Biographies for Presenters, Discussants, and Moderators – Thursday, December 6th

Opening Keynotes

Peggy Carr, *Associate Commissioner, National Center for Education Statistics (NCES), U.S. Department of Education*

Peggy G. Carr is the associate commissioner for assessment at the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education. Dr. Carr oversees the National Assessment of Educational Progress (NAEP) and a series of large-scale international assessments, such as the Program for International Student Assessment (PISA). Until recently, Dr. Carr also served as acting commissioner for NCES, 2014-2018. NCES is the third largest of 13 federal statistical agencies. It is responsible for the collection and reporting of education statistics to the nation and reporting on the condition of education to Congress. Before coming to NCES, Dr. Carr served as the chief statistician for the Office for Civil Rights in the US Department of Education where she engaged in the application of statistics and survey methods to the field of discrimination in American schools and institutions.

Dr. Carr received her B.S. in Psychology from North Carolina Central University in Durham, North Carolina. She earned her M.S. and Ph.D. in developmental psychology from Howard University.

Jack Buckley, *Senior Vice President, American Institutes for Research*

Sean P. "Jack" Buckley is senior vice president at AIR. He leads AIR's Research and Evaluation area where he oversees projects across a range of subject areas including education, health, and the workforce both in the United States and internationally.

Dr. Buckley has a deep background in applied statistics and education research. Before joining AIR, he helped lead the redesign of the SAT at the College Board, where he served as senior vice president of research. Before that, he served as Commissioner of the U.S. Department of Education's National Center for Education Statistics (NCES). In that role he was responsible for the measurement of all aspects of U.S. education, including conducting the National Assessment of Educational Progress (NAEP) and coordinating U.S. participation in international assessments. While at NCES he also acted as a senior technical adviser to Department of Education leadership and co-chair of its Data Strategy team. Additionally, he served as Deputy Commissioner of NCES earlier in his career.

Dr. Buckley is known for his research on school choice—particularly charter schools—and on statistical methods for public policy and education. He has researched and taught applied statistics as a tenured associate professor at New York University and as an assistant professor of education research, measurement, and evaluation at Boston College. A former U.S. Navy surface warfare officer and nuclear reactor engineer, he holds doctoral and master's degrees in Political Science from SUNY Stony Brook and a bachelor's degree in Government from Harvard.

Trends in Literacy Outcomes

Moderator: **Laura Salganik**, *Former Director, Federal Statistics Program, American Institutes for Research*

Laura Salganik was Director of Quality and Senior Vice President at AIR. She has conducted research on a broad range of education topics including key competencies, national and international education surveys and statistics, education indicators, and educational attainment. She also participated in international teams of the Organization for Economic Cooperation and Development (OECD) to improve the quality of international education statistics. In addition to numerous other publications, she is the co-editor with

Dominique Simone Rychen of Defining and Selecting Key Competencies and Key Competencies for a Successful Life and a Well-Functioning Society.

Richard Desjardins, *Professor, University of California, Los Angeles*

Richard Desjardins is Professor of Education and Political Economy at the University of California, Los Angeles (UCLA) since 2013. He worked at the OECD between 2010-2013 on PIAAC and has been involved in large scale assessment of adult skills for nearly 20 years, contributing to the international analysis of the 1994-1998 International Adult Literacy Survey (IALS) and the 2003-2007 Adult Literacy and Lifeskills (ALL) Survey. He has also been involved in education policy analysis related to education governance and provision structures, educational access and participation, learning outcomes and the impact of learning on economy and society for over 15 years.

T. Scott Murray, *President, DataAngel Policy Research*

Scott Murray currently holds the post of President, DataAngel Policy Research Inc. DataAngel is a full service Canadian policy research company serving a broad range of national and international clients. Prior to taking up this post he was Director, Education Outcomes at the UNESCO Institute for Statistics (UIS) where he was responsible for their programs of adult and student skill assessment. Prior to taking up this post in March 2005, Scott held the post of Director General, Social and Institutional Statistics, Statistics Canada. Scott acted as international study director for the first 5 cycles of adult skill assessment.

***Discussant:* Daphne Greenberg**, *Professor, The Adult Literacy Research Center at Georgia State University*

Dr. Daphne Greenberg is Distinguished University Professor of Educational Psychology in the Department of Learning Sciences at Georgia State University. Her research focuses on adults who read below the eighth-grade level. She is currently the Principal Investigator of the Center of the Study of Adult Literacy, a national research center on adult literacy funded by the Institute of Education Sciences, U.S. Department of Education. She is also the Director of the Adult Literacy Research Center at Georgia State University, a center which focuses on the full range of adult literacy (such as financial, workplace, family, and health).

