

Robin T. Jacob

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 Ann Arbor, MI 48104

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Education

2002 Ph.D., Public Policy, University of Chicago
 1995 M.A., Counseling, University of Maryland, College Park
 1992 B.A., English Literature, *with high distinction*, Indiana University, Bloomington

Professional Positions

University of Michigan, Institute for Social Research

Associate Director for Faculty Development, Survey Research Center (September 2024-present)
 Research Professor (September 2022-present)
 Faculty Co-Director, Youth Policy Lab (August 2016-present)
 Research Associate Professor (September 2015-2022)
 Research Assistant Professor (April 2013-September 2015)
 Assistant Research Scientist (September 2007-April 2013)

Abt Associates Inc.

Associate (2004-2007)
 Senior Analyst (2002-2004)

Consortium on Chicago School Research

Research Analyst (1999-2002)

Peer-Reviewed Publications

Mattera, S., **Jacob, R.**, & Morris, P. (forthcoming). The long-term impact of Making Pre-k Count on child outcomes. *Journal of Research on Educational Effectiveness*.

Attaway, D., Engel, M., **Jacob, R.**, Erickson, A., & Claessens, A. (2025). Understanding mathematics instruction in kindergarten. *Elementary School Journal*. 125 (3), 518-547.

Engel, M., **Jacob, R.**, Erickson, A., Mattera, S., Attaway, D., & Claessens, A. (2024). The

alignment of mathematics instruction from prekindergarten to third grade. *AERA Open*, 10. <https://doi.org/10.1177/23328584241281483>

Jacob, R., Foster Friedman, M., & Meeks, O. (2024). Increasing home visiting enrollment through enhanced outreach. *Social Services Review*. 98 (2), 366-393.

Jacob, R. & Foster Friedman, M. (2024). The impact of modest cash incentives on home visiting enrollment and participation. *American Journal of Health Economics*. 10 (3), 301-321.

Mattera, S., Somers, M.A., **Jacob, R.**, & Morris, P. (2023). The design of making Pre-k Count and High Fives: Two-stage, multiyear random assignment at different levels. *Evaluation Review*, 47 (4), 701-726.

Robinson, K., Hubbard, D., **Jacob, R.**, Erickson, A., & Engel, M. (2023). Variations in mathematics content coverage, topic sequencing, instructional grouping, and representational strategies: An analysis of three U.S. kindergarten mathematics textbooks. *The Elementary School Journal*, 124 (2), 193-366.

Jacob, R., Watts, T., & von Suchodoletz, A. (2022). Perspectives on the potential for school based interventions and that target executive function. *Frontiers in Psychology*, 13, <https://doi.org/10.3389/fpsyg.2022.831745>

Koschmann, E., **Jacob, R.**, Robinson, K., Foster Friedman, M., Foster, A., Rodriguez-Quintana, N., Vichich, J., Smith, M., & Rajaram, H. (2022). Mental health needs in a large urban school district: Findings from a web-based survey. *Health Services Research*, 57 (4), 830-842.

McCormick, M., Mattera, S., Maier, M., Xia, S., **Jacob, R.**, & Morris, P. (2022). Different settings, different patterns of impacts: effects of a Pre-k math intervention in a mixed delivery system. *Early Childhood Research Quarterly*, 58(1), 136-154

Engel, M., **Jacob, R.**, Claessens, A., & Erickson, A. (2021). Kindergarten in a large urban district. *Educational Researcher*, 50(6), 401-415.

Jacob, R., Erickson, A., & Mattera, S. (2020). Evaluating the impact of small group supplemental math enrichment in kindergarten. *Journal of Research on Educational Effectiveness*, 13(3), 381-407.

Jacob, R., Doolittle, F., Kemple, J., & Somers, M.A. (2019). A framework for learning from null results. *Educational Researcher*, 48(9), 580–589.

