

Lindsay Coleman Page

Brown University

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ACADEMIC POSITIONS

Academic Appointments

Brown University, Providence, RI

Annenberg Associate Professor of Education Policy, 2021 – present

University of Pittsburgh, Pittsburgh, PA

Associate Professor of Education, 2019 – 2021

Secondary appointments, Economics and Graduate School of Public and International Affairs

Research Scientist, Learning Research and Development Center, 2014 – 2021

Assistant Professor of Education, 2014 – 2019

Research Assistant Professor, 2013 – 2014

Harvard University, Cambridge, MA

Lecturer, Department of Statistics, 2011 – 2013

Research Affiliations

Mindset Scholars Network Member, 2018 – 2023

National Bureau of Economic Research

- Research Associate, 2022 – present
- Faculty Research Fellow, 2018 – 2022

EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Ed.D., Quantitative Policy Analysis in Education (disciplinary focus in economics), 2011

Ed.M., Administration, Planning and Social Policy (focus in applied quantitative research methods), 2004

Harvard University, Graduate School of Arts and Sciences, Cambridge, MA

A.M., Statistics, 2007

Dartmouth College, Hanover, NH

A.B., Religion, *cum laude*, 1998

SELECTED FELLOWSHIPS AND HONORS

- *Economics of Education Review* Best Paper Award (2022)
- American Educational Research Association (AERA) Early Career Award (2020)
- *Educational Evaluation and Policy Analysis* Outstanding Reviewer Award (2018)
- *Journal of Research on Educational Effectiveness* Best Article Award (2018)
- AERA Division L Early Career Award (2018)
- National Academy of Education / Spencer Postdoctoral Fellowship (2017 – 2018)
- Association for Education Finance and Policy (AEFP) Early Career Award (2017)
- AERA Division H Applied Research Award for Advances in Methodology (2016)
- AERA Dissertation Grant (2008)
- Dartmouth College Alfred K. Priest Fellowship in support of A.M. in Statistics (2006)
- Harvard University Presidential Fellowship in support of Ed.D. (2004 – 2009)

PUBLICATIONS

Peer-Reviewed Articles (* indicates alphabetical authorship; ‡ indicates student co-author)

- Bueno, C., Page, L. C., Smith, J.* (2024). Assessing Achieve Atlanta's place-based scholarship. *AERA Open*, 10.
- Ben-Michael, E., Page, L. C., & Keele, L. (2024). Approximate balancing weights for clustered observational study designs. *Statistics in Medicine*.
- Coy, J. N.‡, Schles, R. A.‡, & Page, L. C. (2024). Exploring the impact of students' number of disabilities on parent expectations for postsecondary education. *International Journal of Disability, Development, and Education*, 1 – 17.
- Grossman, J.‡, Tomkins, S., Page, L., & Goel, S. (2024). The disparate impacts of college admissions policies on Asian American applicants. *Scientific Reports*.
- Keele, L., Lenard, M.‡ & Page, L. C. (2024). Overlap violations in clustered observational studies of educational interventions. *Journal of Research on Educational Effectiveness*, 17, 1 – 18.
- Lowry, D.‡, Page, L. C., Nurshatayeva, A. & Iriti, J. (2024). Subtraction by addition: Do private scholarship awards lead to financial aid displacement? *Economics of Education Review*, 99.
- Ye, T., Westling, T., Page, L., & Keele, L. (2024). Nonparametric identification of causal effects in clustered observational studies with differential selection. *Journal of the Royal Statistical Society: Series A*.
- Tomkins, S., Grossman, J.‡, Page, L., & Goel, S. (2023). Showing high-achieving college applicants past admissions outcomes increases undermatching. *Proceedings of the National Academy of Sciences*, 120(45).
- Hill, D. V., Hughes, R. P., Lenard, M.‡, Liebowitz, D. D. & Page, L. C.* (2023). New schools and new classmates: The disruption and peer group effects of school reassignment. *Economics of Education Review*, 92.
- Keele, L., Lenard, M.‡, Miratrix, L. & Page, L. (2023). A software tutorial for matching in clustered observational studies. *Observational Studies*, 9(4), 73-96.
- Weiland, C., Page, L. C., Musaddiq, T., Martin, E.‡ & Homitsky, S. (2023). The efficacy of text-based mentoring for postpartum mothers: A pilot study. *Maternal and Child Health Journal*.
- Akiva, T., White, A. M., Colvin, S.‡, DeMand, A.‡, & Page, L. C. (2022). Simple Interactions: A randomized controlled trial of relational training for adults who work with young people across settings. *Applied Developmental Science*, 26(2), 375-388.
- Page, L. C., Sacerdote, B., Goldrick-Rab, S. & Castleman, B. (2022). Financial aid nudges: A national experiment with informational interventions. *Educational Evaluation and Policy Analysis*.
- Avery, C., Castleman, B. L., Hurwitz, M., Long, B. T. & Page, L. C.* (2021). Digital messaging to improve college enrollment and success. *Economics of Education Review*.
- Anthony, A. M.‡ & Page, L. C. (2021). How big is the ballpark? Measuring variation in financial aid awards within net price calculator student profiles. *Education Finance and Policy*.

