

# KALENA E. CORTES

(Updated: December 27, 2023)

THE BUSH SCHOOL  
TEXAS A&M UNIVERSITY  
4220 TAMU  
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## EDUCATIONAL BACKGROUND

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- 2002 University of California, Berkeley, Ph.D. in Economics  
Fields: Economics of Education, Labor Economics, Economic Demography  
Advisor: Professor David E. Card  
Dissertation: "Essays on the Heterogeneity of Immigrant Groups in the United States: Testable Implications Using Human Capital Theory."
- 1995 University of California, San Diego, B.A. in Economics

## CURRENT AND PRIOR APPOINTMENTS

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- 2022-present: Kruse '52 Founders Professor, Texas A&M University, The Bush School  
2020-2022: Kruse '52 Founders Associate Professor, Texas A&M University, The Bush School  
2021-present: Chancellor's EDGES Fellow, Texas A&M University  
2021-present: Director, Program in Education Policy, Texas A&M University, The Bush School  
2020-present: Presidential Impact Fellow, Texas A&M University  
2015-2020: Associate Professor, Texas A&M University, The Bush School  
2011-2015: Assistant Professor, Texas A&M University, The Bush School  
2006-2011: Assistant Professor, Syracuse University, School of Education

## VISITING POSITIONS

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- 2022 (spring): Visiting Scholar in Education Policy, Annenberg Institute, Brown University  
2017-2018: Visiting Scholar, Stanford Graduate School of Education  
2013-2014: Visiting Scholar, Stanford Graduate School of Education  
2009-2010: Visiting Assistant Professor, Harvard Graduate School of Education  
2009-2010: Visiting Scholar, National Bureau of Economic Research (NBER)  
2003-2006: Postdoctoral Fellow, Princeton University  
2002-2003: Postdoctoral Fellow, University of Pennsylvania  
2000-2001: Visiting Student, Princeton University

## OTHER APPOINTMENTS

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- 2017-present: Editorial Board, Economics of Education Review  
2016-present: Research Associate, National Bureau of Economic Research (NBER)  
2003-present: Research Fellow, Institute for the Study of Labor (IZA)  
2020-2021: National Science Foundation Economics Advisory Panel  
2018-2023: Student Experience Research Network (SERN) Scholar  
2017-2022: Committee Member, American Economic Association's (AEA) Committee on the Status of Minority Groups in the Economics Profession (CSMGEP)

2016-2021: Associate Editor, AERA Open  
2016-2019: Editorial Board, Educational Evaluation and Policy Analysis  
2014-2017: Board of Directors, Association for Education Finance and Policy  
2014-2016: Faculty Research Fellow, National Bureau of Economic Research (NBER)  
2013-2016: Faculty Fellow, Greater Texas Foundation

