, GRADE, june 2009.
- “Políticas de fomento de las micro, pequeñas y medianas empresas en el Perú” (with Miguel Jaramillo). Informe presentado a OVE-BID, may 2009.
- “El impacto de PARSALUD sobre la calidad de la atención de la salud materna entre la población indígena” (with Miguel Jaramillo). Prepared for FIS-BID, february 2009.
- “The vulnerability of the uninsured to health shocks in Peru” (with Matrn Valdivia). Manuscript, GRADE, february 2009.



- “The PARSALUD Program in Peru: Evaluating its impact on access to institutional delivery and adequate maternal care. Impact at the mothers’ level” (with Miguel Jaramillo). Manuscript, GRADE, January 2009.
- “Impacto de una intervención psicosocial en el desarrollo de un grupo de niños y niñas menores de un año en San Juan de Lurigancho, Perú” (with Beatriz Oré and Mary Penny). Manuscript, January 2009.
- “Educación superior en el Perú: tendencias de la oferta y la demanda.” Book chapter in Benavides, Matrín (editor) *Análisis de programas, procesos y resultados educativos en el Perú. Contribuciones empíricas para el debate*. Grupo de Análisis para el Desarrollo, Lima, Perú. 2008. ISBN: 978-9972-615-46-7.
- “Health Care Utilization among Older Mexicans: health and socioeconomic inequalities” (with Rebeca Wong). *Salud Pública de México* 49(S4): S505-S514, 2007.
- “La investigación sobre el mercado laboral peruano: instituciones, capacitación y grupos desfavorecidos” (with Miguel Jaramillo and Hugo Ñopo). Book chapter in *Investigación, políticas y desarrollo en el Perú*. Grupo de Análisis para el Desarrollo, Lima, Peru. 2007. ISBN: 9972-615-42-9.
- “La salud materno-infantil en el Perú: mirando dentro y fuera del sector salud” (with Martín Valdivia). Book chapter in *Investigación, políticas y desarrollo en el Perú*. Grupo de Análisis para el Desarrollo, Lima, Peru. 2007. ISBN: 9972-615-42-9.
- “An Evaluation of the Peruvian “Youth Labor Training Program” – PROJoven” (with Miguel Jaramillo). Inter-American Development Bank Washington, D.C. Office of Evaluation and Oversight, OVE. Working Paper: OVE/WP-10/06, October, 2006.
- “An Assessment of Propensity Score Matching as a Non Experimental Impact Estimator: Evidence from Mexico’s PROGRESA Program” (with Ashu Handa). *Journal of Human Resources* 41(2): 319–345, 2006.
- “Health Insurance and Health Care Use Among Older Mexican Immigrants in the U.S.: Comparison with their origin-country counterparts” (with Rebeca Wong and Mónica Espinoza). *Research on Aging* 28(3): 375-392, 2006.
- “Public Sector Downsizing”. Chapter 4 in Coudouel, Aline y Stefano Paternostro, (editors) *Analyzing the Distributional Impact of Reforms, Volume II*. The World Bank, Washington, D.C. 2006. ISBN-10: 0821363484.
- “Peru: Stabilization, Liberalization and Inequality,” (with Jaime Saavedra and Maximo Torero). Capítulo 10 in Vos, Taylor y Barros (editors) *Economic Liberalization, Distribution and Poverty*, 2003.
- “Impacto de la Educación Inicial sobre el Rendimiento en Primer Grado de Primaria en Escuelas Públicas Urbanas de Lima,” (with Santiago Cueto). *Revista de Psicología* Vol. XVII (1), Universidad Católica, 1999.
- “Evolución de la Estructura de Ingresos Relativos en Lima Metropolitana 1986-1995.” Investigaciones Breves No.11, Consorcio de Investigación Económica y Social. Lima, 1999.
- “La Distribución del Ingreso y del Gasto en el Perú antes y después de las Reformas Estructurales,” (with Jaime Saavedra). Serie Reforma Económica No.34, Comisión Económica para América Latina y el Caribe, 1999.

“Empleo, Productividad e Ingresos en el Peru (1990-1996),” (with Jaime Saavedra, Eduardo Maruyama and Juan Chacaltana). Documento de Trabajo No.67, Oficina Internacional del Trabajo, 1997.

