

MARIE-ANDRÉE SOMERS

RESEARCH ASSOCIATE

EDUCATION

Harvard University, Doctorate of Education (EdD), 2007

Oxford University (UK), Graduate Diploma in Applied Statistics (one-year program), 2002

Oxford University (UK), Master of Science (Economics for Development), 2000

University of New Brunswick (Canada), Bachelor of Arts (Honors Economics, Minor Statistics), 1999

RESEARCH POSITIONS

MDRC, New York NY

Research Associate, K-12 Education Policy Area, August 2007-present

Major responsibilities: Primarily involved in the design and quantitative data analysis of evaluations of educational programs (both randomized experiments and quasi-experimental studies). Also involved in writing papers/reports, disseminating results, and meeting with foundation and government research officers. Currently working on several large-scale evaluations/demonstrations, including an evaluation two ninth-grade supplementary literacy interventions; an evaluation of enhanced academic after-school programs in primary grades; an evaluation of a whole-school literacy intervention for content-area teachers; and an intensive summer remedial program for community college students.

Statistics Canada (Centre for Education Statistics), Ottawa ON (Canada)

Research Economist, 09/2004-04/2005

Major responsibilities: Primarily involved in the analysis of various national and international survey datasets collected and managed by Statistics Canada (Adult Lifeskills and Learning Survey, International Adult Literacy Survey, National Graduates Survey). Also involved in writing the official reports for these surveys.

Canadian Research Institute for Social Policy (CRISP), Fredericton NB (Canada)

Researcher, 09/1998-09/2001

Major responsibilities: Primarily involved in the quantitative analysis of various OECD/UN international educational datasets (Programme of International Student Assessment, Primer Estudio Internacional Comparativo). Also heavily involved in helping to teach statistics workshops on various statistical methods; writing reports and academic papers; and presenting at conferences.

TEACHING EXPERIENCE

ADJUNCT TEACHING

- “Program Evaluation in Government”, Carleton University (Ottawa, ON), 2006

STATISTICAL METHODS WORKSHOPS

- “Methods for dealing with missing data”, Fredericton NB (Canada), Social Sciences and Humanities Research Council Data Training School Program (SSHRC-DTS), 2004
- “Methods for dealing with missing data”, Pr. Edward Island (Canada), SSHRC-DTS, 2003
- “Multi-level modeling”, Canadian Population Society Seminar on Advanced Methods, 2003

TEACHING ASSISTANTSHIPS

- “Methods of Educational Measurement”, Harvard Graduate School of Education, 2004
- “Economics of Education”, Harvard Graduate School of Education, 2004
- “Multilevel analysis of PISA data”, Santiago (Chile), Organization of Economic Cooperation and Development – Programme of International Student Assessment (OECD-PISA), 2002
- “Multilevel analysis of large educational data sets”, Bermuda (UK), SSHRC-DTS, 2002
- “Multilevel analysis of data from the First International Comparative Study”, Belo Horizonte (Brazil), United Nations Educational Scientific and Cultural Organization, 2001
- “Multilevel analysis of PISA data”, Salzburg (Austria), OECD-PISA, 2001
- “Multilevel analysis of educational datasets”, Fredericton (Canada), SSHRC-DTS, 2001

PUBLICATIONS

REPORTS

Corrin, W., **M.-A. Somers**, J.J. Kemple, E. Nelson, and S. Sepanik. (2008). *The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation* (NCEE 2009-4036). Washington DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, US Department of Education.

JOURNAL ARTICLES

C. Uribe Murnane, R.J., J.B. Willett, and **M.-A. Somers**. (2006). Expanding School Enrollment by Subsidizing Private Schools: Lessons from Bogotá. *Comparative Education Review* 50(2): 241-277.

Murnane, R.J., J.B. Willett, **M.-A. Somers**, and C. Uribe. (2005). Learning Why More Learning Takes Place In Some Classrooms Than Others. *German Economic Review* 6(3): 309-330.

Somers, M.-A., P.J. McEwan, & J.D. Willms. (2004). How effective are private schools in Latin America? *Comparative Education Review* 48 (1): 48-69.

Willms, J.D. & **M.-A. Somers**. (2001). Family, classroom and school effects on children's educational outcomes in Latin America. *School Effectiveness and School Improvement* 12(4): 409-445.

BOOK CHAPTERS

Somers, M.-A. & J.D. Willms. (2002). Maternal Depression and Childhood Vulnerability. In Willms, J.D. (Ed.), *Vulnerable Children: Findings from Canada's National Longitudinal Study of Children and Youth*. Edmonton AB: University of Alberta Press.

WORKING PAPERS

C. Uribe Murnane, R.J., J.B. Willett, and **M.-A. Somers**. (2005). Expanding School Enrollment by Subsidizing Private Schools: Lessons from Bogotá. National Bureau of Economic Research (NBER) Working Paper 11670. Cambridge, MA.

Somers, M.-A., P.J. McEwan, & J.D. Willms. (2001). How effective are private schools in Latin America? National Center for the Study of Privatization in Education, Occasional Paper 37. New York NY: Teachers College, Columbia University. (available at www.ncspe.org)

CONSULTING WORK

Disentangling Schooling Attainment from Literacy Skills and Competencies. Background paper for Education for All Global Monitoring Report (United Nations Educational, Scientific, and Cultural Organization – UNESCO), 2005

Understanding the Early Years in Montreal, PQ. Written for Human Resources Development Canada, 2003.

What Makes a Difference to PISA Results: Some Indications for Policy. Chapter in “Knowledge and Skills for Life: First Results from PISA 2000”, OECD, 2001.

Schooling outcomes in Latin America. Chapter in the Second Report on the *Primer Estudio Internacional Comparativo*, UNESCO, 2000.

SELECTED CONFERENCE PRESENTATIONS

“The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation”, Annual Meeting of the Society for Research on Educational Effectiveness (SREE), Washington DC, March 2009.

“The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation”, Regional Education Laboratories (REL) Directors’ Meeting, Washington DC, February 2009.

“The Enhanced Reading Opportunities Study: Findings from the Second Year of Implementation”, Annual Meeting of the Association for Public Policy and Management (APPAM), Los Angeles CA, November 2008.

“The Effect of the Maclean's University Rankings on the Demand- and Supply-Side Outcomes of Canadian Universities”, Canadian Society for the Study of Higher Education (CSSHE), Toronto ON, May 2006.

“Excellence and Equity: The Effects of Family and School Factors on Academic Achievement in PISA Countries”, American Educational Research Association, New Orleans, April 2002.

“Differences in Schooling Outcomes Between Public and Private Schools in Latin America,” Comparative and International Education Society (CIES), Washington DC, March 2001.

RESEARCH GRANTS

Institute of Education Science (IES) Statistical Methods Grant, *The Statistical Properties of Two Promising Quasi-Experimental Methods for Estimating Impacts on Educational Outcomes: Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis*. (Howard Bloom, Principal Investigator), 2009-2010

Initiatives for the New Economy (INE) Research Grant, Social Sciences and Humanities Research Council of Canada (co-applicant, \$375K/year), *Raising and leveling the bar: A research initiative on children's learning, behavioural, and health outcomes*. (J. Douglas Willms, Principal Investigator), 2003-2006

HONORS AND AWARDS

- Advanced Doctoral Grant, Harvard Graduate School of Education, 2006
- Doctoral Fellowship, Social Sciences and Humanities Research Council of Canada, 2005
- Tom Symons Research Fellowship, Statistics Canada, 2004
- Harvard University Presidential Fellowship, 2002-2005
- Rhodes Scholarship, 1999-2002