Ann-Marie Faria, PhD

CEO & Founder
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EXPERTISE
- Mixed methods early childhood education research and evaluation
- Documenting and defining quality in early childhood programs
- Statewide needs sensing and partnerships
- Child welfare practice and policy

EDUCATION
- PhD, University of Miami, Applied Developmental Psychology, Institute of Educational Sciences (IES) pre-doctoral fellow, 2009
- MS, University of Miami, Applied Developmental Psychology, Institute of Educational Sciences (IES) pre-doctoral fellow, 2007
- BS, Trinity College, Hartford, CT, Psychology & Educational Studies, 2002

EXPERIENCE
18 years of experience leading comprehensive evaluations in early childhood education and care and child welfare policy and practice.

Present Position

CEO and Founder, Harmony Research, LLC

Dr. Faria is a nationally recognized researcher with expertise in the broad areas of early childhood education and child welfare. She conducts rigorous evaluations to identify needs which affect the well-being of children and their families—and document innovative solutions to those pressing challenges. Dr. Faria is a quantitative researcher by training with expertise in experimental design and mixed methods program evaluation. She deeply values the strong contributions that qualitative methods lend in telling the story of your data. She is skilled at designing rigorous and timely evaluations that assess the needs and evaluate the efficacy of existing policies and practices in both early childhood education and development and child welfare.

Dr. Faria is a passionate leader and innovator committed to working together to solve complex challenges in the field. Her work is always conducted in collaboration with community partners. She is committed to amplifying community voice and using research and evaluation to tell your story. She is an excellent public speaker and enjoys facilitating working groups, presenting at national and local conferences, and liaising with partners.

Dr. Faria started her career as an early childhood educator. She taught in infant/toddler classrooms in community based childcare settings, as a kindergarten teacher in Washington, DC, and as a grade 1 through grade 3 Spanish teacher. Since 2019, Dr. Faria serves as a licensed foster parent in Washington, DC. She has fostered nine children and supported their path to permanency through reunification and adoption by

kin. In this role she also serves as a mentor to other foster parents, develops trainings for other foster families, and supports foster parent recruitment in the district.

Professional Experience

Principal Researcher, American Institutes for Research, (2009–2023)

Prior to launching Harmony Research, LLC, Dr. Faria served as Principal Researcher at the American Institutes for Research (AIR) from 2009 to 2023. At AIR, Dr Faria led research and evaluation studies in the broad areas of early childhood education and child welfare. Dr. Faria conducted rigorous evaluations to identify needs which affect the well-being of children and their families—and documented innovative solutions to those pressing challenges. At AIR, she provided strategic leadership to the early childhood hub, guiding the vision for our portfolio of research and evaluation projects. At AIR she managed large-scale, multimillion-dollar projects and provided managerial, analytical, and methodological leadership to ongoing projects. Her work encompassed program evaluation with a focus on quantitative research methods in early childhood education, providing methodological expertise and guidance, building lasting, meaningful partnerships with clients, overseeing data collection and data management, and analyses, synthesizing findings, providing project management, developing the skills of more junior staff, and writing reports and sharing findings for a variety of audiences, including clients, researchers, and practitioners.

Principal Investigator, Educare Flint, Research Practitioner Partnership & Educare Local Evaluation Partner (2019–Present)

Dr. Faria serves as the principal investigator (PI) for the Educare Flint evaluation partnership. In this role, Dr. Faria leads the overall vision of the partnership between the Flint early childhood collaborative and AIR, all to increase access to high-quality early childhood education, with a specific focus on racial equity. This partnership is part of the national Educare model and includes both an Educare implementation and outcome study and an innovative community-wide research practitioner partnership (RPP). In this role, she serves as a thought partner to the Flint community to inform policy and practice to better serve children and their families. Her duties include providing design and methodological expertise, providing overall vision and guidance for projects, managing both quantitative and qualitative teams to conduct the analyses, overseeing primary child assessments data collection for more than 300 students each fall and spring, and writing reports. As PI, Dr. Faria provides strategic leadership to the RPP and leads the implementation and outcome study.