**JOURNAL ARTICLES** (Available at: <https://www.kalenacortes.com/research>)

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- Cortes, Kalena E. "Are Refugees Different from Economic Immigrants? Some Empirical Evidence on the Heterogeneity of Immigrant Groups in the United States." *The Review of Economics and Statistics*, May 2004, 86(2): 465-480.
- Cortes, Kalena E. "The Effects of Age at Arrival and Enclave Schools on the Academic Performance of Immigrant Children." *Economics of Education Review*, April 2006, 25(2): 121-132.
- Tienda, Marta, Niu, Sunny, and Cortes, Kalena E. "College Selectivity and the Texas Top 10% Law: How Constrained Are the Options?" *Economics of Education Review*, June 2006, 25(3): 259-272.
- Perreira, Krista M. and Cortes, Kalena E. "Race-Ethnicity and Nativity Differences in Alcohol and Tobacco Use During Pregnancy." *American Journal of Public Health*, September 2006, 96(9): 1629-1636.
- Cortes, Kalena E. "Do Bans on Affirmative Action Hurt Minority Students? Evidence from the Texas Top 10% Plan." *Economics of Education Review*, December 2010, 29(6): 1110-1124.
- Cortes, Kalena E., \*Bricker, Jesse, and Rohlfs, Christopher. "The Role of Specific Subjects in Education Production Functions: Evidence from Morning Classes in Chicago Public High Schools." *The B.E. Journal of Economic Analysis and Policy*, June 2012 (Contributions), 12(1): 1935-1682.
- Cortes, Kalena E. "Achieving the DREAM: The Effect of IRCA on Immigrant Youth Postsecondary Educational Access." *American Economic Review: Papers & Proceedings*, May 2013, 103(3): 428-432.
- Cortes, Kalena E., Goodman, Joshua, and Nomi, Takako. "A Double Dose of Algebra." *Education Next*, Winter 2013, 13(1): 70-76.
- Cortes, Kalena E., \*Moussa, Wael, and Weinstein, Jeffrey. "Educating Bright Students in Urban Schools." *Economics of Education Review*, December 2013, 37: 286-297.
- Cortes, Kalena E. and \*Friedson, Andrew I. "Ranking Up by Moving Out: The Effect of the Texas Top 10% Plan on Property Values." *National Tax Journal*, March 2014, 67(1): 51-76. Winner of the [2014 Richard Musgrave Prize](#) for best article.
- Cortes, Kalena E. and Goodman, Joshua S. "Ability-Tracking, Instructional Time and Better Pedagogy: The Effect of Double-Dose Algebra on Student Achievement." *American Economic Review: Papers & Proceedings*, May 2014, 104(5): 400-405.
- Black, Sandra E., Cortes, Kalena E., and Lincove, Jane A. "Academic Undermatching of High Achieving Minority Students: Evidence from Race-Neutral and Holistic Admissions Policies." *American Economic Review: Papers & Proceedings*, May 2015, 105(5): 604-610.

- Cortes, Kalena E., Goodman, Joshua S., and Nomi, Takako. “Intensive Math Instruction and Educational Attainment: Long-Run Impacts of Double-Dose Algebra.” *The Journal of Human Resources*, Winter 2015, 50(1): 108-158.
- Cortes, Kalena E., and Lincove, Jane A. “Can Admissions Percent Plans Lead to Better Collegiate Fit for Minority Students?” *American Economic Review: Papers & Proceedings*, May 2016, 106(5): 348-54.
- Black, Sandra E., Cortes, Kalena E., and Lincove, Jane A. “Efficacy vs. Equity: What Happens When States Tinker with College Admissions in a Race-Blind Era?” *Educational Evaluation and Policy Analysis*, June 2016, 38(2): 336-363.
- Cortes, Kalena E. and Lincove, Jane A. “Match or Mismatch? Automatic Admissions and College Preferences of Low- and High-Income Students.” *Educational Evaluation and Policy Analysis*, March 2019, 41(1): 98-123.
- Black, Sandra E., Cortes, Kalena E., and Lincove, Jane A. “Apply Yourself: Racial and Ethnic Differences in College Application.” *Education Finance and Policy*, Spring 2020, 15(2): 209-240.
- Cortes, Kalena E., Fricke, Hans, Loeb, Susanna, Song, David, and York, Benjamin. “Too Little or Too Much? Actionable Advice in an Early-Childhood Text Messaging Experiment.” *Education Finance and Policy*, Spring 2021, 16(2): 209-232.
- Klasik, Daniel and Cortes, Kalena E. “Uniform Admissions, Unequal Access: Did the Top Ten Percent Plan Increase Access to Selective Flagship Institutions?” *Economics of Education Review*, April 2022, vol. 87. (*Also available*: National Bureau of Economic Research, Working Paper No. 28280.)
- Cortes, Kalena E., Fricke, Hans, Loeb, Susanna, Song, David, and York, Benjamin. “When Behavioral Barriers are Too High or Low – How Timing Matters for Parenting Interventions.” *Economics of Education Review*, February 2023, vol. 92. (*Also available*: National Bureau of Economic Research, Working Paper No. 25964.)
- Kizilcec, René F., Baker, Rachel B., Bruch, Elizabeth, Cortes, Kalena E., Hamilton, Laura T., Lang, David Nathan, Pardos, Zachary A., Thompson, Marissa E., and Stevens, Mitchell L. “From Pipelines to Pathways in the Study of Academic Progress.” *Science*, April 2023, 380(6643): 344-347.
- Antman, Francisca and Cortes, Kalena E. “The Long-Run Impacts of Mexican American School Desegregation.” *Journal of Economic Literature*, September 2023, 61(3): 888-905. (*Also available*: National Bureau of Economic Research, Working Paper No. 29200.)
- Kosiewicz, Holly, Morales, Camila, and Cortes, Kalena E. “The “Missing English Learner” in Higher Education: How Identification, Assessment, and Placement Shape the Educational Outcomes of English Learners in Community Colleges.” *Forthcoming (spring 2024) at Higher Education: Handbook of Theory and Research*, volume 39.
- Lincove, Jane Arnold, Mata, Catherine, and Cortes, Kalena E. “A Bridge to Graduation: Testing the Effects of an Alternative Pathway for Students Who Fail Exit Exams.” *Forthcoming at Education Finance and Policy*. (*Also available*: National Bureau of Economic Research, Working Paper No. 29742.)

