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EMPLOYMENT

Barnett Family Professor of Education, Stanford University, 2018-present
Director, John W. Gardner Center for Youth and their Communities, 2018-present
Senior Fellow, Stanford Institute for Economic Policy Research (SIEPR), 2015-present
Professor of Education, Stanford University, 2012-2018
Associate Dean of Faculty Affairs, Stanford Graduate School of Education, 2015-2018
Director, Stanford Center for Education Policy Analysis, 2015-2018
Professor of Public Policy and Economics, University of Virginia, 2010-2012
Research Professor of Education, University of Virginia, 2010-2012
Associate Professor of Economics, Department of Economics, Swarthmore College, 2005-2010
Director, Public Policy Program, Swarthmore College, 2005-2010
Assistant Professor of Economics, Department of Economics, Swarthmore College, 1999-2005.
Assistant Professor of Economics, School of Economics, Georgia Institute of Technology, 1997-1999.

EDUCATION

University of Maryland, Ph.D., Economics, 1997.
University of Maryland, M.A., Economics, 1994.
Swarthmore College, B.A., Economics with the Concentration in Public Policy, 1990.

OTHER AFFILIATIONS

Research Associate, National Bureau of Economic Research (NBER), Programs on the Economics of Education, Health Economics and Children, 2009-present.
Member, Economics of Education Research Group, CESifo, 2009-present.
Associate Editor, *Economic Inquiry*, 2019-present
Editorial Board, *Journal of Policy Analysis and Management*, 2014-present.
Editorial Board, *American Educational Research Journal*, 2020-2022.
Editorial Board, *Education Finance and Policy*, 2019-2022.
Member, Executive Committee, Public Policy Program, Stanford University, 2012-present
Member, Scientific Steering Committee, Mindset Scholars Network, 2018-2020
Member, Board of Directors, Association for Education Finance and Policy, 2014-2017.
Editorial Board, *Educational Researcher*, 2010-2016.
Editorial Board, *Educational Evaluation and Policy Analysis*, 2012-2016.
Research Fellow, Danish National Center for Social Research, 2013-2016.
Fellow, China Center for Human Capital and Labor-Market Research, Central University of Finance and Economics, Beijing, China, 2008-present
Co-editor, *Journal of Policy Analysis and Management*, 2010-2014
Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2009-2012.
Member, APPAM Program Committee, Fall 2010 Research Conference
Member, Technical Methods Working Group, National Evaluation of Magnet Schools, Institute of Education Sciences, U.S. Department of Education, 2008-2010.
Member, APPAM Selection Committee, 2009 Spencer Foundation Lecture in Education Policy and Management
Member, Method Issues Working Group, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education, 2008-2009.

Member, APPAM Program Committee, Fall 2008 Research Conference
 Member, Future of American Education Project, American Enterprise Institute, 2007.
 Faculty Research Fellow, National Bureau of Economic Research, Programs on the Economics of Education, Health Economics and Children, 2000-2009.
 Member, What Works Clearinghouse Panel on School Turnaround, Institute of Education Sciences, U.S. Department of Education, 2007-2008
 Member, Technical Working Group, After-School Project, Institute of Education Sciences, U.S. Department of Education, 2004-2007.
 Visiting Scholar, School of Education, Stanford University, 2006-2007
 Principal member, Education Systems and Broad Reform Review Panel, Institute of Education Sciences, U.S. Department of Education, 2005-2007.
 Visiting Fellow, Education Research Section, Woodrow Wilson School of Public and International Affairs, Princeton University, 2002-2003.
 Scholar, National Young Faculty Leaders Forum, John F. Kennedy School of Government, Harvard University, 2002-2005.