Principal Research Partner, Educare Early Childhood Workforce Taskforce (2024–Present)

The promise and potential of early care and education (ECE) programs are not being fully realized due to a persistent workforce crisis. The topic is timely and essential to the early childhood field, given the dramatic workforce challenges facing the profession. We know that the ECE workforce requires higher and more respectful salaries, increased access to benefits like health insurance and paid time off, better access to career

lattices that allow for meaningful professional growth, and improved access to pre-service and in-service training. As such, the Educare National Network launched a Workforce Taskforce in 2024. The Educare network is in a unique position to further the field's understanding of how we can innovatively address ECE workforce challenges. Educare's model focuses on the integration of research and practice and is governed by research practice partnerships between individual schools and researchers. In Educare, we are constantly learning with and from each other, solving the problems of science and practice, and collaborating for the benefit of staff, families, and children. It is in this spirit that the Educare network launched the Early Childhood Workforce Taskforce.

The Early Childhood Workforce Taskforce brings together partners across the Educare network to tackle the most pressing workforce challenges we all experience. Taskforce activities include:

1. Conduct a landscape scan of promising or effective workforce practice and policy across the Educare network

2. Co-design and conduct a research study focused on workforce recruitment and retention

3. Develop resources, guidance, and policy recommendations for the field and amplify these along with study findings to a range of audiences.

4. Co-design processes and tools to spread, test, and scale effective workforce recruitment and retention strategies within and beyond the Educare Network.

Dr. Ann-Marie Faria at Educare Flint and Dr. Zachary Price at Educare Washington, DC are pleased to serve as the Evaluation Consultant to co-Design the Early Childhood Education Workforce Recruitment and Retention Study, as a part of the taskforce. In this role, Harmony Research will join and participate in the new Educare Workforce Recruitment & Retention Task Force and collaboratively co-design a study on ECE workforce recruitment and retention. Stay tuned for more information on this exciting project.

Principal Investigator, The Charter School Expansion Grant in Partnership with the AppleTree Institute, OESE: Charter Schools Program Grants for the Replication and Expansion of High-Quality Charter Schools (CMO Grants) (2019–Present)

Dr. Faria serves as the principal investigator on a quasi-experimental evaluation of rapid charter school expansion in partnership with the AppleTree Institute in Washington, DC. AIR will serve as the independent evaluator to document the success and challenges of expanding the AppleTree model in nine new schools across the District of Columbia. The quasi-experimental study will document the impact of attending a newly opened charter school on the quality of instruction and child outcomes. Using a propensity matching approach, AIR will compare the outcomes for classrooms and students enrolled in existing AppleTree charter schools with the peers in newly opened schools. Dr. Faria provides vision and leadership for this five-year, $7 million project. Her duties include providing design and methodological expertise, performing day-to-day project

management, managing primary data collection in schools, managing a quantitative team to conduct impact analyses, and writing reports. Analytic techniques used include propensity score matching, and hierarchical linear modeling (HLM and HGLM).

Independent Research Partner, Georgetown University Teacher Well-being (2024-present).

Dr. Faria partners with Georgetown University as an independent research partner to analyze and better understand the ways in which job demands affect teachers' emotional well-being. As an independent research partner, Dr. Faria conducts sophisticated quantitative analyses (moderated structural equation models) to better understand the relationship between job demands and educator's emotional distress--and how resilience, educators' relationships with caregivers, and job supports might moderate this relationship. Her duties include providing design and methodological expertise, performing quantitative analyses, and manuscript development Analytic techniques used include structural equation modeling (SEM) and hierarchical linear modeling (HLM).

Principal Investigator, Community Education & Afterschool in Flint, MI (2023-present).

Harmony Research, LLC partners with the Flint Center for Educational Excellence to document the ways in which the Center provides ongoing support in community education and afterschool programming in Flint, MI. The Flint Center for Educational Excellence launched in summer 2023 and is dedicated to working with the community to help Flint kids thrive. The Flint Center focuses on six core pillars, all with an intention of creating a robust educational ecosystem to support children and families. As part of our ongoing partnership to support education in Flint, Michigan, Harmony Research, LLC and Dr. Faria serve as an independent research and evaluation partner to document the success and challenges of the afterschool and community education approaches launched by the Flint Center. The broad Evaluation Goal is to document which features of community education and after school programs are most related to improved child and family well-being. To achieve this goal, Dr. Faria leads a mixed method approach to understanding the roll out of community education and afterschool programming in Flint. Analyses include qualitative focus groups, interviews, and extant data analyses of child data on nearly 3,000 students enrolled in FCS.

