

## **FATIH UNLU**

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### **QUALIFICATIONS**

Dr. Fatih Unlu has close to fifteen years of experience with designing and conducting rigorous evaluations of education programs and interventions. He has substantial expertise with the design and implementation of randomized control trials and rigorous quasi-experimental research designs; management of data collection, cleaning, and analysis tasks; and preparation of reports for research sponsors and broader audiences. His project portfolio covers the full K-16 education spectrum and includes the evaluations of early college high schools, a mentoring intervention that aimed to improve student persistence in college, a coaching program that supports high school seniors in their transition to postsecondary institutions, alternative principal and teacher preparation programs, the Federal Reading First program, interventions that aim to improve academic language proficiency of English Learners, an early reading curriculum, early math interventions, and extended learning time initiatives enacted in New York City and Massachusetts. His work has been supported by grants and contracts from the Institute of Education Sciences and the Office of Innovation and Improvement of the U.S. Department of Education, National Science Foundation, Massachusetts Department of Elementary and Secondary Education, The Boston Foundation, Spencer Foundation, Wallace Foundation, Laura and John Arnold Foundation, and Expanded Schools. Dr. Unlu also serves as the Research Quality Assurance Manager for RAND's Education and Labor Division, a role that entails coordinating the technical peer-reviews of the division's research products and making a determination as to whether a given product meets RAND's standards. He has substantial expertise in designing and conducting systematic evidence reviews and provided technical assistance and methodological guidance to numerous program evaluations. In addition, Dr. Unlu has presented and written on a wide array of research methodology topics including assessing and improving the generalizability of impact estimates obtained with non-probability samples, conducting design replication studies to identify best practices for quasi-experimental designs, utilizing cross-site variation in experimental studies to estimate effects of mediators, and generating design parameters with existing datasets to guide designs of future evaluations. His peer reviewed publications appeared at Journal of Research on Educational Effectiveness, Journal of Educational and Behavioral Statistics, and Peabody Journal of Education and he serves on the editorial board of the Journal of Research on Educational Effectiveness.

### **EDUCATION**

Princeton University, Ph.D., Economics, 2007

Princeton University, MA, Economics, 2006

Bilkent University, BS, Electrical Engineering, 2001

## **EMPLOYMENT**

Research Quality Assurance Manager, Education and Labor Division, RAND Corporation (January, 2018 – present)

Senior Economist, RAND Corporation (November, 2016 – present)

Principal Scientist, Abt Associates (June, 2016 – November, 2016)

Senior Scientist, Abt Associates (June, 2012 – June, 2016)

Research Associate/Scientist, Abt Associates (October, 2016 – June, 2012)

Research and Teaching Assistant, Princeton University (September, 2002 – August, 2006)

## **FIELDS OF INTEREST**

Education Policy, K-12 education, Higher Education, Transition to Postsecondary, Teacher Preparation, Teacher Effectiveness, Principal Preparation, Mentoring, Quantitative Research Methods, Causal Inference

## **RELEVANT PROJECT EXPERIENCE**

**Co-Principal Investigator, Long-Term Follow-Up of a Randomized Controlled Trial to Evaluate North Carolina's Early College High Schools. (2018-present).** Funded by the Laura and John Arnold Foundation, this project is a long-term follow-up of a randomized controlled trial (RCT) that evaluated the early college high schools in North Carolina. Using data from the National Student Clearinghouse and federal tax data, the study examines the impact of the early colleges on long term outcomes including bachelor's degree completion 10 years after random assignment, and employment and earnings 12 years after random assignment. The project will also conduct a cost analysis of the intervention. Responsibilities include directing the design and impact analyses and contributing to dissemination activities.

**Principal Investigator, Evaluation of TNTP's TEACH Initiative in Western Massachusetts, Tulsa, and Charlotte-Mecklenburg Schools. (2018-present).** Funded by a SEED grant from the U.S. Department of Education, TNTP's Teacher Effectiveness and Certification (TEACH) program aims to create a new, sustainable alternative certification program in each region, support participating districts to implement systems and policies to attract and retain the best teachers, and assist the districts in running these programs and building their capacity to fully manage them. RAND is conducting a mixed-methods evaluation of this initiative to assess its implementation and impacts. Responsibilities include assuring the technical integrity of the work, managing all aspects of the project, overseeing the research design and analysis activities, and maintaining effective communication within the RAND team, with TNTP, and with the SEED grant's technical advisors.