GRANTS AND AWARDS

Co-Recipient (with Emily Penner and Bill Sanderson), Community Outcomes and Impact Award, International Association for Research on Service Learning and Community Engagement, 2020.
 Co-Recipient (with Daphna Bassok and Scott Latham), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2019.
 Co-Recipient, Best Paper award for “How a data-driven course planning tool affects college students’ GPA: Evidence from two field experiments, with Sorathan Chaturapruek, Ramesh Johari, René F. Kizilcec, & Mitchell L. Stevens, Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.
 Principal Investigator with Emily Penner, “The Effects of the African American Male Achievement Program,” Raikes Foundation and Mindset Scholars Network, 2017-2019.
 Principal Investigator, “Early Warning Systems in Action” SFUSD Incentive Fund 2017-2019
 Co-Recipient (with James Wyckoff), Raymond Vernon Memorial Award, Association for Public Policy Analysis and Management, 2015.
 Principal Investigator, “The Labor Market Effects of MOOCs,” Human Sciences and Technology Advanced Research (H-STAR) Institute, Stanford University, 2015-2016.
 Principal Investigator, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic-Studies Curriculum,” Stanford-SFUSD Incentive Fund Grant, Stanford University, 2014-2015.
 Core Faculty, “Stanford University Predoctoral Training Program in Quantitative Education Policy Analysis,” U.S. Department of Education, 2014-2019
 Core Faculty, “Stanford Postdoctoral Fellows Program in the Center for Education Policy Analysis,” U.S. Department of Education, 2014-2018
 Principal Investigator with James Wyckoff, Institute of Education Sciences, U.S. Department of Education, “Examining the Effects of IMPACT on Students Achievement: DCPS-UVA Research Partnership,” 2014-2016.
 Principal Investigator with Brian Jacob and Steven Hemelt, Spencer Foundation, WT Grant Foundation, “Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2014-2016.
 Principal Investigator with Brian Jacob and Steven Hemelt, Walton Foundation, “School Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers,” 2013-2015.
 Consultant, “Researching the Impact of an Online MOOC Designed to Transform Student Engagement and Achievement in Mathematics,” National Science Foundation, 2014-2015
 Principal Investigator with James Wyckoff, Carnegie Corporation of New York research grant for “Assessing the Effects of IMPACT on DCPS Teacher Quality,” 2013.

- Principal Investigator with James Wyckoff and Alex Smith, Smith Richardson Foundation research grant for “The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund,” 2013-14.
- Principal Investigator, Institute of Education Sciences, U.S. Department of Education, for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2009-2013.
- Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2010.
- Principal Investigator, Spencer Foundation research grant for “A Randomized Trial of Reducing Stereotype Threat among Economically Disadvantaged Minority Students,” 2008-2009.
- Principal Investigator with Martin West, Smith Richardson Foundation research grant for “The Effects of Class Size on Cognitive and Non-Cognitive Student Outcomes” 2007-2008.
- Principal Investigator, Mellon Foundation Tri-Co Forum Seed Grant for “Stereotype Threat and the College Athlete,” 2007-2008.
- Principal Investigator, American Educational Research Association and the Spencer Foundation research grants for “A Teacher like Me: Does Race, Ethnicity or Gender Matter?” 2004-2006.
- Consultant, Robert Wood Johnson Foundation research grant for “State Alcohol Policy and Motor Vehicle Fatalities among Young Adults,” 2003.
- National Academy of Education/Spencer Postdoctoral Fellowship, 2002-2003.
- Principal Investigator, Center for Information & Research on Civic Learning & Engagement (CIRCLE) research grant for “Are There Civic Returns to Education?” 2002-2003.
- Principal Investigator, Smith Richardson Foundation research grant for “Teachers, Students and Educational Achievement: New Lessons from a Randomized Experiment,” 2000-2003.
- Principal Investigator, Field-Initiated Studies Educational Research Grant, U.S. Department of Education, National Institute on Educational Governance, Finance, Policymaking and Management for “The Educational and Economic Consequences of Changing High School Graduation Standards,” 1999-2001.
- Dissertation Grant, American Educational Research Association, 1996-97.
- George M. Phillips Award for Graduate Research in the Public Interest, University of Maryland, 1997.
- Finalist, National Tax Association Dissertation Award, 1997.
- First-Place Award, Graduate Research Interaction Day, University of Maryland, April 1996.
- Departmental Teaching Award, Department of Economics, University of Maryland, Spring 1996.

WORKING PAPERS

- “A Community-Response Approach to Mental-Health and Substance-Abuse Crises Reduced Crime,” with Jaymes Pyne, <https://osf.io/zsaf5>, March 2021, under review.
- “Public-Sector Leadership and Venture Philanthropy: The Case of Broad Superintendents,” with S. Loeb and Y. Shi, EdWorkingPaper: 20-255. July 2020. Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/10rs-t954>, under review.
- “Bias in Online Classes: Evidence from a Field Experiment,” with R. Baker, B. Evans, and J. John. CEPA Working Paper No. 18-03, 2018, under review.
- “Mobile Phones, Civic Engagement, and School Performance in Pakistan,” with Minahil Asim, NBER Working Paper No. 22764, October 2016, under review.

