Emilie Bagby, Ph.D.

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Education

Ph.D., Economics, University of Illinois at Urbana-Champaign (2011)
B.A., Economics, University of Illinois at Urbana-Champaign (2000)
B.S., General Engineering, University of Illinois at Urbana-Champaign (2000)

Expertise

- Designing and conducting rigorous, fit-for-purpose studies, including including impact, rapid cycle and performance evaluations, of education and workforce programs in low and middle income country (LMIC) contexts
- Developing learning agendas, identifying and implementing the appropriate methodology to generate learning, working with stakeholders to identify the most meaningful research questions to inform decision making
- Measurement - combining available secondary data with primary data collection. She has experience measuring reading skills in local languages for her evaluations, and has led evaluations that incorporated measurement of social-emotional learning, classroom observations
- Approaches: frequentist and Bayesian analytic, systems change/ABCs
- Facilitating learning – communities of practice, …

Country Experience

Burkina Faso, Côte d'Ivoire, Morocco, Niger, Senegal, Kenya, Ecuador, Guatemala, Honduras, Nicaragua, Cambodia, India, Tajikistan, Timor Leste, Moldova

Languages

English (native), French (professional fluency), Spanish (professional fluency)

Employment History

Mathematica (2011-present)
   Director, Global Education and Principal Researcher (2022-present)
   Senior Researcher (2017-2022)
   Researcher (2011-2017)
University of Illinois at Urbana-Champaign (2005-2011)
   Research Assistant, Department of Economics (2007-2011)
   Research Assistant, Institute of Government and Public Affairs (2007, 2010)
   Head Teaching Assistant (2009-2010)
   Teaching Assistant (2004-2009)
   Webmaster (2005-2007)
World Bank, Short Term Consultant (2006-2008)
Deloitte Consulting, Consultant (2000-2004)

Experience

Mathematica

Director, Global Education (2022-). Lead strategy, business development, thought leadership, and capacity-building in the global education and workforce sector, coordinating with unit leadership. Launched the sector Community of Practice in 2021.

Senior Technical Advisor, Liberia Foundational Skills Activity (LFSA) (2024-). Support the Mathematica team that is providing technical leadership and support to the LFSA Activity implemented by Chemonics and its consortium partners. LFSA seeks to increase the number of Liberian children accessing primary school and meeting government of Liberia learning standards. LFSA's work is structured around four result areas: on-time enrollment for age 6 children; children's placement in age-appropriate and developmentally appropriate classrooms, including in accelerated learning classes; access to sufficient and high-quality teaching and learning materials for reading instruction; and teachers' use of evidence-based and developmentally appropriate instructional methods. Mathematica's role on LFSA is as learning partner and lead on student assessments. As learning partner, Mathematica will collaborate with partners and implicated actors to develop theories of change, identify learning questions, lead learning activities on LFSA implementation, and identify opportunities to strengthen LFSA's effectiveness and sustainability. As assessment lead, Mathematica will develop and support rollout of Accelerated Learning Program (ALP) placement assessments, grade 1 entry assessments, and assessments for grades 2 (Early Grade Reading Assessment [EGRA]), 4, and 6.

Senior Technical Advisor, Early Grade Learning (EGL) Activity in Nepal (2023-). Lead the Mathematica team that is providing technical leadership and support to the EGL Activity implemented by Chemonics in Nepal. Mathematica's support includes adapting, implementing, and analyzing baseline, midline, and endline EGRA and Early Grade Math Assessment; developing and finalizing the activity's theory of change and learning agenda in coordination with and based on the needs of Nepal's Ministry of Education, Science and Technology (MoEST); and conducting diverse rapid feedback exercises, studies, and/or cost analyses to inform implementation and support learning by MoEST and other stakeholders. The EGL Activity aims to build federal, provincial, and local level capacity for delivering EGL services; improve local governments' ability to provide teacher professional support, coaching, mentorship, and supervision; and support local level governments in improving access to and quality of education services in early grades.

