

VIVIAN C. WONG
Curriculum Vitae

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I. PERSONAL DATA

Title: Associate Professor, 2019 – Current
Assistant Professor, 2012 – 2019

Department: Education Leadership, Foundations, & Policy (EDLF)
University of Virginia, 2012 – Present

Program area: Research, Statistics, and Evaluation (RSE)
Faculty Affiliate of EdPolicyWorks

Education: Ph.D. Human Development & Social Policy, Northwestern University, 2011
B.A. with Honors, University of Chicago, 1998

Professional Experience & Affiliations:

2019-Present	Associate Professor of Research, Statistics, and Evaluation Curry School of Education, UVa
2012-2019	Assistant Professor of Research, Statistics, and Evaluation, UVa
2012-Present	Faculty Affiliate, EdPolicyWorks, UVa
2012-Present	Faculty Affiliate, Virginia Education Science Training Program, UVa
2011-2012	Postdoctoral Fellow, Institute for Policy Research, NU
2006-2009	Predocctoral Fellow, Multidisciplinary Program in Education Sciences, NU
2004-2011	Research Assistant, Institute for Policy Research, NU
2003-2004	University Fellow, NU
2001-2003	Research Assistant, Education Development Center
1999-2001	Research Manager, New York Times Digital
1998-1999	Research Associate, SIECUS
1996-1998	Community Organizer, Illinois Caucus for Adolescent Health

II. SCHOLARSHIP

Publications (* indicates UVa graduate students, ** indicates authors listed in alphabetical order.)

Peer-Reviewed Journal Articles

Published & In Press

Cook, B. G., **Wong, V.**, Fleming, J. I., & Solari, E. J. (in press). Preregistration of randomized controlled trials. *Research on Social Work Practice*.

Cohen, J., Miller-Bains, K.*, **Wong, V.C.** (in press). Developing Data Literacy. *Teaching and Teacher Education*.

Anglin KL, **Wong V.C.**, Boguslav A. (2021). A Natural Language Processing Approach to Measuring Treatment Adherence and Consistency Using Semantic Similarity. *AERA Open*. January 2021. doi: 10.1177/23328584211028615

Wong V.C., Anglin K, Steiner PM. (2021). Design-Based Approaches to Causal Replication Studies. *Prev Sci*. 2021 Jul 1. doi: 10.1007/s11121-021-01234-7. Epub ahead of print. PMID: 34212299.

Cohen, J., **Wong, V.C.**, Krishnamachari, A.*, Berlin, R.* (2020). Teacher Coaching in a Simulated Environment. *Education Evaluation Policy Analysis*.

Anglin, K.*, Krishnamachari*, A. & **Wong, V.C.** (2020). Methodological Evaluation in Educational Settings. *Oxford Bibliographies in Education*.

Atteberry, A., Bassok, D., & **Wong, V.C.** (2019). Experimental Evidence of Offering Full or Half Day Preschool. *Education Evaluation Policy Analysis*.

Steiner, P.M., **Wong, V.C.** & Anglin, K.* (2019). A Causal Replication Framework for Designing and Assessing Replication Efforts. *Zeitschrift fur Psychologie*. Vol 226, No 3.

Wong, V.C., Steiner, P.M., & Anglin, K.* (2018). What Can We Learn from Empirical Evaluations of Non-experimental Methods? *Evaluation Review*. Advance online publication. <https://doi.org/10.1177/0193841X18776870>

Wong, V.C. & Steiner, P.M. (2018). Designs of Empirical Evaluations of Non-Experimental Methods in Field Settings. *Evaluation Review*. Advance online publication. <https://doi.org/10.1177/0193841X18778918>.

Steiner, P.M. & **Wong, V.C.** (2018). Assessing Correspondence between Experimental and Non-Experimental Results in Within-Study Comparisons. *Evaluation Review*. Advance online publication. <https://doi.org/10.1177/0193841X18773807>.

Wong, V.C., Wing, C., Martin, D.M.*, & Krishnamachari, A.* (2018). Did States Use Implementation Discretion to Reduce the Stringency of NCLB? Evidence from a Database of State Regulations. *Educational Researcher*, 47(1), 9-22.

Wong, V.C., Valentine, J., Miller-Bain, K.* (2017). Covariate Selection in Education Observation Studies: A Review of Results from Within-study Comparisons. *Journal on Research on Educational Effectiveness*, 10(1).

