

PRATIK C. MHATRE

Austin, TX 78749 | (979) 676-3380 | hello@pratikmhatre.com | pratikmhatre.com | [Linkedin](#)

Social Science Researcher invested in helping advance long-term best practices in institutions with an emphasis on interdisciplinary research and addressing social and demographic inequities regarding access and educational opportunities.

EDUCATION

Texas A&M University

Doctor of Philosophy: Urban and Regional Science (Ph.D.)

College Station, Texas

August 2009

Georgia Institute of Technology

Master of Science in Public Policy (MSPP)

Atlanta, Georgia

July 2004

Pillais' College of Architecture, University of Mumbai

Bachelor of Architecture (B. Arch)

Mumbai, India

June 2000

QUANTITATIVE METHODS AND DATA ANALYSIS SKILLS

- Hypothesis Testing, Linear Multivariate Regression Analysis, Logit & Probit Regression Analysis, Ordinal & Multinomial Regression Analysis, Hierarchical Linear Modeling using *Stata*, *SPSS*, *SAS*, and *R*.
- Geographic Information Systems (GIS) mapping, analysis, modeling, geocoding, and spatial data analysis using *ArcGIS*, *Mapinfo*, and *GeoDa*. Familiar with data visualization tools like *Tableau*.
- Database design and management using the *Apricot*® platform.
- Multimodal survey design and programming using *Remark Office OMR*, *LimeSurvey*, *Qualtrics*, *QDS*®, and *Scantron*®.
- Qualitative Text Analysis using SPSS Tools. Publishing Tools: *WordPress*, *Drupal*, *Hugo*.

CERTIFICATIONS

- **Organizational Improvement**, 2017. Human Dimensions of Organizations (HDO), The University of Texas at Austin.
- **Apricot Certified Expert (ACE)**, 2014. Community TechKnowledge (now Social Solutions Global)

PROFESSIONAL EXPERIENCE

Population Research Center (PRC), The University of Texas at Austin

Feb. 2023 to Present

Director of Research Operations – Education Studies for Healthy Aging Research (EdSHARe)

- Coordination across four universities – the University of Texas at Austin, the University of Minnesota, the University of Wisconsin–Madison, and Columbia University – with a five-PI team to design, evaluate, and implement a multimode survey to assess educational, occupational, health, and early- and late-life outcomes for the nationally representative probability samples of American high school students as part of the High School & Beyond 1980 (HS&B:80) and National Longitudinal Survey 1972 (NLS:72)
- Leading a multi-disciplinary team to design an array of cognitive assessments; a questionnaire assessing education, labor force, economic, health, and other outcomes; instruments and equipment for anthropometric measurements, and biological assays for markers of neuropathology, immunological function, inflammatory processes, and indicators for Alzheimer's and other related dementias.
- Building partnerships by fostering partnerships with other large longitudinal cohort studies such as the Health and Retirement Survey (HRS), the National Longitudinal Study of Adolescent to Adult Health (AddHealth), and the NIH-NIA Data Monitoring Committee to help promote EdSHARe as important data resources for understanding the intersecting social, institutional, and biological pathways through which early life factors—especially education—impact later-life economic, labor force, health, and cognitive outcomes,
- Represent the project in negotiations with specialized university administration, vendors, and other staff to coordinate, manage, and monitor project budgeting, financial planning, accounting, and financial reporting functions and data, metadata, documentation creation, and computing resources.
- Develop short-term planning and long-term strategy and vision concepts for advancing the interdisciplinary fields of linking educational and workforce choices for later-life health outcomes, especially in addressing social and demographic inequities.
- Lead the project's documentation, data descriptions, websites, applications for funding, and applications for access to external data that might be linked to the project's longitudinal studies.
- Lead and manage staff and university administration in writing annual reports, technical reports, and IRB applications for multiple longitudinal cohort studies, including presenting results to NIH officials in monthly meetings.