Project Director and Principal Investigator, Independent Evaluation Services in Support of the Secondary Education Activity of the Côte d'Ivoire Compact's Skills for Employability and Productivity Project (2020-). Lead evaluation design and implementation of a mixed-methods evaluation of a secondary education activity in Côte d'Ivoire funded by the Millennium Challenge Corporation (MCC). The activity aims to increase access to and improve the quality of lower secondary education in two regions of Côte d'Ivoire (Gbêkê and San Pedro), particularly for girls. It focuses on improving and expanding teacher training, constructing new lower secondary schools, improving the education management information system, and implementing gender policy change. Ultimately, this activity is expected to improve school enrollment and completion and student educational achievement, particularly for girls, leading to better employment outcomes and household incomes in Côte d'Ivoire.

Project Director and Principal Investigator, Independent Evaluation Services in Support of the Workforce Development Activity of the Morocco Compact's Education and Training for Employability Project (2018-). Lead evaluation design and implementation for impact and performance evaluations of a workforce development activity in Morocco funded by MCC. The activity seeks to increase the employability of Moroccans by improving the quality and relevance of, and equitable access to, technical and vocational education and training (TVET) programs that respond to private-sector needs; providing technical assistance to develop and implement demand-driven TVET sector policy; and providing employment services to help unemployed or economically inactive women and at-risk urban and peri-urban youth obtain quality jobs through results-based financing. The activity also seeks to support the creation of a labor market observatory to provide a broad range of stakeholders with dynamic labor market information to improve decision making for public policy and private investment.

Principal Investigator and Deputy Project Director, Independent Evaluation Services in Support of the Secondary Education Activity of the Morocco Compact's Education and Training for Employability Project (2016-). Lead evaluation design and implementation of an impact evaluation of a secondary education activity in Morocco funded by MCC. The activity seeks to improve the quality of the secondary education system in Morocco by focusing on pedagogical reform for improved teacher effectiveness, improving school leadership and management for more accountable and autonomous school governance, improving school infrastructure and its maintenance for a more conducive student learning environment, and improving the education management information system. This activity is expected to improve student educational achievement and learning outcomes, including skills employers require, leading to better employment outcomes and higher household incomes in Morocco.

Internal Technical Advisor, Independent Follow-up Study of the Global Partnership for Education (GPE) Multiplier Grant (2024). Provided technical consultation on the design and quality assurance for project deliverables. The follow-up study of the GPE Multiplier Grant focuses on understanding co-financing experiences, activities funded by co-financing, and results generated through co-financing.

Senior Technical Advisor, Education Impact Partner Organization (IPO) Consortium for the Mastercard Foundation (2022-2024). Served as advisor to consortium comprising Mathematica, the Centre for the Study of the Economies of Africa, and Genesis Analytics. The Education IPO consortium sought to deepen the understanding of African education systems by designing systems change measurement frameworks for post-basic education systems in seven African nations; studying change over time; and executing a comprehensive monitoring, evaluation, and learning plan to assess the Mastercard Foundation's contribution to observed systems change.

Principal Researcher, African Leadership Group (ALG) Partnership Review for the Mastercard Foundation (2023). Served on mixed-methods review that sought to help the partnership understand progress to date, aspects of the partnership that work well and aspects that can improve, value add of the model, the program's cost effectiveness, and the viability of the model to scale sustainably. Comprising Mathematica, the Centre for the Studies of the Economics of Africa, and Genesis Analytics, the consortium conducted an independent review of the Mastercard Foundation's partnership with ALG to develop digital, entrepreneurial, and leadership skills and improve employment outcomes for African youth who participate in ALX training programs and The Room networking.

Project Director, Independent Evaluation of the Global Partnership for Education Multiplier Grant (2022-2023). Led evaluation of GPE Multiplier grant, an innovative financing mechanism that sought to crowd in and harmonize funding in education. Since the GPE Multiplier's implementation began in 2017, GPE has awarded $458 million in Multiplier financing to 39 countries, which is associated with more than $1.9 billion in cofinancing. The mixed-methods evaluation, which incorporated document review, key informant interviews, and review of GPE monitoring and financial data, sought to understand the GPE Multiplier's financial and value additionality and its processes, and make recommendations for potential improvement. Learning sessions with GPE around the evaluation's findings and recommendations helped the GPE Secretariat engage in adaptive management.