“La Duración del Desempleo en el Peru,” (with Eduardo Maruyama). Manuscript, GRADE, 1999.

## CONSULTANCY

**Organización Internacional del Trabajo - OIT** **Febrero 2015 - Marzo 2015**  
Análisis de Programas y Políticas de Primer Empleo en América Latina.

**Organización Internacional del Trabajo - OIT** **Octubre 2012 - Diciembre 2012**  
Análisis de la aplicación del salario mínimo en el Perú.

**Organización Internacional del Trabajo - OIT** **Junio 2012 - Julio 2012**  
Hacia un mejorado sistema de formación para la fuerza laboral en el Perú: Propuestas de reforma

**Banco Interamericano de Desarrollo** **Julio 2011 - Octubre 2011**  
Análisis preliminar de costo-beneficio del programa de transferencias monetarias condicionadas de Trinidad y Tobago.

**OMTRIX Inc.** **Octubre 2011 - Febrero 2012**  
Consultoría para Análisis del Mercado Laboral y Oferta de Educación Superior en el Perú

**Ministerio de Economía y Finanzas. Evaluación materiales educativos** **Diciembre 2010 – Abril 2011**  
Evaluación de ejecución e impactos de la Estrategia Sanitaria Nacional de Inmunizaciones (ESNI) del Ministerio de Salud.

**Programa de Ciencia y Tecnología -FINCyT** **Abril 2010 – junio 2010**  
Evaluación de las políticas de promoción para la innovación en el Perú.

**Ministerio de Economía y Finanzas. Evaluación materiales educativos** **May 2009 – August 2009**  
Evaluación de ejecución e impactos de la partida presupuestaria de materiales educativos del Ministerio de Educación.

**Banco Interamericano de Desarrollo, Oficina de Evaluación** **January 2009 – April 2009**  
Políticas de fomento de las micro, pequeñas y medianas empresas en el Perú

**Banco Interamericano de Desarrollo** **November 2008 – March 2009**  
Diseño de un microsimulador para evaluar escenarios de transferencias condicionadas en educación para el Programa JUNTOS.

**Ministerio de Economía y Finanzas. Evaluation of PRONAFCAP** **March 2008 – June 2008**  
Evaluation of implementation and impacts of the National Program of Continuing Professional Development (*Programa Nacional de Capacitación y Formación Permanente* –PRONAFCAP).

- Proyecto Peru-Canada - PERCAN*** ***April 2007 – March 2008***  
Analysis of the formalization process of small-scale informal miners in pilot regions of the project.
- Proyecto Peru-Canada – PERCAN*** ***June 2006 – March 2007***  
Baseline census and survey for the small-scale informal mining sector in pilot regions of the project. (La Libertad, Moquegua, Pasco)
- Inter American Development Bank, OVE*** ***November 2006 – April 2007***  
Impact evaluation of the technological transfer component of PROMSA (Ecuador)
- FONDOEMPLEO*** ***January 2006 – February 2006***  
Impact evaluation of the training for young entrepreneurship (Programa de Capacitación de Jovenes Emprendedores) implemented by Colectivo Integral de Desarrollo (CID) in Puno (Peru).
- Development Training Systems - DTS*** ***August 2006 – October 2006***  
Gender and Information and Communication Technologies in Micro and Small Enterprises in Peru
- Inter American Development Bank, OVE*** ***July 2005 – December 2005***  
Evaluation of the Peruvian “Youth Labor Training Program” – PROJoven
- World Bank*** ***July 2005 – September 2005***  
Analyzing the distributional impact of reforms, chapter on Public Sector Downsizing
- World Bank*** ***June 2003 – October 2003***  
Downsizing Options Simulation Exercise, Gender Sensitive version for Vietnam and Peru
- Inter American Development Bank*** ***June 2002 – August 2002***  
Evaluation methods to estimate program impacts of PROGRESA.
- Japanese Agency for International Development*** ***March 2000 – May 2000***  
Stocktaking on social programs in Peru