- Keele, L., Lenard, M.[‡], & Page, L. (2021). Matching methods for clustered observational studies in education. *Journal of Research on Educational Effectiveness*, 14(3), 696-725.
- Guzman-Alvarez, A.[‡] & Page, L. C. (2021). Disproportionate Burden: Estimating the Cost of FAFSA Verification on Public Colleges and Universities. *Educational Evaluation and Policy Analysis*, 43(3), 545 – 551.
- Kramer, D. A., Lamb, C.[‡] & Page, L. C. (2021). The effects of default choice on student loan borrowing: Experimental evidence from a public research university. *Journal of Economic Behavior and Organization*, 189, 470 – 489.
- Nurshatayeva, A.[‡], Page, L. C., White, C. C. & Gehlbach, H. (2021). Are artificially intelligent conversational chatbots uniformly effective in reducing summer melt? Evidence from a randomized controlled trial. *Research in Higher Education*, 62(3), 392 – 402.
- Page, L. C., Lenard, M.[‡] & Keele, L. (2020). The design of clustered observational studies in education. *AERA Open*, 6(3), 1 – 14.
- Nurshatayeva, A.[‡] & Page, L. C. (2020). Effects of English-only instruction on college outcomes: Evidence from Central Asia. *Journal of Research on Educational Effectiveness*, 13(1), 92 – 120.
- Page, L. C., Castleman, B. L., & Meyer, K.[‡] (2020). Customized nudging to improve FAFSA completion and income verification. *Educational Evaluation and Policy Analysis*, 42(1), 3-21.
- Page, L. C., Iriti, J., Lowry, D. J.[‡] & Anthony, A. M.[‡] (2019). The *promise* of place-based investment in college access and success: Investigating the impact of the Pittsburgh Promise. *Education Finance and Policy*, 14(4), 572 – 600.
- Page, L. C., Kehoe, S. S.[‡], Castleman, B. L. & Sahadewo, G. A.[‡] (2019). More than dollars for scholars: The impact of the Dell Scholars Program on college access, persistence and degree attainment. *Journal of Human Resources*, 54(3), 683 – 725.
- Ertefaie, A., Hsu, J. Y., Page, L. C., & Small, D. S. (2018). Discovering treatment effect heterogeneity through post-treatment variables with application to the effect of class size on mathematics scores. *Journal of the Royal Statistical Society: Series C (Applied Statistics)*, 67(4), 917 – 938.
- Martin, E.[‡], Weiland, C. & Page, L. C. (2018). Text-based mentoring for new moms: A feasibility study. *Early Child Development and Care*, 1 – 24.
- Miratrix, L., Furey, J., Grindal, T., Feller, A. & Page, L. C. (2018). Bounding, an accessible method for estimating principal causal effects, examined and explained. *Journal of Research on Educational Effectiveness*, 11(1), 133 – 162.
- Morris, P., Connors, M., Friedman-Krauss, A., McCoy, D., Weiland, C., Feller, A., Page, L., Bloom, H. & Yoshikawa, H. (2018). New findings on impact variation from the Head Start Impact Study: Informing the scale-up of early childhood programs. *AERA Open*, 4(2), 1 – 16.
- Pimentel, S. D., Page, L. C., Lenard, M. & Keele, L. (2018). Optimal multilevel matching using network flows: An application to a summer reading intervention. *The Annals of Applied Statistics*, 12(3), 1479 – 1505.