Technical Advisor, Supporting Women's Small and Medium Enterprises with Optimizing E- Commerce and Training E-Commerce Advisors in Morocco (2022-2023). Provided technical guidance to OCO Global on collaborating with the World Bank and its evaluation team for the project, which will be studied using a randomized controlled trial (RCT). Technical input included advising on monitoring and evaluation throughout the project to support the RCT, guidance on how the RCT might affect implementation, and the RCT adherence plan.

Technical Advisor, Mali—Rapid Feedback Monitoring, Evaluation, Research, and Learning (2021). Provided technical consultation on the design of the Rapid Feedback Monitoring, Evaluation, Research, and Learning (MERL) engagement in Mali on health systems strengthening. Participated in a technical working group to develop the engagement approach and reviewed the draft design.

Internal Technical Advisor, Guinea—Rapid Feedback Monitoring, Evaluation, Research, and Learning (2021). Provided technical consultation on the design of the Rapid Feedback MERL engagement with the U.S. Agency for International Development (USAID) Guinea Health Service Delivery Activity.

Principal Investigator and Engagement Lead, Senegal Lecture Pour Tous—Rapid Feedback Monitoring, Evaluation, Research, and Learning (2017-2021). Led an engagement funded by USAID that supports Lecture Pour Tous, a program focusing on curriculum change to facilitate early grade reading. Used a range of research methods, including rapid-cycle evaluation with randomized controlled trials and Bayesian analysis, qualitative research, and lean testing, to identify effective approaches to coach teachers in a new early grade reading curriculum, to support use of information and communication technology being rolled out to educators, and to understand the effectiveness of community engagement activities in improving reading. Rapid Feedback MERL was developed as part of the USAID Global Development Lab's new initiative to co-create and co-design solutions to improve programs that innovate on traditional MERL approaches.

Evaluation Lead, Latin America and the Caribbean Reads: Evidence Review on the Effect of Education Programs on Violence, Crime, and Correlated Outcomes (2017-2021). Led a comprehensive literature review, funded by USAID, which synthesized the global evidence demonstrating the relationship between education programs and violence prevention and crime reduction, including through correlated factors such as skills development (cognitive and social-emotional) as well as other risk and protective factors and behaviors. The study included education programs ranging from early childhood development, primary school, secondary school, postsecondary school, and technical and vocational training to education support services and community outreach.

Evaluation Lead, Latin America and the Caribbean Reads: Workforce Development (WFD) Learning Agenda (2015-2020). Led study design, analysis, and reporting for a study on and a community of practice about WFD programming in Central America. This study, funded by USAID, sought to synthesize and report on USAID investments in WFD programs in Central America and reported annually for three years on six active WFD projects in the region. The reports included information on the projects' work to assess the local labor market, build the capacity of local organizations to conduct WFD training, conduct policy change or institutional reform, roll out training activities, and help beneficiaries complete training and obtain employment. The reports consolidated monitoring and evaluation data to provide information for USAID reporting to Congress on key program achievements of the Central America Strategy. In addition, the community of practice formed through this project sought to facilitate communication and the exchange of learnings between the existing WFD projects and identify best practices to inform design and implementation of future WFD programs.

Evaluation Lead, Latin America and the Caribbean Reads: Impact Evaluation in Nicaragua (2013-2020). Led evaluation design, instrument development, including EGRA, data collection, analysis, and reporting for an impact evaluation and contributed to a midterm performance evaluation of the Community Action for Reading and Security (CARS) activity. This project, funded by USAID, designed and implemented a rigorous evaluation and cost-effectiveness analysis of the Espacios para Crecer (Spaces to Grow) after-school activity and conducted a midterm performance evaluation of the overall CARS activity. The CARS program incorporated various activities to improve early grade reading, education, and security outcomes in the Región Autónoma de la Costa Caribe Sur in Nicaragua. This study was one of as many as 10 evaluations for USAID related to education—including early grade reading—and security that Mathematica conducted in countries throughout Latin America and the Caribbean.