Hill, H., Corey, D., & **Jacob, R.** (2018). Dividing by zero: Exploring null results in a mathematics

- professional development program. *Teachers College Record*, 120(6), 1-42.
- Mattera, S. K., Morris, P. A., **Jacob, R.**, Maier, M. & Rojas, N. (2017). Designing studies to test causal questions about early math: The development of making Pre-k count. *Advances in Child Development and Behavior*, 53, 227-253.
- Jacob, R.**, Hill, H., & Corey, D. (2017). Investigating the effect of professional development on teachers' mathematical knowledge for teaching, instruction and student achievement. *Journal of Research on Educational Effectiveness*, 10(2), 379-407.
- Jacob, R.**, Somers, M.A., Zhu, P., & Bloom, H. (2016). The validity and precision of the comparative interrupted time series design in educational evaluation. *Evaluation Review*, 40(3), 167-198.
- Miller, R. J., Goddard, R. D., Kim, M., **Jacob, R.**, Goddard, Y. L., & Schroeder, P. (2016). Evaluating principals' professional development learning: Results from a randomized control trial. *Educational Administration Quarterly*, 42(4), 531-566.
- Jacob, R.**, Armstrong, C., Bowden, B., & Pan, Y. (2016). Capitalizing on volunteer tutors: An experimental evaluation of a tutor based program for struggling readers in elementary school. *Journal of Research on Educational Effectiveness*, 9(S1), 67-92.
- Jacob, R.** & Parkinson, J. (2015). The potential for school-based interventions that target executive function to improve academic achievement: A review. *Review of Educational Research*, 85, 512-552.
- Jacob, R.**, Goddard, R. D., Kim, M., Jung, E., Goddard, Y. L., & Miller, R. (2015). Exploring the causal impact of the McREL balanced leadership program on leadership, principal efficacy, instructional climate, educator turnover, and student achievement. *Educational Evaluation and Policy Analysis*, 37(3), 314-332.
- Jacob, R.**, Goddard, R., & Kim, E.S. (2014). Assessing the use of aggregate data in the evaluation of school-based interventions: Implications for evaluation research and state policy regarding public use data. *Educational Evaluation and Policy Analysis*, 36(1), 44-66.
- Hill, H., Beisiegel, M., & **Jacob, R.** (2013). Professional development research: consensus, crossroads and challenges. *Educational Researcher*, 42(9), 476-487.
- Jacob, R.T.** & Jacob, B.A. (2012). Pre-notification, incentives and survey modality: An experimental test of methods to increase survey response rates of school principals. *Journal of Research on Educational Effectiveness*, 5(4), 401-418.

Zhu, P., **Jacob, R.**, Bloom, H., & Xu, Z. (2012). Designing and analyzing studies that randomize schools to estimate intervention effects on student academic outcomes without classroom-level information. *Educational Evaluation and Policy Analysis*, 34(1), 45-68.

Jacob, R. T. (2011). An experiment to test the feasibility and quality of a web-based questionnaire of teachers. *Evaluation Review*, 35(1), 40-70.

Jacob, R., Zhu, P., & Bloom, H., (2010). New empirical evidence for the design of group randomized trials in education. *Journal of Research on Educational Effectiveness*, 3(2), 157-198.

Rowan, B., **Jacob, R.**, & Corentti, R. (2009). Using instructional logs to identify quality in educational settings. *Defining and Measuring Quality in Youth Programs and Classrooms: New Directions for Youth Development*, 121, 13-31.

Book Chapters

Duncan, G., Kalil, A., Mayer, S.E., **Tepper, R.** & Payne, M. R. (2006). The Apple Does Not Fall Far from the Tree. (pp. 23-79) in Unequal Chances: Family Background and Economic Success. Samuel Bowles, Herbert Gintis, and Melissa Osborne Groves, eds. New York and Princeton, NJ: Russell Sage Foundation and Princeton University Press.

Tepper, R. L. (2001). Parental Regulation and Adolescent Discretionary Time-Use Decisions: Findings from the NLSY97 in Social Awakenings: Adolescents' Behavior as Adulthood Approaches. R. T. Michael, ed. New York: Russell Sage Foundation Publications.

Papers Under Review

Tang, S., **Jacob, R.**, & Foster Friedman, m. (under review). Exploring the impact of race/ethnicity match on relationship quality: Incorporating parent and home visitor perspectives. *Journal of Maternal and Child Health*.

Technical Reports, Policy Briefs & Other Publications

Robinson, K., & **Jacob, R. T.** (2025). *Impact evaluation of TRAILS social and emotional learning curriculum in Michigan*. Youth Policy Lab Report.