- Smythe-Leistico, K.[‡] & Page, L. C. (2018). Connect-Text: Leveraging text-message communication to mitigate chronic absenteeism and improve parental engagement in the earliest years of schooling. *Journal of Education for Students Placed at Risk*, 23(1-2), 139 – 152.
- Castleman, B. L. & Page, L. C.* (2017). Parental influences on postsecondary decision-making: Evidence from a text messaging experiment. *Educational Evaluation and Policy Analysis*, 39(2), 361 – 377.
- Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* (2017). Objective course placement and college readiness: Evidence from targeted middle school math acceleration. *Economics of Education Review*, 58, 141 – 161.
- Hurwitz, M., Mbekeani, P. P.[‡], Nipson, M. M. & Page, L. C.* (2017). Surprising ripple effects: How changing the SAT score sending policy for low-income students impacts college access and success. *Educational Evaluation and Policy Analysis*, 39(1), 77 – 103.
- Page, L. C. & Gehlbach, H. (2017). How an artificially intelligent virtual assistant helps students navigate the road to college. *AERA Open*, 3(4), 1 – 12.
- Papay, J. P., Bacher-Hicks, A.[‡], Page, L. C. & Marinell, W. H. (2017). The challenge of teacher retention in urban schools: Evidence of variation from a cross-site analysis. *Educational Researcher*, 46(8), 434 – 448.
- Anthony, A.[‡], Page, L. C. & Seldin, A.* (2016). In the right ballpark? Assessing the accuracy of net price calculators. *Journal of Student Financial Aid*, 46(2), 25 – 50.
- Castleman, B. L. & Page, L. C.* (2016). Freshman year financial aid nudges: An experiment to increase financial aid renewal and sophomore year persistence. *Journal of Human Resources*, 51(2), 389 – 415. (Recognized as meeting *What Works Clearinghouse* standards without reservation)
- Feller, A., Grindal, T., Miratrix, L. & Page, L. C. (2016). Compared to what? Variation in the impacts of Head Start by alternative child care setting. *The Annals of Applied Statistics*, 10(3), 1245-1285.
- Page, L. C. & Scott-Clayton, J.* (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 51, 4 – 22.
- Arnold, K. C., Chewning, A., Castleman, B. L. & Page, L. C. (2015). Advisor and student experiences of summer support for college-intending, low-income high school graduates. *Journal of College Access*, 1(1).
- Castleman, B. L., Owen, L. & Page, L. C.* (2015) Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges. *Economics of Education Review*, 47, 168-179. (Recognized as meeting *What Works Clearinghouse* standards without reservation)
- Castleman, B. L. & Page, L. C.* (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? *Journal of Economic Behavior and Organization*, 115, 144 – 160. (Recognized as meeting *What Works Clearinghouse* standards without reservation)
- Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* (2015). Middle school math acceleration and equitable access to 8th grade algebra: Evidence from the Wake County Public School System. *Educational Evaluation and Policy Analysis*, 37(1S), 80S – 101S.

Page, L. C., Feller, A., Grindal, T., Miratrix, L. & Somers, M-A. (2015). Principal stratification: A tool for understanding variation in program effects across endogenous subgroups. *American Journal of Evaluation*, 36(4), 514-531.

Castleman, B. L. & Page, L. C.* (2014). A trickle or a torrent? Understanding the extent of summer “melt” among college-intending high school graduates. *Social Science Quarterly*, 95(1), 202 – 220.

Castleman, B. L., Page, L. C. & Schooley, K.* (2014). The forgotten summer: Mitigating summer attrition among college-intending, low-income high school graduates. *Journal of Policy Analysis and Management*, 33(2), 320 – 344. (Recognized as meeting *What Works Clearinghouse* standards without reservation)

Liebowitz, D. D. & Page, L. C.* (2014). Does school policy affect housing choices? Evidence from the end of desegregation in Charlotte-Mecklenburg. *American Educational Research Journal*, 51(4), 671 – 703.

Castleman, B. L. & Page, L. C.* (2013). The not-so lazy days of summer: Experimental interventions to increase college entry among low-income high school graduates. *New Directions for Youth Development* (winter), 77 – 97.