## **TEACHING**

- Lecturer (Economics of Education), Universidad de Piura, 2010-2012.  
Lecturer (Econometrics of Cross Section and Panel Data), Universidad de Piura, 2008-2012.  
Lecturer (Development Microeconomics), Master in Economics, Pontificia Universidad Católica del Peru, 2009, 2011, 2012.  
Lecturer (Economics of Education), Maestría de Políticas Educativas, Pontificia Universidad Católica del Peru, 2008.  
Lecturer (Intermediate Microeconomics), Universidad del Pacifico, 2006.  
Lecturer (Intermediate Microeconomics), University of Maryland, 2003.  
Teaching Assistant (Intermediate Microeconomics), University of Maryland, 2002.  
Teaching Assistant (Microeconomic Analysis), Central Bank, Lima-Peru, XLVI Special Recruiting Course, summer 1998.  
Teaching Assistant (Intermediate Macroeconomics/Microeconomics), Pontificia Universidad Católica del Peru, 1994/1995-1997.

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**AWARDS AND HONORS**

Assistantship Award, University of Maryland, 2003-2004.  
Fulbright Fellowship for Graduate Studies, 2000.  
Research Grant, Economics Research Consortium, Lima, 1997 and 1999.  
Premio Excelencia Union, AFP Unión – Banco de Crédito del Peru, Lima, 1995.

**PERSONAL INFORMATION**

Citizenship: Peruvian.  
Languages: Spanish (native), English.

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**Experta senior en democracia, gobernanza y accountability, derechos civiles y promoción democrática. Evaluadora y consultora internacional e investigadora. Experimentada en la alta gerencia y en la dirección/gestión programática en desarrollo internacional con el tercer sector, en nexos con fortalecimiento institucional e incidencia pública a nivel de la dirigencia gubernamental.**

**Perfil de destrezas y desempeño profesional:** Amplio *expertise* en investigación y en evaluación interna y externa en temas sociales y de construcción democrática. Gran capacidad analítica y estratégica con una sólida base académica, de investigación y de trabajo práctico, que incluye asesoría y diseño de proyectos y actividades de fortalecimiento institucional, programático y temático a nivel de país (Perú) y sub-regional (Colombia, Perú y Ecuador). Ha estado a cargo de asuntos de desarrollo organizacional-institucional y responsabilidad social, y desempeñado roles principales en materia de *advocacy*, promoción y *networking* de alto nivel tanto como de base.

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## EDUCACIÓN

**Massachusetts Institute of Technology**  
Cambridge,  
Massachusetts EEUU

Egresada (All but dissertation: "A.B.D.", 1996 - Programa de Doctorado en Ciencia Política  
Campos de especialización: Filosofía Política/Teoría Política y Social y Política Latinoamericana; concentración menor en Política Estadounidense.

**Pontificia Universidad Católica del Perú**  
Lima, Perú

• Licenciada en Filosofía, mayo 1985.  
Obtenido mediante programa de cursos y examen de grado, con calificación de sobresaliente.  
• Bachiller en Humanidades, especialización en Filosofía, enero 1985.  
Tesis de Bachillerato: "La Utilidad Social en Hume", aprobada con calificación de sobresaliente.

**Distinciones y becas**

Departamento de Estado-EEUU, International Visitor Leadership Program: "Accountability en el gobierno y en la empresa", mayo 2008; RED para el Desarrollo de las Ciencias Sociales en el Perú/Fundación Ford: Beca del Programa de Reinserción de Profesionales Peruanos (1997-1998); Center for International Studies, M.I.T: Beca de investigación (verano 1992); Instituto de Estudios Peruanos: Investigadora asociada (1992); Institute for the Study of World Politics: Beca de tesis doctoral (1992); Fundación MacArthur, Peace and International Cooperation Program: Beca doctoral (1991); Fundación Ford: Beca doctoral (1989); Organización de Estados Americanos: Beca de estudios (1987-1989). Stanford University-Dpto. de Ciencia Política, FLACSO, CLACSO, CIEPLAN, y Universidad Católica de Chile: Beca para el "Santiago Workshop on Democratization" (Chile, junio-julio 1991).

## EXPERIENCIA PROFESIONAL

**Puericultorio Pérez Aranibar, Sociedad de Beneficencia de Lima Metropolitana**  
Lima, Perú

Directora:  
(*posición interina*) Diciembre 2012 - enero 2013  
A cargo de la conducción administrativa y técnico-asistencial del Puericultorio. Conduce y supervisa actividades y procesos de cierre de año; lleva adelante acciones para sistematización de necesidades de las áreas orgánicas y para la coordinación entre ellas en función de fortalecer la calidad de la atención a la/os residentes y su seguridad.