Jacob, R.T. & Jagolinzer, M. (2024). *2022-2023 Detroit Public Schools Community District (DPSCD) Universal Wellness Assessment*. Youth Policy Lab Report.

Jacob, R.T. & Jian, Z. (2024). *Enhancing futures: Exploring the impact of the MIHP Health Moms*,

Health Babies Pilot Program on Michigan families. Youth Policy Lab Report.

Sirdenis, T. K., Friedman, M. F., **Jacob, R.T.**, & Jiang, Z. (2024). *'Having someone there when no one else was around': Positive participant experiences with the Maternal Infant Health Program.* Youth Policy Lab Report.

Jacob, R.T., Erickson, A., & Robinson, K. (2024). *Variation in adolescent depression rates: A review of findings using the Patient Health Questionnaire (PHQ) across school contexts and years.* Youth Policy Lab Report.

Erickson, A. H., Robinson, K., & **Jacob, R.** (2023). *TRAILS social and emotional learning (SEL) curriculum implementation.* Youth Policy Lab Policy Brief.

Jacob, R., Foster Friedman, M., & Meeks, O. (2022). *Increasing home visiting enrollment through enhanced outreach.* Youth Policy Lab Policy Brief.

Mattera, S. **Jacob, R.T.**, MacDowell, C., & Morris, P. (2021). *Long-term effects of enhanced early childhood math instruction.* New York: MDRC.

Brockman, S., Chong, S., Camo-Biogradlija, J., & **Jacob, R.** (2021). *Detroit student's college pathways and outcomes.* Youth Policy Lab Policy Brief.

Erickson, A. **Jacob, R.**, & Robinson, K. (2021). *Increasing participation in early intervention programs: A review of the literature.* Youth Policy Lab Policy Brief.

Jacob, R., & Foster Friedman, M. (2020). *Opportunities to increase participation in Michigan's Maternal Infant Health Program.* Youth Policy Lab Policy Brief.

TRAILS and the Youth Policy Lab at University of Michigan. *School mental health in Detroit Public Schools Community District: A needs assessment.* Available at:
https://storage.trailstowellness.org/School_Mental_Health_in_DPSCD.pdf

Joa, H., Foster Friedman, M., **Jacob, R.**, & Schuster, M. (2020). *Improving maternal and infant health in Michigan: The potential of universal home visiting outreach.* Youth Policy Lab Policy Brief.

Jacob, R., Camo-Biogradlija, J., & Foster, A., (2019). *MyVoice: Youth perspectives on barriers to college.* Youth Policy Lab Policy Brief.

Mattera, S., **Jacob, R.**, & Morris, P. (2018). *Strengthening children's math skills with enhanced instruction.* New York: MDRC.

- Jacob, R.,** Erikson, A., & Mattera, S. (2018). *Launching kindergarten math clubs: The implementation of High 5s in New York City*. New York: MDRC.
- Condliffe, B., Foster, A. & **Jacob, R.** (2017). *Summer Boost: Challenges and opportunities in summer programs for rising kindergarten students*. New York: MDRC.
- Jacob, R.** (2016). *Using aggregate administrative data in social policy research*. OPRE Report #2016-91.
- Jacob, R.,** Armstrong, C., Willard, J., Bowden, B., & Pan, Y. (2015). *Mobilizing volunteer tutors to improve student literacy: Implementation, impacts and costs of the Reading Partners Program*. New York: MDRC.
- Jacob, R.,** Smith, T., Willard, J., & Rifkin, R. (2014). *Reading Partners: The implementation and effectiveness of a one-on-one tutoring program delivered by community volunteers*. New York: MDRC.
- Jones, S., Baily, R., & **Jacob, R.** (2014). Social-emotional learning is essential to classroom management. *Kappan*, 96(19), 19-24.
- Somers, M., Bloom, H., **Jacob, R.,** & Zhu, P. (2013). *Two promising quasi-experimental designs for educational evaluation: An examination of the validity and precision of the comparative interrupted time series design and the difference-in-difference design*. New York: MDRC.
- Jacob, R.,** Zhu, P., Somers, M., & Bloom, H. (2012). *A practical guide to regression discontinuity*. New York: MDRC.
- Zhi,P., **Jacob, R.T.,** Bloom, H., & Xu, Z. (2011). *Designing and analyzing studies that randomize schools to estimate intervention effects on student academic outcomes without classroom-level information*. New York: MDRC.
- Jacob, R.T.,** Zhu, P., & Bloom, H. (2009). *New empirical evidence for the design of group randomized trials in education*. New York: MDRC.
- Bloom, H., Zhu, P., **Jacob, R.,** Raudenbush, S., Martinez, A. & Lin, F. (2008). *Empirical issues in the design of cluster randomized studies to measure the effects of interventions for children*. New York: MDRC.
- Gamse, B., **Jacob, R.,** Horst, M., Boulay, B., & Unlu, F. (2008). *Reading First impact study: Final report*. US Department of Education: Institute for Education Sciences.