**Co-Principal Investigator, Planning Cluster Randomized Trials of Science Education Interventions: An Empirical Investigation of Design Parameters for Studies of Teacher Interventions. (2015-present).** Contributing to the overall design and co-directing the analyses of a research methods grant that aims to generate estimates for design parameters (anticipated effect sizes, intra-class correlations, and outcome-covariate correlations) for teacher outcomes to

guide evaluations of science interventions. Funded by the Promising Research and Innovation Methodologies for Evaluation (PRIME) grant program of the National Science Foundation.

**Co-Principal Investigator, Early College High Schools at Scale: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against an RCT. (2015-present).**

Funded by a grant from the Institute of Education Sciences (IES), this study employs quasi-experimental methods guided by a design replication analysis leveraging data from the ongoing IES-funded randomized control trial (RCT) of early colleges in North Carolina (1) to explore whether the average RCT impacts generalizes to the early colleges that are not included in the RCT and (2) generate impact estimates for all ECHS with high internal validity. Responsibilities include contributing to the overall design of the project and leading the within-study design replication analysis.

**Director of Analysis, Impact of Early College High School Model on Postsecondary Performance and Completion. (2014-2018).** Contributing to the design and directing the analyses of a study funded by a grant from the Institute of Education Sciences that uses an experimental design to determine the impact of the ECHS model in North Carolina on students' performance in and graduation from postsecondary institutions.

**Research Scientist, Using Emerging Methods with Existing Data from Multi-site Trials to Learn About and From Variation in Educational Program Effects. (2014-present).** Funded by a grant from the Spencer Foundation, this three-year project applies some of the newest and most rigorous statistical methods that exist for studying variation in program effects to data from some of the largest, highest quality and most important existing multi-site trials of educational interventions. Member of a research team that is applying instrumental variables analysis methods to analyze the effects of multiple mediators in multi-site settings.

**Director of Analysis, Evaluation of the Success Boston Coaching Intervention, (2014-2016).** Led the design and analysis of a rigorous quasi-experimental evaluation of a coaching program that supports Boston Public Schools' high school seniors in their transition to postsecondary institutions. (Client: The Boston Foundation)

**Director of Analysis, Study of Teacher Preparation Experiences and Early Teacher Effectiveness. (2011-2016).** This project explores whether the instructional skills that novice teachers learn about and have opportunities to practice in their preparation programs are associated with their effectiveness in the classroom as captured by value-added measures. Responsibilities included contributing to study design and co-directing data cleaning and analysis. (Client: Institute of Education Sciences).

**Technical Assistance Liaison, Evaluation of Investing in Education. (2010-2016).** Provided direct technical assistance and methodological guidance to evaluations of eight Investing in Innovation (i3) grants to ensure that the local evaluations meet the expectations of the grant program. (Client: Institute of Education Sciences).

**Director of Analysis, Longitudinal Study of a Successful Scaling Up Project: Extending TRIAD. (2011-2016).** Funded by a grant from the Institute of Education Sciences, this study examined long term outcomes of participants in an experiment that tested the effectiveness of an early mathematics curriculum. Responsibilities include directing data management and analysis.

**Evaluation Director, Evaluation of Fulfilling the Promise: Institutional Transformation for Student Success (2016).** Directed the experimental evaluation of an intervention that uses

mentoring and institutional transformation to improve student persistence in college. Funded by a grant from First in the World (FITW) grant program of the U.S. Department of Education.

**Director of Analysis, Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation (2009-2015).** Directed the data management and analysis for an experimental study funded by a grant from the Institute of Education Sciences to test the effectiveness of adding activities designed to develop children's self-regulation to an early mathematics curriculum already shown to be effective in rigorous trials.

**Research Scientist, Regression Discontinuity Designs with Assignment Based on Multiple Rating Scores: Statistical Properties and Issues in the Context of Education Evaluation. (2010-2014).** Funded by a research methodology grant from the Institute of Education Sciences, this project aimed to provide practical guidance to researchers on how to estimate program impacts using a regression discontinuity design with more than one rating variable. Responsibilities include contributing to the study design, conducting analyses, and report/manuscript writing.