Page, L. C., Fullerton, J., Cohodes, S. R., West, M. R., Bacher-Hicks, A., Owens, A. & Glover, S. (2013). The Strategic Data Project Strategic Performance Indicators. *Education Finance and Policy, Special Issue on Policy Briefs*, 8(3), 435–456.

Page, L. C. (2012). Principal stratification as a framework for investigating mediational processes in experimental settings. With commentary and rejoinder. *Journal of Research on Educational Effectiveness*, 5(3), 215 – 244.

Page, L. C. (2012). Understanding the impact of career academy attendance: An application of the principal stratification framework for causal effects accounting for partial compliance. *Evaluation Review*, 36(2), 99 – 132.

Books and Book Chapters

Dynarski, S., Page, L. C. & Scott-Clayton, J.* (2023). College costs, financial aid, and student decisions. In *Handbook of the Economics of Education*, (E. Hanushek, S. Machin & L. Woessmann, editors). New York, NY: Elsevier.

Dynarski, S., Nurshatayeva, A., Page, L. C. & Scott-Clayton, J.* (2023). Addressing non-financial barriers to college access and success: Evidence and policy implications. In *Handbook of the Economics of Education*, (E. Hanushek, S. Machin & L. Woessmann, editors). New York, NY: Elsevier.

Page, L. C. & Nurshatayeva, A.‡ (2022). Behavioral economics of higher education: Theory, evidence, and implications for policy and practice. In *How college students succeed: Disciplinary perspectives on adjustment, achievement, retention, and graduation*, (N. A. Bowman, editor). Sterling, VA: Stylus.

Smythe-Leistico, K.‡ & Page, L. C. (2019). Ready...Set...Text! Reducing school absenteeism through parent-school two-way text messaging. In *Absent from school: Understanding and addressing student absenteeism*, (M. A. Gottfried & E. L. Hutt, editors). Cambridge, MA: Harvard Education Press.

Page, L. C. & Iriti, J. (2016). On undermatch and college cost: A case study of the Pittsburgh Promise. In *Matching students to opportunity: Expanding college choice, access, and quality*, (A. P. Kelly, J. S. Howell & C. Satin-Bajaj, editors). Cambridge, MA: Harvard Education Press.

Liebowitz, D. D. & Page, L. C.* (2015). Unitary status and residential choice: Evidence from Charlotte-Mecklenburg. In *Yesterday, today and tomorrow. School desegregation and resegregation in Charlotte*, (R. A. Mickelson, S. S. Smith & A. H. Nelson, editors). Cambridge, MA: Harvard Education Press.

Castleman, B. L. & Page, L. C.* (2014). *Summer melt: Supporting low-income students through the transition to college*. Cambridge, MA: Harvard Education Press.

WORKING PAPERS and WORK IN PROGRESS

Page, L. C., Meyer, K., Lee, J. & Gehlbach, H. Conditions under which college students can be responsive to nudging. Conditionally accepted.

Keele, L., Ben-Michael, E., Lenard, M., & Page, L. C. Balancing weights for estimating treatment effects in educational studies. Under review.

Meyer, K., Page, L. C., Mata, C., Smith, E., Walsh, B. T., Fifield, C. L. & Evans, M. Let's chat: Chatbot nudging for improved course performance. Under review.

Bueno, C., Mawi, Z. E., Page, L. & Smith, J. How do place-based scholarships affect student outcomes? Lessons from Atlanta. Working paper.

Mata, C., Meyer, K., & Page, L. C. Examining the relationship between randomization strategies and treatment group crossover in higher education interventions. Working paper.

OTHER PUBLICATIONS

Meyer, K., Nurshatayeva, A., Page, L. & Reber, S. (forthcoming). Supporting students for college success. AEFPP Live Handbook.

Miller, C., O'Donoghue, R., Cullinan, D., Perera, S., Mayer, A., Page, L. (2023). Possible ways of increasing college access among adults from underserved backgrounds: A study of college transition text-based messaging (NCEE 2023-003r). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.

Billings, M. S., Carruthers, C. K., Collom, G. D., Gándara, D., Harris, D. N., Hershbein, B. J., Li, A., Lowry, D., Page, L.C. & Timmeney, B. F. (2022). *The free college handbook: A practitioner's guide to promise research*, (Miller-Adams, M. & Iriti, J., editors). W. E. Upjohn Institute for Employment Research.