<p><b>Instituto del Perú</b>  <b>Universidad San Martín</b>  <b>de Porres</b>                  Lima, Perú</p>	<p>Investigadora:  <i>(tiempo parcial)</i> <span style="float: right;">Mayo 2011-continúa</span></p> <p>Investigación, asistencia técnica y actividades de                  diseminación. Proyecto Gobernabilidad, corrupción y                  transparencia: Balance y agenda de investigación en el Perú                  (auspiciado por el Consorcio de Investigación Económica y                  Social). Asistencia técnica y asesoría en proyectos de temas                  políticos y de investigaciones del Instituto sobre desarrollo                  y pobreza rural.</p>
<b>Evaluación: Consultorías recientes</b>	
<p><b>Corporación Financiera</b>  <b>Internacional IFC -</b>  <b>LAC Advisory</b>  <b>Services/Acceso al</b>  <b>Crédito, Peru Rural</b>  <b>Microfinance</b>  <b>Program</b>                  Lima, Perú</p>	<p>Especialista Senior de Evaluación - Evaluación de Impacto                  del Proyecto Edyificar, Programa de Microfinanzas Rurales                  en Perú: <span style="float: right;">Junio 2012- septiembre 2014</span></p> <p>Dentro del equipo formado por Triodos-Facet (Holanda), es                  encargada de la coordinación ejecutiva y consolidación de la                  evaluación. El proyecto adapta microcréditos para actividades                  agrícolas familiares en zonas rurales de Ancash. La evaluación                  consta de tres puntos temporales (desde línea de base hasta el                  fin del proyecto), incluyendo encuestas, medición de la                  pobreza y métodos cualitativos.</p>
<p><b>Programa de las</b>  <b>Naciones Unidas para el</b>  <b>Desarrollo (PNUD),</b>  <b>Oficina de Evaluación,</b>  <b>Sede</b></p>	<p>Consultora Internacional de Evaluación. Evaluación de                  Resultados de Desarrollo: Programa de País-Costa Rica                  2002-2010 (ERD). <span style="float: right;">Mayo 2011 - enero 2012</span></p> <p>Dirige el equipo (3 consultores nacionales, especialistas                  temáticos), en colaboración cercana con PNUD-OE: Diseña                  la evaluación; organiza y participa en su implementación,                  con dos misiones de campo y un taller de presentación de                  hallazgos, muy valorados por los socios y beneficiarios.                  Analiza y consolida la información y las contribuciones                  de los consultores nacionales; formulación de informes                  intermedios y finales.</p> <p>Especialista en Evaluación - Estudio de Caso de Bolivia -                  Evaluación Global de la Contribución del PNUD en                  Decentralización y Gobernanza Local (DGL)  <span style="float: right;">Junio - septiembre 2010</span></p> <p>Como parte de la evaluación global, dirige y desarrolla el                  estudio de caso para Bolivia, incluyendo una misión de 10 días                  y el análisis de la información de documentos compilados, y                  elabora el respectivo informe. Brinda insumos para las                  sucesivas revisiones del informe general de la evaluación                  global DGL sobre el aporte del PNUD en resultados de                  desarrollo (2000-2010), de modo de asistir en el                  fortalecimiento de la efectividad.</p>
<p><b>Programa de las</b>  <b>Naciones Unidas para el</b>  <b>Desarrollo (PNUD),</b>  <b>Oficina de Evaluación</b>                  Lima, Perú</p>	<p>Consultor Nacional y Experto en Misión, Gobernabilidad -                  Evaluación de Resultados de Desarrollo: Programa de País-                  Perú (ERD) <span style="float: right;">Abril - noviembre 2009</span></p> <p>Miembro del Equipo de Evaluación para la ERD Perú (ciclos de                  programación 2001-2010) como consultora nacional en calidad de                  experta en gobernabilidad. Participa en las misiones                  preparatoria y principal, en recolección y análisis de datos,                  responsable del informe analítico sobre las subáreas y                  proyectos asignados dentro del campo de gobernabilidad                  democrática (descentralización, derechos humanos y políticas                  post-conflicto, justicia, modernización del parlamento, el                  Acuerdo Nacional para la concertación política y de políticas                  públicas) y de insumos/análisis para los aspectos de                  institucionalidad y gobernabilidad de la misión ERD, sus                  productos intermedios y su informe principal.</p>