**Director of Analysis, Follow Up to the Efficacy of North Carolina's Early College High School Model. (2011-2014).** Contributed to the design and directed the analyses of a study funded by a grant from the Institute of Education Sciences that used an experimental design to determine the impact of Early College High Schools in North Carolina on students' graduation from high school and postsecondary enrollment.

**Research Scientist, Using Instrumental Variables Analysis Coupled with Rigorous Multi-Site Impact Studies to Study the Causal Paths by Which Educational Interventions Affect Student Outcomes. (2011-2014).** Funded by a research methodology grant from the Institute of Education Sciences, this study examined theoretical and empirical aspects of the use of instrumental variables analysis in the context of multi-site randomized experiments to study the effects of mediating variables on final outcomes. Responsibilities included contributing to the study design, conducting analyses, and report/manuscript writing.

**Director of Analysis, Evaluation of New York City's Expanded Learning Time Initiative. (2009-2012).** Directed the design and analyses of an evaluation of the implementation and effectiveness of New York City's Expanded Learning Time Initiative using a comparative short interrupted time series design. (Client: The After School Corporation)

**Director of Analysis, Efficacy of North Carolina's Learn and Earn Early College High School Model. (2007-2011).** Contributed to the design and direct the analyses of a study funded by a grant from the Institute of Education Sciences that used an experimental design to determine the impact of early colleges in North Carolina on students' preparation for college while in high school, graduation from high school, and postsecondary enrollment.

**Task Leader, Reading First Implementation Study: 2008-09. (2008-2010).** Contributed to the development of study design and analyses of a study that assessed the implementation of the Reading First Program and compared the reading achievement of Reading First and Title I students as they progress through the elementary grades using a short interrupted time series design (Client: Policy and Program Studies Service, U.S. Department of Education).

**Director of Analysis, Study of the Impact of Breakthrough to Literacy. (2007-2010).** Funded by a grant from the Institute of Education Sciences, this study used an experimental design to

evaluate the effect of an early reading curriculum. Responsibilities included directing/conducting data cleaning and analysis and report writing.

**Director of Analysis, Longitudinal Study of AmeriCorps. (2007-2009).** This study used propensity score matching to estimate the long-term effects of participating in AmeriCorps. Responsibilities included contributing to study design; directing data management, cleaning, and analysis; and report writing. (Client: Corporation for National and Community Service).

**Research Scientist, Reading First Impact Study. (2006-2009).** This study used a regression discontinuity design to evaluate the impact of the national Reading First Program on teachers' instructional practices and students' reading achievement. Responsibilities included conducting data analysis and report writing. (Client: Institute of Education Sciences).

## **PAPERS, PUBLICATIONS, PRESENTATIONS**

### **Peer Reviewed Publications and Book Chapters**

Edmunds, J. A., Unlu, F., Glennie, E., Bernstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2017). Smoothing the transition to postsecondary education: The impact of the early college model. *Journal of Research on Educational Effectiveness*, 10(2), 297-325.

Unlu, F., Bozzi, L., Layzer, C., Smith, A., Price, C., and Hurtig, R. (2017). Linking Implementation Fidelity to Outcomes in an RCT. In G. Roberts (Ed.), S. Vaughn (Ed.), N. Beretvas (Ed.), and V. Wong (Ed.), *Treatment Fidelity in Studies of Educational Intervention*. Abingdon: Routledge.

Porter, K., Reardon, S. F., Unlu, F., Bloom, H. S., and Robinson-Cimpian, J.P. (2017). Estimating Causal Effects of Education Interventions Using a Two-Rating Regression Discontinuity Design: Lessons from a Simulation Study and an Application. *Journal of Research on Educational Effectiveness*, 10(1): 138-167. Longer version published as an MDRC Working Paper: [http://www.mdrc.org/sites/default/files/MRRDD\\_2014.pdf](http://www.mdrc.org/sites/default/files/MRRDD_2014.pdf)

Grant, S., Hamilton, L.S., Wrabel, S. L., Gomez, C. J., Whitaker, A. A., Leschitz, J. T., Unlu, F., Chavez-Herrerias, E. R., Baker, G., Barrett, M., Harris, M., Ramos, A. (2017). Social and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review. Santa Monica, CA: RAND Corporation, 2017.

[https://www.rand.org/pubs/research\\_reports/RR2133.html](https://www.rand.org/pubs/research_reports/RR2133.html).

