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TIM KAUTZ

CURRENT POSITION

Senior Researcher, *Mathematica*, Princeton, NJ

Sep. 2015 – present

AFFILIATIONS AND VISITING POSITIONS

Senior Fellow, *Behavior Change for Good Initiative at the University of Pennsylvania*, Philadelphia, PA Aug. 2019 – present

Adjunct Professor, *Institute for Economic and Social Research at Jinan University*, Guangzhou, China Sep. 2016 – present

Network Leader, *Human Capital and Economic Opportunity Global Working Group* Jun. 2015 – present

Senior Visiting Fellow, *briq-Institute on Behavior & Inequality*, Bonn, Germany Apr. 2019

EDUCATION

Ph.D. Economics, University of Chicago Jun. 2015

M.A. Economics, University of Chicago Jun. 2012

B.A. Economics (with Honors), Stanford University Jun. 2008

JOURNAL ARTICLES

1. Feng, Shuaizhang, Yujie Han, James J. Heckman, and **Tim Kautz**. (In press). “Comparing the reliability and predictive power of child, teacher, and guardian reports of noncognitive skills.” *Proceedings of the National Academy of Sciences*.
2. Milkman, Katherine L., Dena Gromet, Hung Ho, Joseph S. Kay,..., **Tim Kautz**,..., and Angela L. Duckworth. (2021). “Megastudies Improve the Impact of Applied Behavioral Science.” *Nature*, 600:478-483.
3. Duckworth, Angela L., **Tim Kautz**, Amy Defnet, Emma Satlof-Bedrick, Sean Talamas, Benjamin Lira Luttges, and Laurence Steinberg. (2021). “Students Attending School Remotely Suffer Socially, Emotionally, and Academically.” *Educational Researcher*, 50(7): 479–482.
4. Schochet, Peter Z., Nicole E. Pashley, Luke W. Miratrix, and **Tim Kautz**. (2021). “Design-Based Ratio Estimators and Central Limit Theorems for Clustered, Blocked RCTs.” *Journal of the American Statistical Association*, DOI: 10.1080/01621459.2021.1906685.
5. Hock, Heinrich, Dara Lee Luca, **Tim Kautz**, and David Stapleton. (2021). “Improving the Earnings of Youth with Health Impairments Through Comprehensive Training and Employment Services: Evidence from the Job Corps Program.” *Journal of Economics & Management Strategy*, DOI: 10.1111/jems.12423.
6. Deke, John, Thomas Wei, and **Tim Kautz**. (2021). “Asymdystopia: The Threat of Small Biases in Evaluations of Education Interventions that Need to be Powered to Detect Small Impacts.” *Journal of Research on Educational Effectiveness*, 14(1): 207–240.
7. Chen, Yuanyuan, Shuaizhang Feng, James J. Heckman, and **Tim Kautz**. (2020). “Sensitivity of Self-Reported Non-Cognitive Skills to Survey Administration Conditions.” *Proceedings of the National Academy of Sciences*, 117(2): 931–935.
8. Heckman, James J. and **Tim Kautz**. (2012). “Hard Evidence on Soft Skills.” *Labour Economics*, 19(4): 451–464.
9. **Kautz, Tim**, Eran Bendavid, Jay Bhattacharya, and Grant Miller. (2010). “AIDS and Declining Support for Dependent Elderly People in Africa: Retrospective Analysis Using Demographic and Health Surveys.” *British Medical Journal*, 340: c2841.

BOOK CHAPTERS

1. Heckman, James J., Tomáš Jagelka, and **Tim Kautz**. (2021). “Some Contributions of Economics to the Study of Personality,” in *Handbook of Personality*, Vol. 4, edited by O.P. John and R.W. Robins. New York, NY: Guilford Press. pp. 853-892.
2. Heckman, James J. and **Tim Kautz**. (2014). “Achievement Tests and the Role of Character in American Life,” in *The Myth of Achievement Tests: The GED and the Role of Character in American Life*, edited by J.J. Heckman, J.E. Humphries, and T. Kautz. Chicago, IL: University of Chicago Press. pp. 3-56.
3. Heckman, James J., John Eric Humphries, and **Tim Kautz**. (2014). “Who Are the GEDs,” in *The Myth of Achievement Tests: The GED and the Role of Character in American Life*, edited by J.J. Heckman, J.E. Humphries, and T. Kautz. Chicago, IL: University of Chicago Press. pp. 139-170.
4. Heckman, James J., John Eric Humphries, and **Tim Kautz**. (2014). “The Economic and Social Benefits of GED Certification,” in *The Myth of Achievement Tests: The GED and the Role of Character in American Life*, edited by J.J. Heckman, J.E. Humphries, and T. Kautz. Chicago, IL: University of Chicago Press. pp. 171-267.
5. Heckman, James J., John Eric Humphries, and **Tim Kautz**. (2014). “What Should Be Done?,” in *The Myth of Achievement Tests: The GED and the Role of Character in American Life*, edited by J.J. Heckman, J.E. Humphries, and T. Kautz. Chicago, IL: University of Chicago Press. pp. 431-436.
6. Almlund, Mathilde, Angela Lee Duckworth, James J. Heckman, and **Tim Kautz**. (2011). “Personality Psychology and Economics,” in *Handbook of the Economics of Education*, Vol. 4, edited by E. Hanushek, S. Machin, and L. Woessman. Amsterdam: Elsevier. pp. 1–181.