Numeracy and Employment

***Moderator:* Irma Perez-Johnson**, *Vice President, Research & Evaluation, American Institutes for Research*

Irma has 25 years of experience in research and evaluation, largely concentrated on topics within the fields of Labor and Education. Over the years, she has worked on dozens and dozens of research/evaluation projects, including large-scale/complex RCTs and mixed-method studies, multi-site pilots and demonstrations of innovative interventions, rapid-cycle evaluations of behavioral interventions (nudges), qualitative/ implementation studies, analyses of administrative records data, design/data collection/analysis of surveys, cost analysis and cost/benefit studies, and many others.

Frank Fernandez, *Assistant Professor of Higher Education, University of Houston*

Frank Fernandez is assistant professor of higher education at University of Houston. He researches educational policy issues.

Leah Katherine Saal, *Assistant Professor of Literacy, Loyola University Maryland*

Dr. Saal is an Assistant Professor of Literacy at Loyola University Maryland, School of Education. She teaches graduate courses in literacy education and educational research. Saal is informed by her ongoing

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experiences teaching literacy and numeracy to adults and older students in and out of school settings in urban communities.

Melissa Gholson, *Research Scientist, Educational Testing Service*

Melissa Gholson, Ed. D., is a Research Scientist at ETS in the Student and Teacher Research group. She is currently developing a Theory of Action for Alternate English Language Proficiency Assessment. Her recent research at the Wisconsin Center for Educational Research (WCER) at the University of Wisconsin-Madison investigated how to assess the language development of English learners with significant cognitive disabilities. Melissa has a passion for underserved populations. Her previous research and experience has focused on economic disadvantaged populations, issues of validity, fairness and accessibility in assessment development and research.

Krisanna Machtmes, *Associate Professor in Research Methods and Evaluation, Ohio University*

Krisanna Machtmes is an Associate Professor in Research Methods and Evaluation at Ohio University. Dr. Machtmes' research focuses on program evaluation, implementation science, and community embedded research. She has taught a variety of research methods and evaluation courses online and has published widely over a variety of content areas.

Kristyn Frank, *Senior Research Analyst, Statistics Canada*

Kristyn Frank is a Senior Research Analyst in the Social Analysis and Modelling Division at Statistics Canada. Her research primarily focuses on the skills and employment of post-secondary graduates using Census, O*NET, and PIAAC data. She also conducts research on issues relating to the social and economic integration of immigrants in Canada.

***Discussant:* Randall W. Eberts**, *President, W.E. Upjohn Institute for Employment Research*

Dr. Eberts is President of the W.E. Upjohn Institute for Employment Research, an independent nonprofit research organization that conducts research on policy-relevant employment and regional economic issues. His primary areas of research interest include job training, education, low-wage workers, and the evaluation of workforce programs. He has worked with the US Department of Labor to develop and implement a framework for adjusting national, state, and local performance targets for the workforce system and with the OECD on issues related to partnerships between local economic development and workforce development agencies.

Working Lunch

William Thorn, *PIAAC Manager, Organization for Economic Co-operation and Development (OECD)*

William Thorn is a Senior Analyst in the Skills Beyond School Division in the Directorate for Education and Skills of the Organisation for Economic Cooperation and Development. He joined the OECD in August 2007 and has managed the OECD's Programme for the International Assessment of Adult Competencies (PIAAC) since that date. Prior to joining the OECD, Mr Thorn held a wide range of senior positions in the Australian federal Departments of Education and Employment. This included the management of units responsible for research into education and the labour market, programme evaluation, statistical collections and analysis, tertiary education funding policy and the Commonwealth government's role in the testing and monitoring of basic skills such as literacy and numeracy in Australian schools.

Irwin Kirsch, *Director and Ralph Tyler Chair in Large Scale Assessment, Center for Global Assessment, Educational Testing Service*

Irwin Kirsch is the Ralph Tyler Chair in Large Scale Assessment and Director of the Center for Global Assessment at Educational Testing Service in Princeton, NJ. In his role as director of the center he oversees several teams of research scientists and project managers who are responsible for the development, management and implementation of various large scale international assessments as well as the creation of policy reports focusing on human capital and education.

Over the course of his career, Dr. Kirsch has worked in close collaboration with a number of state, national and international organizations including the World Bank, UNESCO, the International Association for the Evaluation of Educational Achievement (IEA), and the Organization for Economic Co-operation and Development (OECD) where he currently serves as the International Survey Director for both the PISA (Program for International Student Assessment) and PIAAC (Program for the International Assessment of Adult Competencies) programs of work.

PIAAC Log Files

Moderator: **Eugenio Gonzalez**, *Research Project Manager, Educational Testing Service*

Dr. Gonzalez is a Principal Research Project Manager at Educational Testing Service, and the director of the IEA-ETS Research Institute (IERI), a collaborative effort between the International Association for the Evaluation of Educational Achievement (IEA) and ETS that focuses on improving the science of large-scale assessments. He's also editor of the journal *Large-Scale Assessments in Education*. His previous positions include Head of the IEA's Research & Analysis Unit, and Director of Quality Control and Field Operations at the US National Assessment of Educational Progress (NAEP). Dr. Gonzalez is editor of the Technical Reports for PIAAC and PISA, and lead trainer of international database training activities at ETS and IEA.

