

DYLAN CONGER

Trachtenberg School of Public Policy and Public Administration
The George Washington University
Email: dconger@gwu.edu

ACADEMIC EMPLOYMENT

Professor of Public Policy and Public Administration, GWU, 2016–present
(Associate, 2011-2015, Assistant, 2004-2010)
Associate Director, 2019-2022

EDITORIAL POSITIONS AND OTHER AFFILIATIONS

Co-Editor, *Journal of Policy Analysis and Management*, 2015-present
Editorial Board, *Journal of Research on Educational Effectiveness*, 2017-present
Editorial Board, *American Educational Research Journal*, 2016-2019, 2022-present
Editorial Board, *Educational Researcher*, 2013-present
Editorial Board, *Educational Evaluation and Policy Analysis*, 2012-2016
Research Affiliate, George Washington Institute of Public Policy, 2004-present
Visiting Appointment, University of California at Berkeley Graduate School of Education, 2011

NATIONAL SERVICE

Association for Public Policy Analysis this is and Management, Member, Policy Council, 2017-2020
National Academy of Sciences, Member, Committee on Fostering School Success for English Learners, 2015-2016
Institute of Education Sciences, U.S. DOE, Member, Scientific Review Panel, 2014-2017
National Center for Education Statistics High School Transcript Study, U.S. DOE, Member, Technical Panel, 2011-2016
Association for Education Finance and Policy, Member, Board of Directors, 2011-2014

EDUCATION

Ph.D.	New York University Robert F. Wagner Graduate School of Public Service, 2004
M.P.P.	University of Michigan Gerald Ford School of Public Policy, 1995
B.A.	University of California at Berkeley, 1992

PUBLICATIONS

Refereed Journal Articles and Book Chapters

“Advanced Placement and Initial College Enrollment: Evidence from an Experiment.” with Mark C. Long and Raymond McGhee. *Education Finance and Policy*, Forthcoming.

“The Effects of Advanced Placement Science on Students’ Skills, Confidence, and Stress.” with Alec Kennedy, Mark C. Long, and Raymond McGhee, Jr. *The Journal of Human Resources* 56(1), 93-124, 2021.

“Measuring Students’ Ability to Engage in Scientific Inquiry: A New Instrument to Assess Data Analysis, Explanation, and Argumentation.” with Mark C. Long, Kevin McElhaney, Raymond McGhee, Jr., Jessica Mislevy, and Kavita Seeratan. *Educational Measurement* 25(2), 112-135, 2020.

“Life on the Frontier of AP Expansion: Can Schools in Less-Resourced Communities Successfully Implement Advanced Placement Science Courses?” with Mark C. Long and Raymond McGhee, Jr. *Educational Researcher* 48(6), 356-368, 2019.

“New Benefits of Public School Pre-Kindergarten Programs: Early School Stability, Grade Promotion, and Exit from ELL Services.” with Chloe Gibbs, Yuuko Uchikoshi, and Adam Winsler. *Early Childhood Research Quarterly* 48: 26-35, 2019.

“The Effect of Price Shocks on Undocumented College Students’ Attainment and Completion.” with Lesley Turner. *Journal of Public Economics* 148, 92-114, 2017.

“Gender Imbalance in Higher Education: Insights for College Administrators and Researchers.” with Lisa Dickson. *Research in Higher Education* 58: 214-230, 2017.

“Educating the Children of Immigrants in the United States.” with Rebecca Hinze-Pifer. Chapter 6 in Douglas J. Besharov and Mark H. Lopez (eds.) *Adjusting to a World in Motion: Trends in Global Migration and Migration Policy*. Oxford, United Kingdom: Oxford University Press, 2016.

“High School Grades, Admissions Policies, and the Gender Gap in College Enrollment.” *Economics of Education Review* 46: 144-147, 2015.

“Foreign-born Peers and Academic Achievement.” *Demography* 52: 569-592, 2015.

“The Effect of Grade Placement on English Language Learners’ Academic Achievement.” *Educational Evaluation and Policy Analysis* 35(4): 395-412, 2013.