EDITED VOLUMES

1. Heckman, James J., John Eric Humphries, and **Tim Kautz**. (2014). *The Myth of Achievement Tests: The GED and the Role of Character in American Life*. Chicago, IL: University of Chicago Press.

SELECTED POLICY REPORTS AND BRIEFS

1. **Kautz, Tim**, Kathleen Feeney, Hanley Chiang, Sarah Lauffer, Maria Bartlett, and Charles Tilley. “Using a Survey of Social and Emotional Learning and School Climate to Inform Decisionmaking.” (2021). Washington, DC: Regional Educational Laboratory Mid-Atlantic, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
2. **Kautz, Tim**, and Quinn Moore. (2020). “Selecting and Testing Measures of Self-Regulation Skills Among Low-Income Populations.” OPRE Report 2020-138. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
3. Goldring, Ellen, Melissa A. Clark, Mollie Rubin, Laura K. Rogers, Jason A. Grissom, Brian Gill, **Tim Kautz**, Moira McCullough, Michael Neel, and Alyson Burnett.(2020). “Changing the Principal Supervisor Role to Better Support Principals: Evidence from the Principal Supervisor Initiative.” Princeton, NJ: Mathematica.
4. **Kautz, Tim**, Charles Tilley, Christine Ross, and Natalie Larkin. (2020). “Development of a School Survey and Index as a School Performance Measure in Maryland: A REL-MSDE Research Partnership.” Washington, DC: Regional Educational Laboratory Mid-Atlantic, National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
5. Herrmann, Mariesa, Melissa Clark, Susanne James-Burdumy, Christina Tuttle, **Tim Kautz**, Virginia Knechtel, Dallas Dotter, Claire Smither Wulsin, and John Deke. (2019). “The Effects of a Principal Professional Development Program Focused on Instructional Leadership.” NCEE Report 2020-0002. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
6. Heckman, James J., **Tim Kautz**, and Charles Tilley. (2019). “Advancing the Measurement of Non-Cognitive Skills: Evidence from Chicago Public Schools.” Princeton, NJ: Mathematica.

7. Moore, Quinn, Sheena McConnell, Alan Werner, **Tim Kautz**, Kristen Joyce, Kelley Borradaile, and Bethany Bolland. (2019). "Evaluation of Employment Coaching for TANF and Related Populations: Evaluation Design Report." OPRE Report 2019-65. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
8. **Kautz, Tim**, and Quinn Moore. (2018). "Measuring Self-Regulation Skills in Evaluations of Employment Programs for Low-Income Populations: Challenges and Recommendations." OPRE Report 2018-83. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
9. **Kautz, Tim**, and Russel Cole. (2017). "Selecting Benchmark and Sensitivity Analyses." Evaluation Technical Assistance Brief. Rockville, MD: Office of Adolescent Health, U.S. Department of Health and Human Services.
10. Deke, John, Thomas Wei, and **Tim Kautz**. (2017) "Asymdystopia: The Threat of Small Biases in Evaluations of Education Interventions that Need to be Powered to Detect Small Impacts." NCEE Report 2018-4002. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
11. **Kautz, Tim**, Peter Z. Schochet, and Charles Tilley. "Comparing Impact Findings from Design-based and Model-based Methods: An Empirical Investigation." (2017). NCEE Report 2017-4026. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
12. **Kautz, Tim**, James J. Heckman, Ron Diris, Bas ter Weel, and Lex Borghans. (2014). "Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success." Paris, France: Organisation of Economic Co-operation and Development.
13. Macurdy, Thomas, Jonathan Gibbs, **Tim Kautz**, Thomas Deleire, and Margaret O'Brian-Strain. (2009). "Geographic Variation in Drug Prices and Spending in the Part D Program." Baltimore, MD: Centers for Medicare and Medicaid Services.

WORKS IN PROGRESS

1. **Kautz, Tim** and Wladimir Zanoni. "Measuring and Fostering Non-Cognitive Skills in Adolescence: Evidence from Chicago Public Schools and the OneGoal Program." Under review.