Meyer, K. & Page, L. C. (2022). Best practices in nudging: Lessons from college success interventions. *Brookings Brown Center Chalkboard*, November 17, 2022.

Carruthers, C., Gurantz, O. & Page, L. (2022). Helping students make informed choices about college. EdResarch for Recovery brief. Annenberg Institute at Brown University.

Gottfried, M., Page, L. & Edwards, D. (2022). How can schools and districts reduce student absenteeism during the COVID-19 pandemic? EdResarch for Recovery brief. Annenberg Institute at Brown University.

Anthony, A. M. & Page, L. C. (2021). College cost calculators aren't precise, but they could easily be made better. *The Conversation*, October 27, 2021.

Guzman-Alvarez, A.‡ & Page, L. C. (2021). FASA verification: An undue burden for students and public colleges. *Brookings Brown Center Chalkboard*, June 7, 2021.

Iriti, J., Page, L., Venkatesan, A., & Hiestand, R. (2019). Growing college enrollment and persistence with the Pittsburgh Promise. College Promise Campaign Policy Brief No. 5.

Iriti, J. & Page, L. C. College promise programs may need time to mature for full impact. *Brookings Brown Center Chalkboard*, November 29, 2018.

Gehlbach, H. & Page, L. C. Freezing ‘summer melt’ in its tracks: Increasing college enrollment with AI. *Brookings Brown Center Chalkboard*, September 11, 2018.

Page, L. C. & Iriti, J. The Pittsburgh Promise gets even better. *Pittsburgh Post-Gazette*, April 1, 2018.

Page, L. C. & Gehlbach, H. How Georgia State University used an algorithm to help students navigate the road to college. *Harvard Business Review*, January 16, 2018.

Kehoe, S. S. & Page, L. C. Bridging the college completion gap with comprehensive systems of support. *Education Next*, January 9, 2018.

Papay, J. P., Bacher-Hicks, A.‡, Page, L. C. & Marinell, W. H. America’s teacher shortage can’t be solved by hiring more unqualified teachers. *The Washington Post*, January 9, 2018.

Scott, P.‡ & Page, L. C. Could “With a little help from my friends” become the next college access anthem? *Brookings Brown Center Chalkboard*, August 18, 2017.

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* Does more rigorous middle school math coursework change students’ college readiness? *Brookings Brown Center Chalkboard*, April 27, 2017.

Page, L. C., Lowry, D. J.‡ & Nurshatayeva, A.‡ (2017). An examination of the relationship between school district FAFSA completion rates and district poverty levels. Washington, DC: National College Access Network.

Page, L. C., Lowry, D. J.‡ & Nurshatayeva, A.‡ (2017). An analysis of the relationship between school district poverty and FAFSA completion in June 2016 and June 2017. Washington, DC: National College Access Network.

Page, L. C. Small nudges can improve how students apply to college. *Harvard Business Review*, November 29, 2016.

Page, L. C., Castleman, B. L. & Meyer, K.‡ The gift of time: The opportunity and benefit of early FAFSA filing. *Brookings Brown Center Chalkboard*, October 20, 2016.

Grindal, T., Page, L., Feller, A. & Miratrix, L. When it comes to publicly funded preschool, are we asking the wrong questions and getting the wrong answers? *The Huffington Post*, July 15, 2016.

Page, L. C. (2016). Foreword in *Reaching for the cap and gown: Progress toward Success Boston’s college completion goals for graduates of the Boston Public Schools*. Boston, MA: The Boston Foundation.

Page, L. C. & Kehoe, S. S.‡ Is a tuition-free policy enough to ensure college success? *The Conversation*, May 26, 2016.

Page, L. C. Getting more students to college, without breaking school budgets. *Harvard Business Review*, February 15, 2016.

Page, L. C., Castleman, B. L., & Sahadewo, G. More than dollars for scholars: The benefit of combining financial aid with counseling support. Michael and Susan Dell Foundation blog, February 4, 2016.

Page, L. C. & Iriti, J. Don't blame the Pittsburgh Promise. *Pittsburgh Post-Gazette*, September 6, 2015.

Castleman, B. L. & Page, L. C.* (2015). Beyond FAFSA completion. *Change*, January / February, 28 – 35.