- Gamse, B., Bloom, H., Kemple, J., & **Jacob, R.** (2008). *Reading First impact study: Interim report*. US Department of Education: Institute for Education Sciences.
- Moss, M., **Jacob, R.**, Horst, H., Schimmenti, J., & Boulay, B. (2005). *Reading First implementation study: Interim report*. Cambridge, MA: Abt Associates Inc.
- Jacob, R.T.** & Stone, S. (2005). Educators and students speak. *Education Next*, 5(1), 49-53.
- Jacob, R.**, Creps, C., & Boulay, B. (2004). *Meta-Analysis of research and evaluation studies in early childhood education*. Cambridge, MA: Abt Associates Inc.
- Moss, M., Gamse, B., **Jacob, R.**, Smith, W.C., Greene, D., & Kupfer, A. (2003). *Reading Excellence Act school implementation and impact study: Annual report*. Cambridge, MA: Abt Associates Inc.
- Orr, L., Feins, J.D., **Jacob, R.**, Beecroft, E., Sanbonmatsu, L., Katz, L.F., Liebman, J.B., & Kling, J.R. (2003). *Moving to opportunity interim impacts evaluation*. Cambridge, MA: Abt Associates Inc.
- Tepper, R. L.**, Stone, S.S., & Roderick, M. (2002). *Ending social promotion in Chicago: The response of teachers and students*. University of Chicago Consortium on School Research.

Funded Research

- PK-3 Math Curricula Evaluation, 2025-2027* \$199,820. Gates Foundation. MI PI: Robin Jacob. PI: Shira Mattera.
- MiLeap Early Childhood Fellowship, 2025-2027*. \$257,105. Charles Steward Mott Foundation. PI: Robin Jacob.
- Exploring Variation in TRAILS Implementation, 2025-2026*. 277,145. TRAILS. PI: Robin Jacob.
- Rigorous Evaluation of Student Tutoring Programs, 2024-2026*. \$300,000. Accelerate. PI: Robin Jacob; Co-PI: Catherine Asher.
- Next Generation Community Schools, 2023-2025*. \$189,886. Robin Hood Foundation. PI: Robin Jacob; Co-PI: Alexa Shore.
- Reading Partners Expanded Evaluation, 2023-2023*. \$830,428., Arnold Ventures. PI: Dean Elson; UM PI: Robin Jacob.

TRAILS to Wellness: Evaluating Impacts on Student Academic and Behavioral Outcomes. 2022-2026. \$3,797,950. U.S. Department of Education, Institute for Education Sciences. PI: Robin Jacob; Co-PI: Elizabeth Koschmann.

Innovation and Scaling of a National Literacy Tutoring Program. 2022-2026. \$341,149. U.S. Department of Education, Education Innovation and Research. PI: Dean Elson; UM PI: Robin Jacob.

Michigan Data and Policy Fellowship. 2022-2024. \$249,632. Fisher Foundation. PI: Robin Jacob.

Data Analysis and Debt Forgiveness Partnership. 2020-2022. \$145,560. Detroit Regional Chamber. PI: Robin Jacob.

Michigan Data and Policy Fellowship. 2021-2023. \$124,753. Health Endowment Fund. PI: Robin Jacob.

The Development and Piloting of the TEAM High 5s Teacher Training. 2021-2022. \$199,700. Stranahan Foundation. PI: Robin Jacob.

Evaluation of TRAILS-Colorado., 2021-2022. \$150,000. Colorado Department of Human Services. PI: Elizabeth Koschmann; Co-I: Robin Jacob.

Health Moms Healthy Babies Pilot Project Evaluation. 2020-2024. \$484,118. Michigan Department of Health and Human Services. PI: Robin Jacob.