FUNDING, FELLOWSHIPS, AND AWARDS

Spencer Foundation Grant (Co-PI), "Advancing the Measurement of Non-Cognitive skills" (\$480k)
 ECMC Foundation Grant (Co-PI), "Evaluation of Chicago's OneGoal Program" (\$100k)
 Milgrom Foundation Successful Pathways Initiative Grant (PI), "Evaluation of Chicago's OneGoal Program" (\$50k)
 Esther and T.W. Schultz Endowment Fellowship, University of Chicago
 Social Sciences Fellowship, University of Chicago
 NSF Graduate Fellowship
 Young Investigator Award, Conference on Retroviruses and Opportunistic Infections 2009
 Anna Laura Meyers Award for an Outstanding Economics Honors Thesis, Stanford University

PRESENTATIONS

Association for Public Policy Analysis & Management Conference, Society for Research on Educational Effectiveness Conference	2020
National Center for Education Statistics STATS-DC Data Conference, Institute on Behavior and Inequality at Bonn University	2019
Symposium of the Turkish Private Schools Association, Association for Public Policy Analysis & Management Conference	2018
Society of Labor Economics Annual Meeting, University of Chicago (Measuring and Assessing Skills Conference), Jinan University, Association for Public Policy Analysis & Management Conference	2017
University of Oxford (RISE Annual Conference)	2016
University of Virginia (Batten School), Columbia University (Teachers College), Stanford University (Colloquium on Social Mobility in the Americas), University of Chicago (Measuring and Assessing Skills Conference), SUNY Binghamton, Latin-American Congress on the Assessment of Competencies and Citizenship Skills and Abilities	2015
Effects of Socioeconomic Status on Identity and Personality Conference, University of Chicago (Family Economics Workshop), American Economic Association Annual Meeting, World Bank	2014
Personality and Identity Formation in Childhood and Adolescence, University of Zurich	2013
American Economic Association Annual Meeting	2012
University of Chicago (The Spencer Conference)	2010
Conference on Retroviruses and Opportunistic Infections	2009
Stanford University (Research in Progress Seminar)	2008

INTERVIEWS AND OPINION PIECES

Intervening Early: Do Data on SEL and School Climate Help Identify Students at Risk of Poor Academic Outcomes? <i>RElevant Blog</i> (Blog)	Sep. 2021
Developing School Climate Surveys for Statewide Accountability in Maryland, <i>RElevant Blog</i> (Blog)	Jan. 2019
There's More to Life than Test Scores: Measuring Social and Emotional Skills to Support Student Success, <i>OET Medium</i> (Blog)	Mar. 2018
"I Am Someone Who Tends to Be Lazy": The Importance of Soft Skills, and How Not to Measure Them in Schools, <i>EdLab Blog</i> (Blog)	Jul. 2016
How Can Schools Fix the 'Mania' of Achievement Testing?, <i>Chicago Mag</i> (Interview)	Feb. 2014
New GED Test Fails to Measure Skills that Matter Most, <i>Seattle Times</i> (Op-Ed)	Jan. 2014
Testing Companies See Cash Cow in Revamped GED, <i>Politico</i> (Interview)	Dec. 2013
The New GED, <i>Education Writers Association</i> (Webinar)	Dec. 2013
Second-Chance Diploma: Examining the GED, <i>American Radio Works</i> (Interview)	Sep. 2013
GED Program: 'America's Largest High School,' <i>WAMU</i> (Interview)	Mar. 2013
Does the GED Give Students a Second Chance?, <i>WBEZ</i> (Interview)	Aug. 2012
The Other African AIDS Orphans, <i>Science Life</i> (Interview)	Jun. 2010

PROFESSIONAL SERVICE

Referee: American Economic Journal: Economic Policy, Education Finance and Policy, Forum for Health Economics and Policy, Journal of Applied Econometrics, Journal of Economic Behavior and Organization, Journal of Health Economics, Journal of Human Capital, Journal of Labor Economics, Journal of Policy Analysis and Management, Journal of Political Economy, Labour Economics, Learning and Individual Differences, Proceedings of the National Academy of Sciences, SAGE Open, Science

Member of Council of Distinguished Scientists, National Commission on Social, Emotional, and Academic Development

PREVIOUS POSITIONS

Graduate Research Assistant, <i>Professor James J. Heckman</i> , Chicago, IL	Jun. 2010 – present
Quantitative Research Analyst, <i>Acumen LLC</i> , Burlingame, CA	Jan. 2008 – Aug. 2008
Research Assistant, <i>Center for Health Policy</i> , Stanford, CA	Jan. 2006 – Jun. 2008

MISCELLANEOUS

Computer Skills: Stata, SAS, Mplus, MatLab, Mathematica, C++ (basic), Java (basic), R (basic), html (basic)
Language: Spanish (intermediate), Swahili (basic)
Hobbies: Photography, Hiking