

EDUCATION

- Ph.D.** Social and Personality Psychology, *New York University*
- M.A.** General Psychology, *New York University*
- B.A.** Psychology, *American University*

EMPLOYMENT

- 2022 – present** Co-Director, Center for Applied Research in Education, University of Southern California
- 2012 – 2021** Director of Research, Gibson Consulting Group, Inc.
- 2008 – 2012** Senior Research Scientist, Gibson Consulting Group, Inc.
- 2006 – 2008** Assistant Director for Program Evaluation, Texas Education Agency

PEER-REVIEWED PUBLICATIONS

- Polikoff, M. S., Fienberg, M., Silver, D., Garland, M., Saavedra, A., & Rapaport, A. (in press). Who wants to say “gay?” Public opinion about LGBT issues in the curriculum. *Journal of LGBT Youth*.
- Hsin, L.; Rapaport, A.; Osman, D.; Kilborn, M.; Pierson, A.; & Garrett, R. (2022). English proficiency and the pandemic: How Texas learner students fared during the COVID-19 pandemic. US Department of Education, Institute of Education Sciences, Regional Education Laboratory Southwest.
- Silver, D.; Polikoff, M.; Saavedra, A., Haderlein, S.; Rapaport, A. & Garland, M. (2022). The subjective value of postsecondary education in the time of COVID: Evidence from a nationally representative panel. *Peabody Journal of Education*.
- Saavedra, A. R., Lock Morgan, K., Liu, Y., Garland, M. W., Rapaport, A., Hu, A., Hoepfner, D., & Haderlein, S. K. (2022). The Impact of Project-Based Learning on AP Exam Performance. *Educational Evaluation and Policy Analysis*.
- Polikoff, M.S.; Silver, D.; Garland M.; Saavedra, A.S.; Rapaport, A.S.; Feinberg, M. (2022). The Impact of a Messaging Intervention on Parents’ School Hesitancy During COVID-19. *Educational Researcher*, 51 (2), 156-159.
- Haderlein, S.K.; Saavedra, A.S.; Polikoff, M.S.; Silver, D.; Rapaport, A.S.; Garland, M. (2021). Disparities in Educational Access in the Time of COVID: Evidence From a Nationally Representative Panel of American Families. *AERA Open*, 7, 1–2
- Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2021). Students’ Civic Online Reasoning: A National Portrait. *Educational Researcher*, 50(8), 505-515.
- Saavedra, A., Rapaport, A., Lock Morgan, K., Garland, M., Liu, Y., Hoepfner, D., Hu, A., & Haderlein, S.K. (2021). Knowledge in Action Efficacy Study Over Two Years. University of Southern California.
- Garland, M.; Rapaport, A. (2017). Advanced course offerings and completion in science, technology, engineering, and math in Texas public high schools. Washington, DC: Regional Education Laboratory Southwest, Institute of Education Sciences, U.S. Department of Education.

- Borman, T.; Margolin, J.; Garland, M.; Rapaport, A.; Park, S.J.; LiCalsi, C. (2017). Associations between predictive indicators and postsecondary science, technology, engineering, and math success among Hispanic students in Texas. Washington, DC: Regional Education Laboratory Southwest, Institute of Education Sciences, U.S. Department of Education.
- Iida, M.; Gleason, M.; **Green, A.**; Bolger, N.; & Shrout, P. (2017). The influence of daily coping on anxiety under examination stress: A model of interindividual differences in intraindividual change. *Personality and Social Psychology Bulletin*, 43, 907-923.
- Hinojosa, T.; Rapaport, A.; Jaciw, A.; LiCalsi, C.; & Zacamy, J. (2016). Exploring the foundations of the future STEM workforce: K-12 Indicators of postsecondary STEM success. Washington, DC: Regional Education Laboratory Southwest, Institute of Education Sciences, U.S. Department of Education.
- Rafaeli, E., Cranford, J.A., **Green, A.S.**, Shrout, P.E., & Bolger, N. (2008). The good and bad of relationships: How social hindrance and social support affect relationship feelings in daily life. *Personality and Social Psychology Bulletin*, 34, 1703-1718.
- **Green, A.S.**, Rafaeli, E., Bolger, N., Shrout, P.E., & Reis, H.T. (2006). Paper or plastic: Data equivalence in paper and electronic diaries. *Psychological Methods*, 11, 87-105.
- Bolger, N. Shrout, P.E., **Green, A.S.**, Rafaeli, E., & Reis, H.T. (2006). Paper or plastic revisited: Let's keep them both. *Psychological Methods*, 11, 123-125.
- McKenna, K.Y.A. and **Green, A.S.** (2002). "Virtual Group Dynamics." *Group Dynamics*, 6, 116-127.
- McKenna, K.Y.A., **Green, A.S.**, and Gleason, M.E.J (2002). "Relationship Formation on the Internet: What's the Big Attraction?" *Journal of Social Issues*, 58, 9-31.
- McKenna K.Y.A.; **Green A.S.**; and Smith P.K. (2001). "Demarginalizing the sexual self." *Journal of Sex Research*, 38, 302-311.