Wong, V.C. & Wing, C (2016). The Regression Discontinuity Design and the Social Corruption of Quantitative Indicators. *Observational Studies*, 2, 182-209.

Wong, V. C., Steiner, P.M., Cook, T.D. (2013). Analyzing Regression-Discontinuity Designs with Multiple Assignment Variables: A Comparative Study of Four Estimation Methods. *Journal of Educational and Behavioral Statistics*, 37(5).

Shadish, W.R., Galindo, R., **Wong, V.C.**, Steiner, P.M., & Cook, T.D. (2011). A Randomized Experiment Comparing Random to Cutoff-based Assignment. *Psychological Methods*, 16(2), 179-191.

Cook, T. D., & **Wong, V. C.** (2008). Empirical Tests of the Validity of the Regression Discontinuity Design. *Annals of Economics and Statistics*. No. 91/92(July-December), pp. 127-150.

Cook, T. D., & **Wong, V. C.** (2008). The Warrant for Universal Pre-K: Can Several Thin Reeds Make a Strong Policy Boat? *Social Policy Report*, XXI(3), 14-15.

Reprinted in *Prevention Action*, October 2008.

Cook, T. D., Shadish, W. R., & **Wong, V. C.** (2008). Three Conditions under which Experiments and Observational Studies often Produce Comparable Causal Estimates: New Findings from Within-Study Comparisons. *Journal of Policy Analysis and Management*, 27(4), 724-750.

Reprinted (2008) in M. Pirog (Ed.), *Social Experimentation, Program Evaluation, and Public Policy* (Vol. *Journal of Policy Analysis and Management: Classics series*). New York: Wiley-Blackwell.

Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An Effectiveness-based Evaluation of Five State Pre-kindergarten Programs. *Journal of Policy Analysis and Management*, 27(1), 122-154.

Reprinted (2008) in M. Pirog (Ed.), *Social Experimentation, Program Evaluation, and Public Policy* (Vol. *Journal of Policy Analysis and Management: Classics series*). New York: Wiley-Blackwell.

Revise & Resubmit Requested or Under Review

Anglin, K., **Wong, V.C.**, Wing, C., Miller-Bains, K., McConeghy, K. (under review). The Validity of Causal Claims with Repeated Measures Designs: A Within-Study Comparison Evaluation of Differences-in-Differences and the Comparative Interrupted Time Series

Steiner, P.S., Sheehan, P. & **Wong, V.C.** (under review). Correspondence Measures in Replication Designs.

Cohen, J. Krishnamachari, A.*, & **Wong, V.C.**** (revision requested). Experimental Evidence on the Robustness of Coaching Supports in Teacher Education.

Wong, V.C. & Steiner, P.M. (revision requested). Replication Designs for Causal Inference.

Hallberg, K., **Wong, V.C.**, Cook, T.D., Anglin, K.* (second revision). Evaluating Methods for Selecting School-Level Comparisons in Quasi-Experimental Designs: Results from a Within-Study Comparison.

Bassok, D., Doromal, J.*, **Wong, V.C.** (revision requested). How Safe is Child Care? Evidence from the Universe of North Carolina Centers.

Works in Progress (authors in alphabetical order)

Bassok, B., Doromal, J.*, Michie, M., & **Wong, Vivian C.** (in progress). Experimental impacts of financial incentives on teacher retention in early childhood: New evidence from Virginia.

Wong, V.C., Wing, C., Martin, D.M.*, & Krishnamachari, A.* (in progress). The Impact of Intensifying State Accountability Pressures on Student Achievement under No Child Left Behind.

Books

Roberts, G., Vaughn, S., **Wong, V.C.**, & Beretvas, S.N. (2016). *Treatment Fidelity in Studies of Educational Intervention*. New York, NY: Routledge.

Book Chapters

Cook, B.G., Fleming, J.I., Therrien, W.J., & **Wong, V.C.** (in press). Trends in Research Methods in the Learning Disability Field. *Handbook of Learning Disabilities*.

Wong, V.C., Wing, C., Steiner, P.M., Wong, M., & Cook, T.D. (2012). Research designs for program evaluation. In W. Velicer & J. Schinka (eds.), *Handbook of Psychology: Research Methods in Psychology*. (2nd ed.). Hoboken, NJ: Wiley and Sons.