Michigan Department of Education Project AWARE. 2020-2025, \$994,366, Substance Abuse and Mental Health Services Administration. PI: Alaniz, Aimee; UM PI: Robin Jacob.

Evaluation of Michigan's MIHP Program. 2020-2025. \$1,237,457. Arnold Ventures. PI: Robin Jacob.

Transforming Research Action to Improve the Lives of Students. 2018-2021. \$310,272. Michigan Department of Health and Human Services. PI: Elizabeth Koschmann; Co-I: Robin Jacob

Variation in Early Mathematics Instruction across Grades and Schools. 2018-2019. \$955,211. Heising-Simmons Foundation. PI: Robin Jacob; Co-PIs: Mimi Engel and Amy Claessens.

Michigan Partners for Success. 2016-2023. \$529,874. Michigan Department of Health and Human Services. PI: Robin Jacob.

The Alignment of Mathematics Content in the Earliest Years of Formal Schooling. 2016-2018. \$487,872. Heising-Simmons Foundation. PI: Robin Jacob; Co-Is: Mimi Engel and Amy Claessens.

Michigan Policy Innovation Lab. 2016-2019. \$3.2M. Laura and John Arnold Foundation. PIs: Brian Jacob, Sue Dynarski and Robin Jacob.

Making Pre-K Count: Kindergarten Follow-Up. 2013-2019. \$608,671. Robin Hood Foundation. PI: Pamela Morris; UM PI: Robin Jacob.

A Field Study of Mathematics Teaching in Kindergarten. 2015-2016. \$265,415. Heising-Simmons Foundation. PI: Robin Jacob; Co-PIs: Mimi Engel and Amy Claessens.

Expanding Children's Early Learning Network: Summer Boost Study. 2014-2016. \$212,959. Laura and John Arnold Foundation. PI: Joanne Hus; Co-I: Robin Jacob.

Reading Partners Social Innovation Fund (SIF) Evaluation. 2012-2015. \$993,702. Edna McConnell Clark Foundation. PI: Fred Doolittle; UM PI: Robin Jacob.

Investigating the Effect of Professional Development, Mathematical Knowledge for Teaching and Instruction on Student Outcomes. 2009-2014, \$4,744,006. National Science Foundation. PI: Heather Hill; Co-PIs: Robin Jacob, Geoffrey Phelps, and Dough Corey.

Developing an Integrated Social, Emotional and Cognitive Understanding and Regulation Intervention. U.S. Department of Education, Institute of Education Sciences, 2009-2012, \$1.5M. PI: Fred Morrison; Co-Is: Stephanie Jones and Robin Jacob

A Randomized Control Trial to Assess the Efficacy of the Balanced Leadership Program. 2008-2014. \$3M. U.S. Department of Education, Institute of Sciences, PI: Roger Goddard; Co-PIs: Yvonne Goddard and Robin Jacob
*added as co-PI to this project after Dr. Goddard left UM.

Creation and Dissemination of Upper-elementary Mathematics Assessment Modules. 2009-2012. \$1,499,746. National Science Foundation. PI: Heather Hill. Co-PIs: Robin Jacob and Judy Hickman

Statistical Properties of Regression Discontinuity Analysis and Comparative Interrupted Time Series Analysis for Estimating Impacts. 2009-2012. \$446,205. U.S. Department of Education, Institute of Education Sciences. PI: Howard Bloom; Consultant: Robin Jacob