NON-PEER REVIEWED PUBLICATIONS

- Saavedra, A. and Rapaport, A. (2024). Key lessons from research about project-based teaching and learning: High-quality materials, professional learning supports, and a schoolwide PBL culture are markers of successful PBL programs. *Phi Delta Kappan*. [\[LINK\]](#)
- Polikoff, M; Rapaport, A.; Saavedra, A.; Silver, D. (2023). The Kids Are All Right? What Parents Really Think About How COVID Affected Children. [\[LINK\]](#)
- Saavedra, A.; Rapaport, A.; Lock Morgan, K.; Garland, M.; Liu, Y.; Hu, A.; Hoepfner, D.; & Haderlein, S. (2021). Project-based learning in AP classrooms: Lessons from research. *Phi Delta Kappan*. [\[LINK\]](#)
- Polikoff, M.; Silver, D.; Rapaport, A.; Saavedra, A. & Garland, M. (2022). A house divided? What Americans really think about controversial topics in schools. [\[LINK\]](#)

POPULAR PRESS

- Rapaport, A. & Polikoff, M. (2024, January 17). The “Un-Average”: Not Every Child Bounced Back After COVID. *The Evidence Base*. [\[LINK\]](#)
- Polikoff, M. & Rapaport, A. (2023, December 15). Why Parents Are Blind to Serious Pandemic Impacts on Education. *The Messenger* [\[LINK\]](#)
- Rapaport, A. & Silver, D. (2023, March 9). Two percent of US children receive high quality tutoring, despite billions funneled into school systems. *The Evidence Base*. [\[LINK\]](#)
- Rapaport, A. & Silver, D. (2022, November 11). National survey findings shed light on dimensions of teen mental health concerns. *The Evidence Base*. [\[LINK\]](#)
- Saavedra, A. & Rapaport, A. (2021, December 16). Are fiery school-board meetings representative of all parents? *Brown Center Chalkboard*. [\[LINK\]](#)
- Saavedra, A., Rapaport, A., Silver, D. (2021, June 8). Why some parents are sticking with remote learning – even as schools reopen. *Brown Center Chalkboard*. [\[LINK\]](#)
- Saavedra, A. & Rapaport, A. (2021, April 13). Analysis: Project-Based Learning or Lectures? *The 74million*. [\[LINK\]](#)
- Saavedra, A.; Polikoff, M.; Silver, D.; Rapaport A. (2021, March 23). Almost everyone is concerned about K-12 students’ academic progress. *Brown Center Chalkboard*. [\[LINK\]](#)
- Saavedra A.; Rapaport A.; Polikoff, M.; Haderlein, S.; & Garland, M. (2020, December 15). Evidence of COVID-19’s Impact on K-12 Education Points to Critical Areas of Intervention. *The Evidence Base*. [\[LINK\]](#)
- Rapaport, A.; Saavedra, A.; Silver, D. & Polikoff, M. (2020, November 18). Surveys show things are better for students than they were in the spring – or do they? *Brown Center Chalkboard*. [\[LINK\]](#)
- Saavedra, A.; Rapaport, A.; & Silver, D. (2020, November 11). Matching supports to student needs: Survey results highlight where schools, policymakers can help. *CPRE Evidence Project*.
- Saavedra, A.; Rapaport, A.; Silver, D.; Polikoff, M.; Garland, M.; & Haderlein, S. (2020, August 3). Parents’ perspectives on the effects of COVID-19 on K-12 education, April – July 2020. *The Evidence Base*. [\[LINK\]](#)
- Saavedra, A.; Polikoff, M.; Korn, S.; Rapaport, A.; & Garland, M. (2020, June 8). Beyond policing, we must also address black-white educational disparities. *Medium*. [\[LINK\]](#)