## Desempeño en el campo programático para el desarrollo

### Asociación Civil

#### Transparencia

Lima, Perú

Secretaría General Adjunta Septiembre 2003 - agosto 2009  
Funciones como alterna al Secretario General y de supervisión y fortalecimiento técnicos en el diseño y desarrollo de proyectos y en la orientación estratégica de la institución. Impulsa y desarrolla procesos internos de sistematización y aprendizaje programático institucional, incluyendo la sistematización del apoyo de la cooperación sueca (ASDI y Embajada) a la institución desde sus inicios; los procesos de revisión y fortalecimiento institucional en 2006 y 2008-9; y los documentos de evaluación interna y sistematización programática de diversos proyectos y, asociado a la elaboración de memorias anuales/bienales, del trabajo programático de Transparencia. Ha sido directora tanto de un proyecto multitemático que incluye un programa de fortalecimiento institucional interno y un paquete programático de acción electoral y de construcción de capacidades democráticas en el sistema político y el sector ciudadano, así como de un proyecto relativo a reformas anticorrupción y de modernización estatal en el que condujo y fue editora general de su Colección Agenda Integridad: *Guías Temáticas. Reformas clave para un Estado en buen estado*. Las tareas programáticas incluyen asesoría técnico-programática para proyectos de fortalecimiento democrático institucional y de actores del ámbito político y público en gobernanza y diseño institucional y *advocacy* para la reforma política y el fortalecimiento ético e institucional del Congreso, además de diseño conceptual y estratégico para proyectos y acciones de formación/divulgación democrática para actores políticos, partidos y ciudadanía.

### Instituto Nacional de

#### Estadística e

#### Informática – INEI

Lima, Perú

Consultora de la Jefatura, para investigación y asesoría  
Marzo - julio 2003

Tareas principales en apoyo a la calidad y solidez técnica de productos y proyectos varios; y a la orientación y funcionamiento general de la institución. Investigación y seguimiento de acciones en conexión con la preparación del proyectado Censo Nacional 2004; especialmente en el desarrollo de aspectos conceptuales (como la definición del cuestionario censal).

### Ministerio de

#### Educación

Lima, Perú

Delegada del Viceministro de Gestión Pedagógica, Programa de Educación Rural y Desarrollo Magisterial  
Diciembre 2001 - diciembre 2002

Liaison con el Banco Mundial respecto al Programa; responsable para la negociación con el Banco y para el desarrollo de acciones/procesos por las diversas unidades del Ministerio en preparación del Programa y el préstamo correspondiente, incluyendo las actividades durante las misiones del Banco. Condujo la reformulación de los documentos del Programa para su aprobación en el Sistema Nacional de Inversiones; supervisó el desarrollo estratégico y de contenidos del Programa para asegurar una articulación coherente entre sus partes. El Programa fue transferido (agosto 2002) al Viceministerio de Gestión Institucional. Fue representante del Ministerio de Educación en el Grupo de Trabajo Intersectorial para Seguridad Alimentaria (2001).