Hallberg, K., Wing, C., **Wong, V.C.**, & Cook, T.D. (2012). Experimental Design for Causal Inference: Clinical Trial and Regression-Discontinuity Designs. In T. Little (ed.), *The Oxford Handbook of Quantitative Methods*. Oxford, UK: Oxford University Press.

Cook, T.D., Wong, M., & **Wong, V.C.** (2011). The Interdependence of Politics and Science in the Evolution of Head Start. In N. Stein & S. Raudenbush (Eds.), *Developmental Cognitive Science Goes to School* (pp. 300-313). New York, NY: Routledge.

Cook, T. D., & **Wong, V. C.** (2008). Better Quasi-Experimental Practice. In P. Alasuutari, J. Brannen, & L. Bickman (Eds.), *The Handbook of Social Research*. London: Sage.

Hirsch, B. J. & **Wong, V.** (2004). After-School Programs. In D. DuBois & M. Karcher (Eds.), *Handbook of Youth Mentoring*. Thousand Oaks, CA: Sage Publications.

Daley, D., Ornstein, S., & **Wong, V.** (2002). SIECUS Looks at States' Sexuality Laws and the Sexual Rights of Citizens. In K. Davidson, N. Moore, P. Moore, & J. DeLamater (Eds.), *Speaking of Sexuality: Interdisciplinary Readings*. Los Angeles, CA: Roxbury Publishing Company.

Commissioned Reports

Wong, V.C., Markowitz, A.J., Krishnamachari, A., Atteberry, A. (2019). *Evaluating the Effects of Full- vs. Half Day Pre-Kindergarten: Experimental Evidence from the Pomona Unified School Districts*. Commissioned Report for the W.M. Keck Foundation

Wong, V.C. & Bassok, D. (2014). *Evaluating PreK-3rd Initiatives: A guide to substantive, methodological and practical considerations*. Commissioned report for the Foundation for Child Development.

Cook, T. D., **Wong, V. C.**, Taylor, J., Gandhi, A., Kendziora, K., Choi, K., et al. (2009). *Impacts of School Improvement Status on Students with Disabilities: Feasibility Report*. Washington, DC: American Institutes for Research.

Daley, D. & **Wong, V.** (1999). *Between the Lines: States' Implementation of the Federal Government's Section 510(b) Abstinence Education Program in Fiscal Year 1998*. New York: SIECUS Publications.

Grants

External Grants Funded (with PI/Co-PI role)

National Science Foundation, Promoting Research and Innovation in Methodologies (2015-19): **\$366,707**

Title: *Collaborative Research: Developing Methodological Foundations for Empirical Evaluations of Non-Experimental Methods in STEM Intervention Evaluations*.

Role: **Principal Investigator** (co-PI Peter M. Steiner). As PI, responsible for leading, managing, disseminating of project.

Westminster Public Schools (2016-17): **\$200,000**

UVA subcontract: **\$28,221**

Title: *The Effects of Full Day Preschool: Experimental Evidence from Colorado*.

Role: **Co-Principal Investigator** (PI Allison Atteberry and co-PI Daphna Bassok) As co-PI, responsible for RCT design and analysis.

Smith Richardson Foundation (2017-2020): **\$238,952**

UVA subcontract: **\$84,663**

Title: *More at Four? Experimental Evidence on Medium-Term Impacts of Full-Day Preschool*.

Role: **Co-Principal Investigator** (PI Allison Atteberry and co-PI Daphna Bassok) As co-PI, responsible for RCT design and analysis.

American Educational Research Association Grants Program (2015-2018): **\$33,000**

Title: *How Accountable Were States under NCLB? States' Implementation Stringency under NCLB, and the Impact on Student Outcomes*

Role: **Principal Investigator** As PI, oversaw and led the project.

W.M. Keck Family Foundation (2018-2020): **\$340,000**

Title: *Reinvest in Success: A Replication of an RCT Evaluation of Full Day Preschool*

Role: **Principal Investigator** (co-PIs Anna Markowitz and Allison Atteberry) As PI, responsible for leading, managing, and disseminating evaluation and replication results of full day preschool impacts.