Conference Presentations and Invited Speaking

- Peko-Spicer, S., Jacob, R., & McDaniel, M. (2023). Community Advisory Boards in the Real World. Paper presented at the Society for Research on Educational Effectiveness Fall Conference, Arlington, VA.
- Miller, A., Johnson, A. Ryan, J., Church, C. & Jacob, R. (2022). Issues facing young children and families in the child welfare system. Invited speaker, Zero to Thrive Translational Network Winter Meeting.
- Jacob, R.T., Foster Friedman, M., Meeks, O. (2022). The Impact of Community Health Workers on Home Visiting Participation. Paper presented at the National Home Visiting Summit, (Virtual).
- Foster Friedman, M. & Jacob, R. (2022) Increasing Home Visiting Enrollment with Community Health Workers. Paper presented at the American Public Policy and Management Association Annual Conference Fall Research Conference, Washington, DC.
- Jacob, R., (2022). The On-going Evaluation of a Volunteer Tutoring Program for Struggling Readers. Paper presented at the Education Policy Initiative Speaker Series, Ann Arbor, MI
- Jacob, R.T., Foster Friedman, M. (2021). Early findings from an impact evaluation of Michigan's Maternal Infant Health Program (MIHP). Paper presented at the Michigan Home Visiting Conference (Virtual).
- Koschmann, E. & Jacob, R. (2020). School Mental Health in the Detroit Public Schools Community District, ISR Insights Speaker Series, Ann Arbor, MI.
- Jacob, R., Claessens, A., Engle, M. & Mattera, S. (2020). The Alignment of Mathematics Instruction from Pre-Kindergarten to Kindergarten in New York City. Paper presented at the American Public Policy and Management Association Annual Conference Fall Research Conference (Virtual).
- Gordon, N., Bowman, R., Conaway, C., Jacob, R., Dillon, E. & Lesnick, J. (2020). Supporting School District Capacity to Participate in Research across the Policy Lifecycle. Paper presented at the American Public Policy and Management Association Annual Conference Fall Research Conference (Virtual).
- Claessens, A., Engel, M., Erickson, A., Jacob, R. T., Mattera, S. & Shaw Attaway, D. (2020). The Alignment of Mathematics Instruction from Pre-Kindergarten to Kindergarten in New York City. Paper presented at the AERA Annual Meeting, San Francisco, CA (Conference Canceled). Abstract available at: <http://tinyurl.com/rea93ad>.

- Engel, M., Jacob, R. & Claessens, A. (2019). Sitting and Listening or Standing and Waiting: Kindergarten in a Large Urban District. Paper presented at the Society for Research on Educational Effectiveness Annual Spring Conference, Washington, DC.
- Mattera, S., Somers, M.A. & Jacob, R. (2018). The Design of Making Pre-K Count and High Fives: Two-Stage, Multiyear Random Assignment at Different Levels. Paper presented at the Association for Public Policy Analysis and Management Annual Fall Conference, Washington, DC.
- Claessens, A., Engel, M. & Jacob, R. (2017). All Work and No Play? Evidence on Instructional Time in Kindergarten from New York City Public Schools. Paper presented at the Association for Public Policy Analysis and Management Annual Fall Conference, Washington, DC.
- Engel, M. Jacob, R. & Kabourek, S. (2017). Understanding Mathematics Instruction in Kindergarten: Evidence from a Large Urban District. Paper presented at the American Educational Research Association Annual Conference, San Antonio, TX.
- Hill, H., Jacob, R. & Corey, D. (2017). Dividing by Zero: Exploring Null Results in a Mathematics Professional Development Program. Paper presented at the Society for Research on Educational Effectiveness Spring Conference, Washington, DC.
- Engel, M., Kabourek, S. & Jacob, R. (2016). Understanding Mathematics Instruction in Kindergarten: Evidence from a Large Urban District. Paper presented at the Association for Public Policy Analysis and Management Annual Fall Conference, Washington, DC.
- Jacob, R. (2015). Using Aggregate State Assessment Data to Assess the Impact of School-Based Interventions. The Promises and Challenges of Administrative Data in Social Policy Research. Invited paper presented at the OPRE Research Conference, Washington, DC.
- Jacob, R., Elson, D., Bowden, B. & Armstrong, C. (2015). Exploring the Implementation, Effectiveness and Costs of the Reading Partners Program. Paper presented at the Society for Research on Educational Evaluation Spring Conference. Washington, DC.
- Jacob, R. & Elson, D. (2014). Beyond the RCT: Structuring an Evaluation to Explore Variation in Program Impacts. Paper presented at the American Evaluation Association Annual Conference, Denver, CO.
- Jacob, R. & Goddard, R. (2014). The Impact of the Balanced Leadership Professional Development Program (BLPD) for School Leaders on Principal and Teacher Turnover. Paper presented at the Society for Research of Educational Evaluation Spring Conference, Washington, DC.

