

S-803: Education Policy and Program Evaluation Core Seminar
Fall Semester 2025
Tuesdays 9-11:45 am

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A. Course Description

This seminar will expose students to major theories, analytic approaches, and conclusions from the study of policy formation, implementation, and effectiveness in the domains of early childhood, K-12, and postsecondary education, in the United States and internationally.

The seminar will address three main topics:

- 1) the social, political, and economic context in which education policy is developed and implemented
- 2) the education policy process, from formation to implementation and evaluation
- 3) evaluation of education policies

The seminar will not offer formal training in evaluation methods, but it will address issues such as potential criteria for program success, the value of evaluations of implementation in addition to those focused on causal impacts on outcomes, and the role of research evidence in the policymaking process.

B. Expectations and Evaluation

Attendance and preparation: The first and most important expectation for this course is consistent and prepared attendance. If you must miss a class, you should contact me as soon as possible and plan to submit a 1,000-word response to the assigned readings within one week of the relevant meeting. All required readings should be completed prior to the class for which they are assigned.

Discussion essays: You will write a short (300-500 words) essay each week responding to a few prompts about the readings. You'll read each other's essays before class; to make this possible please post yours to Canvas by 10 pm Monday. Essays don't need to be in academic format but do need to be readable and organized. Blog posts are a good model.

The essays will frame our discussions and so these should be *your* observations, confusions, and insights (this is not a job for Chat GPT!).

Paper proposal: Your final paper for S-803 be a proposal for an original, empirical research project that you intend to pursue during your doctoral studies. This is a proposal, not a full paper! It will be short: a maximum of 8 double-spaced pages, 1-inch margins, 12 pt font (references, tables and figures do not add to word count).

This assignment is intended to practice your skills in:

- posing tractable research questions
- synthesizing the research literature
- developing feasible research designs
- writing drafts
- providing constructive feedback on drafts to peers
- incorporating feedback and revising drafts

You will submit draft sections of the proposal throughout the semester (see weekly schedule). You will get feedback from your peers and me on these drafts. The final draft is due on the last day of exams.

Practice exam: This assignment will support your preparation for Part B of the Written Comprehensive Exams. You will draft an essay of 1,200-1,500 words responding to a comps-like question (see schedule for release/due date). You will then get feedback from your peers and me. Finally, you will revise and resubmit the practice exam at the end of reading period for grading.

Evaluation:

Class participation	15%
Discussion essays	15%
Practice Exam	20%
Paper proposal (total)	50%
Research question(s): draft	7%
Research question(s): revision	7%
Literature review: draft	7%
Research design: draft	7%
Paper proposal: draft	7%
Final draft	15%

C. Weekly Schedule

Topic	Assignment (Due Day)	Class Date
History and Context	Discussion Essay (Mon 9/8)	September 9
Development of K-12 Policy in US	Discussion Essay (Mon 9/15)	September 16
School Finance and Effects of Spending	Discussion Essay (Mon 9/22) Research Question(s): draft (Fri 9/26)	September 23
Test-based Accountability	Discussion Essay (Mon) Provide feedback on RQs (in class)	September 30
Non-Test Outcomes	Discussion Essay (Mon 10/6) Ch 4 of <i>Field Guide</i> Provide feedback on RQs (in class)	October 7
Neighborhood Effects and Desegregation	Discussion Essay (Mon 10/13) Provide peer feedback on RQs (in class)	October 14
Teacher Effectiveness & Labor Markets	Discussion Essay (Mon 10/20) Literature Review: draft (Fri 10/24) Ch 6 of <i>Field Guide</i>	October 21
Teacher Evaluation and Training	Discussion Essay (Mon 11/3) Research Design: draft (Fri 11/7) Provide peer feedback on LR (in class)	November 4
School Choice: Theory and Participant Effects	Discussion Essay (Mon 11/17) Provide peer feedback on RD (in class) Practice Comps question released (Fri)	November 18
School Choice: Systemic Effects	Discussion Essay (Mon 11/24)	November 25
Early Childhood Education	Discussion Essay (Mon 12/1) Practice Comps Essay due (Fri 12/5)	December 2
Higher Education: History & Theory	Discussion Essay (Thu 12/4) Provide peer feedback on Comps (in class)	December 5
Higher Education: Policy Issues	Discussion Essay (Mon 12/8) Paper Proposal: draft (Fri 12/12) Paper Proposal Due 12/22	December 9

September 30, 2025

E. Readings

History and Context

Goldin, C. D., & Katz, L. F. (2009). *The race between education and technology*. Harvard University Press, 11-43; 129-246 [skim]; 287-353.

Marcus, J. (2019). Higher education moon shot remains stuck in lower orbit. *Hechinger Report*, January 14.

West, M. R. (2012). Education and global competitiveness: Lessons for the United States from International Evidence. In K. A. Hassett (Ed.), *Rethinking Competitiveness* (pp. 68-94). Washington, DC: AEI Press.

Additional resources

Hanushek, E. A., & Woessmann, L. (2010). The economics of international differences in educational achievement. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the economics of education, Vol. 3* (pp. 89-200). Amsterdam: North Holland. [Also available as NBER Working Paper No. 15949.]

Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In G. J. Duncan & R. J. Murnane, (Eds.), *Whither opportunity?* (pp. 91-116). New York, NY: Russell Sage Foundation.

Development of K-12 Policy in the US

Dee, T. S. & Jacob, B. A. (2011). The impact of No Child Left Behind on student achievement. *Journal of Policy Analysis and Management*, 30(1), 418-446.

