

VÉRONIQUE IRWIN

Education Researcher | Data Analyst | Sociologist

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Arlington, MA 02474

EDUCATION

PhD, Sociology

UC Berkeley

2013–2020

BA, Sociology and French

Harvard University

2009–2013

Magna Cum Laude, Phi Beta Kappa

SKILLS & TOOLS

Data Collection & Management

Sample Data, Administrative Data, Original Data Collection, Data Merging & Reshaping

Research & Reporting

Report Writing, Policy Analysis, Dashboard Development

Statistical/Survey Software

Stata (expertise), Tableau, Qualtrics, R (some experience)

Contract/Project Management

Vendor Oversight, Budget Management, Contract Acquisition & Negotiation

Predictive Modeling

Regression, Forecasting, Econometrics

Basic Skills

Excellent Communication, Team Player, Microsoft Office Suite

SUMMARY

Researcher and data analyst with expertise in quantitative research, statistical modeling, and large-scale data management. Skilled in leveraging federal datasets to extract insights and drive data-informed decision-making. Proven ability to manage complex projects, oversee data reporting, and communicate findings to technical and non-technical audiences.

EXPERIENCE

Education Research Analyst, National Center for Education Statistics (NCES)

2020–2025

- Led the production of flagship annual education reports, managing teams of 10+ contractors to analyze data and publish 30–50 indicators annually.
- Oversaw development of interactive data visualization tool and improved web-based reporting, enhancing accessibility for policymakers and the public.
- Led a multi-model forecasting project to predict education trends, adjusting econometric models to account for pandemic-related disruptions.
- Managed \$5M+ in government contracts, overseeing negotiations, procurement, and contractor performance.
- Responded to external data requests from and translated complex data into simple and successful briefings to White House and Congressional staff.

Doctoral Researcher (ABD), University of California (UC) Berkeley

2017–2020

- Designed and conducted an original research study on school admissions policies, utilizing Python-based web scraping and federal education data.
- Applied advanced statistical methods, including fixed effects and difference-in-differences, to evaluate educational outcomes.
- Published findings in peer-reviewed journals and presented at national conferences.

Graduate Researcher, Shift Project, UC Berkeley

2017–2020 (part-time)

- Collected and prepared 25,000 survey responses for analysis.
- Contributed to the development of a streamlined process to import, clean, and harmonize new waves of data, as data collection continued and evolved.
- Conducted policy evaluation for a municipal labor ordinance, producing insights that informed local decision-making.

Research Assistant, Michigan Re-Entry Project, UC Berkeley

2014–2016 (part-time)

- Cleaned and analyzed large-scale administrative data from MI Department of Corrections and merged with National Student Clearinghouse data to examine patterns of college attendance for young men after incarceration.

TEACHING

Stata Instructor and Consultant, UC Berkeley D-Lab (2019–2020)

Led 3-part workshops on fundamentals of Stata for researchers and graduate students and provided 1-on-1 consulting for data analysis projects in the social sciences.

Social Inequalities, UC Berkeley Sociology (Spring 2018)

Evaluated written work and facilitated organized discussions of complex subject matter for sections of 15–20 undergraduates.

Evaluation of Evidence, UC Berkeley Sociology (Fall 2016)

Effectively communicated core concepts of statistics (e.g., correlation, regression), data quality (e.g., reliability, validity), and research design (e.g., sampling) to students with no background in statistics or research.

SELECT GOVERNMENT REPORTS AND BLOGS

Irwin, Véronique, Wang, K.; Cui, J.; and Thompson, A. (2024). Report on Indicators of School Crime and Safety: 2022 (NCES 2024-145/NCJ 309126). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. <https://nces.ed.gov/use-work/resource-library/report/compendium/report-indicators-school-crime-and-safety-2023>

Irwin, Véronique, Wang, K., Jung, J., Kessler, E., Tezil, T., Alhassani, S., Filbey, A., Dilig, R., and Bullock Mann, F. (2024). Report on the Condition of Education 2024 NCES 2024-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <http://nces.ed.gov/programs/coe>

Irwin, Véronique, Bailey, T.M., Panditharatna, R., and Sadeghi, A. (2024). Projections of Education Statistics to 2030 (NCES 2024-034). U.S. Department of Education. Washington, DC: National Center for Education Statistics. <https://nces.ed.gov/use-work/resource-library/report/compendium/projections-education-statistics-2030>

Irwin, Véronique. (2022). “New Projected Data Through 2030 to Be Included in Digest of Education Statistics”. National Center for Education Statistics, U.S. Department of Education. BLOG. <https://nces.ed.gov/blogs/nces/post/new-projected-data-through-2030-to-be-included-in-digest-of-education-statistics>

Irwin, Véronique. (2021). “Students’ Internet Access Before and During the Coronavirus Pandemic by Household Socioeconomic Status”. National Center for Education Statistics, U.S. Department of Education. BLOG. <https://nces.ed.gov/blogs/nces/post/students-internet-access-before-and-during-the-coronavirus-pandemic-by-household-socioeconomic-status>

PUBLICATIONS

Schneider, Daniel, Kristen Harknett, and **Irwin, Veronique**. (2021). “Improving Health and Economic Security by Reducing Work Schedule Uncertainty.” *Proceedings of the National Academy of Science* (PNAS), 118 (42) e2107828118.

Irwin, Véronique. (2020). “Selective Enrollment Public Schools and District-Level (In)Quality of Achievement from 3rd to 8th Grade”. *Sociological Science*, 7: 100-127.

Irwin, Véronique. (2020). “Ch. 4 Education, Part 2: Postsecondary Enrollment” in *After Prison: Navigating Adulthood in the Shadow of the Justice System*, eds. David. J. Harding and Heather Harris. New York: Russell Sage Foundation Press.

Jack, Anthony Abraham and **Véronique Irwin**. (2018). “Seeking Out Support: Variation in Academic Engagement Strategies among Black Undergraduates at an Elite College. in *Clearing the Path: Qualitative Studies of the Experiences of First Generation College Students*, edited by A. C. Rondini, B. Richards-Dowden, and N. Simon. Lexington Books.

Lucas, Samuel R. and **Véronique Irwin**. (2018). “Race, Class, and Theories of Inequality in the Sociology of Education.” In *Handbook of the Sociology of Education*, edited by B. Schneider. Springer (pp. 73-107).