Castleman, B. L. & Page, L. C.* Where have all the graduates gone? Voices in Education blog, Harvard Education Publishing Group, June 24, 2015.

Page, L. C. Barriers to college success and the benefits of technological nudging. *PittEd*, March 2015.

Avery, C. N., Howell, J. S. & Page, L. C.* (2014). A review of the role of college applications in students' postsecondary outcomes. College Board Research Brief.

Avery, C. N., Howell, J. S. & Page, L. C.* (2014). A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes. College Board Research Brief.

Castleman, B. L. & Page, L. C.* Stymied on the cusp of college. *The Chronicle of Higher Education*, October 6, 2014.

Castleman, B. L. & Page, L. C.* Summer melt—Who's at risk and why? Michael and Susan Dell Foundation blog, August 11, 2014.

Castleman, B. L. & Page, L. C.* Summer melt—Six low-cost tactics help students stay on track to college. Michael and Susan Dell Foundation blog, August 13, 2014.

Castleman, B. L. & Page, L. C.* (2014). Preventing students from dropping out out college before they arrive on campus. *The Solutions Journal*, 5(2), 41 – 45.

Page, L. C. Informed decisionmaking in practice: Connecting data and policy in Delaware. The Flashlight: Data Quality Campaign blog, August 9, 2013.

Castleman, B. L. & Page, L. C.* Can text messages mitigate summer melt? *The New England Journal of Higher Education*, May 6, 2013.

Castleman, B. L., Page, L. C. & Snowdon, A.* (2013). *The SDP summer melt handbook: A guide to investigating and responding to summer melt*. Center for Education Policy Research, Harvard University.

SOFTWARE

Furey, J., Grindal, T. & Page, L. C. (2017). Calculating bounds for principal causal effects: Interactive analysis tool (Version 1.0, Software). Available from <http://pstrattool.abtassociates.com/>.

FUNDED RESEARCH

College Access & Success

TEACH ME: Technology Enhanced Academic Communication to Help in Math and English. Co-Principal investigator with T. Renick (PI). US Department of Education. \$7,578,694. (2024 – 2027)

Fostering Student Persistence and Degree Attainment: An Evaluation of the Massachusetts Community College SUCCESS Initiative Implementation. Principal investigator. Balfour Foundation. \$115,000. (2024 – 2026)

Fostering Student Persistence and Degree Attainment: An Evaluation of the Massachusetts Community College SUCCESS Initiative. Principal investigator. Brown University Research Seed Funding. \$25,000. (2024 – 2025)

Innovations in proactive communication and support for STEM success: Implementation and impact of a course-specific text message chatbot in introductory undergraduate chemistry. Principal investigator. Ascendium Education Group. \$750,000. (2023 – 2027)

Student engagement with and experiences of university chatbots. Principal investigator. The College Futures Foundation. \$892,138. (2022 – 2026)

Scaling student support with conversational artificial intelligence. Co-principal investigator with H. Gehlbach. The Kresge Foundation. \$374,786. (2019 – 2024)

Scaling student support with conversational artificial intelligence. Co-principal investigator with H. Gehlbach. University of North Carolina System. \$88,921. (2018 – 2019)

Research on the workforce outcomes of promise programs. Co-principal investigator with J. Iriti. Strada Education Network. \$65,000. (2017 – 2019)

Study of an information strategy to increase enrollment in post-secondary education. Co-principal investigator with A. Mayer. Institute of Education Sciences contract. \$4.2 million. (2016 – 2022)

Financial aid nudges: A national experiment to increase retention of financial aid and college persistence. Co-Principal investigator with S. Goldrick-Rab (PI), B. L. Castleman & B. Sacerdote. Institute of Education Sciences. \$2.18 million. (2016 – 2021)

Impact evaluation of the Dell Scholars Program. Principal investigator. Michael and Susan Dell Foundation. \$88,077. (2015 – 2016)

Digital messaging to improve postsecondary enrollment and success. Co-principal investigator with C. Avery (PI), B. L. Castleman & B. T. Long. Institute of Education Sciences. \$3.5 million. (2014 – 2018)

Study of statewide pilot of a personalized text messaging intervention to increase college enrollment. Co-principal investigator with B. L. Castleman. Bill & Melinda Gates Foundation. \$224,295. (2014 – 2016)