Edmunds, J.A., Arshavsky, N., Lewis, K., Thrift, B., Unlu, F., & Furey, J. (2017). Preparing students for college: Lessons learned from the early college. *NASSP Bulletin*, 101(2), 117-141.

Unlu, F. (2014). Civic Engagement and Education. In Brewer, D.J. & Picus, L.O. ed. *Encyclopedia of Education Economics and Finance*, SAGE.

Reardon, S.F., Unlu, F., Zhu, P., & Bloom, H. (2014). "Bias and Bias Correction in Multi-Site Instrumental Variables Analysis of Heterogeneous Mediator Effects." *Journal of Educational and Behavioral Statistics* 39(1): 53-86.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, E., Willse, J., Smith, A., and Arshavsky, N. (2012) "Expanding the Start of the College Pipeline: Ninth Grade Findings from an Experimental Study of the Impact of the Early College High School Model." *Journal of Research on Educational Effectiveness* 5(2): 136-159.

Olsen, R.B., Unlu, F., Jaciw, A.P., and Price, C. (2011). *Estimating the Impacts of Educational Interventions Using States Tests or Study-Administered Tests*. (NCEE 2012-4016). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Edmunds, J.; Bernstein, L.; Glennie, E.; Willse, J.; Arshavsky, N.; Unlu, F.; Bartz, D.; Silberman, T.; Scales, W.D. & Dallas, A. (2010). Preparing students for college: the implementation and impact of the Early College High School model. *Peabody Journal of Education*, 85:3, 348.

Gamse, B.C., Jacob, R.T., Horst, M., Boulay, B., and Unlu, F. (2008). Reading First Impact Study Final Report (NCEE 2009-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

### **Working Papers and Manuscripts Under Review**

Edmunds, J.A., Unlu, F., Furey, J., Glennie, E., & Arshavsky, N. (November 2018). What happens when you combine high school and college? The impact of the early college model on postsecondary performance and completion. Submitted to *Journal of Policy Analysis and Management*.

Unlu, F., Lauen, D., Tsai, T., Fuller, S. C., and Estera E. (August 2018). Can Quasi-Experimental Evaluations that Rely on State Longitudinal Data Systems Replicate Experimental Results: Findings from a Within-Study Comparison. Revision requested by *Journal of Policy Analysis and Management*.

Glennie, E., Unlu F., and Edmunds, J. (July 2018). Getting Back On-Track: Do Students Have Second Chances in Early College High Schools. Revision requested by *Journal of Education for Students Placed at Risk*.

Edmunds, J., Unlu, F., Glennie, E., and Tsai, T. (March 2018). The Impacts, Costs, and Benefits of Early Colleges of Early Colleges. Paper presented at the Spring 2018 Conference for Society of Research on Educational Effectiveness, Washington DC.

Clements, D. H., Sarama, J., Layzer, C., Unlu, F., Germeroth, C., and Fesler, L. (March 2018). "Effects on Executive Function and Mathematics Learning of an Early Mathematics Curriculum Synthesized with Scaffolded Play Designed to Promote Self-Regulation Versus the Mathematics Curriculum Alone." Revision requested by *Journal of Research in Mathematics Education*.

Arshavsky, N., Edmunds, J.A., Unlu, F., & Fesler, L. (February 2018). Improving college readiness in mathematics in the context of a comprehensive high school reform. Working Paper.

Edmunds, J., Unlu, F., Furey, J., and Glennie, E. (February 2017). The Impact of Early Colleges on Postsecondary Performance. Paper presented at the Spring 2017 Conference for Society of Research on Educational Effectiveness, Washington DC.

Lauen, D. L., Unlu, F., and Fuller, S. C. (November 2016). “Early College High Schools at Scale: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against an RCT. Paper presented at the Fall 2016 Conference of Association for Public Policy Analysis and Management, Washington, DC.

Unlu, F., Fesler, L., Edmunds, J., Schwartz, G., and Glennie, B. (April 2016). “Design Parameters for Outcome Measures Commonly Used in Evaluations of High School and Postsecondary Interventions.” Presented at the Fall 2014 Conference of Association for Public Policy Analysis and Management, Albuquerque, NM.