Principal Investigator, Ready Set Succeed (2021–2024)

Dr. Faria served as the principal investigator (PI) for the Ready Set Succeed Education Innovation Research (IER) early-phase grant. On this federal grant, Dr. Faria lead the design team to develop an innovative new intervention that will address challenges about how to authentically engage Black families and their children through the kindergarten transition. The intervention, Ready Set Succeed, leveraged the Flint Early Childhood Research-Program Partnership, a diverse coalition of partners (AIR, the Flint Center for Educational Excellence, the Community Foundation of Greater Flint, Educare Flint, Cummings Great Expectations, Flint Community Schools, and Genesee Intermediate School District). RSS includes multiple components: (1) job embedded

professional development focused on racial equity, (2) Building Bridges Meetings (joint PK-K), (3) Staff and Family Data Dialogues, (5) Buddy Visits to K–12 settings, and (6) Direct Family Engagement/Advocacy Activities. Expected study outcomes include: (1) greater collaboration in the PK–12 system, (2) more culturally competent instruction, (3) improved educational advocacy skills for Black families, and (4) increased school readiness and positive racial identity tor students. The project had four objectives: (1) design the RSS intervention; (2) pilot RSS (3) test RSS for impact; and (4) analyze, report, and disseminate findings. As PI, Dr. Faria designed and led the pilot and randomized control trial with random assignment at the classroom level.

Principal Investigator, Montessori Impact Study, IES (2018–2023)

Dr. Faria served as the principal investigator on an Institute for Education Sciences (IES)-funded waitlist control randomized experiment testing the impact of the Montessori PK model in public schools. She provided guidance on the design of the experimental trial, including considerations for leveraging waitlist control groups to estimate the causal impact of Montessori model, measure selection, and development. She oversaw all impact analyses and guided the overall success of the project. Analytic techniques included individual-level random assignment as well as impact analyses using hierarchical linear modeling. The study was a $3.5 million, 5-year evaluation.

Principal Investigator, MDE PDG B-5 Needs Assessment and Overall Evaluation, MDE (2019–2023)

Dr. Faria served as the principal investigator (PI) for the statewide Needs Assessment and Overall Evaluation of Michigan's Preschool Development Grant Birth through Five Mixed Delivery System efforts. In this role, she served as a thought partner to the Michigan Department of Education (MDE) and Michigan Department of Health and Human Services (MDHHS) to inform policy and practice to better serve children and their families through the state's mixed delivery system Her duties included providing design and methodological expertise; providing overall vision and guidance for the statewide needs assessment and more than 20 evaluations of family engagement strategies, professional development programs, and efforts to improve the quality of early intervention and education services for children aged 0-5 and their families; managing both quantitative and qualitative teams to collect data and conduct the analyses; and report writing for a variety of audiences. As PI, Dr. Faria provided strategic leadership to MDE and MDHHS in translating the findings from the Needs Assessment and Overall Evaluation into meaningful policy and practice change in the state.

Principal Investigator, Documenting the Impact of Every Child Ready Curriculum (AppleTree Institute) (2018-2020).

Dr. Faria served as the principal investigator on a quasi-experimental evaluation of attending a preschool that used Every Child Ready Curriculum, developed by the AppleTree Institute. Using extant data provided via data sharing with OSSE, AIR created a matched comparison group (using multi-level propensity score matching) to compare the grade 3 test scores for children who attended schools that used Every

Child Ready curriculum, with similarly matched peers that did not attend a school that used Every Child Ready Curriculum. Dr. Faria provided overall vision and leadership for this two-year quasi-experimental study. Her duties include project management, providing design and methodological expertise, managing a quantitative team to clean and analyze extant data from OSSE, overseeing the impact analyses, and report writing. Analytic techniques used include propensity score matching, and hierarchical linear modeling (HLM and HGLM with Bernoulli link functions) as well as mediation analyses that examined the role of attending high quality school from K-3 on overall grade 3 impacts.