Laura and John Arnold Foundation (2018-2023): **\$492,534**

UVA subcontract: **\$62,396**

Title: *A Stronger Foundation, a Different Trajectory? Experimental Evidence on Medium-Term Impacts of Full-Day Preschool*

Role: **Co-Principal Investigator** (PI Allison Atteberry and co-PI Daphna Bassok) As Co-PI, responsible for RCT design, analysis, and interpretation.

Institute of Education Sciences (2019-2022): **\$815,052**

Title: *Developing Methodological Foundations for Replication Sciences*

Role: **Principal Investigator** (Co-PI Peter M. Steiner) As PI, responsible for leading, managing, disseminating of project.

Institute of Education Sciences (2019-2022): **\$550,000**

Title: *Developing Infrastructure and Procedures for the Special Education Research Accelerator*

Role: **Co-Principal Investigator** (PI: Bryan Cook; Co-PI: William Therrien) As co-PI, responsible for developing crowd-sourcing platform to conduct replication studies.

William T. Grant Foundation (2020-2021): **\$539,983**

Title: *Improving Teacher-Student Relationships to Help Close the Racial Discipline Gap for Young Students*

Role: **Co-Principal Investigator** (PI: Amanda Williford; Co-PI: Jessica Whittaker; Co-PI: Robert Pianta). As co-PI, responsible for designing RCT evaluation and overseeing analysis of study results.

Institute of Education Sciences (2020-2025): **\$3,999,930**

Title: *Iterative Replication of Read Well in First Grade*

Role: **Co-Principal Investigator** (PI: Emily Solari; Co-PI: Bryan Cook). As Co-PI, responsible for designing and overseeing replication study design.

Robertson Foundation (2020-2023): **\$510,000**

Title: Simulations in Teacher Education: Systematic Replication Studies to Understand and Improve Instructional Quality

Role: **Co-Principal Investigator** (PI: Julie Cohen). As Co-PI, responsible for designing and overseeing replication study design across sites.

National Science Foundation (2020-2024): **\$1,345,425**

Title: Collaborative Research: Leveraging Simulations in Preservice Preparation to Improve Mathematics Teaching for Students with Disabilities

Role: **Co-Principal Investigator** (PI: Julie Cohen (UVA); PI: Nathan Jones (Boston University); Co-PI: Robert Berry). As Co-PI, responsible for designing and overseeing evaluation and systematic replication studies.

National Academy of Education (2020-2021): **\$27,500**

Title: Who Needs Rules? The Impact of Deregulation in Traditional Public Schools

Role: **Principal Investigator**. As PI, provided mentorship for Kylie Anglin, a NAED/Spencer predoctoral fellow.

Institute for Education Sciences (2022-2025): **\$899,115**

Title: Integrated Replication Designs for Identifying Generalizability Boundaries of Causal Effects

Role: **Principal Investigator**. (co-PI: Peter Steiner) As PI, responsible for leading, managing, disseminating of project.

Institute for Education Sciences (2022-2025): **\$1,479,845**

Title: Following Up on Initial Promise: Experimental Evidence on the Impacts of Full-Day Pre-K

Role: **Co-Principal Investigator**. (PI: Allison Atteberry) As co-PI, provide methodological support on follow-up data collection and analysis.

National Science Foundation (2022-2026): **\$2,500,000**

Title: Science Education Instruction for Elementary Students with Learning Disabilities

Role: **Co-Principal Investigator** (PI: William Therrien). As co-PI, provide methodological support on crowdsourcing data collection efforts and analysis across SERA partners.

Pending Grants

Institute for Education Sciences (2022-2024): **\$597,120**

Title: Special Education Research Accelerator Phase 2: Identifying Generalization Boundaries

Role: Co-Principal Investigator (PI: Bryan Cook) As co-PI, provide methodological guidance on designing systematic replication studies and pilot data collection infrastructure

Internal Grants Funded

Jefferson Trust (2017-2018): **\$50,000**

Title: *Pilot Evaluation of Using Simulated Environments for Improving Teacher Preparation*

Role: Co-Principal Investigator (PI Julie Cohen) As Co-PI, responsible for RCT design, analysis, and interpretation.

UVA Bankard Fund for Political Economy (2017-2018): **\$60,000**

Title: *Identifying and Mitigating the Role of Racial Implicit Bias in Teacher Preparation*

Role: Co-Principal Investigator (PI Julie Cohen) As Co-PI, responsible for RCT design, analysis, and interpretation.