MEDIA MENTIONS

- A Rose-Colored Recovery: Study Says Parents Don’t Grasp Scope of COVID’s Academic Damage. *The 74million*. [\[LINK\]](#)
- New research Makes a Powerful Case for PBL: Two new gold-standard studies provide compelling evidence that project-based learning is an effective strategy for all students – including historically marginalized ones. *Edutopia*. [\[LINK\]](#)
- Parent Racial, Income Divides Seen on School Reopening Preferences. *Education Week*. [\[LINK\]](#)
- Despite Access, Students of Color in Texas Complete Fewer Advanced STEM classes. *Education Week*. [\[LINK\]](#)

SELECTED TECHNICAL REPORTS

- Saavedra, A.; Rapaport, A.; & Silver, D. (2023). Project-Based Learning Pedagogy in Two New Tech Network Schools: A Case Study (prepared for New Tech Network).
- Rapaport, A. & Garland, M. (2023). The Buffalo Urban Teaching Fellows Program – Summary of Year 1 Findings (prepared for the Cullen Foundation).
- Rapaport, A.; Saavedra, A.; & Garland, M. (2022). Street Law's Rule of Law for All program: Implementation and Classroom Experiences. (prepared for Street Law Inc.)
- Rapaport, A., Garland, M. Carle, J.; Cannon S., Osman, D. (2021). Three-Year Summary Report - Evaluation of Project CONNECT. Funded by the U.S. Department of Education, National Professional Development Program. (prepared for Southern Methodist University)
- Hoepfner, D., Rapaport, A., Allen, A.; & Carle, J. (2020). Results of the 2016-17 Texas Parent Involvement Survey. (prepared for the Region 9 Education Service Center). Austin, TX. Gibson Consulting Group, Inc.
- Kistner, A., West, B., Clymer, L., Liu, F., Anastos, A., Williams, R., Manzeske, D., Garland, M., Rapaport, A., & Carle, J. (2016). Evaluation of the Cohort 3 Texas Teacher Incentive Fund Program. (prepared for the Texas Education Service Center Region 18).
- Rapaport, A., Shaw, S. Thompson, L., & August, D. (2014). Evaluation of Bilingual/ESL Education in the Tyler Independent School District. (prepared for the Tyler Independent School District). Austin, TX. Gibson Consulting Group, Inc.
- Rapaport, A., Shaw, S. Thompson, L., & August, D. (2014). Evaluation of Bilingual/ESL Education in the Tyler Independent School District. (prepared for the Tyler Independent School District). Austin, TX. Gibson Consulting Group, Inc.

SELECTED PRESENTATIONS

- Hsin, L.; Rapaport, A.; Osman, D.; Kilborn, M.; Pierson, A.; & Garret, R. (2023) English proficiency and the pandemic: How did English learners fare during COVID? Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Silver, D.; Polikoff, M.; Rapaport, A.; Saavedra, A.; Garland, M. & Fienberg, M. (2023) *COVID-19 three years on: The evolution of caregiver concerns, child wellbeing, and availability of school-based recovery interventions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Polikoff, M.; Fienberg, M.; Silver, D.; Garland, M.; Saavedra, A.; & Rapaport, A. (2023) *Who wants to say "gay"? Public opinion about LGBT issues in the curriculum*. Paper presented at the annual conference of the Association for Education Finance and Policy, Denver, CO.
- Saavedra, A. & Rapaport A. (2022). *Example CFIR use case: Project-based learning in Advanced Placement: Enables and Barriers*. Invited presentation, AIMS Collaboratory, Bill and Melinda Gates Foundation.
- Garland, M. & Rapaport, A. (2022). *The educational experiences of American families during the COVID-19 pandemic: Nationally representative panel survey evidence*. Paper presented at the annual World Association for Public Opinion Research conference, Dubai, United Arab Emirates.