<b>Harvard University</b> Cambridge, Massachusetts EEUU	Instructor asistente de docencia Septiembre 1994 - enero 1996 A cargo de las sesiones de discusión y de corregir pruebas, monografías y exámenes en dos cursos de pregrado: <i>Lo Público y lo Privado. Introducción a la Filosofía Política (Gobierno 10)</i> , Prof. Jill Frank. Septiembre 1995 - enero 1996. <i>Razón y Evaluación (Razonamiento Moral 32)</i> , Prof. Thomas M. Scanlon. Septiembre 1994 - enero 1995.
<b>Simmons College</b> Boston, Massachusetts EEUU	Profesora Septiembre 1995 - enero 1996 Curso de pre-grado <i>Introducción a la Teoría Política (Ciencia Política 103)</i> : revisó temas contrastando la antigüedad, la edad moderna y la época contemporánea, concentrándose principalmente en la relación entre el individuo y la autoridad política.
<b>Massachusetts Institute of Technology</b> Cambridge, Massachusetts U.S.A.	Asistente de docencia Agosto 1989 - junio 1994 A cargo de las sesiones de discusión y de corregir pruebas, monografías y exámenes en cursos de pregrado: <i>Filosofía Política</i> (Otoño 1989; Prof. Joshua Cohen), <i>Clásicos en Filosofía Política</i> (Primavera 1990, Primavera 1994; Prof. Uday Mehta), <i>Debates y Argumentos</i> (Otoño 1990; Prof. Hayward Alker, Jr.), <i>Justicia</i> (Primavera 1991, Primavera 1994; Prof. Joshua Cohen).  Asistente de investigación Julio - diciembre 1989 Asistió al Prof. Joshua Cohen con la búsqueda y evaluación de material bibliográfico para un proyecto de investigación sobre el papel de las asociaciones civiles en el fortalecimiento de la institucionalidad democrática.
<b>Harvard Institute for International Development</b> Cambridge, MA, EEUU	Asistente de investigación Junio - agosto 1989 Elaboración del marco conceptual y análisis de los elementos teóricos y casos empíricos para el proyecto "The Economic and Political Dynamics of Informal Markets in Asia and the Near East", dirigido por el Dr. Bish Sanyal.
<b>Universidad Peruana Cayetano Heredia</b> Lima, Perú	Profesora Abril 1981 - julio 1985 Responsabilidad de diseñar y enseñar cursos de pre-grado en los campos de filosofía y filosofía e historia de la ciencia.
<b>Universidad de Lima</b> Lima, Perú	Profesora Febrero - julio 1985 A cargo de un curso de pre-grado sobre filosofía e historia de la ciencia.
<b>Pontificia Universidad Católica del Perú</b> Lima, Perú	Jefe de Prácticas Instructora Agosto 1984 - julio 1985 Marzo 1981 - julio 1984 A cargo de sesiones de discusión y de corregir pruebas en cursos de pre-grado del área de filosofía.

## EXPERIENCIA PREVIA EN CONSULTORÍAS CORTAS

<b>Organización Internacional del Trabajo</b> Lima, Perú	Noviembre-diciembre 2001 Colaboró con el consultor principal (Dr. Miguel Jaramillo) en formular el proyecto de creación del Sistema Nacional de Monitoreo y Verificación para la eliminación de las peores formas de trabajo infantil, para ser implementado en el Estado peruano.
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- GRADE**  
**Grupo de Análisis**  
**para el Desarrollo**  
Lima, Perú
- Febrero-julio 2001  
Participa como especialista en ciencia política en el trabajo de investigación para el proyecto de CEPAL "La Economía Política de los Países Andinos: Gobernabilidad y Desempeño Económico".
- Agenda: Perú - FORO**  
**NACIONAL/INTERNACIONAL**  
Lima, Perú
- Septiembre-diciembre 1996 (EEUU); mayo-noviembre 1997 (Perú).  
Elaboró un documento de investigación para el proyecto Desarrollo y Prevención de la Violencia a cargo del Dr. Francisco Sagasti. El documento, "Desarrollo, Integración Nacional y Prevención de Conflictos", aborda la integración nacional como una vía para afirmar la participación ciudadana en los beneficios del desarrollo y desincentivar el recurso a la violencia.