\* indicates student co-author

## OTHER PUBLICATIONS

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- Tienda, Marta, Cortes, Kalena E., and Niu, Sunny. “College Attendance and the Texas Top 10 Percent Law: Permanent Contagion or Transitory Promise?” Woodrow Wilson School of Public and International Affairs, Princeton University, Policy Brief, November 2003.
- Chin, Aimee and Cortes, Kalena E. “The Refugee/Asylum Seeker.” Chapter in the *Handbook of the Economics of International Immigration, Volume 1A The Immigrants*, Barry Chiswick and Paul Miller (eds.), 2014.
- Cortes, Kalena E. and Fricke, Hans. “Text Messages to Parents Can Help Boost Children’s Reading Skills,” *The Conversation*, August 31, 2018.
- Cortes, Kalena E. and Klasik, Daniel. “How the Texas Top 10% Plan Failed to Attract More Students to the State’s Flagship Colleges,” *The Conversation*, May 11, 2021.

## WORKING PAPERS AND WORK IN PROGRESS

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- “Gender and the Evolution of Major Selection among U.S. Undergraduates.” (with Tobias Dalberg, Uppsala University and Mitchell Stevens, Stanford University). ***Revise & Resubmit: AERA Open.***
- “Distance to Opportunity: Higher Education Deserts and Community College Enrollment.” (with Riley Anton, Miami University and Camila Morales, UT Dallas). ***In preparation: Book chapter for the National Bureau of Economic Research’s “Financing Higher Education.”***
- “A Scalable Approach to High-Impact Tutoring for Young Readers.” Work in progress (with Karen Kortecamp, George Washington University; Susanna Loeb, Sanford University; and Carly Robinson, Sanford University).
- “Year Two Results Assessing the Effects of a Scalable Approach to High-Impact Tutoring for Young Readers.” Work in progress (with Karen Kortecamp, George Washington University; Susanna Loeb, Sanford University; and Carly Robinson, Sanford University).
- “The Effects of a Statewide Ban on School Suspensions.” Work in progress (with Catherine Mata, Brown University and Jane Arnold Lincove, University of Maryland, Baltimore County).
- “Texts4Teens: Middle School Parent Engagement Text Messaging Study.” Work in progress (with Brian Holzman, Rice University; Susanna Loeb, Sanford University; and Macarena Santana, Pontificia Universidad Católica de Chile).
- “Math FUNdations: A Pilot Study.” Work in progress (with Macarena Santana, Pontificia Universidad Católica de Chile).
- “Racial Terror and Educational Attainment: Evidence from Lynchings in Jim Crow Mississippi.” Work in progress (with Mary Kate Batistich, University of Notre Dame and Kendall J. Kennedy, Mississippi State University).
- “The Effect of Newcomer Schools on Immigrant Students Educational Attainment.” Work in progress (with Aimee Chin, University of Houston; Brian Holzman, Texas A&M University; and Stephanie Potochnick, University of North Carolina - Charlotte).