Dandan Liao, *Psychometrician, American Institutes for Research*

Dandan Liao is a psychometrician at American Institutes for Research (AIR). She obtained her Ph.D. from the University of Maryland in 2018. Her research interests focus on Item Response Theory modeling, psychometrics in large-scale assessments, and data analytics. She has extensive experience on international and national large-scale assessments with AIR, Educational Testing Service, National Board of Medical Examiners, and Financial Industry Regulatory Authority. As a graduate student, Liao received six awards and one research funding, including Student Paper Competition Award at Joint Statistical Meetings and Best Graduate Student Paper Award at the 18th International Objective Measurement Workshop.

Qiwei He, *Research Scientist, Educational Testing Service*

Dr. Qiwei Britt He is a Research Scientist in the International Assessment Group at Educational Testing Service, where she oversees projects in international large-scale assessments such as PISA and PIAAC. Dr. He engages in developing new methods in analyzing "big data," such as process data and response times in log files with a combination of her expertise in sequence mining, natural language processing and psychometrics, to better understand individuals' behavior during learning and testing. The innovative nature of her research has received recognition, including the 2017 Alicia Cascallar NCME Award and acceptance into the OECD's Thomas J. Alexander Fellowship.

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Hong Jiao, *Associate Professor, University of Maryland*

Dr. Hong Jiao is an associate professor at the University of Maryland (UMD), College Park, specializing in educational measurement and psychometrics in large-scale assessment. She received her doctoral degree from Florida State University. She has published and presented on a variety of topics, including multilevel IRT modeling, modeling complex local item dependence in innovative assessment such directional local item dependence in multipart items and dual local item dependence in paired passages, mixture item response theory modeling, integrating item responses and response time in cognitive diagnosis.

Discussant: **Marco Paccagnella**, *Analyst, Organization for Economic Co-operation and Development (OECD)*

Marco Paccagnella is an analyst in the OECD Directorate for Education and Skills, where he works in the team that manages PIAAC. Before coming to the OECD, he spent 5 years at the Bank of Italy. He holds a PhD in economics from Bocconi University and a MSc in Economics from the LSE.

Collaboration at Work, College Majors, and Earnings

Moderator: **Tony Di Giacomo**, *Founder, Applied Research Advisors*

Dr. Tony Di Giacomo has spent 20 years in the field of education studying, researching, and teaching about various domains and topics that explore comparisons among and between countries to inform decision makers and key stakeholders on ways to improve systems, policies, and practices.

Tobin Lopes, *Assistant Professor, Colorado State University*

Dr. Tobin Lopes is an assistant professor in the Adult Education and Training specialization in the School of Education at Colorado State University. He has been practicing and studying the field of workforce education and development since 1995.

Dr. Lopes holds a Ph.D. in workforce education and development with a minor in applied statistics from Pennsylvania State University, an M.Ed. in adult education and training from Colorado State University, and a B.A. in mathematics from Claremont McKenna College. His research interests include evaluation and assessment, hybrid learning and teaching methods for adults, career development, and quantitative research methods.

Ellen Scully-Russ, *Associate Professor, The George Washington University*

Dr. Ellen Scully-Russ studies the inter-dependencies of work organization and individual learning in traditional as well as emerging occupations. She has more than 30 years of experience as a workplace learning and workforce development practitioner in a wide range of industries including health care, telecommunications, manufacturing, hospitality, and the public sector. She has worked with dozens union-management partnerships on the firm, regional, and industrial levels to develop policies and programs to meet the dual goals of supporting individual learning and development and improving industry and firm performance.

Jill Zarestky, *Assistant Professor, Colorado State University*

Jill Zarestky is an assistant professor in the Adult Education and Training program in the Colorado State University School of Education. Zarestky holds a Ph.D. in educational human resource development, with a specialization in adult education, and a master's degree in computational and applied mathematics. Her research interests include informal, nonformal, and community-based education, particularly in

international non-governmental and non-profit organizations and STEM education. Zarestky also serves as the Secretary of the American Association of Adult and Continuing Education and assistant editor of the journal New Horizons in Adult Education and Human Resource Development.

Joshua Collins, *Assistant Professor, University of Minnesota-Twin Cities*

Dr. Joshua C. Collins is Assistant Professor of Human Resource Development and Graduate and Affiliate Faculty in Women, Gender, and Sexuality Studies at the University of Minnesota-Twin Cities. Dr. Collins is also Associate Editor of Perspectives for New Horizons in Adult Education and Human Resource Development. His research focuses on the learning and work experiences of racial, ethnic, gender, and sexual minorities.