Curry IDEAs grant (2016-2017): **\$10,000**

Title: *A Pilot Evaluation for Mitigating Racial Implicit Bias among Pre-Service Teachers*

Role: Co-Principal Investigator (PI Julie Cohen) As Co-PI, responsible for RCT design, analysis, and interpretation.

UVA Bankard Fund for Political Economy (2015-2017): **\$30,000**

Title: *Impact of NCLB on Students' Non-Cognitive Outcomes*

Role: Principal Investigator. As PI, oversaw and led the project.

Curry IDEAs grant (2014-2015): **\$10,000**

Title: *Meta-analysis of Empirical Evaluation of Non-Experimental Methods*

Role: Principal Investigator. As PI, oversaw and led the project.

Curry IDEAs grant (2019-2020): **\$10,000**

Title: *Building Tools to Support High Quality, Systematic Replication Studies*

Role: Principal Investigator. As PI, oversaw and led the project.

UVA Bankard Fund for Political Economy (2020-2021): **\$30,000**

Title: *Six-Arm Design for Evaluating Non-Experimental Bias*

Role: Principal Investigator. As PI, oversaw and led the project.

Scholarly Presentations

External Invited Scholarly Presentations (since 2010)

Wong, V.C. (2021, June). A New Research Paradigm for Systematic Replication Studies. Invited lecture at the Education Endowment Foundation's Evaluator Conference 2021.

Wong, V.C. (2021, April). A New Research Paradigm for Systematic Replication Studies. Invited lecture at University of Pennsylvania.

Wong, V.C. (2020, November) Better Quasi-Experimental Design in the Age of Covid, Invited workshop at ABCT Convention.

Wong, V.C. (2020, November). Moving from What Works to What Replicates: A New Framework for Evidence-Based Decision-Making. Invited lecture at University of California, Irvine, CA

- Wong, V.C. (2019, May). *Moving from What Works to What Replicates: A New Framework for Evidence-Based Decision-Making*. Invited presentation at Northwestern University, Evanston, IL
- Wong, V.C. (2019, January). *Moving from What Works to What Replicates: A New Framework for Evidence-Based Decision-Making*. Invited presentation at Indiana University, Bloomington, IN.
- Wong, V.C. (2019, January). *Establishing the Methodological Foundations for Replication Sciences*. Invited presentation at the Institute for Education Sciences, Washington, DC.
- Wong, V.C. (2018, December). *Research Designs for Causal Replications*. Invited presentation at University of Maryland, College Park, MD.
- Wong, V.C. (2018, November). *The Impact of Intensifying State Accountability Pressures on Student Achievement under No Child Left Behind*. Invited presentation at University of Michigan, Ann Arbor, MI.
- Wong, V.C. (2018, May). *NCLB Revisited*. Invited presentation at University of Colorado, Boulder, CO.
- Wong, V.C. (2017, April). *Design of Replication Studies*. Invited talk at Causal Inference Workshop at Columbia University, New York.
- Wong, V.C. (2016, September). *Using Simulated Measures for Addressing Descriptive and Causal Questions*. Invited talk at OPRE Methodological Advancement Meeting, Washington, DC.
- Wong, V.C. (2014, November). *How States Responded to NCLB*, Invited lecture at American Institutes for Research, Chicago, IL
- Wong, V.C. (2014, March). *Design Variants for Evaluating Non-Experimental Methods in Field Settings*. Invited lecture at Abt Associates, Washington, DC.
- Wong, V.C. (2014, February). *Causal Inference for Program Evaluation*. Invited workshop at YMCA, Chicago, IL.
- Wong, V.C. (2014, November). *Observational Studies, Quasi-Experiments, and Natural Experiments. Heterogeneous Treatment Effects*. Invited workshop at Northwestern School of Medicine, Chicago, IL.
- Wong, V.C. (2012, May). *Better Quasi-Experimental Practice*. Invited workshop at University of Texas at Austin, TX.
- Wong, V.C. (2012, September). *Modeling and Multiple Assignment Variables*. Invited talk at OPRE Methodological Advancement Meeting, Washington, DC.

Wong, V.C. (2010, June). *The multiple regression-discontinuity design*. Invited talk at the Institute for Education Sciences, Washington, DC.

Internal Invited Scholarly Presentations

Wong, V.C., (2019, April). *A New Framework for Understanding Replication Designs*, Invited Research Lecture at the Data Science Institute at the University of Virginia, Charlottesville, VA.