JOURNAL ARTICLES

- “Ethnic Studies Increases Longer-Run Academic Engagement and Attainment,” with S. Bonilla and E. Penner, *Proceedings of the National Academy of Science*, September 14, 2021 118 (37) e2026386118; <https://doi.org/10.1073/pnas.2026386118>.
- “My Brother’s Keeper? The Impact of Targeted Educational Supports,” with E. Penner, *Journal of Policy Analysis and Management*, forthcoming; <https://doi.org/10.1002/pam.22328>

- “Patterns in the Pandemic Decline of Public-School Enrollment,” with Mark Murphy, *Educational Researcher* 50(8), 202, 566-569; <https://doi.org/10.3102/0013189X211034481>.
- “Assessing the Impact of a Test Question: Evidence from the ‘Underground Railroad’ Controversy,” with B. Domingue, *Educational Measurement: Issues and Practice* 40(2), Summer 2021, 81-88.
- “Is Effective Teacher Evaluation Sustainable? Evidence from DCPS,” with J. James and J. Wyckoff. *Education Finance and Policy* 16(2), 2021, 313-346.
- “Vanished Classmates: The Effects of Local Immigration Enforcement on Student Enrollment,” with Mark Murphy, *American Educational Research Journal* 57(2), 2020, 694-727.
- “The Effects of School Reform under NCLB Waivers: Evidence from Focus Schools in Kentucky,” with Sade Bonilla, *Education Finance and Policy* 15(1), 2020, 75-103.
- “Text as Data Methods for Education Researchers and Applications for Gender Equity,” with L. Fesler, R. Baker, and B. Evans, *Journal of Research on Educational Effectiveness* 12(4), 2019, 707-727.
- “The Effects of Accountability Incentives in Early Childhood Education,” with Daphna Bassok and Scott Latham, *Journal of Policy Analysis and Management* 38(4), 2019, 838-866.
*Winner of the 2019 Raymond Vernon Memorial Award from the Association for Public Policy Analysis and Management (APPAM)
- “School Performance, Accountability, and Waiver Reforms: Evidence from Louisiana,” with Elise Dizon-Ross, *Educational Evaluation and Policy Analysis*, 41(3), 2019, 316-349.
- “The Causes and Consequences of Test Score Manipulation: Evidence from the New York Regents Examinations,” with Will Dobbie, Brian Jacob, and Jonah Rockoff. *American Economic Journal: Applied Economics* 11(3), 2019, 382-423.
- “How a data-driven course planning tool affects college students’ GPA: Evidence from two field experiments,” with Sorathan Chaturapruerk, Ramesh Johari, René F. Kizilcec, & Mitchell L. Stevens, Proceedings of the Fifth ACM Conference on Learning at Scale (L@S), 2018.
- “The Gift of Time? School Starting Age and Mental Health,” with Hans Henrik Sievertsen, *Health Economics*, 27(5), May 2018, 781-802.
- “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum,” with Emily Penner, *American Educational Research Journal*, 54(1), 2017, 127-166.
- “Teacher Turnover, Teacher Quality, and Student Achievement in DCPS,” with Melinda Adnot, Veronica Katz, and James Wyckoff, *Educational Evaluation and Policy Analysis*, 39(1), 2017, 54-76.
- “Property Taxes and Politicians: Evidence from School Budget Elections,” with Andrew Barr, *National Tax Journal*, 69(3), 517, 2016.
- “A Randomized Experiment Testing the Efficacy of a Scheduling Nudge in a Massive Open Online Course (MOOC)” with Rachel Baker and Brent Evans, *AERA Open*, 2016.
- “Be a Good Samaritan to a Good Samaritan: Field Evidence of Other-Regarding Preferences in China,” with Simon Chang, Chun Wing Tse, and Li Yu, *China Economic Review* 41, December 2016, pages 23-33.
- “Persistence Patterns in Massive Open Online Courses (MOOCs),” with Rachel Baker and Brent Evans, *Journal of Higher Education* 87(2), 206-242, 2016.
- “The Achievement and Course-Taking Effects of Magnet Schools: Regression-Discontinuity Evidence from Urban China,” with Xiaohuan Lan, *Economics of Education Review* 47, 128-142, 2015.
- “Incentives, Selection, and Teacher Performance: Evidence from IMPACT,” with James Wyckoff, *Journal of Policy Analysis and Management* 34 (2), Spring 2015, 267–297.
*Winner of the 2015 Raymond Vernon Memorial Award from the Association for Public Policy Analysis and Management (APPAM)
- “Social Identity and Achievement Gaps: Evidence from an Affirmation Intervention,” *Journal of Research on Educational Effectiveness* 8(2), 149-168, 2015.
- “Stereotype Threat and the Student-Athlete,” *Economic Inquiry* 52(1), January 2014, 173-182.
- “Do Parental Involvement Laws Deter Risky Teen Sex?” with Silvie Colman and Ted Joyce, *Journal of Health Economics* 32(5), September 2013, 873-880.