- Jacob, R., Hill, H. & Corey, D. (2014). Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching, Instruction and Student Achievement. Paper presented at the Society for Research of Educational Evaluation Spring Conference. Washington, DC.
- Corey, D., Jacob, R. & Hill, H. (2014). Investigating the Effect of Professional Development on Teachers' Mathematical Knowledge for Teaching, Instruction and Student Achievement. Paper presented at the Association for Education Finance and Policy Annual Conference, San Antonio, TX.
- Bailey, R., Jones, S., Ross, T. & Jacob, R. (2013). Making SECURE: Using Developmental Theory and Prevention Science to Create a Vertically Aligned Social-Emotional Learning Program for Pre-K to 3rd Grade. Paper presented at the Society for Research on Child Development Biennial Conference, Seattle, WA.
- Jacob, R., Jones, S. & Morrison, F. (2013). Evaluating SECURE: Updated Results from a Small-Scale Pilot Study. Paper presented at the Society for Research on Educational Effectiveness Spring Conference, Washington, DC.
- Jacob, R., Goddard, R., Kim, M. & Miller, R. (2012). Using Mixed Methods to Evaluate the Impact the Balanced Leadership Program on Student Achievement. Paper presented at the Association for Public Policy Analysis and Management Annual Fall Conference, Boston, MA.
- Jacob, R., Jones, S. & Morrison, F. (2012). Evaluating SECURE: Results from a Small-Scale Pilot Study. Paper presented at the Society for Research on Educational Effectiveness Fall Conference, Washington, DC.
- Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y. L. & Schroeder, P. (2013). Balanced Leadership Professional Development Training Effects on Principals' School Leadership Practice: Teacher Perceptions from a Randomized Control Trial. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Miller, R. J., Goddard, R. D., Kim, M., Jacob, R., Goddard, Y. L. & Schroeder, P. (2012). Professional Development Training Effects on Principals' School Leadership Behavior: Results from a Randomized Control Trial. Paper presented at the University Council for Educational Administration Annual Convention, Denver, CO.
- Schroeder, H., Stark, R., Bowers, A., Goddard, R. & Jacob, R. (2011). Assessment of Measurement Error and Nonresponse Error using Respondent-Provided Paradata from Paper Self-Administered Questionnaires. Paper presented at the American Statistical

Association Joint Statistical Meetings, Miami Beach, FL.

Jacob, R. & Parkinson, J. (2011). The Potential for School-Based Interventions that Target Executive Function to Improve Academic Achievement: A Review of the Evidence. Paper presented at the American Educational Research Association Conference, New Orleans, LA.

Jacob, R., Goddard, R. & Kim, E.S. (2010). Using State Assessment Data to Assess the Impact of School-Based Interventions: A Comparison of Student-Level and School-Level Analyses. Paper presented at the American Public Policy and Management Association Annual Conference, Boston, MA.

Goddard, Y. L., Miller, R. J., Larsen, R., Goddard, R.D., Jacob, R., Madsen, J. & Schroeder, P. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Paper presented at the American Education Research Association Annual Conference, Denver, CO.

Goddard, R. D., Goddard, Y. L., Miller, R. J., Larsen, R. & Jacob, R. (2010). Principal Leadership, Teacher Collaboration, and Student Achievement. Paper presented at the Institute of Education Sciences Annual Research Conference, National Harbor, MD.

Jacob, R., Morrison, F., Jones, S., Bouffard, S., Parkinson, J. & Madden, N. (2010). Developing a Community of Self-Regulated Learners and Learning Environments. Poster Presentation, IES Annual Research Conference, Washington, DC.

Jacob, R., Rowan, B. & Scott, L. (2010). An Experiment to Test Feasibility and Quality of a Web-based Questionnaire of Teachers. Paper presented at the American Association of Public Opinion Research Annual Conference, Chicago, IL.

Goddard, Y., Miller, R., Larson, R., Goddard, R., Jacob, R., Madsen, J. & Schroeder, P. (2010). Connecting Principal Leadership, Teacher Collaboration, and Student Achievement. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

Jacob, R.T., Scott, L. & Bowers, A. (2008). Evaluation and Implementation of Web Surveys in School-Based Settings. Paper presented at the American Educational Research Conference, New York, NY.

Bloom, H., Zhu, P., Unlu, F., Jacob, R. & Gamse, B. (2008). Studying Relationships between Classroom Reading Instruction and Student Reading Achievement for the Reading First Impact Study. Paper presented at the Society for Research on Educational Evaluation Annual Research Conference, Crystal City, VA.