- Haderlein, S.K.; Silver, D.; Saavedra, A.; Polikoff, M.; Rapaport, A.; & Garland, M. (2021). *The impact of a mainstream school accountability measures on alternative school enrollment*. Paper presented at the annual conference of the Association for Education Finance and Policy.
- Silver, D.; Haderlein, S.; Polikoff, M.; Saavedra, A.; Rapaport, A.; & Garland, M. (2021). *Educational experiences of American families in the time of COVID: Evidence from a nationally representative panel*. Paper presented at the annual conference of the Association for Education Finance and Policy.
- Saavedra, A., Rapaport, A., Garland, M. & Lock Morgan, K. (2021). The Impact of Project-Based Learning on Advanced Placement Exam Performance. SREE Annual Meeting Washington, DC.
- Garland, M. & Rapaport, A. (2020) A National Portrait of Students' Online Evaluation Skills [Symposium]. AERA Annual Meeting San Francisco, CA.
- Ware, P., Carle, J., Garland, M., Rapaport, A. & Rivas, B. (2020) A Randomized Controlled Trial of a Professional Learning Model for Teachers of Emergent Bilingual Students [Roundtable Session]. AERA Annual Meeting San Francisco, CA.
- Margolin, J., Borman, T., Garland, M. & Rapaport, A. (2018) What Factors Predict Success of Hispanic Students in Postsecondary STEM Majors? American Educational Research Association. New York, NY.
- Lock Morgan, K., Saavedra, A. Rapaport, A. (2018) Rerandomization to Improve Baseline Balance in Educational Experiments. Society for Research on Educational Effectiveness. Washington, D.C.
- Manzeske, D., Garland, M., Williams, R., West, B., Kistner, A., & Rapaport, A. (2016) Teacher Performance Pay Signals and Student Achievement: Are Signals Accurate, and How Well Do They Work? Society for Research on Educational Effectiveness. Washington, D.C.
- Hinojosa, T., & Rapaport, A., (2014). Supplemental Educational Services: Ready for an Accountability System? American Educational Research Association.

GRANTS AND OTHER AWARDS

GRANTS

- PBLWorks: Curriculum-based Professional Learning evaluation, 2023, co-Principal Investigator, (\$449,964)
- One8 Foundation: Project Lead the Way and OpenSciEd Survey Data Collection and Reporting, Principal Investigator, 2023, (\$128,587)
- The Cullen Foundation, “Buffalo Urban Teaching Fellows Program Evaluation”, Principal Investigator, 2023, \$500,895.
- William and Flora Hewlett Foundation, “Understanding America Study 2022: civic education and NSF RAPID3 administration supplement,” co-Investigator (Principal Investigator Anna Saavedra), 2022-2023, \$199,732.

Dana and David Dornsife
College of Letters, Arts and Sciences

- National Science Foundation, “RAPID: The Impact of COVID on Children’s Well-being in 2022: Continued Evidence from the Understanding America Study,” co-Investigator (Principal Investigator Anna Saavedra), 2022-2023, \$200,000.
- William and Flora Hewlett Foundation, “The educational impact of COVID-19 on children and families,” co-Investigator (Principal Investigator Anna Saavedra), 2021-2022, \$55,000.
- National Science Foundation, “RAPID: The Impact of COVID on American Education in 2021: Continued Evidence from the Understanding America Study,” co-Investigator (Principal Investigator Anna Saavedra), 2021-2022, \$198,148.
- National Science Foundation, “RAPID: Exploring COVID and the Effects on U.S. Education: Evidence from a National Survey of American Households,” co-Investigator (Principal Investigator Anna Saavedra), 2020-2021, \$199,620.
- Bill and Melinda Gates Foundation, supplement to “COVID-19: US Data Collection for Household Response and Impact Monitoring,” co-Investigator (Principal Investigator Anna Saavedra), 2020, \$50,000.
- Institute of Education Sciences, “Initial Efficacy Study of Generation Citizen’s Action Civics Program”, co-Investigator (Principal Investigator Jennifer Hamilton, NORC at the University of Chicago) \$758,994, 2021-2023.
- George Lucas Educational Foundation, “Knowledge in Action Maturation Study”, co-Principal Investigator (Principal Investigator Anna Saavedra), 2021-2023, \$1,365,959.
- George Lucas Educational Foundation, “Knowledge in Action Enabling Conditions Case Study” co-Principal Investigator (Principal Investigator Anna Saavedra), 2018 – 2020, \$171,000
- George Lucas Educational Foundation, “Knowledge in Action AP Physics”, co-Principal Investigator (Principal Investigator Anna Saavedra), 2018-2020, \$103,738
- George Lucas Educational Foundation, “Knowledge in Action Efficacy Study”, co-Principal Investigator (Principal Investigator Anna Saavedra), 2015 – 2019, \$2,800,000.
- Office of English Language Acquisition, “Evaluation of Project CONNECT, a National Professional Development grant program”, Co-Investigator (Principal Investigator Paige Ware), 2017-2021 \$336,439.
- Institute of Education Sciences, “Efficacy Trial of a Social Belonging Mindset Intervention” co-Investigator, (Principal Investigator Trisha Borman, American Institutes for Research), 2018-2021 \$215,440.