Wong, V.C., (2017, December). *NCLB Revisited*, Invited Curry Research Lecture at University of Virginia, Charlottesville, VA.

Wong, V.C. (2012, December). *School Level Matching in Observational Studies*. Invited talk at EdPolicyWorks Seminar Series, University of Virginia, Charlottesville, VA.

National Peer-Reviewed Conferences

2019

Krishnamachari*, A., **Wong, V.C.**, Wing, C., & Martin, D. (2019, November). Is Accountability Healthy for Students? Evidence from NCLB Implementation, Paper presented at the Association for Public Policy Analysis and Management, Denver, CO.

Anglin, K. *, **Wong, V.C.** & Steiner, P.M. (2019, November). Meta-analysis of Within-Study Comparison Results: Questions and Considerations, Paper presented at the Association for Public Policy Analysis and Management, Denver, CO.

Wong, V.C. & Steiner, P.M. (2019, March). *Moving from What Works to What Replicates: A New Framework for Evidence-Based Decision-Making*, Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Atteberry, A., Bassok, D., & **Wong, V.C.** (2019, March). *Full- vs. Half- Day Pre-K: Results from of a Longitudinal, Multi-Cohort Randomized Control Trial*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

2018

Wong, V.C. & Steiner, P.M. (2018, November). *Moving from What Works to What Replicates: A New Framework for Evidence-Based Decision-Making*, Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Atteberry, A., Bassok, D., & **Wong, V.C.** (2018, November). Full- vs. Half- Day Pre-K: Results from of a Longitudinal, Multi-Cohort Randomized Control Trial. Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Krishnamachari, A.*, **Wong, V.C.**, Wing, C., & Martin, D.M.* (2018, March). *Student Non-cognitive Responses to State Implementation of NCLB Policies*, Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Wong, V.C., Wing, C., Martin, D.M.*, & Krishnamachari, A.* (2018, March). *Student Responses to State Implementation of NCLB Policies*, Paper presented at Association for Education Finance and Policy, Portland, OR

Anglin, K.*, Miller-Bains, K.*, **Wong, V.C.**, & Wing, C. (2018, March). *Methods of Reducing Bias in Time Series Designs: A Within Study Comparison*, Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Wong, V.C. & Steiner, P.M. (2018, March) *Replication of Causal Treatment Effects*, Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

2017

Atteberry, A., Bassok, D., & **Wong, V.C.** Full- vs. Half- Day Pre-K: Results from Year 1 of a Longitudinal, Multi-Cohort Randomized Control Trial. Paper presented at Association for Public Policy Analysis and Management fall meeting, Chicago, IL.

Wong, V.C., Wing, C., Martin, D.M.*, & Krishnamachari, A.* (2017, November) *Impact of NCLB State Accountability Stringency*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Wong, V.C. & Steiner, P.M. (2017, November) *Distance-based Correspondence Measures in Design Replication Studies*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Steiner, P.M. & **Wong, V.C.** (2017, March) *Assessing Conclusion-based Correspondence in (Design-) Replication Studies*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

2016

Steiner, P.S. & **Wong, V.C.** (2016, March). *Analyzing Empirical Evaluations of Non-Experimental Methods in Field Settings*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

Wong, V.C., Wing, C., & Martin, D.M.* (2016, March). *States' Implementation of NCLB Policies*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

2015

Wong, V.C., Steiner, P.S., Miller-Bains, K.* (2015, November) *Methods for Assessing Correspondence in Non-Experimental and Benchmark Results in within-Study Comparison Designs: Results from an Evaluation of Repeated Measures Approaches*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Miami, FL.

Wong, V.C. (2015, November). *How Accountable are Schools under NCLB?* Paper presented at Association for Public Policy Analysis and Management fall meeting, Miami, FL.

Wong, V.C., & Steiner, P.S. (2015, March). *Evaluation of Non-Experimental Methods Using Within-Study Comparison Designs*. Paper presented at the Society for Research on Educational Effectiveness, Washington D.C., March 5-7, 2015.

2014

Wong, V.C. & Steiner, P.M. (2014, November). *Theoretical Methodological Foundations for Evaluating Non-Experimental Methods in Field Settings*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Albuquerque, NM.

Wong, V.C. (2014, November). *Addressing Sorting Problems at the Regression-Discontinuity Cutoff*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Albuquerque, NM.