Clements, D. H., Sarama, J., Layzer, C., Unlu, F., Wolfe, C., Fesler, L., Weiss, D., and Spitler, M. E. (December 2015). Effects of TRIAD on Mathematics Achievement: Long Term Impacts. Being revised for submission to AERA Open. Presented at the 2016 Spring Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Unlu, F., Edmunds, J., Fesler, L., and Glennie, B. (March 2015). Costs and benefits of the Early College High School Model in North Carolina. Paper presented at the Spring 2015 Conference of the Society for Research on Educational Effectiveness, Washington, DC. Previous version was presented at the Annual 2014 Conference of the Association of Education Finance and Policy, San Antonio, TX.

Unlu, F. and Price, C. (November 2013). Assessing Statistical Power for Comparative Short Time Interrupted Time Series Designs. Paper presented at the Fall 2013 Conference of Association for Public Policy Analysis and Management, Washington, DC.

Geyer, J., Unlu, F., Layzer, C., Clements, D., and Sarama, J. (November 2013). “Treatment Effects in a Multi-Armed Longitudinal RCT with Repeated Non-Compliers”. Paper presented at the Fall 2013 Conference of Association for Public Policy Analysis and Management, Washington, DC.

Edmunds, J., Unlu, F., Glennie, E., Smith, A., Fesler, L., and Bernstein, L. (October 2013). The Impact of Early College High Schools on College Readiness and College Enrollment. Paper presented at the Fall 2013 Conference of Association for Public Policy Analysis and Management, Washington, DC.

Unlu, F., Yamaguchi, R., and Bernstein L., and Edmunds, J. (March 2013) “Estimating Impacts on Program-Related Subgroups in North Carolina’s Early College High School Study.” Mimeo Abt Associates.

Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., and Smith, A. (March 2013). The Impact of Early Colleges on Post-Secondary Enrollment. Paper presented at the Spring 2013 Conference of the Society for Research in Educational Effectiveness in Washington, DC.

Unlu, F. and Smith, A. (December 2011) “Recentralization in Urban Education: Achievement Effects of Mayoral Takeovers of Urban School Districts.” Paper presented at the Fall 2011 Conference of the Association for Public Policy Analysis and Management, Washington DC.

Bloom, H. S., Zhu, P., and Unlu, F. (August 2010). Finite Sample Bias from Instrumental Variables Analysis in Randomized Trials. MDRC Working Paper.

Unlu, F. (October 2006). “An Evaluation of Philadelphia’s Diverse Provider Model.” Mimeo Princeton University.

Unlu, F. (September 2003). “Comment: The Role of Pre-market Factors in Black-White Wage Differences.” Mimeo Princeton University.

### **Selected Reports and Presentations**

Unlu, F., Grebing, E., Edmunds, J.A. & Glennie, E. (November 2018). Using causal forests to probe heterogeneity in the estimated impacts of Early College High Schools in North Carolina. Presented at the Fall Research Meeting of the Association for Public Policy Analysis and Management, Washington, DC.

Edmunds, J.A., Unlu, F., & Glennie, E. (April 2018). The impact of Early College High Schools on postsecondary enrollment, performance, and degree attainment: Results from a longitudinal RCT in North Carolina. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Daugherty, L., Herman, R. and Unlu, F. (December 2017). Logic Models for Selecting, Designing, and Implementing Evidence-Based Leadership Interventions: Companion Guide to *School Leadership Interventions Under the Every Student Succeeds Act*. Santa Monica, CA: RAND Corporation, 2017. <https://www.rand.org/pubs/tools/TL274.html>.

Linkow, T., Gamse, B., Unlu, F., Baumgarner, E., Didriksen, H., Furey, J., Meneses, M., Sami, M., and Nichols, A. (April 2017). Success Boston Coaching: Interim Outcomes Report. Prepared for the Boston Foundation.

Unlu, F., Edmunds, J., Glennie, E., Furey, J., and Arshavsky, N. (March 2017). The Impact of Early College High Schools on Post-Secondary Enrollment, Performance, and Degree Attainment: Results from a Longitudinal RCT in North Carolina. Presented at the Spring 2017 Conference of Association for Education Finance and Policy, Washington, DC.

Unlu, F., Furey, J., Edmunds, J., and Glennie, E. (March 2017). How long is long enough? Exposure and the Impacts of the Early College. Presented at the Spring 2017 Conference of Society of Research on Educational Effectiveness, Washington, DC.