- “The Impact of DACA on College Major and Occupation Choices Among Undocumented Migrants.” Work in progress (with Aimee Chin, University of Houston and Camila N. Morales, The University of Texas at Dallas).
- “Encouraging Students to Take Risks: Differential Effects by Race and Gender of a First Year Grade Exclusion Policy.” Work in progress (with Rachel B. Baker, University of Pennsylvania).
- “Affirmative Action, Mismatch, and STEM: The Effect of the Texas Top 10% Plan on STEM Major Outcomes.” Working Paper (with Anthony Lising Antonio, Stanford University and Oded Gurantz, University of Missouri).
- “Why Does Mentoring Matter? The Effect of Non-Financial Support on College Enrollment and Persistence” Working Paper (with Celeste K. Carruthers, University of Tennessee and Carolyn J. Heinrich, Vanderbilt University).
- “Publication, Compensation, and the Public Affairs Discount: Does Gender Play a Role?” (with Lori T. Taylor, Texas A&M University and Travis C. Hearn, Mosbacher Institute). National Bureau of Economic Research, Working Paper No. 26022.

## GRANTS AND FELLOWSHIPS

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- 2023-2025: “*Collaborative Research: Southern Lynchings and Children's Educational Outcomes.*” Principal Investigator (Co-PI’s: Kendall Kennedy and Mary Kate Batistich). National Science Foundation (04/01/2023-03/31/2025). SES-2241521; SES-2241522. Amount awarded: \$305,145.
- 2023: “*Math FUNdations: A Pilot Study.*” Principal Investigator. Abdul Latif Jameel Poverty Action Lab (J-PAL) of North America. Amount awarded: \$27,669.
- 2021-2022: Chancellor Enhancing Development and Generating Excellence in Scholarship (EDGES) Fellow, [Faculty Fellowship, Dean of Faculties, Texas A&M University](#). Amount awarded: \$100,000.
- 2021-2022: “*Why Does Mentoring Matter? The Effect of Non-Financial Support on College Enrollment and Persistence.*” Southeastern Conference (SEC) Travel Grant, Texas A&M University. Amount awarded: \$1,500.
- 2021-2022: “*Diversity and Inclusion through Role Models.*” Co-Principal Investigator (Danila Serra, Co-PI. and Erin Snider, Co-PI). Texas A&M Triads for Transformation (T3) Grant, Texas A&M University. Amount awarded: \$30,000.
- 2021: “*Resilience in Black College Students: Consequences of the COVID-19 Pandemic on Student Success.*” Co-Principal Investigator (Gbenga Ojumu, P.I. and Catherine Eckel, Co-PI). Panther Research and Innovation for Scholarly Excellence (PRISE) Grant Program, Texas A&M University. Amount awarded: \$30,000.
- 2020-2023: “*Collaborative Research: CAFECs: Enhancing Culturally Responsive Teaching that Helps Students Build Connections Between Exploring Computer Science and their Lives.*” Co-Principal Investigator (Steven McGee, P.I.). [National Science Foundation \(11/01/2020-06/31/2023\). CNS-2031480](#). Amount awarded: \$718,741.
- 2020-2023: Presidential Impact Fellow, [Faculty Fellowship, Dean of Faculties, Texas A&M University](#). Amount awarded: \$75,000.

