

Dr. Frances Carter-Johnson is an Education Data Scientist with a federal scientific funding agency. Her career has focused on and contributed to the body of knowledge of socio-cognitive factors as well as programmatic and policy outcomes that influence the nation's technical workforce. This work has been conducted through creation and implementation of numerous policy, educational research and evaluation studies to examine outcomes of broadening participation programs. Her portfolio of work to improve understanding of federal and programmatic operations and outcomes has been rewarded with Directors Awards from the National Institutes of Health and the National Science Foundation. She also completed Executive Leadership for a Democratic Society Training from The Federal Executive Institute in 2021. Prior to her federal career, Dr. Carter-Johnson worked as a STEM Research Associate with Westat, a Postdoctoral Associate in MIT's Teaching and Learning Laboratory, and a AAAS Science & Technology Policy Fellow in the Center for Scientific Review at the National Institutes of Health.

Frances holds a doctoral degree in public policy (evaluation and analytical methods concentration) from the University of Maryland, Baltimore County (UMBC), MS degrees in Applied Physics (UMBC) and Physics (Mississippi State University), a BS in Mechanical Engineering from the Georgia Institute of Technology, and a BS in Physics from Spelman College, where she graduated Magna cum Laude and Phi Beta Kappa. Frances is a lifelong learner and encourager of maximizing opportunities and enjoying life to the fullest.

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