Karly Ford, *Pennsylvania State University*

Karly Sarita Ford is an Assistant Professor in the Education Policy Studies department at The Pennsylvania State University. Her research focuses on the relationship between education and social stratification. She received a Masters of Education in International Education Policy from Harvard University in 2007 and a Ph.D. in Sociology of Education from New York University in 2014. Ford is the co-editor of a reader now in its third edition: *The Structure of Schooling: Readings in the Sociology of Education.* Her work has appeared in the Teachers College Record Online, Education Leadership, and Research & Practice in Assessment. Ford's research interests are Higher Education, Sociology of Education, International Comparative Education, Institutional Variation, and Educational Assessment.

***Discussant:* Megan Fasules**, *Assistant Research Professor, Georgetown University Center on Education and the Workforce*

Megan Fasules is a Research Economist at the Georgetown University Center on Education and the Workforce. Her research uses the Occupational Information Network (O*NET), which focuses on connecting work competencies with the labor market. She also supports research efforts to help states integrate education and workforce data systems for evaluation and improved feedback between labor markets and education.

Prior to joining the Center, Dr. Fasules worked as a Researcher at the Financial Crisis Inquiry Commission. She also worked as the head Research Assistant at American University where she conducted research on bankruptcy.

PIAAC Socio-Economic Status Index

***Moderator:* David Miller**, *Managing Researcher, American Institutes for Research*

David C. Miller, a Managing Researcher at the American Institutes for Research (AIR), has been at AIR for 19 years and is Project Director of International Activities in support of the National Center for Education Statistics (NCES) on school-based international large-scale assessments (ILSAs). He has published extensively using ILSA data and has a Ph.D. in Educational Psychology from the University of Maryland.

Juliet Holmes, *Research Associate, American Institutes for Research*

Juliet Holmes is a research associate at American Institutes for Research where she works primarily with data from the National Assessment of Educational Progress, especially on the topic of socioeconomic status.

Markus Broer, *Principal Researcher, American Institutes for Research*

Dr. Markus Broer is a Principal Researcher at the American Institutes for Research, where he has worked since 2007. Since 2013 he has been the Project Director for Research, Analysis and Psychometric Support in a project that supports the National Center for Education Statistics with expert advice and technical assistance on issues related to the National Assessment of Educational Progress. From 2001-2004, Dr. Broer worked as a visiting scholar in the Center for Global Assessment at the Educational Testing Service where he worked on the Adult Literacy and Lifeskills survey under a contract with Statistics Canada.

***Discussant:* George Bohrnstedt**, *Senior Vice President and Institute Fellow, American Institutes for Research*

George W. Bohrnstedt is a Senior Vice President and Institute Fellow at the American Institutes for Research (AIR). His current research is focused in several different areas using data from the National Assessment of Educational Progress (NAEP). Over the years, Dr. Bohrnstedt has led major research evaluation projects including the Congressionally mandated evaluation of the Trial State version of the National Assessment of Educational Progress. He is currently part of a team examining ways in which to improve NAEP's measurement of SES. He has also served as Chair of the NAEP Validity Studies Panel. Finally, he has been a Fellow at the Center for Advanced Studies in the Behavioral Sciences at Stanford University and is a Charter Fellow of the American Education Research Association.

Intergenerational Social Mobility, Writing Behaviors, and Civic Engagement

***Moderator:* Alisa Belzer**, *Professor, Rutgers University*

Alisa Belzer is a Professor at the Graduate School of Education, Rutgers University, where she is Program Director of the EdM in Adult and Continuing Education. She is the Co-editor of Adult Literacy Education: The International Journal of Literacy, Language and Numeracy. Her research interests include adult literacy education, learner experience, policy, and professional development.

Sara Oloomi, *Quantitative Senior Analyst, Citizens Financial Group*

Dr. Oloomi is an economist specialized in microeconomics and policy analysis using quantitative methods. She received her Ph.D. and master in Economics from Louisiana State University. She previously did an internship in American Institutes of Research and currently is working as a senior quantitative analyst in Citizens Financial Group.

Iris Feinberg, *Associate Director, The Adult Literacy Research Center at Georgia State University*

Iris Feinberg, PhD is the Associate Director of the Adult Literacy Research Center (ALRC) at Georgia State University. The vision of the ALRC is to enrich the lives of individuals and families by advancing knowledge and application of adult literacy skills to meet the needs of a changing society. In addition to being a national PIAAC trainer, Dr. Feinberg has completed two funded PIAAC papers, one on Health Information Seeking, and the second on Writing Behaviors.