Principal Investigator, Great Start to Quality QRIS Validation Study and Strategic Consulting with Michigan Department of Education, MDE (2018–2020)

Dr. Faria served as the principal investigator for the Race to the Top- Early Learning Challenge (RTT-ELC) funded validation study of Michigan's QRIS, Great Start to Quality. In this role, she led extant data analysis for over 1,400 licensed and registered early care and education settings across the state to understand how their self-ratings and observations of instruction documented program quality. She also served as a strategic thought partner with the state as they considered how to best integrate the CLASS into future iterations of the QRIS.

Principal Investigator, The Safe Babies Court Team Evaluation, AIR Fund (2017–2020)

Dr. Faria served as the principal investigator on a natural experiment testing the impact of a Safe Babies Court Team (SBCT) approach to working with families in foster care. The experimental study documented the impact of SBCT on time to permanent custody placement, child safety, and child- and family-well-being. Dr. Faria provided vision and leadership for this two-year, $1.5 million project. Her duties included providing design and methodological expertise, performing day-to-day project management, managing data collection, managing a quantitative team to conduct the impact analyses, conducting site visits to document implementation at three sites, and writing reports. Analytic techniques used included random assignment procedures as well as impact analyses using hierarchical linear modeling (HLM and HGLM with Bernoulli link functions).

Early Childhood Expert and Senior Methodological Advisor, The Neglected Crops Project, AIRFund (2017-2020).

Dr. Faria served as the early childhood expert and senior methodological advisor on the Neglected Crops Project, aimed at improving uptake of micro-nutrient dense neglected crops to support maternal and infant health in Tanzania. This two-armed experimental evaluation was implemented in 60 villages with 2,000 smallholder farmers in Tanzania to test both adoption rates as well as the mechanisms behind neglected crops adoption. The neglected crops intervention included three components: access to certified seeds and fertilizer for neglected crops; agricultural trainings for the production of neglected crops; and nutrition trainings for women farmers on the nutritional characteristics of neglected crops and how to integrate them into daily food preparation. In this role, Dr.

Faraia assessed program impacts by looking at: proportion of households producing and consuming at least one neglected crop; household food security indicators; and children height-for-age to measure stunting (chronic malnutrition) and weight-for- height to measure wasting (acute malnutrition). Dr. Faria will provide overall guidance to the project with a specific emphasis on early childhood health and development and experimental methods and analysis.

Senior Methodological Advisor, Welcome Baby Impact Study, First 5 LA (2016-2019).

Dr. Faria served as the senior methodological advisor on a randomized control trial testing the impact of a home visiting model for women and infants under the age of three in the greater L.A. area. She provided guidance on the design of the experimental trial, including considerations for random assignment, measure selection and development, oversaw all planned impact analyses, and guided the rigor of the evaluation. Analytic techniques used include individual level random assignment as well as impact analyses using hierarchical linear modeling (HLM and HGLM with Bernoulli link functions).

Principal Investigator, Education Technology Impact Studies, Jefferson Education Accelerator (2017-2018).

Dr. Faria served as the principal investigator and designed a series of three experimental and quasi-experimental studies to document how education technologies can support teaching and learning. Dr. Faria led all three projects and interacts often with education technology developers. Methodologies include small-scale randomized control trials, quasi-experimental designs including propensity score and Mahalanobis distance matching, and comparative interrupted time series analyses. Projects also included survey development and random sampling.

Principal Investigator, Institute of Educational Sciences (IES), REL Midwest, Documenting the "I" in QRIS: Developing a Survey Instrument and Providing Technical Assistance to Support States' Quality Improvement Efforts in Early Childhood Education Quality, AIR (2013–2017)

Dr. Faria served as the PI and project director for the "I" in QRIS project and oversaw the day to day activities of the project. The three goals of this project are to: (1) develop a survey instrument that measured quality improvement efforts undertaken by programs participating in each Midwestern state's QRIS, (2) increase REL Midwest states' capacity to conduct survey-based research in the complex context of early childhood education and care settings, (3) provide continuous support in Iowa while the state administers the survey in fall 2014 in order to maximize survey response rates and ensure high-quality data files on program QI activities in Iowa. This project culminated in a publicly available survey instrument and associated research report published by IES.gov.