## PUBLICACIONES Y ARTÍCULOS

- "Gobernabilidad, corrupción y transparencia"**
- Capítulo 13 del libro *La investigación económica y social en el Perú: Balance 2007-2011 y agenda 2012 - 2016*; Lima: CIES
- "Lucha contra la corrupción"**
- Artículo en *Foros: Lucha contra la Corrupción*. Reymundo, Edgard, compilador. Lima : Fondo Editorial del Congreso del Perú, 2008.
- "La anticorrupción en la reforma del Estado"**
- "La anticorrupción en la reforma del Estado. Acción preventiva antes que investigativa".  
Artículo en la página editorial de *El Comercio*, p. a4. Lima: 22 de Noviembre. 2007.
- "Por un gobierno de todos"**
- Artículo en *La participación ciudadana y la construcción de la democracia en América Latina. Seminario Internacional*. Grupo Propuesta Ciudadana et al., Lima: Tarea Gráfica Educativa, 2005.
- "Dar a la niñez el lugar..."**
- "Dar a la niñez el lugar que le corresponde en la agenda nacional".  
En *Niñez y Conflicto Armado en Colombia*. Programa Presidencial de Derechos Humanos y del Derecho Internacional Humanitario de la Vicepresidencia de la República. Bogotá, Colombia: 2001. (Ponencia introductoria en el foro Niñez y Desplazamiento Forzado, Bogotá, marzo 2001).
- Repensando la Política en el Perú***
- Bardález, Elsa; Martín Tanaka y Antonio Zapata, eds. Lima: RED para el desarrollo de las Ciencias Sociales en el Perú, 1999.  
Contribuye también con el artículo "La ciudadanía: ¿libertad, igualdad, ...diversidad?".
- "Desarrollo, integración nacional y prevención de conflictos"**
- Manuscrito. Agenda: Perú; Lima, 1997.

***Documentos de trabajo*** Serie Notas de Trabajo, Asociación Civil Transparencia. Lima: Transparencia.

Nota 17 "Recursos para una mejor representación". Lima: 2008.

Nota 18 "Ética y representación: Caminos para un mejor Congreso", coautora (con Percy Medina). Lima: 2008.

- Nota 15 “Ciudadanía, derechos, democracia y progreso: Ideas básicas en el Perú de hoy”. Lima: 2007.
- Nota 6 “Reforma del estado e integridad”. Lima: 2006.
- Nota 19 “Propuestas de modificación de las normas que regulan la ética parlamentaria” (directora de equipo y coautora), equipo del proyecto Agenda por la Integridad Institucional. Lima: 2008.
- Nota 16 “Políticas públicas anticorrupción y reforma del estado en el Perú” (directora de equipo y coautora), equipo del proyecto Agenda por la Integridad Institucional. Lima: 2008. Lima: 2008. Presentado en los Foros Parlamentarios *Lucha contra la Corrupción*, abril, 2008.
- Nota 13 “El papel de las bancadas en el Congreso” (directora de equipo y coautora), equipo del proyecto Agenda por la Integridad Institucional. Lima: 2006.

## SEMINARIOS Y CURSOS CORTOS OFRECIDOS

<b>Ética Pública para los Gerentes Públicos</b>	Sesiones: Ética, integridad, corrupción; Recursos técnicos y procedimentales de integridad y transparencia; Mecanismos de transparencia, comunicación y retoralimentación con los ciudadanos. Taller ofrecido con la Autoridad Nacional de Servicio Civil-SERVIR en el proceso de inducción para la primera promoción del Cuerpo de Gerentes Públicos; julio 4, 2009, Lima, Peru.
<b>Transparencia y responsabilización en el sector social</b>	Exposición del segmento “La transparencia como expresión de institucionalidad y ejercicio de la ciudadanía”, Taller Implementación de un Código de Conducta y Balance Social para el Tercer Sector, organizado por CEDAL-Centro de Asesoría Laboral y ANC-Asociación Nacional de Centros; octubre 2007, Lima, Peru.
<b>Derechos ciudadanos, valores políticos y justicia social</b>	Clase en el curso <i>Nuevos temas y enfoques en las ciencias sociales</i> ofrecido por RED para el Desarrollo de las Ciencias Sociales en el Perú y el Instituto de Estudios Peruanos; diciembre 1997, Lima, Peru.
<b>La ciudadanía: ¿libertad, igualdad, ... diversidad?</b>	Taller integrante del Seminario <i>Democracia, ciudadanía y la autonomía de la política. Tres enfoques para repensar la política en el Perú</i> ; conducido por el Instituto de Estudios Peruanos y RED. Organizadora del taller y expositora de sesión. 5-7 de mayo, 1998, Lima, Peru.