STATE AND LOCAL EDUCATION AGENCY FUNDING

- Pittsburgh Public Schools: Evaluation of the Pittsburgh Public Schools Out-of-School Time Summer BOOST program, subcontract to Gibson Consulting Group, 2023 (\$105,291 of \$236,252)
- Texas Education Agency (through Sam Houston State University), “Statewide Data Collection, Analysis, and Reporting for the Office of Special Education Programs, Indicator 14 Post School Outcomes Survey”, Project Director, \$240,000, 2021.

- Texas Education Agency (through Education Service Centers Regions 9 and 10), “Statewide Data Collection, Analysis, and Reporting for the Office of Special Education Programs, Indicator 8 Parent Involvement Survey”, Project Director, 2016 – 2021, \$826,363.
- Lompoc Unified School District, “Climate/Conditions Surveys, Employee and Community”, Project Director, 2021, \$57,400.
- New Hampshire Department of Education, “Statewide Data Collection, Analysis, and Reporting for the Office of Special Education Programs, Indicators 8 (Parent Involvement) and 14 (Post School Outcomes)”, Project Director, 2014-2017, \$553,381.
- Arlington Independent School District, “School climate and conditions surveys – Parents, employees, and Students”, Project Director, 2013 – 2020, \$1,305,807.
- Region 18 Education Service Center – Texas Center for Educator Effectiveness, “Evaluation of the Teacher Incentive Fund”, co-Project Director (in partnership with American Institutes for Research), 2014-2015, \$350,000.
- Texas Higher Education Coordinating Board, “Evaluation of the Generation Texas Campaign”, Project Director, 2013-2014, \$149,911.
- Texas Higher Education Coordinating Board, “Evaluation of the Comprehensive Student Success Program”, Project Director, 2013-2014, \$199,840.
- Tyler Independent School District, “Evaluation of Tyler ISD’s Bilingual/ESL Education”, Project Director, 2013-2014, \$59,969.
- Texas Education Agency, “Evaluation of Texas Educator Appraisal Systems”, Project Director, 2012-2013, \$320,887.
- Lee County Public Schools, “School District Community Survey”, Project Director, 2011-2012, \$125,000.
- Texas Education Agency, “Rider 42 Professional Development Research Study”, co-Director (in partnership with University of Texas at Dallas Education Research Center, ICF International, and American Institutes for Research, 2010-2011 \$1,262,470.

GRANT SUBCONTRACTING

- Development of Novice Teachers’ Role-Identity as Discussion Facilitators in Social Studies Classrooms, Subcontractor to University of Pennsylvania: 2021-2022, \$48,000.
- Institute of Education Sciences Regional Education Laboratory Southwest, Subcontractor to American Institutes for Research, 2017-2021, \$800,000.
- Research Institute for Public Libraries Evaluation. Subcontractor to Drill Consulting, 2021, \$11,000
- Students’ Online Reasoning, Hewlett Foundation, Subcontractor to the Stanford History Education Group. 2017-2019, \$309,498
- Institute of Education Sciences Regional Education Laboratory Southwest, Subcontractor to American Institutes for Research, 2012-2016, \$1,000,000.

CERTIFICATIONS

- What Works Clearinghouse Certified Reviewer, Group Designs Version 4.1