- “When a Nudge isn’t Enough: Defaults and Saving among Low-Income Tax Filers,” with Erin Bronchetti, David Huffman, and Ellen Magenheimer, *National Tax Journal* 66(3), September 2013, 609-634.
- “The Effects of NCLB on School Resources and Practices,” with Brian Jacob and Nathaniel Schwartz *Educational Evaluation and Policy Analysis* 35(2), June 2013, pp. 252 - 288.
- “Rational Ignorance in Education: A Field Experiment in Student Plagiarism,” with Brian Jacob, *Journal of Human Resources* 47(2), Spring 2012: 397-434.
- “Conditional Cash Penalties in Education: Evidence from the Learnfare Experiment,” *Economics of Education Review* 30(5), October 2011, 924-937.
- “The Impact of the No Child Left Behind Act on Student Achievement,” with Brian Jacob, *Journal of Policy Analysis and Management* 30(3), Summer 2011, 418-446.
- “The Non-cognitive Returns to Class Size,” with Martin West, *Educational Evaluation and Policy Analysis* 33(1), March 2011, 23-46.
- “Motorcycle Helmets and Traffic Safety” *Journal of Health Economics* 28(2), March 2009, pages 398-412.
- “Forsaking All Others? The Effects of Same-Sex Partnership Laws on Risky Sex” *Economic Journal* 118(530), July 2008, 1055-1078.
- “Out-of-Field Teaching and Student Achievement: Evidence from ‘Matched-Pairs’ Comparisons” with Sarah Cohodes ’05, *Public Finance Review* 36(1), January 2008, 7-32.
- “Technology and Voter Intent: Evidence from the California Recall Election,” *The Review of Economics and Statistics* 89(4), November 2007, 674-683.
- “Teachers and the Gender Gaps in Student Achievement,” *Journal of Human Resources* 42(3), Summer 2007, pages 528-554.
- “The Strength of Graduated Drivers License Programs and Fatalities among Teen Drivers and Passengers,” with David C. Grabowski, Michael A. Morrissey, and Christine Campbell, *Accident Analysis and Prevention* 38(1), January 2006, pages 135-141.
- “A Teacher Like Me: Does Race, Ethnicity or Gender Matter?” *American Economic Review* 95(2), May 2005, pages 158-165.
- “The Effects of Catholic Schooling on Civic Participation” *International Tax and Public Finance* 12(5), September 2005, 605-625.
- “Graduated Driver Licensing and Teen Traffic Fatalities,” with David C. Grabowski and Michael A. Morrissey, *Journal of Health Economics* 24(3), May 2005, pages 571-589.
- “Expense Preference and Student Achievement in School Districts,” *Eastern Economic Journal* 31(1), Winter 2005, pages 23-44.
- “The Fate of New Funding: Evidence from Massachusetts’ Education Finance Reforms,” with Jeffrey Levine ’00, *Educational Evaluation and Policy Analysis* 26(3), Fall 2004, pages 199-215.
- “Does Merit Pay Reward Good Teachers? Evidence from a Randomized Experiment,” with Benjamin Keys ’01, *Journal of Policy Analysis and Management*, 23(3), Summer 2004, pages 471-488.
- “Are There Civic Returns to Education?” *Journal of Public Economics* 88(9), August 2004, pages 1697-1720.
- “Teachers, Race and Student Achievement in a Randomized Experiment,” *The Review of Economics and Statistics* 86(1), February 2004, pages 195-210. To be reprinted in *Field Experiments*, John List and Anya C. Samak (editors), Edward Elgar Publishing.
- “Do Charter Schools Skim Students or Drain Resources?” with Helen Fu ’01, *Economics of Education Review* 23(3), June 2004, pages 259-271.
- “Lotteries, Litigation and Education Finance,” *Southern Economic Journal* 70(3), January 2004, pages 584-599.
- “The Fatality Effects of Highway Speed Limits by Gender and Age,” with Rebecca Sela ’02, *Economics Letters* 79(3), June 2003, pages 401-408.