Principal Investigator and Project Director, Institute of Educational Sciences (IES), Regional Educational Laboratory (REL) Midwest, Michigan QRIS validation study, AIR (2011–2016)

Dr. Faria served as the PI and project director for a validation study of Michigan's Great Start to Quality, tiered quality rating and improvement system (TQRIS). The Michigan QRIS validation study examines the validity and utility of Michigan's calculation system within their QRIS in defining the quality of early childhood programming in Michigan. As PI, Dr. Faria documented the current distribution of quality and validate the calculation system within Michigan's QRIS, leveraging data on over 2,000 ECE programs participating in the QRIS across the state and examined how alternative rating systems would result in different scores for programs. Other duties include project management, research design, budgetary supervision, data collection, data analysis, and report writing. This project culminated in a publicly available research report published by IES.gov.

Principal Investigator and Project Director, Institute of Educational Sciences (IES), Regional Educational Laboratory (REL) Midwest, Midwest Quality Rating and Improvement Systems (QRIS): Features, Challenges, and Strategies, AIR (2012–2016)

Dr. Faria served as the Principal Investigator for a qualitative research project that provided Midwest states and the Early Childhood Education Research Alliance (ECERA) members (e.g., members of early learning councils, state-level stakeholders in departments of education, health and human services, and administration for children and families) with access to comprehensive and up to date information on QRIS implementation and initiatives in the region. Activities include 1) reviewing and cataloging existing research, evaluation, and documentation of QRIS planned, in progress, or completed; 2) conducting a qualitative interview with state administrators; 3) writing a report to inform state level QRIS implementation; and 4) holding a conference to facilitate knowledge sharing around QRIS in the Midwest. This project culminated in a publicly available research report published by IES.gov.

Principal Investigator, Bainum Family Foundation, Strategic Planning (2016-2017).

Dr. Faria served as the principal investigator for a collaborative project with the Bainum Family Foundation to increase their own evaluation capacity. She worked closely with senior leaders at the Bainum Family Foundation to complete two tasks that guided the foundation's overall evaluation framework as it implemented its strategic plan to dramatically reduce the vulnerability caused by poverty in early childhood education. Task 1 included developing a series of logic models for the foundation's overarching investment strategies. These logic models included indicators of success for each of Bainum's investments across strands of work in Practice, Policy, and Research. Task 2 included strategic mapping of the foundation's current investments to intervention ecosystems based on Uri Bronfenbrenner's Ecological Theory of Development. The purpose of this work was to provide Bainum with a framework with which they could evaluate their internal programming.

Principal Investigator and Project Director, Excellent Schools Detroit, Early Educators Excel (E3) Coaching Evaluation, AIR (2013–2017)

Dr. Faria served as the PI for a study that evaluated the implementation of an innovative coaching model for early childhood educators in Detroit, Michigan that spanned birth to grade 3 classrooms across the city. The evaluation leveraged coach logs and satisfaction surveys of specific trainings to document implementation fidelity as well as teacher reported knowledge and classroom instruction (as measured by the CLASS) to document the impact of the coaching after one year of implementation. Other duties include project management, research design, budgetary supervision, and report writing.

Principal Investigator and Project Director, Excellent Schools Detroit, Early Learning Scorecard Metric, AIR (2013–2015)

Dr. Faria served as the PI and project director for a study that developed an innovative observational technique to engage community members in documenting the quality, culture, and climate of early learning programs in Detroit, Michigan. For this project Dr. Faria developed an observational tool that integrated cultural competence into classroom and program quality measures. Dr. Faria also developed family and staff surveys and created a training for community members to engage with early childhood education programs and conduct the observations, calculated the ratings of gold, silver, and bronze for each program, and worked closely with the foundation to share the results. Other duties included project management, research design, budgetary supervision, and report writing. Analytic techniques include item response theory and multi-informant Rasch modeling of multiple surveys and observational rubrics.