- 2020-2021: *“Why Does Mentoring Matter? The Effect of Non-Financial Support on College Enrollment and Persistence.”* Southeastern Conference (SEC) Travel Grant, Texas A&M University. Amount awarded: \$1,700.
- 2019-2021: *“Middle School Parent Engagement Text Messaging Study.”* Principal Investigator (Brian Holzman, Co-PI). [National Science Foundation \(09/01/2019-08/31/2021\). SES-1918016](#). Amount awarded: \$300,000.
- 2013-2016: *“Postsecondary Educational Opportunity in Texas: Evidence from Institutional and State Policies.”* Principal Investigator. Faculty Fellowship, Greater Texas Foundation. Amount awarded: \$90,000.
- 2012-2014: *“Doubling-Up?: The Impact of Remedial Algebra on Students’ Long-run Outcomes.”* Co-Investigator. (Josh Goodman, P.I.). Institute of Education Sciences (IES), U.S. Department of Education. Amount awarded: \$291,164.
- 2009: Summer Proposal Development Program, School of Education, Syracuse University. Amount awarded: \$1,600.
- 2008-2011: *“Transitions through Higher Education: Evidence on the Mismatch Hypothesis.”* Co-Investigator. (Isaac McFarlin, P.I.). Institute of Education Sciences (IES), U.S. Department of Education. Amount awarded: \$638,000.
- 2008-2009: *“The Effects of Absenteeism on Academic Achievement: Evidence from Morning Classes in Chicago Public Schools.”* Principal Investigator. Maxwell School of Citizenship and Public Affairs, Syracuse University.
- 2008: *“The Effect of Changes in Federal Student Aid-Packaging on the Educational Choices of Low-Income and Minority Students.”* Principal Investigator. Spencer Foundation. Amount awarded: \$37,800.
- 2008: *“The Effect of Changes in Federal Student Aid-Packaging on the Educational Choices of Low-Income and Minority Students.”* Principal Investigator. Young Investigator Development Award, Center for Poverty Research, University of Kentucky. Amount awarded: \$5,000.
- 2007-2009: *“The Effect of Changes in Federal Student Aid-Packaging on the Educational Choices of Low-Income and Minority Students.”* Principal Investigator. American Educational Research Association (AERA). Amount awarded: \$33,942.
- 2007-2008: *“The Effects of College Quality on Student Performance and Labor Market Outcomes: A Case for Affirmative Action Policy.”* Principal Investigator. W.E. Upjohn Institute for Employment Research Grant. Amount awarded: \$5,000.
- 2007: Summer Proposal Development Program, School of Education, Syracuse University. Amount awarded: \$1,500.
- 2007: Summer Project Assistantship Program, Maxwell School of Citizenship and Public Affairs, Syracuse University. Amount awarded: \$1,500.
- 2004-2006: *“Health and Socioeconomic Status of Immigrants in the U.S.”* Principal Investigator. Ruth L. Kirschstein National Service Award Individual Fellowship. National Institutes of Health (NIH). Amount awarded: \$92,272.



2003-2007: *“Immigrants, Parenting, and Infant/Toddler Well-being.”* Co-Investigator. (Krista M. Perreira, P.I.). Foundation for Child Development Program, Changing Faces of America’s Children Young Scholars Program. Amount awarded: \$150,000.

## **MEDIA COVERAGE**

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The Washington Post (By Anita R. Kellogg), June 28, 2021, [Why do some U.S. mayors want more refugees?](#)

Inside Higher Ed (By Scott Jaschik), January 19, 2021, [Who Benefits From Top 10% Plans?](#)

Thomas B. Fordham Institute (By Michael J. Petrilli, David Griffith, and Amber M. Northern), January 8, 2020, [The Education Gadfly Show: The best education research studies of 2019.](#)

Houston Chronicle (By Shelby Webb), December 31, 2019, [Frustrated with top 10% rule, Houston-area schools stop ranking some students.](#)

The NBER Digest (By Steve Maas), October 2019, [How Timing of Parenting Tips Boosts Their Effectiveness for Children.](#)

Bloomberg (By Noah Smith), August 27, 2019, [What If Everyone Applied to College?](#)

KXAN (By Yoojin Cho), July 30, 2019, [Texas’ Top 10% automatic admission rule for state schools isn’t making student populations more diverse, study says.](#)

Dallas Observer (By Silas Allen), July 15, 2019, [Texas’ Top 10% College Admissions Rule Doesn’t Do Much, Study Shows.](#)

The Hechinger Report (By Jill Barshay), July 8, 2019, [Texas 10% policy didn’t expand number of high schools feeding students to top universities.](#)

Politico (By Kimberly Hefling), May 28, 2019, [States Grapple with Special Ed Rule.](#)

American Educational Research Association (By Tony Pals and Collin Boylin), May 22, 2019, [Study Snapshot: Uniform Admissions, Unequal Access: Did the Top 10% Plan Increase Access to Selective Flagship Institutions.](#)

Texas A&M Today, January 5, 2019, [Picking a College Under Texas’ Top 10 Percent Plan.](#)

J-PAL Evidence Review (By Sophie Shank), 2019, [Will Technology Transform Education for the Better?](#)

The Atlantic (By Adam Harris), December 11, 2018, [A Guarantee of Tuition-Free College Can Have Life-Changing Effects.](#)

Inside Higher Ed (By Scott Jaschik), December 10, 2018, [The Power of Guaranteed Admissions.](#)

Diverse Issues in Higher Education, December 10, 2018, [Report: Is Guaranteed Admissions Effective in Developing Diverse Class?](#)