Project Director (2016-2017), Deputy Project Director (2014-2016), Researcher (2012-2014), Niger Impact Evaluation Services (2012-2017). Led impact evaluation activities, including data collection, analysis, and reporting, for Phase 2 of a girls' education program in Niger funded by MCC to determine its impact on intermediate and long-term outcomes. Led activities to implement a descriptive EGRA study in a sample of schools receiving the intervention, including a four-day workshop with Ministry of Education officials to create EGRAs in four local languages. Helped design the impact evaluation. Conducted a one-day impact evaluation workshop in Niger with local education stakeholders so they could consider the best option for the Niger Education and Community Strengthening Program evaluation. The program included activities designed to improve education in Niger, including early grade reading and other soft school quality improvements.

Researcher, National Science Foundation (NSF) Science, Technology, Engineering, and Mathematics Talent Expansion Program (2015-2016). Led descriptive analyses on the experience of transfer students from two-year colleges to four-year engineering programs using the Multiple-Institution Database for Investigating Engineering Longitudinal Development. This database included more than 970,000 undergraduate records at 11 public institutions from 1987 to 2016. NSF funded this study to examine academic trajectories and outcomes for native and transfer students. It was used to develop models to test the effectiveness, efficiency, quality, and equity of the transfer pathway to a baccalaureate engineering degree.

Deputy Project Director (2014-2015), Researcher (2011-2014), School Dropout Prevention Program (2011-2015). Led survey development, data collection, analysis, and reporting activities to measure student outcomes longitudinally for a rigorous evaluation of pilot interventions for school dropout prevention on a project in India, Tajikistan, Cambodia, and

Timor-Leste. Helped design the impact evaluation. Mathematica collaborated with Creative Associates and other participating organizations to rigorously evaluate school dropout prevention programs in each country. Funded by USAID.

Survey Researcher, Moldova Impact Evaluation Services (2011-2012). Helped develop survey instruments and the sampling approach and oversaw the data collection contractor for evaluations of three compact activities funded by MCC's compact with Moldova. The compact included activities designed to assist the transition to high-value agriculture in Moldova, including providing improved irrigation infrastructure, farmer training and technical assistance, and access to agricultural finance.

Survey Researcher, Measurement, Learning, and Evaluation for the Family Health Initiative in Bihar, India (2011). Helped develop household and provider survey instruments. The initiative, funded by the Bill & Melinda Gates Foundation, brought together several grantees that shared the goal of reducing mortality and improving key nutrition and child health outcomes through innovative and integrated solutions.

Researcher, Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico Evaluation Design (2011). Researched national surveys that were used to construct comparison groups or to create national benchmarks for comparison purposes. Coauthored the final evaluation design report, which included alternative rigorous designs to evaluate the center as well as a system to monitor student progress.

University of Illinois at Urbana-Champaign; Urbana, IL

As **Research Assistant (2007-2011) for the Department of Economics**, participated in a research study of cash transfers in Burkina Faso. Worked with the principal investigators to design and pre-test the survey instrument for the first round of the Nahouri Social Protection Program, a large project in Burkina Faso evaluating schooling and health effects of conditional and unconditional cash transfers. Worked with local primary school teachers to create language and math tests for the survey instrument. Created and modified the data entry form using EpiData. Monitored data entry for quality and cleaned data. Performed data analysis and wrote two papers.

As **Research Assistant (2007, 2010) for the Institute of Government and Public Affairs**, performed data analysis, organized and documented Stata do files for a large analysis project using several data sources, and coauthored a report about poverty in Illinois.

As **Teaching Assistant (2004-2009) and Head Teaching Assistant (2009-2010) for the Department of Economics**, prepared lesson plans, lectured, and created and graded quizzes and exams for undergraduate courses in macroeconomics and economics statistics. Managed team of teaching assistants and created supplemental handouts as head teaching assistant. Graded exams for an undergraduate course in development economics. Helped with logistics, administration, tutoring, and guiding of undergraduate students during a study abroad trip to Burkina Faso.

As **Webmaster (2005-2007) for the Department of Economics**, maintained the external department website, created a secure scheduling website for internal use, and helped professors create and maintain their personal websites.