Project Director, IES, Early Warning (EWIMS) Impact Evaluation, AIR (2012–2017)

Dr. Faria oversaw the day-to-day activities on an IES-funded experimental evaluation of the impact of the Early Warning and Intervention Monitoring System (EWIMS) on student and school outcomes. This study was a school-level randomized control trial in high schools across three states that examined how the use of student data within early warning systems prevented dropout for at-risk students. Duties included day to day project management, over-seeing random assignment, managing data collection, managing a quantitative team to conduct the impact analyses, conducting site visits to document implementation in treatment schools, and report writing. Analytic techniques used include random assignment procedures as well as impact analyses using hierarchical linear modeling (HLM and HGLM with Bernoulli link functions).

Alliance Researcher and Co-Principal Investigator, IES, Regional Educational Laboratory Northeast and Islands (REL NEI) Early Childhood Education Alliance, AIR (2011–2012)

Dr. Faria served as the co-PI for research studies conducted within the Early Childhood Education Research Alliance for the REL NEI. Primary responsibilities include coordinating early childhood alliance activities such as meetings and webinars, as well as designing and conducting rigorous and relevant research studies that answer the

questions of the REL-NEI states concerning key issues in early childhood education. Current applied research studies focus on the use of kindergarten readiness assessments nationwide using the Early Childhood Longitudinal Study – Kindergarten Cohort (ECLS-K: 2011) public use data set, a nationally representative dataset that uses sampling weights. This study will link school-level data use practices in kindergarten with students' outcomes in early reading, mathematics, and executive functioning. Other duties include project management, research design, budgetary supervision, quantitative analysis of extant data, and report writing.

Co-Principal Investigator and Project Director, Michael and Susan Dell Foundation, Data Dashboard Evaluation, AIR (2012–2014)

Dr. Faria oversaw the day-to-day activities on a foundation funded evaluation of the implementation of student dashboards created by the Michael and Susan Dell Foundation. The study included four school districts in Texas. This study leveraged the click-stream dashboard usage data for over 10,000 users in combination with online surveys and qualitative site visits to document how educators used the dashboards. The study also examined the links between educator's use of the dashboards and student outcomes at the end of the year in multiple domains (attendance, behavior, and academics). Primary responsibilities included managing multiple teams of staff to complete the project on time and within budget.

Project Director, NoVo Foundation, Cleveland Promoting Alternative Thinking Strategies (PATHS) Implementation Evaluation, AIR (2011–2013)

Dr. Faria oversaw the day-to-day activities on a NoVo foundation funded project examining how PATHS, a social and emotional prevention program, was implemented at scale across the entire Cleveland Metropolitan School District (CMSD). The PATHS program was implemented district-wide for all classrooms from pre-kindergarten through grade five. The evaluation examined how implementation of PATHS at the classroom and school level was related to student's social-emotional outcomes in three domains: aggression, attention, and social competence. Duties included staff management, budgetary supervision, survey development, data collection, data analysis, and report writing.

Lead Quantitative Researcher, IES, Check & Connect Evaluation, AIR (2011–2012)

Dr. Faria served as the lead analyst on an IES-funded student-level randomized control trial of Check & Connect, a drop-out prevention program for at-risk high school students. Duties included conducting student-level random assignment, managing data collection, running impact analyses, conducting site visits to document implementation in treatment schools, and report writing. Analytic techniques included random assignment procedures as well as impact analyses using hierarchical linear modeling (HLM and HGLM with Bernoulli link functions).

Project Director, Bill and Melinda Gates Foundation, Urban Data Study, AIR (2009–2012)

Dr. Faria oversaw the day-to-day activities on a Bill and Melinda Gates funded project examining how use of interim assessment data by teachers and principals related to student achievement. Duties included survey development, cognitive interview protocol development and facilitation, online survey data collection, data management, data analysis, and report writing. Other duties included supervision of junior staff. Analytic techniques included hierarchical linear modeling (HLM) and structural equation modeling with clustered data.

Lead Quantitative Researcher, IES, Pathways to Mathematics Study, AIR (2009–2011)

Dr. Faria served as the lead analyst on an IES-funded school-level randomized control trial of online Algebra. This study evaluated the impact of offering access to online algebra to grade 8 students and tracked the short-term and long-term impacts on student learning and coursework over a two-year period. Duties included data collection, management, analysis, and report writing. Analytic techniques used include multiple imputation using chained equations (MICE), hierarchical linear modeling (HLM and HGLM with Bernoulli link functions), and power analyses for RCTs.