Education Week (By Catherine Gewertz), December 4, 2018, [Guaranteed Admission Helps High-Achieving Low-Income Students Make Good College Match.](#)

Phys.org (By American Educational Research Association), December 4, 2018, [Can guaranteed admissions help reduce college undermatching?](#)

- American Educational Research Association (By Tony Pals and Collin Boylin), December 4, 2018, [Can Guaranteed Admissions Help Reduce College Undermatching?](#)
- Education Week (By Marva Hinton), July 23, 2018, [More Isn't Always Better in Texting Preschool Parents, Study Finds.](#)
- The Washington Post (By Ana Swanson), September 10, 2015, [The Big Myth about Refugees - Refugees Can Be an Investment, Rather Than a Burden.](#)
- The Washington Post (By Jeff Guo), January 6, 2015, [For Black Students, SAT Scores Matter a Lot – A New Study Suggests Affirmative Action Policies in College Admissions Might Be a Good Idea.](#)
- Diverse Issues in Higher Education (By Jamaal Abdul-Alim), January 5, 2015, [Relying on Above-Average Scores on Entrance Exams Hinders Diversity.](#)
- Atlanta Journal Constitution (By Maureen Downey), January 31, 2013, [A Double Dose of Algebra Improves Math and Verbal Skills as Well as College Enrollment.](#)
- TAMUtimes (By Lesley Henton), December 14, 2012, [Extra Algebra Class Improves Both Math and Verbal Skills in High Schoolers.](#)
- Education Week (By Erik Robelen), November 1, 2012, [Study Finds Benefits to a ‘Double Dose’ of Algebra.](#)
- Houston Chronicle (By Rick Casey), August 17, 2010, [Sales Point: Nice House in Bad ISD.](#)
- The Chronicle of Higher Education (By Peter Schmidt), August 9, 2010, The Ticker, [Texas Admissions-Policy Shift Hurt Lower-Ranked Minority Students.](#)
- Inside Higher Ed (By Scott Jaschik), January 12, 2009, [The 10% Fight Is Back.](#)

## **TEXTBOOK INCLUSIONS**

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- Laing, Derek. [Principles of Modern Labor Economics](#), 2011, Norton & Co., New York, NY. Chapter 21 Immigration and Outsourcing, Economic Application 21.2: Language Acquisition, pg. 588.
- Ehrenberg, Ronald G. and Robert S. Smith. [Modern Labor Economics: Theory and Public Policy](#). (8th Edition, 2003). (9th Edition, 2006). (10th Edition, 2009). (11th Edition, 2012) Addison-Wesley, New York, NY. Chapter 10 Worker Mobility: Migration, Immigration, and Turnover, Example 10.3: Economic vs. Political Immigrants, pg. 318.

## **OTHER AWARDS**

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- 2009-10: Emerging Scholars Program, University of Kentucky, Center for Poverty Research.
- 2008: Association for Institutional Research (AIR) Fellow – Data Policy Institute, Institute of Education Sciences (IES), National Center for Education Statistics (NCES).
- 2001-2002: Graduate Opportunity Program Dissertation-Year Award, U.C. Berkeley.
- 2000-2001: National Institute of Child Health and Human Development (NICHD) Grant for Interdisciplinary Training in Demography, renewed. Society of Woman Geographers Fellowship.
- 1990-2000: National Institute of Child Health and Human Development (NICHD) Grant for Interdisciplinary Training in Demography.



- 1990-2000: Lloyd Ulman Graduate Student Fellowship in Labor Economics, awarded by the Institute of Industrial Relations (IIR), U.C. Berkeley.
- 1997-1998: Graduate Opportunity Program (GOP) Fellowship, renewed.
- 1996-1997: Graduate Opportunity Program (GOP) Fellowship, U.C. Berkeley.