Elizabeth Tighe, *Assistant Professor of Developmental Psychology, The Adult Literacy Research Center at Georgia State University*

Elizabeth L. Tighe is an Assistant Professor of Developmental Psychology at Georgia State University and the Assistant Director of the Adult Literacy Research Center. Her primary research foci are twofold: a. to examine the literacy skills and instructional needs of struggling adult readers; and b. to bring more innovative and rigorous statistical approaches to the broader field of educational research. She is currently

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the Principal Investigator on an Institute of Education Sciences Goal 1 grant to explore malleable and non-malleable risk factors of low component reading skill and literacy performance of adults in the United States using PIAAC data.

Daphne Greenberg, *Professor, The Adult Literacy Research Center at Georgia State University*

Dr. Daphne Greenberg is Distinguished University Professor of Educational Psychology in the Department of Learning Sciences at Georgia State University. Her research focuses on adults who read below the eighth-grade level. She is currently the Principal Investigator of the Center of the Study of Adult Literacy, a national research center on adult literacy funded by the Institute of Education Sciences, U.S. Department of Education. She is also the Director of the Adult Literacy Research Center at Georgia State University, a center which focuses on the full range of adult literacy (such as financial, workplace, family, and health).

Amy D. Rose, *Professor Emeritus, Northern Illinois University*

Amy D. Rose is emeritus professor of adult education at Northern Illinois University. She was co-editor of the Handbook of Adult Continuing Education: 2010 Edition and a co-author of Professional Foundations of Adult and Continuing Education (2017). She served as a co-editor of the Adult Education Quarterly and is currently a co-editor of Adult Literacy Education: The International Journal of Literacy, Language, and Numeracy. In addition, she has served as a president of the American Association for Adult and Continuing Education (AAACE) and currently serves on the board of the International Society for Comparative Adult Education (ISCAE).

Thomas Smith, *Professor, Northern Illinois University*

Thomas Smith is Professor of Education at Northern Illinois University where he teaches and carries out research in statistics and quantitative methods, with specific focus on categorical analysis. He currently serves as Associate Editor for Measurement and Evaluation in Counseling and Development.

Jill Zarestky, *Assistant Professor, Colorado State University*

Jill Zarestky is an assistant professor in the Adult Education and Training program in the Colorado State University School of Education. Zarestky holds a Ph.D. in educational human resource development, with a specialization in adult education, and a master's degree in computational and applied mathematics. Her research interests include informal, nonformal, and community-based education, particularly in international non-governmental and non-profit organizations and STEM education. Zarestky also serves as the Secretary of the American Association of Adult and Continuing Education and assistant editor of the journal New Horizons in Adult Education and Human Resource Development.

Tobin Lopes, *Assistant Professor, Colorado State University*

Dr. Tobin Lopes is an assistant professor in the Adult Education and Training specialization in the School of Education at Colorado State University. He has been practicing and studying the field of workforce education and development since 1995.

Dr. Lopes holds a Ph.D. in workforce education and development with a minor in applied statistics from Pennsylvania State University, an M.Ed. in adult education and training from Colorado State University, and a B.A. in mathematics from Claremont McKenna College. His research interests include evaluation and assessment, hybrid learning and teaching methods for adults, career development, and quantitative research methods.

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M Cecil Smith, *Professor, West Virginia University*

M Cecil Smith, Ph.D., is a professor of learning sciences and human development at West Virginia University where he teaches courses in educational psychology. His research interests focus on correlates of adults' literacy skills and literacy practices. He is co-editor of the forthcoming 2020 Handbook of Adult and Continuing Education (Stylus Publishing).

Anke Grotlüschen, *Professor for Lifelong Learning, Hamburg University*

Dr. Anke Grotlüschen is Professor for Lifelong Learning at Hamburg University. She oversees 4 million Euros in research grants focused on literacy, numeracy, political participation and lifelong learning. This includes two nationwide Level One Surveys (2011, 2019). Her advice for policy makers strongly influenced the Decade of Literacy (2016-2026) with its focus on financial, health, digital and civic education. Studies on youth organizations link her research interests with experiences in Hamburg's city partnership program with Nicaragua.

Discussant: Meredith Larson, *Research Analyst, Institute of Education Sciences, U.S. Department of Education*

Meredith Larson is a research analyst at the U.S. Department of Education's non-partisan research branch, the Institute of Education Sciences (IES), in the National Center for Education Research. She oversees research and training grants with a focus on postsecondary and adult education, with a focus on adults with multiple barriers to education and training.

Discussant: Dolores Perin, *Professor of Psychology & Education, Teachers College, Columbia University*

Dolores Perin, Ph.D. is a Professor of Psychology and Education, Chairperson of the Health and Behavior Studies Department, and Senior Research Associate at the Community College Research Center at Teachers College, Columbia University. She directs the Applied Education Psychology: Reading Specialist Program, which prepares students for state certification as Teacher of Literacy. Her current research interests center on the literacy skills of adults with reading and writing difficulties. She is editor of a handbook on adult literacy research due for publication by Wiley in September 2019.