Project Director, Success for Kids, AIR (2009)

Dr. Faria oversaw the day-to-day activities for the start-up of a randomized control trial of a social emotional program for third, fourth, and fifth grade students. This project was a multi-site, longitudinal RCT that assessed the impact of the Success for Kids intervention on students' social-emotional and academic outcomes, using school-level random assignment. Duties included project management, interacting with district level education staff, school site recruitment, and completing IRB packages for urban districts.

Employment History

2023-Present	CEO & Founder, Harmony Research, LLC
2015-2023	Principal Researcher, American Institutes for Research
2012-2015	Senior Researcher, American Institutes for Research
2009–2012	Researcher, American Institutes for Research
2009-2014	Methodological Consultant, Erickson Institute
2007-2009	Research Assistant, Head Start Peer Play Lab, University of Miami
2008-2009	Research Assistant, Department of Education, University of Miami
2008	Undergraduate Instructor, Child Development, University of Miami
2005-2007	Research Assistant, Linda Ray Intervention Program, University of Miami

2004-2005	Research Assistant, Georgetown Early Learning Lab, Georgetown University, Department of Psychology
2002-2005	Teacher, The Beauvoir School
1998-2002	Teacher, Bright Horizons Infant/Toddler Room

Methodological Expertise

- Experimental Design including random assignment at the individual- and cluster-level
- Quasi-experimental design including propensity score matching, distance matching, regression discontinuity, and interrupted time series analyses
- Survey item development and item response theory (IRT/Rasch modeling)
- Random and stratified sampling
- Qualitative interview and focus group protocol development and administration
- Advanced inferential statistics including regression, hierarchical modeling, non-linear modeling, longitudinal analyses, structural equation modeling

Professional Affiliations

- American Education Research Association (AERA)
- Society for Research on Child Development (SRCD)
- Society for Prevention Research (SPR)
- Association for Education Finance and Policy (AEFP)
- Association for Public Policy Analysis & Management (APPAM)

Manuscript Review

- Reviewer for Early Childhood Research Quarterly (ECRQ)
- Former Editorial Board Member for the Journal of Experimental Education (JEE).

Service

- Licensed Foster Parent in Washington, D.C., DC Children and Family Services Agency (CFSA)
- Foster parent mentor, AmeriCorps and the Foster and Adoptive Parent Advocacy Center (FAPAC)
- Volunteer, Hands on DC
- Mentor, SREE Women in Quantitative Methods

Selected Publications

Bulotsky-Shearer, R. J., Wen, X., Faria, A. -M., Hahs-Vaughn, D., & Korfmacher, J. (2012). National profiles of classroom quality and parent involvement: Multidimensional perspective on school readiness for Head Start children, *Early Childhood Research Quarterly, 27(4), 627–639.*

Faria, A.-M., Bergey, R., Baird, A., Simpson, A., Lishinksi, A. (2019). *Using Technology to Support English Language Learners in Higher Education: A Study of Voxy's*

Effect on English Language Proficiency. Washington, DC: American Institutes for Research. Retrieved from https://files.eric.ed.gov/fulltext/ED596252.pdf

Faria, A.-M., Bowdon, J., Conway-Turner, J., Pan, J., Ryznar, T., Michaelson, L. Derrington, T., & Walston, J. (2020). *The Safe Babies Court Team Evaluation: Changing the Trajectories of Children in Foster Care.* Washington, DC: American Institutes for Research. Retrieved from https://www.air.org/sites/default/files/Safe-Babies-Court-Team-Evaluation-FINAL-092520.pdf.

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Faria, A.-M., Hawkinson, L., Metzger, I., Bouacha, N., & Cantave, M. (2017). *The "I" in QRIS Survey: Collecting data on quality improvement activities for early childhood education programs* (REL 2017–221). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies.ed.gov/ncee/edlabs.

Faria, A. -M., Heppen, J.B.., Li, Y., Stachel, S., Jones, W., Sawyer, K., Thomsen, K., Kutner, M., Miser, D., Lewis, S., Casserly, M., Simon, C., Uzzell, R. Corcoran, A., Palacios, M. (2012). *Charting Success: Data Use and Student Achievement in Urban Schools.* Washington, DC: Council of the Great City Schools.