## **PROFESSIONAL ACTIVITIES AND AFFILIATIONS**

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- 2020-present: Invited Contributor, [EdWorkingPapers](#), Annenberg Institute, Brown University.
- 2011-2015: Adjunct Assistant Professor of Economics by Courtesy Appointment, Economics Department, Texas A&M University.
- 2009-: Senior Associate, Education Finance and Accountability Program, Maxwell School of Citizenship and Public Affairs, Syracuse University.
- 2006-2011: Assistant Professor of Economics by Courtesy Appointment, Maxwell School of Citizenship and Public Affairs, Syracuse University.
- 2006-2011: Senior Research Associate, Center for Policy Research, Maxwell School of Citizenship and Public Affairs, Syracuse University.
- 2005: Panelist, Texas Higher Educational Opportunity Project (THEOP) Summer Workshop, Princeton University.

## **INVITED SEMINARS**

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- 2023-2024: University of Michigan, Marsal Family School of Education.
- 2021-2022: University of Tennessee, Economics Department; Federal Reserve Bank of New York, Research and Statistics Group (*virtual visit*); Boston University, Wheelock College of Education & Human Development; Syracuse University, Economics Department; Board of Governors of the Federal Reserve System, Division of Research and Statistics (*virtual visit*).
- 2020-2021: The Ohio State University, Economics Department (*virtual visit*); Brookings Institution (*virtual visit*); University of Maryland, College of Education (*virtual visit*); Syracuse University, Economics Department (*postponed due to Covid-19*); Teachers College Columbia University (*postponed due to Covid-19*).
- 2019-2020: University of Arkansas, Department of Education Reform; Mississippi State University, Economics Department; Syracuse University, Economics Department (*postponed due to Covid-19*).
- 2018-2019: University of Michigan, The Ford School; National Science Foundation INCLUDES Symposium for ADVANCING Latinas in STEM Academic Careers.
- 2017-2018: USC Rossier School of Education; Vanderbilt University Peabody College.
- 2014-2015: New York University-Steinhardt School.
- 2013-2014: Stanford Graduate School of Education.
- 2012-2013: University of Texas at Austin, Economics Department; University of Southern California, Sol Price School of Public Policy and Rossier School of Education.
- 2010-2011: Texas A&M University, The Bush School of Government and Public Service; University of Texas at Dallas; Teachers College Columbia University; MIT, Economics Department; University of Wisconsin; Vanderbilt University Peabody College; W.E. Upjohn Institute for Employment Research; Congressional Budget Office; University of Connecticut.

- 2009-2010: University of Kentucky, Center for Poverty Research; Harvard University Graduate School of Education; Tufts University, Economics Department; Harvard University, Economics Department.
- 2008-2009: Urban Institute; Syracuse University, Center for Policy Research.
- 2007-2008: Teachers College Columbia University; Harvard University Graduate School of Education; The Ohio State University; University of Kentucky, Center for Poverty Research.
- 2006-2007: Syracuse University, Center for Policy Research; State University of New York at Binghamton; Teachers College Columbia University.
- 2005-2006: MIT, Inter-University Committee on International Migration; Swarthmore College; Federal Reserve Bank of Philadelphia; Kansas State University; Baruch College – CUNY; CNA Corporation; Federal Trade Commission; RAND Corporation; Public Policy Institute of California (PPIC); Syracuse University, School of Education.
- 2003-2004: Harvard University, The Civil Rights Project.

## CONFERENCE PRESENTATIONS

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- 2023-2024: Association for Public Policy Analysis and Management; Association for Education Finance and Policy (*scheduled*), Society of Labor Economists (*scheduled*).
- 2022-2023: Association for Education Finance and Policy.
- 2021-2022: Association for Public Policy Analysis and Management; American Economic Association; Southern Economic Association.
- 2020-2021: Association for Public Policy Analysis and Management (*virtual*); Association for Education Finance and Policy (*virtual*); NBER Race and Stratification Working Group Meeting (*virtual*).
- 2019-2020: Association for Public Policy Analysis and Management; Association for Education Finance and Policy (*virtual*).
- 2018-2019: Association for Public Policy Analysis and Management; American Economic Association; Association for Education Finance and Policy.
- 2017-2018: Association for Education Finance and Policy.
- 2016-2017: American Economic Association; Association for Education Finance and Policy.
- 2015-2016: Association for Public Policy Analysis and Management; Southern Economic Association; American Economic Association; Association for Education Finance and Policy.
- 2014-2015: Association for Public Policy Analysis and Management; Southern Economic Association; American Economic Association; Association for Education Finance and Policy.
- 2013-2014: American Economic Association; Association for Education Finance and Policy.
- 2012-2013: Association for Public Policy Analysis and Management; American Economic Association; Association for Education Finance and Policy.
- 2011-2012: Association for Public Policy Analysis and Management; Association for Education Finance and Policy; NBER Education Program; The Ohio State University (The Second Wave, Economics Department).
- 2010-2011: American Economic Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management (Paper Discussant).
- 2009-2010: National Tax Association; Association for Education Finance and Policy.
- 2008-2009: American Economic Association.