“Gender Gaps in College Enrollment: The Role of Gender Sorting Across Public High Schools.” with Mark C. Long. *Educational Researcher* 42(7): 371-380, 2013.

“Undocumented College Students in the United States: In-State Tuition Not Enough to Ensure Four-Year Degree Completion.” with Colin C. Chellman. *Education Finance and Policy* 8(3): 364-377, 2013.

“Gender Sorting Across K-12 Schools in the U.S.” with Mark C. Long. *American Journal of Education* 119(3): 349-372, 2013

“Effects of High School Courses on Test Scores, High School Graduation, and Postsecondary Entry.” with Patrice Iatarola and Mark C. Long. *American Educational Research Journal* 49(2): 285-322, 2012.

“The Academic Development of Black Foreign-born Students in Miami-Dade.” with Megan Hatch. Chapter 10 in Randy Capps and Michael Fix (eds.) *Young Children of Black Immigrants in America*. Washington, DC: Migration Policy Institute, 2012.

“Determinants of High Schools' Advanced Course Offerings.” with Patrice Iatarola and Mark C. Long. *Educational Evaluation and Policy Analysis* 33(3): 340-359, 2011.

“The Effect of Immigrant Communities on Foreign-born Student Achievement.” with Amy Ellen Schwartz and Leanna Stiefel. *International Migration Review* 45(3): 675-701, 2011.

“Immigrant Gateway Type and the Immigrant Paradox.” with Meghan Salas Atwell. Chapter 10 in Cynthia García Coll and Amy Marks (eds.) *The Immigrant Paradox in Children and Adolescents: Is Becoming an American a Developmental Risk?* Washington, DC: American Psychological Association Books, 2011.

“Does Bilingual Education Interfere with English Language Acquisition?” *Social Science Quarterly* 91(4): 1103-1122, 2010.

“Age of Entry and the High School Performance of Immigrant Youth.” with Amy Ellen Schwartz and Leanna Stiefel. *Journal of Urban Economics* 67(3): 303-314, 2010.

“New Directions in Measuring Racial Isolation in School.” *Education and Urban Society* 42(3): 307-334, 2010.

“Why Are Men Falling Behind? Gender Gaps in College Performance and Persistence.” with Mark C. Long. *The ANNALS of the American Academy of Political and Social Science* 627(1): 184-214, 2010.

“Using Statistics in Evaluation.” with Kathryn E. Newcomer. Chapter 20 in Harry P. Hatry, Joseph S. Wholey, and Kathryn E. Newcomer (eds.) *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey-Bass, 2010.

“Explaining Race, Gender, and Poverty Disparities in Advanced Course-Taking.” with Patrice Iatarola and Mark C. Long. *Journal of Policy Analysis and Management* 28(4): 555-576, 2009.

“Testing, Time Limits, and English Learners: Does Age of Entry Affect How Quickly Students Can Learn English?” *Social Science Research* 38(2): 383-396, 2009.

“Explaining Gaps in Readiness for College-Level Math: The Role of High School Courses.” with Patrice Iatarola and Mark C. Long. *Education Finance and Policy* 4(1): 1-33, 2009.

“Immigration and Urban Schools: The Dynamics of Demographic Change in the Nation’s Largest School District.” with Ingrid Gould Ellen and Katherine O’Regan. *Education and Urban Society* 41(3): 295-316, 2009.

“Special Educational Needs of Children in Immigrant Families.” with Elena L. Grigorenko. Chapter 9 in Elena L. Grigorenko and Ruby Takanishi (eds.) *Immigration, Diversity, and Education*. New York, NY and Abingdon, UK: Routledge/Taylor and Francis Group, 2009.

“Undergraduate and Doctoral Education in Public Policy: What? Why? Why not? Whereto?” with Joseph Cordes, Helen Ladd, and Michael Luger. *Journal of Policy Analysis and Management* 27(4): 1009-1029, 2008.

“Immigrant and Native-born Differences in School Stability and Special Education: Evidence from New York City.” with Amy Ellen Schwartz and Leanna Stiefel. *International Migration Review* 41(2): 402-431, 2007.