World Bank; Washington, DC

As **Consultant (2006-2008)**, analyzed data and wrote two papers on at-risk youth in Mexico and Chile. Wrote the literature review and the body of a paper about minimum wages in Latin America. Wrote the literature review for a paper on income and wages for vulnerable groups in Latin America.

Deloitte Consulting; Chicago, IL

As **Consultant (2000-2004)**, worked on large information technology projects in several industries. Analyzed requirements, designed applications, developed code, defined strategy and structured testing efforts, conducted development and implementation planning, prepared status reports, identified and escalated risks, and mentored junior staff.

Papers and Publications

BOOK CHAPTERS, JOURNAL ARTICLES, AND WORKING PAPERS

Bagby, Emilie, and Anu Rangarajan. "Using Rapid-Cycle Evaluation to Improve Program Design and Delivery." In The Oxford Handbook of Program Design and Implementation Evaluation, edited by Anu Rangarajan. New York, NY: Oxford University Press 2023.

Bagby, E., J. Swift-Morgan, A. Niang, and A. Upadhyay. "Achieving Cost-Effective Instructional Coaching at Scale: Evidence from Senegal." Technical Brief Series: Learning from All Children Reading. Washington, DC: Chemonics International, 2022.

Akresh, Richard, Emilie Bagby, Damien de Walque, and Harounan Kazianga. "Child Labor, Schooling, and Child Ability." Working paper no. 5965. Washington, DC: World Bank, 2012.

Akresh, Richard, Emilie Bagby, Damien de Walque, and Harounan Kazianga. "Child Ability and Household Human Capital Investment Decisions in Burkina Faso." Economic Development and Cultural Change, vol. 61, no. 1, October 2012.

Bagby, Emilie. "Child Ability, Parental Investments and Child Nutrition in Ecuador." Doctoral dissertation. Urbana, IL: University of Illinois, 2011.

Bagby, Emilie, and Wendy Cunningham. "Factors that Predispose Youth to Risk in Mexico and Chile." Working paper no. 5333. Washington, DC: World Bank, 2010.

Bagby, Emilie, and Wendy Cunningham. "Early Identification of At-Risk Youth in Latin America: An Application of Cluster Analysis." Working paper no. 4733. Washington, DC: World Bank, 2009.

Bagby, Emilie, and Elizabeth Powers. "Poverty and Inequality in Illinois." In The Illinois Report 2008, edited by James R. Paul, and Kim Osmond. Urbana, IL: Institute of Government and Public Affairs, University of Illinois, 2008, pp. 49-60.

REPORTS

Bagby, Emilie, Nick Burnett, Gray Collins, and Arjun Upadhyay. "GPE Multiplier Evaluation Report." Submitted to the Global Partnership for Education. Washington, DC: Mathematica, March 27, 2023.

Bagby, Emilie, Faraz Usmani, Margo Berends and Sarah Leser. "Evaluation Design Report for the Côte d'Ivoire Secondary Education Activity." Draft report sSubmitted to the Millennium Challenge Corporation. Washington, DC: Mathematica, April September 2714, 2023.

Bagby, Emilie, Nick Burnett, Gray Collins, and Arjun Upadhyay. "GPE Multiplier Evaluation Inception Report." Submitted to the Global Partnership for Education. Washington, DC: Mathematica, December 7, 2022.

Rapid Feedback MERL Team. "Lecture Pour Tous Findings Memo, Coaching." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, July 23, 2021 (contributing author).

Bagby, Emilie, Nancy Murray, Edith Felix, Sarah Liuzzi, Josh Meuth Alldredge, Nick Ingwersen, Paolo Abarcar, and Ale Aponte. "Evidence Review: The Effect of Education Programs on Violence, Crime, and Related Outcomes." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, March 2021.

Bagby, Emilie, Edith Felix, Patricia Costa, Beryl Seiler, and Nancy Murray. "Latin American and the Caribbean (LAC) Reading Evaluation Contract: Third Annual Central America Workforce Development Report." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, June 2020.