Discussant: Sondra Stein, *Consultant, PIAAC*

Dr. Sondra Stein has worked in adult literacy and workforce development for more than 40 years. As Senior Research Associate for the National Institute for Literacy (NIFL), she headed up NIFL's Equipped for the Future initiative, which focused on the skills and knowledge adults need to carry out their responsibilities as workers, parents and family members, and citizens and community members. Dr. Stein has provided guidance to initiatives focused on standards and assessment, including the Program for Assessment of Adult Competencies (PIAAC), the OECD's DeSeCo initiative, UNESCO's Literacy in Industrialized Countries project, and initiatives in a number of English-speaking countries.

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Biographies for Presenters, Discussants, and Moderators – Friday, December 7th

Keynote Speaker

Stanley Andrisse, *Executive Director of "From Prison Cells to PhD", Assistant Professor at Howard University College of Medicine, and Adjunct Assistant Professor at Johns Hopkins Medicine*

Dr. Stanley Andrisse is an endocrinologist scientist and assistant professor at Johns Hopkins Medicine and Howard University College of Medicine researching type 2 diabetes and insulin resistance. Dr. Andrisse completed his Ph.D. at Saint Louis University and his M.B.A. and Bachelor's degree at Lindenwood University, where he played three years of Division II collegiate football.

Dr. Andrisse's service commitments include: Executive Director and Founder of From Prison Cells to PhD, past President of the Johns Hopkins Postdoctoral Association, Founder of the Diversity Postdoctoral Alliance, member on several local and national committees aimed at community outreach, youth mentor, motivational speaker, and community activist.

Dr. Andrisse was raised in Ferguson, MO. In his path, he made some poor decisions, encountered many road blocks, took a few undesirable detours and pit-stops, but with resilience has made it to where he is now.

Education in Prison

Moderator: **Tamara Barron**, *Occupational Coordinator, Maryland Prisons*

Tamara Barron serves as the Occupational Coordinator, overseeing 24 job training programs within Maryland's prisons. She is also the local Director of Career and Technology Education within adult education and is the project director for the Perkins grant from the Maryland State Department of Education. She has a commitment to ensuring that Maryland's returning citizens have the opportunity to receive job training and seek national certification and licensure through Maryland's prison programs to help them be successful upon their return to their communities.

Ruth Delaney, *Program Manager, Vera Institute of Justice*

At the Vera Institute of Justice, Ruth Delaney manages technical assistance to states seeking to implement new criminal justice policies and practices and conducts research on justice policy trends. She has co-authored several reports at Vera, including Making the Grade, Incarceration's Front Door: The Misuse of Jails in America, and Price of Prisons: What Incarceration Costs Taxpayers. Ruth completed an MA in women's studies at the Graduate Center of the City University of New York and is currently pursuing a PhD in sociology from the same institution. She also holds a BA in English from Manhattanville College.

Lionel Smith, *Research Associate, Vera Institute of Justice*

Lionel is a research associate with Vera's Center on Sentencing and Corrections. He received his BA in urban services administration from Cleveland State University, MA in social sciences from the University of California, Irvine, and PhD in criminology from the University of Delaware.

Jinghong Cai, *Research Analyst, Center for Public Education, National School Boards Association*

Jinghong Cai, Ph.D. recently earned her doctoral degree in curriculum and instruction from Ohio University. Her research focuses on using national and international data to provide evidence-based recommendations for education policy makers.

Anirudh Ruhil, *Professor, Ohio University*

Anirudh Ruhil is a professor of leadership and public affairs at Ohio University's Voinovich School of Leadership and Public Affairs. He works on grant-funded and contracted research, primarily in the domains of public health, education, and social services, for the most part. He also teaches introductory and advanced data analytics and visualization with R.

Margaret Patterson, *Senior Researcher, Research Allies for Lifelong Learning*

Dr. Margaret Patterson, Senior Researcher with Research Allies for Lifelong Learning in the Washington, DC, metro area (www.researchallies.org), partners with non-profit organizations, postsecondary institutions, and state agencies to apply research and conduct evaluations which support adult educators and learners. Previously, she served as Research Director at GED Testing Service and Associate Director of Adult Education in Kansas. She administered and taught in adult education programs in Nebraska, Nevada, and Kansas and presents extensively throughout the USA.

***Discussant:* Stephen J. Steurer**, *CURE National Reentry/Education Advocate, CURE National Council of State Governments*

Stephen J. Steurer is currently a reentry/education advocate at CURE National, the Reentry/Education Coordinator Howard County Detention Center, and a Member of the Council of State Government Advisory Board Reentry Resource Center. Formerly, he worked as the Executive Director of the Correctional Education Association for 29 years, Maryland Correctional Academic Coordinator (state prison system) for 30 years, and Advisory Board for the RAND correctional education recidivism study.