“Project Confirm: An Outcome Evaluation of a Program for Children in the Child Welfare and Juvenile Justice Systems.” with Timothy Ross. *Youth Violence and Juvenile Justice: An Interdisciplinary Journal* 4(1): 97-115, 2006.

Reprinted in *Child Welfare: The Challenge of Integration*. Washington, DC: Urban Institute Press, 2009.

“Which Schools Have the Most Segregated Classrooms? A Look Inside New York City Schools.” Chapter 2 in Barbara A. Arrighi and David J. Maume (eds.) *Child Poverty in America Today: The Promise of Education*. Westport, CT: Praeger Perspectives, 2007.

“Within-School Segregation in an Urban School District.” *Educational Evaluation and Policy Analysis* 27(3): 225-244, 2005.

“Foster Care and School Mobility.” with Marni Finkelstein. *Journal of Negro Education* 72(1): 1-9, 2003.

“Bridging Child Welfare and Juvenile Justice.” with Timothy Ross. *Child Welfare: Journal of Policy, Practice, and Program* 81(3): 471-494, 2002.

Reprinted in *Child Welfare: The Challenge of Integration*. Washington, DC: Urban Institute Press, 2009.

“Victim Needs and Services.” in David Levinson (ed.) *The Encyclopedia of Crime and Punishment, Volume 4*. with Robert C. Davis. Thousand Oaks, CA: Sage Publications, 2002.

Reports and Policy Briefs

Promoting the Educational Success of Children and Youth Learning English: Promising Futures. The National Academies of Sciences, Engineering, and Medicine. Washington, DC: The National Academies Press, 2017.

The Educational Experiences and Outcomes of Undocumented College Students. with C. Chellman. City University of New York Office of Policy Research, 2012.

How Long Does it Take Students To Reach Minimum English Proficiency? Implications for NCLB Reauthorization. with M. Hatch, J. McKinney, M.S Atwell, and A. Lamb. *Institute for Education and Social Policy Brief*, 2012.

Overcoming the Overlap Problem in the Child Welfare and Juvenile Justice Populations: Implementing, Evaluating, and Institutionalizing Project Confirm. with T. Ross, Z. Chahine, and J. van Straaten. *Community Mental Health Report* 4(3). Civic Research Institute, 2004.

Who are Our Students? A Statistical Portrait of Immigrant Students in New York City Elementary and Middle Schools. with A.E. Schwartz & L. Stiefel. New York University, 2003.

Language Proficiency and Home Languages of Students in New York City Elementary and Middle Schools. with A.E. Schwartz & L. Stiefel. New York University, 2003.

Alternative Regional Classifications of New York City's Immigrant Students. with A.E. Schwartz and L. Stiefel. New York University, 2003.

How Children's Foster Care Experiences Affect Their Education. with A. Rebeck. New York, NY: Vera Institute of Justice, 2001.

Reducing the Foster Care Bias in Detention Decisions: The Impact of Project Confirm. with T. Ross. New York, NY: Vera Institute of Justice, 2001.

Bridging Child Welfare and Juvenile Justice: The Implementation Evaluation of Project Confirm. with T. Ross. New York, NY: Vera Institute of Justice, 2000.

Sustaining Employment: Factors Associated with Job Retention Among Ex-offenders. New York, NY: Vera Institute of Justice, 1999.

72-Hour Child Safety Conference Program: Assessing Implementation and Planning for Evaluation. New York, NY: Vera Institute of Justice, 1998.

Follow-up Study of the National Academy of Education/Spencer Foundation Postdoctoral Fellowship Program. with B. Gamse. Cambridge, MA: Abt Associates, Inc, 1997.

Follow-up Study of Families in the Even Start In-Depth Study: Final Report. with B. Gamse, D. Elson, and M. McCarthy. Cambridge, MA: Abt Associates, Inc, 1997.

Evaluation of the Head Start Family Service Center Demonstration Projects: Final Report. with J. Swartz, L. Bernstein, M. Levin, and L. Geitz. Cambridge, MA: Abt Associates, Inc, 1997.

GRANTS

National Science Foundation. "Evaluation of the Sustainability and Effectiveness of Inquiry-Based Advanced Placement Science Courses: Evidence from an In-Depth Formative Evaluation & Randomized Controlled Study," Co-Principal Investigator with Mark C. Long (PI) and Raymond McGhee (Co-PI). 2012-2017.