Catalina Torrente, Paolo Abarcar, Audrey-Marie Moore, Margo Berends, Galina Lapadatova, Dara Bernstein, Emilie Bagby, and Matt Sloan. "Evaluation of the Secondary Education Activity of the Morocco Education & Training Project: Baseline Report." Draft report sSubmitted to the Millennium Challenge Corporation. Washington, DC: Mathematica, April September 22, 20222020.

Paolo Abarcar, Emilie Bagby, Margo Berends, Evan Borkum, and Kristen Velyvis. "Evaluation Design Report for the Morocco Workforce Development Activity." Draft report sSubmitted to the Millennium Challenge Corporation. Washington, DC: Mathematica, March July 22, 20202022.

Rapid Feedback MERL Team. "Lecture Pour Tous Findings Memo, Research Question 1: Community Engagement." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, November 20, 2019 (contributing author).

Rapid Feedback MERL Team. "Lecture Pour Tous Findings Memo, Research Question 3 Phase 1: Coaching." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, September 11, 2019 (contributing author).

Bagby, Emilie, Edith Felix, Patricia Costa, and Nancy Murray. "Latin American and the Caribbean (LAC) Reading Evaluation Contract: Second Annual Central America Workforce Development Report." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, August 2019.

Rapid Feedback MERL Team. "Lecture Pour Tous Lean Testing Phase 1 Findings Memo." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, March 22, 2019 (contributing author).

Rapid Feedback MERL Team. "Lecture Pour Tous Proposed Design for Research Questions 1 and 3 Memo." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica, January 25, 2019 (contributing author).

Rapid Feedback MERL Team. "Lecture Pour Tous Proposed Design for Lean Testing of ICT Tools Memo." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica Policy Research, December 20, 2018 (contributing author).

Bagby, Emilie, Catalina Torrente, Steven Glazerman, Nancy Murray, and Ivonne Padilla. "Evaluation of Espacios para Crecer (EpC), an Afterschool Program, in Nicaragua: Final Report." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica Policy Research, July 2018.

Bagby, Emilie, Edith Felix, Patricia Costa, and Nancy Murray. "Latin American and the Caribbean (LAC) Reading Evaluation Contract: First Annual Central America Workforce Development Report." Submitted to the U.S. Agency for International Development. Washington, DC: Mathematica Policy Research, April 2018.

Abarcar, Paolo, Emilie Bagby, Galina Lapadatova, Caroline Lauver, Audrey Moore, and Matt Sloan. "Evaluation Design Report for the Secondary Education Activity of the Morocco Education & Training Project." Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, January 2018.

Bagby, Emilie, Kristine Bos, Anca Dumitrescu, Nick Ingwersen, and Matt Sloan. "Niger NECS Impact Evaluation Report." Final report submitted to the Millennium Challenge Corporation. Washington, DC: Mathematica Policy Research, July 2017.

Blair, Randall, Virginia Poggio, Catalina Torrente, Emilie Bagby, and Nancy Murray. "Performance Evaluation of the Community Action for Reading and Security (CARS) Intervention in Nicaragua: Final Report." Submitted to the U.S. Agency for International Development/Washington. Washington, DC: Mathematica Policy Research, April 2017.

Bagby, Emilie, Chantal Toledo, Steve Glazerman, Virginia Poggio, and Nancy Murray. "Evaluation of Espacios para Crecer (EpC) in Nicaragua: Baseline Report." Submitted to the U.S. Agency for International Development/Washington. Washington, DC: Mathematica Policy Research, March 2017.

Bagby, Emilie, Randall Blair, Virginia Poggio, and Nancy Murray. "Community Action for Reading and Security: Performance Evaluation Plan." Submitted to the U.S. Agency for International Development/Washington. Washington, DC: Mathematica Policy Research, December 2016.