Reardon, S. F., Unlu, F., Bloom, H. S., Zhu, P., and Furey, J. (March 2016). Using the MSMM-IV Model to Estimate Mediator Effects When the Exclusion Restriction is Invalid. Presented at the Spring 2016 Conference of the Society for Research in Educational Effectiveness, Washington, DC.



Unlu, F., and Price, C. (November 2015). A Comparative Assessment of the Bias and Precision of Difference-in-Differences and ANCOVA Estimators. Presented at the Fall 2015 Conference of the Association for Public Policy Analysis and Management, Miami, FL.

Unlu, F., Layzer, C., Clements, D., Sarama, J., Fesler, L., and Cook, D. (September 2013). Approaches to Incorporating Late Pretests in Experiments: Evaluation of Two Early Mathematics and Self-Regulation Interventions. Presented at the Fall 2013 Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, B., and Smith A. (April 2013). Graduating on time: The impact of an innovative high school reform model on high school graduation rates. Paper presented at the 2014 Annual Meeting of the American Educational Research Association in San Francisco, CA.

Unlu, F., Smith, A., Fesler, L., Edmunds, J., and Bernstein, L. (May 2013). Structural Equation Modeling and Principal Stratification for Mediation Analysis. Presented at the 2013 Welfare Research and Evaluation Conference, Washington, DC and 2012 Fall Conference of the Association for Public Policy Analysis and Management, Baltimore, MD.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, B., and Smith A. (April 2013). Graduating on-time: The impact of an innovative high school reform model on high school graduation rates Presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, B., and Smith A. (April 2013). Graduating on-time: The impact of an innovative high school reform model on high school graduation rates Presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, CA.

Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., and Smith, A. (March 2013). The Impact of Early Colleges on Post-Secondary Enrollment. Presented at the Spring 2013 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Clements, D. H., J. Sarama, Layzer, C., and Unlu F. (March 2012). The Efficacy of an Intervention Synthesizing Scaffolding Designed to Promote Self-Regulation with an Early Mathematics Curriculum: Effects on Executive Function. Presented at the Spring 2012 Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Gamse B., Boulay, B., Rulf Fountain, A., Unlu, F., Maree, K., McCall T., and McCormick, R. (June 2011). Reading First Implementation Study 2008-09 Final Report. Prepared for U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, E., Smith, A. Arshavsky, N. (April 2011). Keeping Students in School: Impact of a High School Reform Model on Students' Enrollment and

Progression in School. Paper presented at the 2011 Annual Meeting of American Educational Research Association, New Orleans, LA.

Reardon, S., Unlu, F., Zhu, P., and Bloom, H. S. (February 2011). "Two-Stage Least Squares Bias with Compliance-Effect Covariance for Finite Samples" Paper presented at the Spring 2011 Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, E., Smith, A., Arshavsky, N (March 2011). "The Impact of the Early College High School Model on Core 9<sup>th</sup> and 10<sup>th</sup> grade outcomes" Presented at the Spring 2011 Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Boulay, B., Gamse, B., Rulf-Fountain, A., and Unlu, F. (March 2011) "Findings from the Reading First Implementation Study 2008-09". Presented at the Spring 2011 Conference of the Society for Research in Educational Effectiveness, Washington, DC.

Edmunds J., Arshavsky, N., Unlu, F., Luck, R., and Bozzi, L. (September 2010) "They try their best here to keep you: lessons learned from a study of Early College High School Leavers." Report prepared for Jobs for the Future.

Unlu, F., Yamaguchi, R., Bernstein, L., and Edmunds, J. (March 2010). Estimating Impacts on Program Related Subgroups Using Propensity Score Matching: Evidence from the Early College High Schools Study. Presented at the Spring 2010 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Olsen R., Unlu, F., Jaciw, A., and Price, C. (March 2010). Using State or Study Administered Tests in Impact Evaluations. Presented at the Spring 2010 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Bernstein, L., Yamaguchi, R., Unlu, F., Edmunds, J., Glennie, E., and Willse, J. (March 2010). Early Findings from the Implementation and Impact Study of Early College High Schools. Presented at the Spring 2010 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Olsen R., Unlu, F., and Jaciw, A. (July 2009). Estimating the Impacts of Educational Interventions Using State Tests and Study-Administered Test. Presented at the Regional Education Laboratories Directors' Meeting of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Edmunds, J., Arshavsky, N., Bernstein, L., Unlu, F., Glennie, E., Willse, J., and Dallas, A. (June 2009). The Study of the Efficacy of North Carolina's Learn and Earn Early College High School Model – Summary of Early Results. Poster presented at the 2009 Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Unlu, F., Caswell, L., Layzer, C., and Hurtig R. (April 2009). The CLIMBERs Study: Longer-Term Impacts on Students in First and Second Grade. Paper presented at the 2009 Annual Meeting of the American Educational Research Association, San Diego, CA.