PRATIK C. MHATRE

Austin, TX 78749 | (979) 676-3380 | hello@pratikmhatre.com | pratikmhatre.com | [Linkedin](#)

Population Research Center (PRC), The University of Texas at Austin

Dec. 2018 to Jan 2023

Scientific Director/Study Director – Texas Behavioral Science & Policy Institute (TxBSPI)/National Study of Learning Mindsets

- Providing strategy planning, thought leadership, business development support, and mission-based organizational restructuring to establish TxBSPI, an interdisciplinary institute for social and behavioral science research focused on solutions to inequality.
- Financial planning and management of multiple large random control trials and mixed-methods studies under TxBSPI
- Building and sustaining partnerships with universities, foundations, and government funders, including developing grant proposals and research memos. Lead regular check-in calls with program officers of more than half a dozen funding agencies, including NSF, NIH, B&M Gates, Raikes, UBS, WTG, etc., and compile progress & final reports as deliverables.
- Managing large interdisciplinary research projects, including staff, timelines, budgets, IRB, grants & contracts, MOUs, data sharing agreements, and research manuscripts to design and develop scalable interventions.
- Overseeing the development and implementation of strategies for study recruitment and retention of participants, including research protocols, informed consent forms, questionnaires, recruitment tools, and other forms of documentation.
- Building and sustaining research-practice partnerships with K-12 schools and UT Austin college departments, including institution leaders, faculty scholars, principal investigators, and researchers, to scale innovative research practices,
- Determining data collection standards and managing the data collection and validation teams, including designing data collection and analysis plans and developing templates to ensure consistency with specified standards.
- Overseeing institute training initiatives for undergraduate and graduate students, post-doctoral fellows, and educators,
- Current TxBSPI studies include:
 - *National Study of Learning Mindsets (NSLM)*: Leading a one-of-a-kind, highly visible implementation of a National Study in 76 nationally representative schools across the United States with results published in *Nature*, *Psychological Science*, etc.
 - *Texas Mindset Initiative (TxMI)*: Analyzing the classroom practices for K-12 teachers and college faculty from a learning mindset lens to examine impacts on students' sense of respect and trust and evaluate the effect on academic outcomes.
 - *Texas Longitudinal Study of Adolescent Stress Resilience (TLSASR)*: Examining whether an incremental theory intervention causes social-cognitive changes that may affect biological responsiveness to acute social stressors leading to improved academic and other outcomes.

Institute for Public School Initiatives (IPSI), The University of Texas at Austin

Dec. 2012 to Nov. 2018

Project Director/Co-Principal Investigator – UT Austin To College and Beyond GEAR UP Grant

- Facilitated program implementation and ensured fidelity for *Texas GEAR UP State Grant* and *UT Austin To College and Beyond Grant*. Fostered a culture for continual improvement for a multi-year grant to track progress.
- Led writing of and acquisition of the \$4.2 million (annual for seven years) *UT Austin To College and Beyond GEAR UP* grant from the U.S. Department of Education. Designed project objectives and grant outcomes.
- Wrote and acquired the \$1.5 million grant/contract from TEA for technical assistance for *Texas GEAR UP State Grant*. Lead Researcher and Data Administrator for the *Texas GEAR UP State Project*. Developing research questions, mode of inquiry, and devising data collection methods.
- Assisted and advised the National Working Group on the Annual Performance Report (APR) redesign for the National Council for Community and Education Partnerships (NCCEP) and the U.S. Department of Education.
- Advised the Texas Education Agency (TEA) on methods for designing, developing, and implementing a data dictionary and data schedules and coordinating subsequent data collection and validation, including security protocols for IT audit using custom-designed web-based data collection and outcomes management platform
- Managed contracts and data-sharing agreements with grant partners like ACT and Social Solutions and district leadership at eight independent school districts in the greater Austin/San Antonio region. Conducted grant onboarding and training for 20 school-based Site Coordinators and followed up by continual improvement and organizational effectiveness workshops as part of grant implementation fidelity.

Public Policy Research Institute (PPRI), Texas A&M University, College Station, TX

Aug. 2005 to Nov. 2012

Research Associate/ Graduate Research Assistant

PRATIK C. MHATRE

Austin, TX 78749 | (979) 676-3380 | hello@pratikmhatre.com | pratikmhatre.com | [LinkedIn](#)

- Designed and executed data collection plans for various institute projects using *Remark Office OMR*, *LimeSurvey*, *QDS*[®], *Scantron*[®], and Geographic Information Systems (GIS) mapping tools like *ArcGIS*[®].
- Used rigorous quantitative research methods to conduct outcomes evaluations and prepared reports for state agencies and school districts using *SPSS*[®] and *SAS*[®].
- Created, maintained, and analyzed large multi-year statewide databases using *SAS*[®] programming
- Select Research studies included:
 - *Evaluation of the Developmental Education Demonstration Projects (DEDP)* - Assessed effectiveness of nine DEDPs in Math and Reading programs at higher education institutions in Texas.
 - *The Texas School Survey of Drug and Alcohol Use* project and the *Texas Youth Tobacco Survey* – multi-year annual statewide surveys involving more than 300 school districts in Texas.
 - *Evaluation of the Texas High School Project* with SRI International – education reforms-driven project.
 - *Trends and patterns of 211 Calls in Texas* with the College of Architecture, Texas A&M University, and Department of Homeland Security – post-disaster mitigation and response analysis.