Faria, A. -M., Kendziora, K., Brown, L., Osher, D. (2013). *PATHS Implementation and Outcome Study in the Cleveland Metropolitan School District*, Final Report, Novo Foundation, Grant # 20090080.

Faria, A.-M., Ryznar, T., & Stargel, L. (2021). Prevention Connections Child Welfare Prevention Service Partnerships Across Michigan. Lansing, MI: Michigan Department of Education. Retrieved from https://www.michigan.gov/mde/-/media/Project/Websites/mde/ogs/pdgb5/MDE-ChildWelfarePrtnrshps-508.pdf?rev=f5e15f168374470e982a01b5f900cdb5

Faria, A.-M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., & Foster, S. (2017). *Getting students on track for graduation: Impacts of the Early Warning Intervention and Monitoring System after one year* (REL 2017–272). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved from http://ies. ed.gov/ncee/edlabs.

Faria, A.-M., Tucker-Bradway, N., Ryznar, T., Parks, A., Heany, J., Iruka, I., Pan, J., Zhang, C. Z. (2020). *Needs Assessment of Michigan's Prenatal through Age Five Mixed Delivery System.* Lansing, MI: Michigan Department of Education.

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Selected Professional Presentations

Faria, A. -M., Bowdon, J., Conway-Turner, J., Ryznar, T., Pan, J., Michaelson, L., Derrington, T., Day, B., & Walston, J. (2020). *The Safe Babies Court Team Evaluation: Changing the Trajectories of Children in Foster Care*. Paper presented at the 42nd Annual Fall Research Conference of the Association for Public Policy Analysis & Management (APPAM), Virtual.

Faria, A. -M., Greenberg, A., Hawkinson, L., & Metzger, I. (2017). *Development and Implementation of Quality Rating and Improvement Systems in the Midwest.* Paper to be presented at the American Education Research Association Annual Meeting and Exhibition, San Antonia, TX.

Faria, A. -M., Hawkinson, L., Greenberg, A., Howard E., & Brown, L. (2016). *The Impact of Market Reforms on Early Childhood Education: Examining ratings in Michigan's quality rating and improvement system*. Paper presented at the 41st Annual Conference for the Association for Education Finance and Policy, Denver, CO.

Faria, A. -M., Hawkinson, L., Greenberg, A., Howard E., & Brown, L. (2016). *Examining changes to Michigan's early childhood quality rating and improvement system (QRIS)*. Paper presented at the American Education Research Association Annual Meeting and Exhibition, Washington, DC.

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Faria, A. -M., Jamerson, J., White, L., Madison, R., D'Souza, S., Zhang, C., Hyland, K. (2022). *The Flint Early Childhood Research Program Partnership (RPP): An Innovative Approach toward Advancing Equity and Impact in Flint, Michigan.* Paper presented at the Society for Research on Educational Effectiveness Fall 2022 Conference, Washington, D.C.

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Faria, A. -M., Sorensen, N., Stachel, S., Eisner, R., Heppen, J. (2015). *Experiments in Schools: Methodological Considerations for Conducting Random Assignment in Educational Settings.* Paper presented at the 37th Annual Fall Research Conference of the Association for Public Policy Analysis & Management, Miami, FL.

Faria, A. -M., Smith, D., Tucker-Bradway, N., Brown, L., Kendziora, K., Bradley, B., Fitzpatrick, D. T., Anderson, E., Sower, J. (2015). *Incorporating culture and climate into the definition of high-quality early childhood education: Developing the Early Learning Scorecard Metric.* Paper presented at the American Education Research Association Annual Meeting and Exhibition, Chicago, IL.

Faria, A. -M., Tucker-Bradway, N., Olivar, S., Smith, D., & Webb, J. (2017). *The Excellent Schools Detroit Early Educators Excel Coach-Based Adaptive Learning Initiative to Improve Classroom Quality.* Paper to be presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Lillard, A., Faria, A. -M., Manship, K., Lee, D. H., Smith, D. M. (2023). The Preschool Learning Study: Preliminary Findings From a Survey of Montessori and Control Teachers. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.