McConeghy, Wing, C. & **Wong, V. C.** (2014, June) *Are Difference in Difference and Interrupted Time Series Methods an Effective Way to Study the Causal Effects of Changes in Health Insurance Plans? Evidence from Within Study Comparisons*. Paper presented to American Society of Health Economists, Los Angeles, CA.

2013

McConeghy, Wing, C. & **Wong, V. C.** (2013). *Evaluating Interrupted Time Series Methods: Results from a Within-Study Comparison Design*. Paper presented at Association for Public Policy Analysis and Management fall meeting, Washington, DC.

Wong, V. C. (2013). *School Level Matching in Observational Studies*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

2012

Wong, V. C. (2012, November). *Intact Group Matching in Education Evaluation Studies*. Paper presented at Paper presented at Association for Public Policy Analysis and Management fall meeting, Baltimore, MD.

Wong, V. C. (2012, March). *Analyzing Regression Discontinuity Designs with Multiple Assignment Variables*. Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

2011

Wong, V.C. (2011, March). *Games that Schools Play: Manipulation of the assignment mechanism by schools under No Child Left Behind*, Paper presented at Society for Research on Educational Effectiveness, Washington, DC.

* indicates UVa graduate students

Other Scholarly Activities

Invited Guest Editor:

Wong, V.C. & Steiner, P.M. (2018) What Have We Learned from Within-Study Comparisons? Two-volume special issue in *Evaluation Review*.

III. TEACHING

Courses Taught

Fall 2018-Spring 2020

Quantitative 1: Introduction to Statistics, University of Chicago

- Graduate-level course for doctoral and masters students in Curry
- Average enrollment 20 students / class

Quantitative 3: Generalized Linear Models, University of Chicago

- Graduate-level course for doctoral and masters students in Curry
- Average enrollment 16 students / class

Spring 2013-Fall 2019

Field Experiments, University of Virginia

- Advanced graduate-level course for IES funded pre-doctoral fellows in education, psychology, and economics
- Taught 5 times between 2013 and 2017

- Average enrollment 12 students / class

Fall 2014-Spring 2016

Statistics 1: Introduction to Statistics, University of Virginia

- Mixed graduate- and undergraduate-level course
- Taught twice between 2014 and 2016
- Average enrollment 11 students / class

Guest Lecture

Spring 2017

State Accountability Policies under NCLB in *EDLF 6080/PPOL 6080, University of Virginia*

- Graduate-level course for doctoral and masters students in Curry and at the Batten School of Public Policy

IV. SERVICE

Technical Expertise

Instructor at IES Funded-Workshops

Summer 2015-2017	<i>IES Workshop on Quasi-Experimental Designs (lead instructor)</i> <ul style="list-style-type: none">▪ Co-led two-week workshops for 25-30 participants over three summers▪ Included lectures, hands-on activities, and individual consultations▪ Located in Evanston, IL
Summer 2012	<i>IES Workshop on Within-study Comparisons (lead instructor)</i> <ul style="list-style-type: none">▪ Co-led one-week workshop for 25 participants▪ Located in Evanston, IL
Summer 2007-2010	<i>IES Workshop on Quasi-Experimental Designs (teaching assistant)</i>
Summer 2010	<i>IES Cluster RCT workshop (teaching assistant)</i>

Invited Advisory Roles

- Research Methodologist/Advisory Member (2018-current) Statistics, Website, and Training, What Works Clearinghouse
- Steering Committee member, InnovateEDU (2019-current)
- Invited Participant (2017) AERA-NSF Data Sharing Policies in Publications.
- Technical advisory member (2014-2017) Baseline Equivalence Standards Development, What Works Clearinghouse.
- Technical Working Group (2014) GEAR-UP Impact Evaluation.

Methodological Consultation

2015-Ongoing

- Methodological Consultant, W.T. Grant-funded study on, “Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Method Examination.”
- Research Methodologist for an IES-funded Goal 3 RCT Evaluation, “Enhancing Middle School Mathematics Achievement through Spatial Skills Instruction,” University of Cincinnati
- Research Methodologist for NSF-funded study on “Cognitive and Neural Indicators of School-Based Spatial Problem Solving,” Northwestern University and Georgetown University

2015

- Consultant, registry for experimental and quasi-experimental studies, Society for Research on Educational Effectiveness.