SELECTED PUBLICATIONS

- Hecht, C.A., Murphy, M.C., Dweck, C.S., Bryan, C.J., Trzesniewski, K.H., Medrano, F.N., Giani, M., **Mhatre, P.**, & Yeager, D.S. (invited submission). Shifting mindset cultures to address global educational disparities. *npj Science of Learning* 8 (1), pp.29.
- Carroll, J. M., Yeager, D. S., Buontempo, J., Hecht, C., Cimpian, A., **Mhatre, P.**, Muller, C., & Crosnoe, R. (2023). Mindset × Context: Schools, classrooms, and the unequal translation of expectations into math achievement. *Monographs of the Society for Research in Child Development*, 88(2).
- Yeager, D.S., Carroll, J.M., Buontempo, J., Cimpian, A., Woody, S., Crosnoe, R., Muller, C., Murray, J., **Mhatre, P.**, Kersting, N. and Hulleman, C., 2022. Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn't Work. *Psychological Science*, 33(1), pp.18-32.
- Yeager, D.S., Hanselman, P., Walton, G.M., Murray, J.S., Crosnoe, R., Muller, C., Tipton, E., Schneider, B., Hulleman, C.S., Hinojosa, C.P. and Paunesku, D., Romero C., Flint K., Roberts A., Trott, J., Iachan R., Buontempo, J., Yang Hooper, S., Carvalho C., Hahn R., Gopalan, M., **Mhatre P.**, Ferguson R., Duckworth A., Dweck C., 2019. A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), pp.364-369.
- Van Zandt, S.S. and **Mhatre, P.C.**, 2013. The effect of housing choice voucher households on neighborhood crime: Longitudinal evidence from Dallas. *Poverty & Public Policy*, 5(3), pp.229-249.
- Bame, S.I., Parker, K., Lee, J.Y., Norman, A., Finley, D., Desai, A., Grover, A., Payne, C., Garza, A., Shaw, A., and Bell-Shaw, R., Davis T., Harrison E., Dunn R., **Mhatre P.**, Shaw F., Robinson C., 2012. Monitoring unmet needs: using 2-1-1 during natural disasters. *American Journal of Preventive Medicine*, 43(6), pp. S435-S442.
- Van Zandt, S. and **Mhatre, P.C.**, 2009. Growing pains: Perpetuating inequality through the production of low-income housing in the Dallas/Fort Worth Metroplex. *Urban Geography*, 30(5), pp.490- 513.

SELECTED PRESENTATIONS

- **Mhatre P. (2020)** How Context and Learning Mindsets Advance Academic Outcomes: Findings from National Study for Learning Mindsets. Symposium Chair. (Accepted at 2020 AERA Annual Meeting, San Francisco, CA; 04/17/2020 – 04/21/2020).
- **Mhatre P.** (2018). Rolling Out ACT[®] Tessaera Implementation to Measure Middle School Students' Social-Emotional Learning Skills. (Presented at Texas GEAR UP State Conference, Austin, TX; 11/06/2018).
- **Mhatre, P.** (2014). Introducing GUIDES - Designing and Implementing a Customized Data System for GEAR UP. (Presented at Texas GEAR UP State Conference, Austin, TX; 11/17/2014).
- **Mhatre P**, Patnaik A, Chaudhuri N. (2012). Choosing the path of least resistance: Examining response rates across a multi-modal survey of tobacco use among college students in Texas. (Presented 10/30/2012, APHA 140th Annual Meeting & Expo, San Francisco, CA).
- Lee JY, Bame S, Van Zandt S, **Mhatre P.** et al. (2009) *Unmet housing needs during Hurricanes Katrina and Rita*. (Presented 10/4/09, American Collegiate Schools of Planning, 2009 National Conference, Crystal City, VA).
- Van Zandt S and **Mhatre P** (2006) *Minority and Low-income Access to High Opportunity Areas: a Report Card for the Dallas Metropolitan Area*. (Presented October 2006, Association of Collegiate Schools of Planning, 2006 National Conference, Fort Worth, TX).