Correctional Education, Skills, and Incarcerated Parents

***Moderator:* Al MacNaughton**, *Prison School Principal, Virginia Department of Corrections*

Al MacNaughton has been a principal in adult correctional education for 11 years. He was hired to develop a school in a new prison. In the 11 years since the prison opened, they have offered and piloted a number of programs to include: Distance learning colleges classes using the internet, correspondence and cohort; U.S. GED; Mexican GED (Plaza); Motorcycle & Small Engine Repair; Computer Aided Drafting; Floor Covering; Building Maintenance; Plumbing; Pipe Fitting; Electrical Apprenticeship; Baking Apprenticeship; Culinary Arts; Rosetta Stone language software and Career Readiness Certificate. He also developed a program with the Rosetta Stone language software, using the English version, to help teach low readers.

Roofia Galeshi, *Assistant Professor, Radford University*

Roofia Galeshi is an assistant professor in the Mathematics Education program and School of Teacher Education and Leadership at Radford University. Her focus of research is in issues related to Adult Education, Higher Education, Mathematics education, and issues related to psychometrics item analysis such as IRT and CDM.

Daniel M. Leeds, *Research Analyst, CNA Education*

Dr. Leeds is currently a Research Analyst at CNA, where he works in their Navy Compensation and Personnel Policy Division. Prior to joining CNA, he was an Education Research Consultant for the Michigan Department of Education. Dr. Leeds has a PhD and an MA in Economics from the University of Michigan and BAs in Mathematics and in Greek, Hebrew, and Roman Classics from Temple University.

Discussant: **Amy Lopez**, *Deputy Director, DC Department of Corrections*

Ms. Lopez began her career as a teacher and administrator in Texas, her home state. She served as the Superintendent of Education for the Texas Juvenile Justice Department and initiated education reforms for the 160,000 inmates in the custody of the Texas Department of Criminal Justice by the Windham School District. In 2016, Obama-era Deputy Attorney General Sally Yates appointed Ms. Lopez to build a school district within the Federal Bureau of Prisons. In May of 2017, Ms. Lopez joined the DC DOC family. She is a graduate of Texas Tech University, Lubbock Christian University, and is currently a Doctoral candidate at Sam Houston State University.

Skills, Health, and Unemployment of Older Adults

Moderator: **Susan Lapham**, *Vice President, Research & Evaluation, American Institutes for Research (AIR)*

Dr. Susan Lapham is Vice President in the Research & Evaluation Division of AIR and Principal Investigator and Director of Project Talent. Project Talent is a nationally representative longitudinal study of 400,000 Americans who were first assessed in 1960. In 2018, a sample of the original cohort are participating in a 58-year follow-up study focusing on dementia, funded by the National Institute on Aging. Her current research interests focus on the effects of early life experience on longevity and cognitive health at older ages. Her work has recently been published in the Journal of the American Medical Association, Social Science in Medicine, and Journal of Epidemiology and Community Health.

Takashi Yamashita, *Associate Professor, University of Maryland, Baltimore County*

Takashi Yamashita, Ph.D., MPH, MA, is an associate professor of sociology, and a faculty affiliate in the Gerontology Ph.D. program and the Center for Aging Studies at University of Maryland, Baltimore County. His areas of research are social determinants of health and well-being over the life course, health literacy, wider benefits of lifelong learning and gerontology education, using quantitative methods and Geographic Information Systems (GIS). He is currently a co-principal investigator of the research project funded by the Institute of Education Science of the U.S. Department of Education.

Roberto J. Millar, *Doctoral Student, University of Maryland, Baltimore County*

Roberto Millar is a doctoral student in gerontology at the University of Maryland, Baltimore County. His primary research interest is health promotion over the life course, particularly in areas of environmental gerontology, aging in place, and health behaviors in later life.

Darren Liu, *Associate Professor, Des Moines University*

Darren Liu received his Doctor of Public Health (DrPH) and Master of Sciences in Biostatistics from University of Pittsburgh Graduate School of Public Health. His research interests focus on health services research. Specifically, he is interested in health disparities, long-term care and aging, quality of nursing homes. He recently published a textbook with Jones & Bartlett Learning (http://www.jblearning.com/catalog/9781284156096/).

Phyllis A. Cummins, *Senior Research Scholar, Miami University*

Phyllis's research foci are workforce issues for older workers, including examination of the benefits of ongoing training and workforce development. An important component of her research is gaining an understanding of the demographic characteristics of older workers, especially those who have experienced cumulative

inequality over their life course and are at risk for economic insecurity in retirement. She is currently a principal investigator on two grants funded by the Institute of Education Sciences, one of which uses PIAAC data. She has received funding from the American Institutes of Research for two commissioned papers.