Bloom H. S., Zhu, P., and Unlu, F. (March 2009). Understanding Finite Sample Bias from Instrumental Variables Analysis in Randomized Trials. Paper presented at the Spring 2009 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Gamse, B.C., Jacob, R.T., Horst, M., Boulay, B., and Unlu, F. (March 2009). Findings from the Reading First Impact Study. Symposium presenter at the Spring 2009 Conference of the Society for Research on Educational Effectiveness, Washington, DC.

Unlu, F., Caswell, L., Layzer, C., Hurtig, R. R., and Jackson, N. (June 2008). The CLIMBERs Study: The Impact of One or Two Years of Breakthrough to Literacy on Teachers and Students in Kindergarten. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Grimm Jr., R., Cramer, K., Shelton, L., Dietz, N., Dote, L., Jennings, S., Yamaguchi, R., Gordon, P., Mulvey, C., Unlu, F., et al. (May 2008). Still Serving: Measuring the Eight-Year Impact of AmeriCorps on Alumni.

Gamse, B., Bloom, H. S., Kemple, J. J., Tepper Jacob, R., Boulay, B., Bozzi, L., Caswell, L., Horst, M., Smith, W. C., St. Pierre, R.G., Unlu, F. et al. (April 2008). Reading First Impact Study: Interim Report. Prepared for the U.S. Department of Education's Institute of Education Sciences. Abt Associates Inc: Cambridge MA.

Unlu, F. (April 2008) California Class Size Reduction Program: New Findings from the NAEP. Poster presented at the 2008 Annual Conference of the American Education Finance Association, Denver, CO.

Unlu, F. (April 2008) Recentralization in Urban Education: Achievement Effects of Mayoral Takeovers of Urban School Districts. Paper presented at the 2008 Annual Conference of the American Education Finance Association, Denver, CO.

Bernstein, L. and Unlu, F. (March 2008) Methodological Considerations in Estimating the Effects of Early College High Schools on Student Course Taking Patterns and Academic Achievement. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, NY.

Resch, S., Kennedy, S., Moore, T, Rhodes, W., Unlu, F. et al. (August 2007). Chronic and Long-term Care in California Prisons: Needs Assessment. Report prepared for the California Prison Health Receivership

Layzer, C., Boulay, B., Unlu, F., Hurtig, R. (June 2007) The CLIMBERs study: Teacher impact findings from a randomized cluster design. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Boulay, B., Layzer, C., Unlu, F., Hurtig, R. (June 2007) The CLIMBERs study: Student impact findings from a randomized cluster design. Poster presented at the Annual Research Conference of the Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Smith, W.C., Boulay, B., Jacob, R.T., Unlu, F. & Gamse, B.C. (April, 2007). Challenges to estimating inter-rater reliability for the Instructional Practices in Reading Inventory. Presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago, IL.

### **Computer Experience**

Stata, SAS, SPSS, GAUSS, C++, Java, Comprehensive Meta Analysis, Matlab, Unix, and Microsoft Office Applications.

### **Professional/Voluntary Services**

Peer Reviewer, Institute of Education Sciences

    Career and Technical Education Network Grant Review Panel

    Improving Rural Education Grant Review Panel

    Reading, Writing, and Language Development Review Panel

Member of the Editorial Board of Journal of Research on Educational Effectiveness, 2017-19.

Member of the Citizen's Advisory Committee to Study Full-Day Kindergarten, Westford Public Schools (Westford, MA), 2014-15.

Reviewed paper proposals for the Spring 2019, Spring 2018, Spring 2017, Spring 2016, Spring 2015, Spring 2014, Fall 2013, Spring 2013, Fall 2012, Spring 2012, and Spring 2011 Conferences of the Society for Research on Educational Effectiveness.

Served as an ad-hoc referee for Journal of Human Resources, Journal of Research on Educational Effectiveness, Evaluation Review, and AERA Open.