- “AIDS Mortality May Have Contributed to the Decline in Syphilis Rates in the United States in the 1990's,” with Harrell W. Chesson and Sevgi O Aral, *Sexually Transmitted Diseases* 30(5), May 2003, pages 419-424.
- “Teen Drinking and Educational Attainment: Evidence from Two-Sample Instrumental Variables (TSIV) Estimates,” with William N. Evans, *Journal of Labor Economics* 21(1), January 2003, pages 178-209.
- “Until Death Do You Part: The Effects of Unilateral Divorce on Spousal Homicides,” *Economic Inquiry* 41(1), January 2003, pages 163-182.
- “The Effects of Minimum Legal Drinking Ages on Teen Childbearing,” *Journal of Human Resources* 36(4), Fall 2001, pages 823-828.
- “Behavioral Policies and Teen Traffic Safety,” with William N. Evans, *American Economic Review* 91(2), May 2001, pages 91-96.
- “Alcohol Abuse and Economic Conditions: Evidence from Repeated Cross-Sections of Individual-Level Data,” *Health Economics* 10(3), April 2001, pages 257-270.
- “Does Setting Limits Save Lives? The Case of 0.08 BAC Laws,” *Journal of Policy Analysis and Management* 20(1), 2001, pages 113-130.
- “The Capitalization of Education Finance Reforms,” *Journal of Law and Economics* 43(1), April 2000, pages 185-214.
- “The Complementarity of Teen Smoking and Drinking,” *Journal of Health Economics* 18(6), December 1999, pages 767-773. Reprinted in *The Economics of Health Behaviours*, John Cawley and Donald S. Kenkel (editors), Edward Elgar Publishing, 2008.
- “Who Loses HOPE? Attrition from Georgia's College Scholarship Program,” with Linda Jackson, *Southern Economic Journal* 66(2), October 1999, pages 379-390.
- “Data Watch: Research Data in the Economics of Education” with William N. Evans and Sheila Murray, *Journal of Economic Perspectives*, Summer 1999, pages 205-216.
- “State Alcohol Policies, Teen Drinking and Traffic Fatalities,” *Journal of Public Economics* 72 (2), 1999, pages 289-315. Reprinted in *The Economics of Health Behaviours*, John Cawley and Donald S. Kenkel (editors), Edward Elgar Publishing, 2008.
- “Competition and the Quality of Public Schools,” *Economics of Education Review* 17 (4), 1998, pages 419-427.
- “Reconsidering the Effects of Seat Belt Laws and Their Enforcement Status,” *Accident Analysis and Prevention* 30 (1), 1998, pages 1-10.

CONTRIBUTIONS TO EDITED VOLUMES

- “The Impact of Local ICE-Police Partnerships on Students,” with M. Murphy. In P. Gándara and J. Ee (Eds.). *Equity Disrupted: The Impact of Immigration Enforcement Policies on the Nation's Schools*. Cambridge, MA: Harvard Education Press, forthcoming.
- “Stereotype Threat in the Real World” with Joshua Aronson. In Schmader, T. & Inzlicht, M. (Eds.) *Stereotype threat: Theory, Process, and Application*. Oxford, U.K.: Oxford University Press, 2011, pages 264-279.
- “Education and Civic Engagement,” in *Economics of Education*, edited by D.J. Brewer and P.J. McEwan, and *International Encyclopedia of Education, 3rd Edition*, edited by E. Baker, B. McGaw, and P. Peterson, Amsterdam, Elsevier, 2010.
- “Assessing the College Contribution to Civic Engagement,” in *Succeeding in College: What It Means and How to Make it Happen*, Michael S. McPherson and Morton Owen Schapiro, Editors, College Board, New York, 2008.
- “Do High School Exit Exams Influence Educational Attainment or Labor Market Performance?” with Brian A. Jacob in *Standards-Based Reform and Children in Poverty: Lessons for "No Child Left Behind"*, Adam Gamoran, editor, Brookings Institution Press, 2007.