Bloom, H.S., Kemple, J., Gamse, B. & Jacob, R. (2005). Using Regression Discontinuity Analysis to Measure the Impacts of Reading First. Paper presented at the American Educational Research Association Meeting, Montreal, CA.

Jacob, R.T., Creps, C., & Barnett, S. (2004). Meta-Analysis of Research and Evaluation Studies in Early Childhood Education. Paper presented at the American Public Policy and Management Association Annual Conference, Atlanta, GA.

Katz, L., Liebman, J, Goodson, B., Jacob, R.T. & Patterson, R. (2003). Effects of Neighborhood on the Health and Educational Performance of Children and the Health, Employment, Income, and Public Assistance Receipt of Adults. Paper presented at the American Public Policy and Management Association Annual Conference, Washington, DC.

Honors and Awards

Top 5 Most Read Education Research Article of 2015, American Educational Research Association

Finalist for the Aspen Brain Forum Prize in NeuroEducation Research, 2011

Joint Center for Poverty Research Graduate Fellow, 2000-2001

Irving B. Harris School of Public Policy Studies Outstanding Teaching Assistant, 2001

Media Coverage

“Black infant mortality rate more than double the rate among white infants: CDC” *ABC News*, November 14, 2024

“Lessons about Tutoring and Addressing Learning Loss from Reading Partners”, *Evidence First* podcast, MDRC, December 2023.

“A Local High Schooler Has Become a Voice for Mental Health”, *Hour Magazine*, May 15, 2023.

“Meet the Mathfluences: Teachers are Turning to TikTok to Sharpen Kids’ Math Skills”, *The Information*, June 3, 2022

“These Early Math Supports Translated to Gains Later on for Vulnerable Students”, *EducationWeek*, December 10, 2021

“Regional Education Report a ‘Call to Action’”, *The Detroit News*, December 13, 2019

“Improving Children’s Math Skills”, *Evidence First* podcast, MDRC, July 2018.

“Measuring Principal Development”, *Educational Research & Policy Podcast*, CPRE Knowledge Hub, 2018;

“Small-Group Instruction May Be Key to Mastering Early Math, New Study Finds”, *EducationWeek*, June 20, 2018

“The Science of Getting Kids Organized”, *National Public Radio, All Things Considered*, Feb. 2, 2016

“Executive Function Not a Panacea for Education Ills”, *Boston Globe*, May 24, 2016

“Can Volunteers Help Kids Read More Proficiently? New Research Says Yes.” *The Washington Post*, March 28, 2015

“Does Improving Executive Function Cause Better Academic Achievement?” *EducationWeek*, March 5, 2015

“An Untapped Force in the Fight for Literacy”, *The New York Times, Opinionator*, September 11, 2014

“Time for a New Approach to Professional-Development Research?” *EducationWeek*, January 6, 2014

Professional Service

Review Panels/Outside Reviewer:

- Review panel, NSF Directorate for Education and Human Resources Core Research program
- NSF DRK12 Review Panel
- Expert panel member for the Center for Advancing Research and Communication in STEM on a pilot project to document the rigor of work supported by NSF’s *Research and Evaluation on Education in Science and Engineering* program.
- External reviewer for the RAND Corporation
- External reviewer for WT Grant Corporation
- External reviewer for the Spencer Foundation
- External reviewer for MDRC

Conference organizing:

- Program committee for the Association for Public Policy Analysis and Management Annual Conference (2021)
- Program committee for the Society for Research on Educational Effectiveness Annual Conference (2013)
- Annual reviewer for Society for Research on Educational Effectiveness Annual Conference

Participation in Peer Reviewed Journals:

- Editorial Board, *Journal of Research on Educational Effectiveness*
- Invited Guest Editor for a Special Issue *Frontiers in Psychology*
- Ad hoc reviewer for:
 - *Education Evaluation and Policy Analysis*
 - *Elementary School Journal Education Researcher*
 - *Educational Administration Quarterly*
 - *Child Development*
 - *Journal of Educational Psychology*
 - *Teacher and Teacher Education*

- Review of Educational Research
- Economics of Education Review
- Evaluation Review
- Education Administration Quarterly
- American Journal of Evaluation