## ACTIVIDADES Y EXPERIENCIAS ADICIONALES

<b>Grupo Edutec</b> Lima, Perú	<b>Co-Directora Regional, Perú</b> Diciembre 2009 - diciembre 2010 Socia; en conjunto con la CEO del grupo internacional, actúa como directora ejecutiva a tiempo parcial. Orienta y supervisa la estrategia, el desarrollo y los servicios de la oficina local. El campo de actividad es el de soluciones tecnológicas (capacitación y desarrollo de competencias para fortalecimiento organizacional y en adquisición de inglés) para instituciones empresariales y educativas.
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- Actividades profesionales en democracia y política**
- **Instituciones estatales e integridad.** Incidencia y fortalecimiento de capacidades. Organizó y fue conductora general y ponente en diversos eventos de Transparencia para el fortalecimiento de capacidades en *accountability* institucional, para actores políticos y medios de comunicación, en Lima. **Los principales fueron:**
    - La ética como herramienta para una mejor imagen parlamentaria, jornada (1 día) para asesores y funcionarios parlamentarios; ponencias "Un Estado para la ciudadanía", "Herramientas del Congreso en representación y comunicación", "La organización parlamentaria como herramienta para el buen desempeño"; abril 2008.
    - Gestión partidaria en el Congreso: un Parlamento de confianza, seminarios de 2 días para congresistas electos de tres partidos; ponencias "Imagen, desempeño y efectividad del Congreso", "Gestión por bancadas en el Parlamento", "Conclusiones: Pautas prácticas para una gestión parlamentaria eficiente y de calidad"; julio 2006.
    - Agenda por la integridad institucional, seminario (1 día) para candidatos de todos los partidos políticos; ponencia "Reforma del Estado e integridad".
  - **Régimen político, partidos y democracia.** Expositora de la sesión *El futuro de la democracia en América Latina.* Seminario "25 años de democracia en Ecuador, 1979-2004. Balance y Perspectivas." Organizado por el e Congreso Nacional del Ecuador, Fundación Friedrich Ebert-ILDIS (Instituto Latinoamericano de Investigación Social) y ONG Participación Ciudadana; Quito, Ecuador, agosto 2004.
- Actividades profesionales en otros campos**
- **Derechos de la niñez.** Actividades de incidencia (febrero-julio 2001) para la Oficina Regional para América del Sur de Save the Children Suecia, conducentes a la elaboración del documento "Agenda Nacional por la Infancia" por eminentes profesionales como orientaciones de política y respaldado por el Acuerdo Público suscrito por los partidos políticos con representación parlamentaria. La experiencia se sistematiza en Save the Children Sweden, *Reference group for a children's agenda. Working with the Peruvian Congress,. An experience* (2003) y *Guía Legislativa para la Elaboración de Proyectos de Ley con Enfoque de Derechos de los Niños y Niñas en el Perú* (2003); Save the Children Sweden: Lima. Representante de ONG, en la 57 Comisión de Derechos Humanos de las NNUU, por Save the Children Sweden; Ginebra, abril 2001.
  - **Conflicto y post-conflicto.** Presentación 'Los niños ronderos y el Perú rural en el contexto de post-conflicto'; evento organizado por Wawakunamantaq. Lima, febrero 2001.
- Otras actividades – experiencia laboral adicional**
- Trabajos de traducción del inglés al castellano y del castellano al inglés. Lima, 1997.
  - Asistente secretarial y administrativa. Center for Latin American Development Studies, Boston University; Boston, Massachusetts, 1986-1987.
  - Profesora de Inglés a nivel de escuela secundaria y primaria; Lima, 1978-1980.

- Experiencia de voluntariado**
- Voluntaria como observadora electoral, Transparencia; elecciones generales 2000, Lima, Perú.
  - Voluntaria en programas estudiantiles de proyección social en zonas marginales de Lima. 1979-1981.

### **CALIFICACIONES ADICIONALES**

- Idiomas**
- Español: Lengua materna.
  - Inglés: Lee, habla y escribe competentemente.
  - Francés, Italiano y Portugués: Lee apropiadamente; aceptable capacidad para hablar y comunicarse.
  - Alemán: Nociones básicas para leer, hablar y comunicarse aceptablemente.
- Otras competencias - capacitación**
- Enfoque de Marco Lógico (curso de capacitación: Sinapsis; Lima, Peru)
  - Fortalecimiento institucional y desarrollo organizacional (cursos de capacitación: Intrac; Oxford, Inglaterra).
  - Enfoques: de derechos, género, igualdad y gestión por resultados.
  - Manejo de diversos procesadores de palabras y hojas de cálculo; conocimiento básico de paquetes estadísticos para ciencias sociales.

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