- Comment on “Peer Effects in Higher Education” by G. Winston and D. Zimmermann in *College Decisions: How Students Make Them and How They Could*, Caroline Hoxby, editor, University of Chicago Press, 2004, pages 421-423.
- “The ‘First Wave’ of Accountability,” in *No Child Left Behind? The Politics and Practice of Accountability*, Paul Petersen and Martin West, editors, Brookings Institution Press, 2003.
- “Where Does New Money Go? Evidence From Litigation and a Lottery” in *Developments in School Finance, 1999-2000*, William Fowler, editor, National Center for Education Statistics, U.S. Department of Education, 2002.
- “Teens and Traffic Safety,” with W.N. Evans in *An Economic Analysis of Risky Behavior Among Youths*, Jonathan Gruber, editor, University of Chicago Press, 2001.

OTHER PUBLICATIONS

- “[VCs are pouring money into the wrong education startups](#),” Wired, November 29, 2020.
- “Learning from the Past: School Accountability Before ESSA,” Hoover Education Success Initiative, July 2020.
- “[What Early-Childhood Accountability Can Learn from K-12’s Mistakes](#),” *Education Week* 39(2), 2019, 24.
- “[When police team up with ICE, it ripples into classrooms](#),” *Los Angeles Times*, November 1, 2018.
- “[Race and Gender Biases Appear in Online Classrooms](#),” with R. Baker, B. Evans, and J. John, Brown Center Chalkboard, Brookings Institution, April 27, 2018.
- “[The Insidiousness of Unconscious Bias in Schools](#),” with S. Gershenson, Brown Center Chalkboard, Brookings Institution, March 20, 2017.
- “A Lasting Impact: High-stakes teacher evaluations drive student success in Washington, D.C.,” with James Wyckoff, *Education Next* 17(4), 58-66.
- “Understanding and Addressing Teacher Shortages in the United States,” with Dan Goldhaber, The Brookings Institution, Hamilton Project Policy Proposal 2017-05, April 2017.
- “Can Ethnic Studies Courses Help Students Succeed in School? Evidence From San Francisco,” with Emily K. Penner, Urban Education Reform: Bridging Research and Practice, *Education Week*, July 31, 2017.
- “Unconscious Bias in the Classroom: Evidence and Opportunities,” with Seth Gershenson, Mountain View, CA: Google Inc. Retrieved from <https://goo.gl/O6Btqi>.
- “The insidiousness of unconscious bias in schools,” with Seth Gershenson, Brown Center Chalkboard, Brookings Institution, March 20, 2017.
- “The Impact of No Child Left Behind on Students, Teachers, and Schools,” with Brian Jacob, *Brookings Papers on Economic Activity*, Fall 2010.
- Turning around Chronically Low-Performing Schools: A Practice Guide* with Herman, R., Dawson, P., Greene, J., Maynard, R., Redding, S., and Darwin, M. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. NCEE #2008-4020, May 2008.
- “The Effects of School Size on Parental Involvement and Social Capital: Evidence from the ELS:2002,” with Wei Ha and Brian A. Jacob, *Brookings Papers on Education Policy 2006/2007*, pages 77-97.
- “The Why Chromosome: How a teacher’s gender affects boys and girls,” *Education Next* 6(4), Fall 2006, pages 68-75.
- “Dollars and Sense,” with Benjamin J. Keys ’01, *Education Next* 5(1), Winter 2005, pages 60-67.
- “The Race Connection,” *Education Next* 4(2), Spring 2004, pages 53-59.
- “Unanswered Questions,” *The Baltimore Sun*, June 21, 2004, page 11A.
- “Learning to Earn,” *Education Next* 3(3), Summer 2003, pages 65-70.