Bagby, Emilie, Steve Glazerman, Nancy Murray, Virginia Poggio, and Javier Rodriguez. "Impact Evaluation of Espacios para Crecer: Final Evaluation Plan." Submitted to U.S. Agency for International Development/Washington. Washington, DC: Mathematica Policy Research, September 2016.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Mark Strayer, Kristine Johnston, and Karen Tietjen. "Preventing School Dropout: Findings Report, School Dropout Prevention Pilot Program." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Kristine Johnston, Mark Strayer, Owen Schochet, Jonathan McCay, Anitha Sivasankaran, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in India." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Anitha Sivasankaran, Mark Strayer, Ebo Dawson-Andoh, Jonathan McCay, Owen Schochet, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Timor-Leste." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Mark Strayer, Anitha Sivasankaran, Kristine Johnston, Owen Schochet, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Tajikistan." Washington, DC: Creative Associates, September 2015.

Murray, Nancy, Quinn Moore, Emilie Bagby, Ali Protik, Kristine Johnston, Mark Strayer, Ebo Dawson-Andoh, Owen Schochet, Anitha Sivasankaran, and Karen Tietjen. "Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the School Dropout Prevention Pilot Program Impact Evaluation in Cambodia." Washington, DC: Creative Associates, September 2015.

Creative Associates International and Mathematica Policy Research. "School Dropout Prevention Pilot Impact Evaluation Toolkit." Report submitted to the U.S. Agency for International Development. Washington, DC: Creative Associates International, Inc., September 2015.

Bagby, Emilie, Anca Dumitrescu, Cara Orfield, and Matt Sloan. "Niger IMAGINE Long-Term Evaluation." Washington, DC: Mathematica Policy Research, April 17, 2015.

Bagby, Emilie, Alyson Burnett, Anca Dumitrescu, Kristine Johnston, Cara Orfield, and Matt Sloan. "Niger NECS Impact Evaluation Baseline Report." Washington, DC: Mathematica Policy Research, April 17, 2015.

Bagby, Emilie, Anca Dumitrescu, Kristine Johnston, Cara Orfield, and Matt Sloan. "Niger NECS EGRA Descriptive Study Round 1." Washington, DC: Mathematica Policy Research, April 17, 2015.

Bagby, Emilie, Evan Borkum, Anca Dumitrescu, and Matt Sloan. "Evaluation of the Niger Education and Community Strengthening Program—Design Report." Washington, DC: Mathematica Policy Research, August 2013.

Murray, Nancy, Quinn Moore, Larissa Campuzano, Kathy Buek, Emilie Bagby, and Mark Strayer. "School Dropout Prevention Pilot (SDPP) Program: Evaluation Design Report." Washington, DC: Creative Associates, May 2012.

Cosentino de Cohen, Clemencia, Neil Seftor, and Emilie Bagby. "Designing an Impact Evaluation of Higher Education Fellowships: Methods to Assess the Effectiveness of the Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico." Washington, DC: Mathematica Policy Research, December 2011.

PUBLIC USE DATABASES

Bagby, E., K. Bos, A. Dumitrescu, N. Ingwersen, and M. Sloan. "Niger 2 Wave 2 Public Use Data 2017." Version 01. Washington, DC: Mathematica Policy Research, 2017.

Bagby, E., A. Dumitrescu, C. Orfield, and M. Sloan. "Niger 2 Wave 1 Data 2014." Version 01. Washington, DC: Mathematica Policy Research, 2014.

Bagby, E., A. Dumitrescu, K. Johnston, C. Orfield, and M. Sloan. "Niger 2 EGRA Descriptive Study Round 1 Data 2014." Version 01. Washington, DC: Mathematica Policy Research, 2014.

Presentations

Bagby, Emilie. "Using Rapid-Cycle Evaluation to Improve Program Design and Delivery." Virtual presentation at the University of Pennsylvania Graduate School of Education Global Possibility Network Speaker Series, 2024; the Chemonics Virtual Education Summit, 2024; Improving the Impact of Social Programs Through a Comprehensive Approach to Design and Evaluation, Mathematica, 2024; and Mathematica's On the Evidence Podcast, 2024.

Bagby, Emilie. "Measuring Teacher Behavior Outcomes." Virtual presentation at IREX Evaluation Learning Session, 2024.

Bagby, Emilie. "A New Framework for Understanding Post-Basic Education Systems and the Transition to Work." Virtual presentation at the Comparative and International Education Society Annual Conference, 2024.