Discussant: **Ricardo Hernandez**, *Independent Researcher*

Ricardo (Ric) Hernandez is an independent researcher, formerly Lead Researcher Analyst with the U.S. Department of Education, Office of Career, Technical, and Adult Education (retired). He worked with research teams and contractors on the design, development, and execution of research studies in Adult Education and Career and Technical Education. He has analyzed national and international data sets (i.e. PIAAC, U.S. Census American Community Survey) in support of educational policy development. Currently, he is exploring the PIAAC data related to people with disabilities.

Low-skilled Adults

Moderator: **Judy Mortrude**, *Senior Policy Analyst, Center for Law and Social Policy (CLASP)*

Judy Mortrude has over 30 years of experience developing, delivering, and managing secondary and postsecondary education projects for workforce development, particularly with low literacy and high barrier populations. Ms. Mortrude was the lead administrator for Minnesota's largest Adult Basic Education (ABE) consortium before moving to the Minnesota Department of Employment & Economic Development in 2009 to staff the Minnesota FastTRAC Adult Career Pathway cross-system initiative. Now as a senior policy analyst for CLASP, Judy focuses on the Workforce Innovation and Opportunity Act, Perkins Career & Technical Education, and other education/workforce development policy.

Saida Mamedova, *Senior Research Analyst, American Institutes for Research (AIR)*

Saida Mamedova is a senior research analyst with experience in complex survey and assessment data analysis, survey development and sampling design, technical writing, and dissemination. Since joining AIR in 2009, she has supported a number of administrative, longitudinal, and household surveys. Mamedova currently leads research activities and secondary analysis of the Program for International Assessment of Adult Competencies (PIAAC). Ms. Mamedova has a master's degree in Quantitative Survey Methods from Columbia University and a background in Mathematical Statistics and Management Information Systems.

Emily Pawlowski, *Research Associate, American Institutes for Research (AIR)*

Emily Pawlowski is a Research Associate on the PIAAC team at the American Institutes for Research. She conducts research and analysis with the PIAAC data on a range of topics, such as gender and STEM, socio-economic status, and digital literacy. She also helps to train and assist researchers using the PIAAC data, through in-person trainings as well as developing online tools and resources, and works on outreach and dissemination efforts, including presenting on PIAAC findings and resources at state and national level conferences.

Amanda Bergson-Shilcock, *Director of Upskilling Policy, National Skills Coalition*

Amanda Bergson-Shilcock is Director of Upskilling Policy at the nonprofit National Skills Coalition. She leads NSC's work on adult education and workforce policies that support US-born and immigrant adults with foundational skills gaps. In this role, she analyzes policies, makes recommendations, and coordinates with NSC members to address issues facing adult learners and jobseekers. Amanda has authored numerous publications and policy recommendations on immigrant integration, workforce development, and adult

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education. Her 2017 publication Foundational Skills in the Service Sector, produced in partnership with AIR, drew on PIAAC data.

B. Jasmine Park, *Senior Researcher, American Institutes for Research (AIR)*

Dr. B. Jasmine Park is a senior researcher at AIR where she applies her technical skills to large scale survey data including PIAAC. She is interested in improving policy and practice through high quality quantitative research.

***Discussant:* Lisa Hudson**, *Education Statistician, National Center for Education Statistics (NCES), U.S. Department of Education*

Dr. Hudson works at the National Center for Education Statistics (NCES), where she coordinates the NCES Career and Technical Education Statistics (CTE Statistics) program. She is also the content expert for the Adult Training and Education Survey, conducted by NCES in 2016, and planned for administration in 2020 as a joint survey with the National Science Foundation. Dr. Hudson also worked for a number of years as the NCES liaison to the OECD's program on education indicators, where she focused on indicators of the economic and social outcomes of learning.

PIAAC: Next Steps

Holly Xie, *PIAAC National Project Manager, National Center for Education Statistics (NCES), U.S. Department of Education*

Holly Xie is the program officer for the Program for the International Assessment of Adult Competencies (PIAAC) and outreach lead for the International Assessments Branch. She also served as program officer for the Program for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS). She was a program specialist at the Maryland Department of Education (MSDE) for years, and worked for the International Labor Organization (ILO) and the World Bank. Holly received her Ph.D. in Education at the University of Maryland, College Park.

Stephen Provasnik, *International Activities Program Team Lead, National Center for Education Statistics (NCES), U.S. Department of Education*

Dr. Stephen Provasnik leads the International Activities Program at the U.S. Department of Education's National Center for Education Statistics (NCES). He has previously served as the U.S. National Research Coordinator for the Trends in International Mathematics and Science Study (TIMSS) and Progress in Reading Literacy Study (PIRLS), and has been the U.S. representative to PIAAC Board of Participating Countries since 2016. In his career, he has worked variously as a public high school teacher in Japan, reporter for Gannett and the Yomiuri Shimbun, historian of education, statistician, and deputy editor for the NCES annual report The Condition of Education.