Evidence-based tools for right-matching students' postsecondary selections. Co-principal investigator with J. Iriti, W. Bickel & R. Correnti. The Pittsburgh Promise. \$187,514. (2014 – 2015)

FAFSA completion and income verification for low-income, college-intending students. Co-principal investigator with B. L. Castleman. Bill & Melinda Gates Foundation. \$119,957. (2014 – 2015)

Counseling for summer success: A pilot of My Summer GPS summer melt solution. Co-principal investigator with B. L. Castleman. Michael & Susan Dell Foundation. \$750,926. (2014 – 2015)

Austin area summer melt transition support program. Co-principal investigator with B. L. Castleman, C. T. King, L. Owen & H. Prince. Texas Higher Education Coordinating Board. \$94,433. (2013 – 2014)

Baltimore, MD summer melt transition support program. Co-principal investigator with B. L. Castleman & L. Owen. Abell Foundation. \$10,000. (2013 – 2014)

Late-stage support to college-ready students in Delaware. Co-principal investigator with B. L. Castleman & B. Sacerdote. The Heckscher Foundation for Children. \$31,000. (2013 – 2014)

Leveraging text messaging to increase college persistence among low-income and first-generation college students. Co-principal investigator with B. L. Castleman & J. Fullerton. The Heckscher Foundation for Children. \$28,627. (2012 – 2013)

Project SCOPE: Summer Counselor Outreach for improving Postsecondary Enrollment. Co-investigator with C. Avery & B. L. Castleman. William T. Grant Foundation. \$24,956. (2012 – 2013)

Summer College Connect 2012: Examining the impact of peer mentor outreach on whether low-income high school graduates enroll in college. Co-investigator with B. L. Castleman.

- National Association of Student Financial Aid Administrators. \$3,000. (2012 – 2013)
- Christian R. and Mary F. Lindback Foundation. \$14,000. (2012 – 2013)

Research Methods

Statistical innovations for clustered observational studies. Co-principal investigator with L. Keele. Institute of Education Sciences. \$899,023. (2021 – 2025)

Matching in multilevel contexts. Co-principal investigator with L. Keele. Spencer Foundation. \$385,733. (2019 – 2022)

Using emerging methods with existing data from multi-site trials to learn about and from variation in educational program effects. Co-investigator with H. Bloom (PI). Spencer Foundation. \$3.5 million. (2014 – 2017)

Mechanisms, moderators, methods, and measurement in the Head Start Impact Study: Informing Head Start for the future. Co-investigator with H. Bloom, P. A. Morris & H. Yoshikawa (PIs). US Department of Health & Human Services. \$1.97 million. (2011 – 2014)

Other

Molecular transducers of physical activity in humans. Co-investigator with J. Jakicic (PI). National Institutes of Health. \$7 million. (2016 – 2021)

Virtual mentorship to support maternal and infant health and wellbeing: Assessing the impact and efficacy of NurturePA. Co-principal investigator with C. Weiland. Smith Richardson Foundation. \$250,000. (2016 – 2019)

Supporting successful transitions to adulthood: Understanding the potential of career academy high schools. Co-investigator with R. J. Murnane (PI). William T. Grant Foundation. \$25,000. (2009 – 2010)

TEACHING EXPERIENCE

Brown University, Education Department, Providence, RI (2021 – present)

Current issues in US higher education
Economics of education

University of Pittsburgh, School of Education, Pittsburgh, PA (2013 – 2021)

Quantitative methods for education policy analysis: Data-based decision-making
Intermediate quantitative methods: Regression analysis
Causal inference in educational research

Harvard University, Department of Statistics, Cambridge, MA (2011 – 2012)

Introduction to quantitative methods for psychology and the behavioral sciences

Harvard Graduate School of Education, Cambridge, MA (2009)

Applied regression analysis

Ecole d'Humanité, Hasliberg-Goldern, Switzerland (1998 – 2000)

Teacher of English, humanities, and dance in international boarding school

OTHER RESEARCH EXPERIENCE

Center for Education Policy Research, Harvard University, Cambridge, MA

Senior Research Manager, Strategic Data Project (SDP). SDP works with educational agencies to inform policy decisions through high quality research and data analysis (2011 – 2013)