- 2007-2008: Association for Education Finance and Policy; NBER Higher Education Working Group Meeting.
- 2006-2007: American Economic Association (Paper Discussant); Eastern Economic Association; Association for Education Finance and Policy; Society of Labor Economists.
- 2005-2006: Society of Labor Economists (Chaired Session).
- 2004-2005: Association for Public Policy Analysis and Management.
- 2003-2004: Association for Public Policy Analysis and Management; Eastern Economic Association; Population Association of America; Society of Labor Economists.
- 2002-2003: Association of Maternal and Child Health Programs; Population Association of America; European Society of Population Economics.
- 2001-2002: Population Association of America; Society of Labor Economists.
- 2000-2001: Population Association of America.

## **TEACHING**

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### **Texas A&M University**

- Graduate: Policy Analysis (PSAA 615)  
 Quantitative Methods in Public Management I (BUSH 631)  
 Quantitative Methods in Public Management II (BUSH 635)  
 Immigration and Education Policy (PSAA 613)

### **Syracuse University**

- Graduate: Statistical Thinking and Applications (EDU/EDP 647)  
 Economics of Higher Education (HED 800)  
 Affirmative Action Policy in Higher Education (HED 801)  
 Methods and Databases for Educational Policy (EDU 600)  
 Advanced Multivariate Research Methods (EDU 791)

### **Princeton University**

- Graduate: Microeconomic Analysis, Summer 2005.

## **SERVICE**

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### **Academic Journal Referee**

American Economic Journal: Applied Economics; Economics of Education Review; Education Finance and Policy; Educational Evaluation and Policy Analysis; Economic Inquiry; International Migration Review; IZA Journal of Migration, Journal of Health Economics; Journal of Policy Analysis and Management; Journal of Political Economy; Journal of Labor Research; Journal of Urban Economics; Labour Economics; Southern Economic Journal; The B.E. Journal of Economic Analysis & Policy; The Journal of Human Resources; Journal of Population Economics, Journal of Public Economics, The Review of Economics and Statistics, The Quarterly Journal of Economics.

### **The Bush School and Texas A&M University**

- 2022 (spring): MPSA Admissions Committee, The Bush School.  
 2021 (spring): MPSA Admissions Committee, The Bush School.  
 2020-2021: Associate Professor Task Force, A&M University Committee.  
 2020 (spring): MPSA Admissions Committee, The Bush School.  
 2019 (spring): MPSA Admissions Committee, The Bush School.  
 2016-2017: I-School Task Force, A&M University Committee.

- 2016 (spring): MPSA Admissions Committee, The Bush School.
- 2015 (spring): MPSA Admissions Committee, The Bush School.
- 2013 (spring): Merit Fellowship Reviewer, A&M University Committee.
- 2012-2013: MPSA Curriculum Committee, The Bush School.
- 2012-2013: MPSA Search Committee, The Bush School.
- 2012 (spring): MPSA Admissions Committee, The Bush School.

**School of Education (SOE) and Syracuse University**

- 2009 (spring): SOE Scholarship Committee.
- 2009 (spring): University Fellowship Committee.
- 2008 (fall): Evaluation Committee, Burstyn Collaborative Grant Competition.
- 2008 (spring): SOE Scholarship Committee.
- 2008 (spring): University Fellowship Committee.
- 2007 (fall): Evaluation Committee, Burstyn Collaborative Grant Competition.
- 2007 (spring): University Fellowship Committee.
- 2007 (spring): Research Committee, SOE Research & Creative Grant Competition.
- 2006-2009: Committee on Policies, Standards, and Scholarship.
- 2006 (fall): Evaluation Committee, Burstyn Collaborative Grant Competition.