Bagby, Emilie. "Evidence Review on the Role of Education in Violence Prevention." Presentation to the U.S. Agency for International Development Latin America and the Caribbean Bureau, Washington, DC, 2021 and 2023; and Mathematica's On the Evidence Podcast: Developing Education Programs to Prevent Violence and Crime in Latin America and the Caribbean, 2023.

Bagby, Emilie, and Jennifer Swift-Morgan. "Achieving Cost-Effective Instructional Coaching at Scale: Evidence from Senegal." Presentation at the Comparative and International Education Society Annual Conference, Minneapolis, 2022.

Bagby, Emilie. "Findings from Four Impact Evaluations of Early Grade Reading Interventions in Latin America and the Caribbean." Presentation at the Society for Benefit Cost Analysis, webinar, 2021.

Bagby, Emilie. "Evaluation of Espacios para Crecer (EpC), an Afterschool Program, in Nicaragua: Final Report." Presentation at the Comparative and International Education Society Annual Conference, San Francisco, 2019.

Bagby, Emilie, and Arjun Upadhyay. "Using Mixed Methods to Improve Community Engagement Activities in the Lecture Pour Tous Early Grade Reading Program in Senegal." Presentation at the Comparative and International Education Society Annual Conference, San Francisco, 2019.

Bagby, Emilie. "Identifying Evidence on the Role of Education in Violence Prevention." Presentation at the U.S. Agency for International Development Workshop on Education's Role in Violence Prevention in Latin America and the Caribbean, Washington, DC, 2017.

Bagby, Emilie, Larissa Campuzano, Sara Humpage Liuzzi, and Ira Nichols-Barrer. "Measuring Teacher Practices in MCC Evaluations." Presentation at MCC Education Evaluation Summit, Washington, DC, 2017.

Bagby, Emilie. "Niger Education and Community Strengthening (NECS) Impact Evaluation." Presented at the Society for Research on Educational Effectiveness Spring Conference, Washington, DC, 2017, and the MCC Education Evaluation Summit, Washington, DC, 2017.

Bagby, Emilie. "Niger IMAGINE Long-Term Evaluation." Presented at the Association for Public Policy Analysis and Management Annual Conference, Albuquerque, 2014; the Making Impact Evaluation Matter Conference, Manila, Philippines, 2014; the Comparative and International Education Society Annual Conference, Washington, DC, 2015; and the Society for Research on Educational Effectiveness Spring Conference, Washington, DC, 2016.

Murray, Nancy, Quinn Moore, Larissa Campuzano, Ali Protik, Emilie Bagby, and Mark Strayer. "School Dropout Prevention Pilot Program (SDPP): First Follow-Up Impacts." Presented at the Society for Research on Educational Effectiveness Annual Spring Meeting, Washington, DC, March 2014.

Bagby, Emilie, and Kathy Buek. "Using School Records Data to Measure Student Outcomes in Four Asian Countries." Presented at the Comparative and International Education Society Annual Conference, New Orleans, 2013.

Bagby, Emilie. "Child Ability and Household Human Capital Investment Decisions in Burkina Faso." Paper presented at the Midwest International Economic Development Conference, Madison, WI, 2011; the Illinois Economics Association Annual Conference, Chicago, 2010; the Missouri Valley Economics Association Annual Conference, St. Louis, 2010; the University of Illinois at Urbana-Champaign, 2010; and the Paul Schultz Festschrift, Washington, DC, 2010.

Bagby, Emilie. "Child Ability, Parental Investments and Child Nutrition in Ecuador." Paper presented at Colby College, Waterville, Maine, 2011; the Midwest International Economic Development Conference, Madison, WI, 2011; and the University of Illinois at Urbana-Champaign, 2010.

Bagby, Emilie. "Early Identification of At-Risk Youth in Latin America: An Application of Cluster Analysis." LACEA-LAMES Annual Meeting, Bogotá, Colombia, 2007.

Referee

Journal of African Economies
Journal of Population Economics
Society for Research on Educational Effectiveness Annual Conference
Comparative and International Education Society Annual Conference

Information   Technology

Stata, R, EpiData, SQL, PHP, Windows Office Suite