George Washington Institute of Public Policy, Policy Research Scholar Grant, "Employability of Graduates with Online Degrees: Evidence from a Field Experiment," Principal Investigator. 2014-2015.

George Washington University Columbian College Facilitating Fund. “Employability of Graduates with Online Degrees: Evidence from a Field Experiment,” Principal Investigator with Co-PIs Stephanie R. Cellini and Rajeev Darolia. 2014-2015.

Foundation for Child Development. “The Cumulative Effect of the Primary School Experience on English Language Learners,” Principal Investigator with Co-PI Yuuko Uchikoshi. 2009-2011.

George Washington University Columbian College Facilitating Fund. “English Language Learners and Immigrants,” Principal Investigator. 2009-2010.

U.S. Department of Education Institute of Education Sciences. “The Implications of High School Course Availability and Course-Taking for Achievement Graduation, and Postsecondary Enrollment,” Co-Principal Investigator with Patrice Iatarola (PI) and Mark C. Long (Co-PI). 2007-2009.

Foundation for Child Development. “Time to English Proficiency for Young English Language Learners,” Principal Investigator. 2007-2009.

Spencer Foundation. “Trajectories of Immigrant Performance Over Time,” Co-Principal Investigator with Amy Ellen Schwartz (PI) and Leanna Stiefel (Co-PI). 2006-2009.

George Washington Institute of Public Policy, Policy Research Scholar Grant, “Immigrant Incorporation,” Principal Investigator. 2006-2007.

University of Michigan National Poverty Center. “The Effect of Source-Country on the Academic Achievement of Foreign-born Students in New York City Public Schools,” Principal Investigator. 2005-2006.

CONFERENCE PARTICIPATION AND INVITED TALKS

Government, Think Tanks, Nonprofits, and Applied Research Centers: American Council on Education, Federal Reserve Bank of New York, The College Board, The Lab @ DC, United Way of the National Capital Area, Ethiopian Community Development Council, Inc., Public Policy Institute of California, Migration Policy Institute, National Academy of Sciences, National Academy of Public Administration Social Equity Leadership Conference, Institute of Education Sciences, Urban Institute, Brookings, Child Welfare League of America, New York City Administration for Children’s Services

Universities: American University, Brown University, City University of New York, Harvard University (webinar), George Mason University, New York University, Princeton University, Syracuse University, University of California at Berkeley, University of California at Davis, University of California at Irvine, University of Chicago, University of Texas at Austin, University of Southern California, University of Maastricht, University of Maryland at Baltimore County, University of Maryland at College Park, University of Michigan, University of Missouri, University of Vermont, University of Virginia

Professional Associations: Association for Education Finance and Policy, American Educational Research Association, Association for Public Policy Analysis and Management, Population Association of America, Southern Economic Association, Society for Research on Educational Effectiveness, Society for Research on Adolescents, Society for Research on Child Development, North American Regional Science Association

TEACHING EXPERIENCE

George Washington University: Econometrics for Policy Research I, Research Methods and Applied Statistics, Policy Analysis and Evaluation

New York University: Statistical Methods, Multiple Regression (TA)

University of Michigan: Microeconomics (TA)

Winner of Leslie A. Whittington Excellence in Teaching Award from the National Association of Schools of Public Affairs and Administration (NASPAA), 2012

PROFESSIONAL SERVICE AND MEMBERSHIP

Association for Public Policy Analysis and Management: Policy Council, 2017-2020; Program Committee, International Conference on Inequality, 2015; Program Committee, Fall Conference, 2005, 2011-2017; Raymond Vernon Memorial Award for Best Article in *JPAM* Committee 2012, 2013, 2018

Association for Education Finance and Policy: Board of Directors Member, 2011-2014

Society for Research on Educational Effectiveness: Program, 2012, 2014, 2016

American Educational Research Association: Program, 2005-2009

American Society for Public Administration: Program, 2008

Occasional Proposal/Report Reviewer: National Institute of Justice, Pew Charitable Trusts, Russell Sage Foundation, College Board, Smith Richardson Foundation, WT Grant Foundation, Smith Richardson Foundation, National Science Foundation

