

## CURRICULUM VITAE

**Remy Pages, Ph.D.**  
**Postdoctoral Associate, Anita Zucker Center for Excellence in Early Childhood Studies**  
**University of Florida**  
**3010 Norman Hall**  
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**Gainesville, FL 32611-7050**  
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### EDUCATION

#### *Graduate*

- 2021 University of California, Irvine Ph.D.  
Education – Educational Policy Specialization  
Committee: Drew H. Bailey (chair), Greg J. Duncan (co-chair),  
Candice L. Odgers, Deborah Lowe Vandell  
Dissertation: *Early Education Programs' Longer-Run Impacts and Related Mechanisms*
- 2015 University of Hawai'i, Mānoa M.Ed.  
Educational Psychology  
Measurement, Statistics, and Evaluation Track  
Chair: Ron Heck  
Thesis: *Contextualized Mathematics Self-Efficacy and Mathematics Self-Concept: A Multilevel SEM Moderated Mediation Analysis (TIMSS)*

#### *Undergraduate*

- 2012 University of California, Berkley B.A.  
Mathematics

### AWARDS

- 2023-2024 Fulbright Public Policy Fellow  
Kigali, Rwanda

### PROFESSIONAL EXPERIENCE

- 2021-present Postdoctoral Associate  
University of Florida, Gainesville  
Early Childhood Policy Research Group, Anita Zucker Center

- 2015-2021    Doctorate researcher: Design of postsecondary performance instruments and college experience surveys; psychometrics for an English-Spanish language disorder screener  
University of California, Irvine
- 2013-2015    Research analyst: Professional development & evaluation of a culturally responsive mathematics intervention  
University of Hawai‘i at Mānoa
- 2012-2013    Adjunct mathematics high school teacher  
Hilo High School, Hilo, Hawai‘i
- 2009-2012    Quality assurance linguist  
CISCO, San Jose, CA
- 2007-2009    SpeechMiner® & MusicID Radio® application trainer  
Utopy.com, San Francisco, CA  
Gracenote, Emeryville, CA
- 2001-2007    French language instructor  
U.S. Department of State, Washington D.C.  
University of California, San Diego  
World Bank, Washington D.C.

## PUBLICATIONS AND WORKING PAPERS

1.    **Pages, R.**, Bailey, D. H., & Duncan, G. J. (2023). The impacts of Abecedarian and Head Start on educational attainment: Reasoning about unobserved mechanisms from temporal patterns of indirect effects. *Early Childhood Research Quarterly*, 65, 261–274. <https://doi.org/10.1016/j.ecresq.2023.07.003>
2.    **Pages, R.**, Protzko J., & Bailey, D. H. (2022). The breadth of impacts from the Abecedarian Project early intervention on cognitive skills. *Journal of Research on Educational Effectiveness*, 15(2), 243–262. <https://doi.org/10.1080/19345747.2021.1969711>
3.    **Pages, R.**, Lukes, D. J., Bailey, D. H., & Duncan, G. J. (2020). Elusive longer-run impacts of Head Start: Replications within and across cohorts. *Educational Evaluation and Policy Analysis*, 42(4), 471-492. <https://doi.org/10.3102/0162373720948884>
4.    **Pages, R.**, Payne, T., Knopf, H. (Under review). *Is the whole greater than the sum of its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool.*

5. **Pages, R.**, Knopf, H., Sherlock, P., & Chapman, R. S. (Under review). *Accountability challenges for distributed implementation of quality assessments*. [PsyArXiv. <https://psyarxiv.com/9jm2x/>]
6. **Pages, R.** (Working paper). “*First born, first served.*” *Better served? Birth-order dynamic effects on early cognitive development*.
7. **Pages, R.** (Working paper). *Stability and change of cognitive skills across the life span: a meta-analytic modeling of retest correlations*.

### CONFERENCE PRESENTATIONS

1. **Pages, R.**, Payne, T., Knopf, H. (2023, November). *Complementarity, substitutability, or additivity of early inputs? Evidence from a parenting home-intervention and preschool participation*. Association for Public Policy Analysis & Management Conference, Atlanta, GA, United States.
2. **Pages, R.**, Bailey, D. H., & Duncan, G. J. (2021, September). *Exploring the “dark matter” of early childhood educational interventions*. Society for Research on Educational Effectiveness Conference, Washington DC, United States.
3. **Pages, R.**, Duncan, G. J., & Bailey, D. H. (2019, April). *Missing mediators? Developmental processes and the long-term effects of high-quality early childhood education*. Association for Public Policy Analysis & Management Conference, Irvine, CA, United States.
4. **Pages, R.**, Bailey, D. H., & Duncan, G. J. (2018, November). *Elusive longer-run impacts of Head Start: Replications within and across cohorts*. Association for Public Policy Analysis & Management Conference, Washington, DC, United States.
5. **Pages, R.**, Bailey, D. H., & Duncan, G. J. (2018, June). *Longer-run impacts of Head Start: Replications & extensions*. Society for Research on Child Development Conference, Phoenix, AZ, United States.

### TEACHING ASSISTANTSHIP & GUEST LECTURING

#### **University of California, Irvine:**

*Psychology of Learning, Abilities & Intelligence (Undergraduate)*

*Educational Research Design (Undergraduate)*

*Theories of Development and Learning Applied to Education (Undergraduate)*

### ACADEMIC SERVICE

2022            Grant Reviewer  
                   Administration for Children and Families / OPRE  
                   Secondary Analyses of Head Start and Early Head Start Data

2018-2019     PhD. Admission Committee  
                  School of Education, University of California, Irvine

***Journal / Conference Referee***

PLoS ONE

National Research Conference on Early Childhood

Society for Research on Educational Effectiveness

***Member***

Association for Public Policy Analysis and Management (APPAM)

Society for Research on Educational Effectiveness (SREE)

American Educational Research Association (AERA)

**CERTIFICATION & AWARDS**

2023            NCER/IES Methods Training in Economic Evaluation  
                  Center for Benefit-Cost Studies of Education,  
                  University of Pennsylvania

2018            International Workshop on Statistical Genetic Methods  
                  University of Colorado, Boulder

2006            Certificate of Appreciation in recognition of contribution to the success of  
                  the French program in the School of Language Studies  
                  U.S. Department of State, Washington D.C.

**I.T. & LANGUAGE SKILLS**

Stata; Mplus; R; Qualtrics. Fluent: English; French; Spanish. Starting: Kinyarwanda

**PROFESSIONAL REFERENCES**

Drew H. Bailey; [dhbailey@uci.edu](mailto:dhbailey@uci.edu); (949) 824-4329

Greg J. Duncan; [gduncan@uci.edu](mailto:gduncan@uci.edu); (949) 824-7831

Herman T. Knopf; [hknopf@coe.ufl.edu](mailto:hknopf@coe.ufl.edu); (352) 273-4284

Deborah Lowe Vandell; [dvandell@uci.edu](mailto:dvandell@uci.edu); (949) 824-7840