Abt Associates Inc., Cambridge, MA

Analyst for federally sponsored research and evaluation projects (2000-2004)

PROFESSIONAL and OTHER ACTIVITIES

Professional Affiliations

American Economic Association; American Educational Research Association; Association for Education Finance and Policy; Association for Public Policy Analysis and Management; Society for Research on Educational Effectiveness

Referee Service

Journals: *American Economic Journal: Applied Economics*; *American Educational Research Journal*; *Economics of Education Review*; *Education Finance and Policy*; *Education Next*; *Educational Evaluation and Policy Analysis*; *Educational Policy*; *Evaluation and Program Planning*; *International Journal of Educational Development*; *Journal of Economics Behavior and Organizations*; *Journal of Educational and Behavioral Statistics*; *Journal of Human Resources*; *Journal of Labor Economics*; *Journal of Policy Analysis and Management*; *Journal of Research on Educational Effectiveness*; *Journal of the Royal Statistical Society*; *Observational Studies*; *Quarterly Journal of Economics*; *Research in Higher Education*; *Review of Economic Studies*; *Sociology of Education*; *Sociological Methods and Research*; *Southern Economic Journal*; *Urban Education*

Editorial Boards: *Educational Researcher* (Associate Editor, 2020 – 2023); *AERA Open* (2019 – present); *Educational Evaluation and Policy Analysis* (2014 – 2016; 2019 – present); *Journal of Research on Educational Effectiveness* (2017 – present)

Grants: National College Access Network FAFSA Challenge Grant; National Science Foundation; Russell Sage Foundation; Smith Richardson Foundation; Spencer Foundation; University of Chicago (Successful Pathways from School to Work); William T. Grant Foundation

Conferences: American Educational Research Association; Association for Education Finance and Policy; Association for Public Policy Analysis and Management; Association for the Study of Higher Education; Society for Research on Educational Effectiveness

Publishers: American Educational Research Association; Johns Hopkins University Press; Oxford University Press; RAND Corporation; Routledge / Taylor & Francis

University Service

Brown University

Education Department executive committee (2023 – 2024)
Search committee for Annenberg Institute faculty director (2022 – 2023)
Education Department Director of Undergraduate Studies (2022 – 2024)
Education Department committee on undergraduate studies (2021 – 2024)
Annenberg Institute postdoctoral program faculty advisor (2021 – 2024)

University of Pittsburgh

Learning Research and Development Center, executive committee (2019 – 2021)
School of Education promotion and tenure committee (2019 – 2020)
School of Education faculty council (2016 – 2019)
Co-chair, search committee for research methods faculty member (2016 – 2017)
Search committee for the Renee and Richard Goldman Dean of the School of Education (2015 – 2017)
Learning Research and Development Center, diversity committee (2015 – 2018)
Search committee for psychology in education faculty member on motivation (2014 – 2015)
Committee on School of Education Ph.D. quantitative methods course sequence redesign (2013 – 2014)

Board and Other Service

President, Society for Research on Educational Effectiveness (2024)
President-elect, Society for Research on Educational Effectiveness (2023)
College Spring national board member (2021 – present)
Teen Sharp national board member (2021 – present)
AERA Palmer O. Johnson Memorial Award selection committee (2019 – 2021)
Advisor, Bill & Melinda Gates Foundation Networks for School Improvement Evaluation Design (2019)
AERA E. F. Lindquist Award selection committee (2018 – 2019)
Conference planning committee, Atlantic Causal Inference Conference (2018)
Board member, Society for Research on Educational Effectiveness (2017 – present)
Technical working group member, Abt Associates Career Pathways Design Study (2017 – present)
Technical working group member, AIR Attendance Messaging Project (2017 – present)
Conference program committee, Association for Public Policy Analysis and Management (2017)
Conference Program Committee, Society for Research on Educational Effectiveness (2016)
Advisory board member, College Completion Innovation Fund, Graduate NYC! (2015 – present)
Advisory board member, University of Pittsburgh College in High School Program (2015 – present)
National FAFSA Completion Campaign Steering Committee, NCAN (2015 – 2016)

Harvard College, Cambridge, MA

Freshman Proctor, residential and academic advisor to Harvard College first-year students (2002 – 2013)