Technical Working Group Member, Regional Educational Laboratory Northwest, 2017-present

Member: American Economic Association, American Educational Research Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management, Population Association of America, Society for Research on Educational Effectiveness

Manuscript Reviewer: American Educational Research Journal, American Journal of Education, American Sociological Review, B.E. Journal of Economic Analysis & Policy, Child Development, Children and Youth Services Review, Demography, Early Childhood Research Quarterly, Economics of Education Review, Education Administration Quarterly, Education Economics, Education Finance and Policy, Educational Evaluation and Policy Analysis, Educational Researcher, Ethnic and Racial Studies, European Sociological Review, Journal of Applied Research on Children, Journal of Human Resources, Journal of Labor Economics, Journal of Policy Analysis and Management, Journal of Poverty, Journal of Public Economics, Journal of Public Policy, Journal of Research on Educational Effectiveness, Population Research and Policy Review, Public Budgeting and Finance, Review of Educational Research, Social Science Quarterly, Social Science Research, Social Service Review, Sociological Forum, Sociological Perspectives, Sociology of Education, Southern Economic Journal, Urban Education

SELECTED UNIVERSITY SERVICE

Dissertation Chair: Mike DiDominico, 2015-present; Seth Brown, 2020; Abhishek Saurav, 2018; Megan Hatch, 2014; Meghan Salas Atwell, 2011; Ana Karruz, 2010.

Dissertation Committee Member, Theresa Anderson, 2019; Melissa McShea, 2018; Drew Atchison, 2017 (*Winner-Best Dissertation Prize, Association for Education Finance and Policy*);

Rajeev Darolia, 2012 (*Winner-Best Dissertation Prize, Association for Education Finance and Policy*); Lina Martinez (University of Maryland Baltimore County Public Policy Department), 2012; Jennifer Whitson; 2015 (*Winner- Best Dissertation Prize, American Educational Research Association Division H*); Cristina Novoa (Georgetown Psychology), 2014; Diana Hincapie, 2013; Paul Binkley, 2012; Elaine Weiss, 2011; Steven Hemelt (University of Maryland Baltimore County Public Policy Department), 2009 *Winner – Best Dissertation Prize, Association for Public Policy Analysis and Management*; Jennifer Mccombs, 2007; Tracy Vericker, 2010.

Dissertation Reader: Josette Arevalo, 2017; Kijoo Lee, 2012; Jen Kates, 2012; Doug Hess, 2012; Patricia Troppe, 2005; Jelenova Teodorovic, 2005.

Associate Director, 2019-present

Director, PhD Program, 2017

Director, MPP Program, 2011-2015, 2018

Doctoral comprehensive exam grader, 2008-present

Doctoral selection committee, 2007-present

Field Advisor, Social Policy and Education Policy Concentrations of the MPP Program and the PhD Program, 2006-present

Masters degree program committee, 2004-present

Search committees Trachtenberg School (2018, 2009-10, 2011-12, 2012-13, 2016-17); Graduate School of Education and Human Development, 2008, Economics Department, 2005-06

Reappointment, promotion, and tenure committee, 2011, 2016, 2018

Panel Member, Office of the Vice President for Research Panel on Responsible Conduct

University commencement speaker selection committee

University benefits advisory committee

University faculty salary equity committee

OTHER EMPLOYMENT

Research Assistant, New York University, New York, NY, 2001-2004

Consultant, Annie E. Casey Foundation, New York, NY, 2003

Research Associate, Vera Institute of Justice, New York, NY, 1997-2001

Research Analyst, Abt Associates Inc., Cambridge, MA, 1995-1997

Consultant, Family Preservation Evaluation Project, Tufts University, Somerville, MA, 1995

Consultant, Greater Boston Housing and Shelter Alliance, Boston, MA, 1995

Research Assistant, University of Michigan, Ann Arbor, MI, 1994-1995

Intern, San Francisco AIDS Foundation, San Francisco, CA, 1994

Intern, Representative Ronald Dellums, Oakland/Berkeley, CA, 1992