2014

- Consultant, research methodology for an RD evaluation, University of Oregon
- Consultant, establishing standards for baseline equivalence in observational studies, What Works Clearinghouse

2013

- Consultant, research methodology for a proposed RD Evaluation, University of Austin Texas

2012

- Consultant, research methodology for an IES RCT Evaluation, High Scope Foundation
- Consultant, research methodology for a proposed RD Evaluation, University of New Mexico

Review Service

Grant Review Boards

U.S. Department of Education

- Principal Member, Institute for Education Science Stats/Methods Panel (2014-2016; 2017-2020)
 - Reviewer, Social and Behavioral Context for Academic Learning (2017-2018)
 - Reviewer, Low-Cost RCT (2015-2016)
 - Reviewer, Stats/Methods Panel (2011-2012, 2015-2016, 2016-2017)
 - Reviewer, Early Childhood Education Panel (2012-2013)
 - Reviewer, Reading, Writing, and Language Panel (2013-2014) (2014-2015)

Spencer Foundation (2013)

Editorial Boards

- AERA Open
- Journal of Research on Educational Effectiveness
- Educational Evaluation and Policy Analysis
- Open Psychology Journal

Ad Hoc Reviewer for Journals

- *AERA Open*
- *American Journal of Evaluation*
- *Child Development*
- *Developmental Science*
- *Economics of Education Review*
- *Education Evaluation and Policy Analysis*

- *Educational Research for Policy and Practice*
- *Educational Researcher*
- *Education Finance and Policy*
- *Evaluation Review*
- *Journal of Education and Behavioral Statistics*
- *Journal of Clinical Epidemiology*
- *Journal of Health Economics*
- *Journal of Obesity*
- *Journal of Research on Educational Effectiveness*
- *Journal of Policy Analysis and Management*
- *Research Synthesis Methods*
- *Review of Research*
- *Studies in Educational Evaluation*

Other Reviews

2017 Book reviewer, Guilford Press
Ongoing Society for Research on Educational Effectiveness, regularly
2010 Reviewer, Journal of Policy Analysis and Management, Vernon Memorial Prize

Professional Service

Societies and Affiliations

2018-2021 Appointed Member, AERA Minority Fellowship Program Committee
2018-present Member, American Educational Research Association
2011-present Member, Association of Policy Analysis and Public Management
2007-present Member, Society for Research on Educational Effectiveness

Program-level Service

2020 Member, Search Committee, Tenure-track Open Rank Professor in Research, Statistics, and Evaluation
2020 Member, Search Committee, Tenure-track Open Rank Professor in Reading
2020 Member, Search Committee, EDLF Department Chair
2017 Member, Search Committee, Non-Tenure Track Assistant Professor in Research, Statistics, and Evaluation
2017 Member, Committee to revise quantitative methods sequence in Research, Statistics, and Evaluation

Curry-level Service

2018-2019 Elected member, Diversity Action Committee
2012-current Virginia Education Science Training Program (VEST): IES Predoctoral Program
- Key faculty and program affiliate
2012-2018 Faculty Affiliate, EdPolicyWorks

2012-2018 Participant, Center for Advanced Study of Teaching and Learning (CASTL)
2017-2018 Participant, Diversity Action Committee
2012-2017 Member, RSE Doctoral Admissions Committee
2017 Member, Search Committee, Faculty in Tenure Track Faculty in Education Policy
2017 Judge, Curry Research Conference
2016 Summer Undergraduate Research Program (SURP)
- Faculty mentor to 2 undergraduates
2016 Judge, Curry Research Conference
2016 Panel member, Discussion of Women in Academia, Ed Council
2016 Panel member, Curry VEST Conference on Unpacking Teacher Effectiveness in the
Context of IES Funded Proposals
2015 Member, Search Committee, Non-Tenure Track Assistant Professor in Educational
Psychology
2014 Member, VEST/Ed Policy Doctoral Admissions Committee

Other Service

2014-current Co-founder, Quantitative Women's Group in Education Research
2020 Program Chair, Education Section, APPAM Fall Conference
2019-current Member, AERA Minority Fellow Awards Committee

V. HONORS

2017 Outstanding Reviewer, AERA Open
2016 Lasting Legacy Honoree, University of Virginia,
2010 Outstanding Predoctoral Fellow Award, Institute for Education Sciences