Gordon, N. & Reber, S. (2015). The quest for a targeted and effective Title I ESEA: Challenges in designing and implementing fiscal compliance rules. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 1(3), 129-147.

Moe, T. M. (2015). Vested interests and political institutions. *Political Science Quarterly*, 130(2), 277-318.

Moffitt, S. L. & Cohen, D. K. (2015). The state of Title I: Developing the capability to support instructional improvement. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 1(3), 187-202.

Additional resources

Bloom, N. Lemos, R., Sadun, R., & Van Reenen, J. (2015). Does management matter in schools? *Economic Journal*, 125(584), 647-674.

Coburn, C. E. (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*, 32(6), 3-12.

Gordon, N. (2004). Do federal grants boost school spending? Evidence from Title I. *Journal of Public Economics*, 88(9), 1771-1792.

McGuinn, P. J. (2006). *No Child Left Behind and the transformation of federal education policy, 1965-2005*. Lawrence, KS: University Press of Kansas, 1-50.

Pressman, J. L., & Wildavsky, A. (1984). *Implementation: How great expectations in Washington are dashed in Oakland*. Berkeley, CA: University of California Press. [Chs. 1, 3, 5, 6, and 10.]

Reback, R., Rockoff, J., & Schwartz, H. L. (2014). Under pressure: Job security, resource allocation, and productivity in schools under NCLB. *American Economic Journal: Economic Policy*, 6(3), 207-241.

Schwerdt, G., & West, M. R. (2013). The impact of alternative grade configurations on student outcomes through middle and high school. *Journal of Public Economics*, 97(1-2), 308-326.

Tyack, D. (1974). *One best system: A history of American urban education*. Cambridge, MA: Harvard University Press.

Weatherley, R., & Lipsky, M. (1977). Street-level bureaucrats and institutional innovation: Implementing special-education reform. *Harvard Educational Review*, 47(2), 171-197.

School Finance and Effects of Spending

Dinan, J. School finance litigation: The third wave recedes. In J. M. Dunn & M. R. West, eds., *From schoolhouse to courthouse: The judiciary's role in American education*. Washington, DC: Brookings Institution Press, 96-112.

Hanushek, E. A. (2003). The failure of input-based schooling policies. *Economic Journal*, 113(485), F64-F98.

Jackson, C. K., Johnson, R., & Persico, C. (2016). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. *Quarterly Journal of Economics*, 131(1), 157-218.

Jackson, C. J., Wigger, C., & Xiong, H. (2021) Do school spending cuts matter? Evidence from the great recession. *American Economic Journal: Economic Policy*, 13 (2): 304-35.

Krueger, A. B. (2003). Economic considerations and class size. *Economic Journal*, 113(485), F34- F63.

Additional resources

Barrera-Osorio, F., Bertrand, M., Linden, L. L., & Perez-Calle, F. (2011). Improving the design of conditional transfer programs: Evidence from a randomized education experiment in Colombia. *American Economic Journal: Applied Economics*, 167-195.

Baumol, W. J., (1967). Macroeconomics of unbalanced growth: The anatomy of urban crisis. *American Economic Review*, 57(3), 415-426.

Coleman, J. S. (1966). *Equality of educational opportunity*. U.S. Government Printing Office.

Hoxby, C. M. (2001). All School Finance Equalizations Are Not Created Equal. *Quarterly Journal of Economics*, 116(4), 1189-1231.

Jackson, C. K. (2018). Does school spending matter? The new literature on an old question. In L. Tach, R. Dunifon, & D. L. Miller (Eds.), *Confronting inequality: How policies and practices shape children's opportunities* (pp. 165–186). American Psychological Association.

Test-based Accountability

Bergbauer, A. B., Hansuhek, E. A., & Woessmann, L. (forthcoming). Testing. *The Journal of human resources*.

Deming, D. J., Cohodes, S., Jennings, J., & Jencks, C. (2016). School accountability, postsecondary attainment and earnings. *Review of Economics and Statistics*, 98(5), 848-862.

Rhodes, J. H. (2011). Progressive policy making in a conservative age? Civil rights and the politics of federal education standards, testing, and accountability. *Perspectives on Politics*, 9(03), 519-544.

Supovitz, J. (2009). Can high-stakes testing leverage educational improvement? Prospects from the last decade of testing and accountability reform. *Journal of Educational Change*, 10(2-3), 211-227.

Additional resources

Bishop, J. (2006). Drinking from the fountain of knowledge: Students incentive to study and learn— externalities, information problems, and peer pressure. In E. Hanushek & F. Welch (Eds.), *Handbook on the economics of education*, Vol. 2 (pp. 909-944).

Jacob, B. A. (2005). Accountability, incentives and behavior: The impact of high-stakes testing in the Chicago Public Schools. *Journal of Public Economics*, 89(5), 761-796.

Haertel, E. H., & Herman, J. L. (2005). A historical perspective on validity arguments for accountability testing. In J. L. Herman & E. H. Haertel (Eds.), *Uses and misuses of data for educational accountability and improvement. The 104th Yearbook of the National Society for the Study of Education, Part II* (pp. 1-34). Malden, MA: Blackwell.

Koretz, D. (2018). *The testing charade: Pretending to make schools better*. Chicago, IL: University of Chicago Press, pp. 175-208.

Non-Test Outcomes

Chetty, R., Friedman, J. N., Hilger, N., Saez, E., Schanzenbach, D. W., & Yagan, D. (2010). How does your kindergarten classroom affect your earnings? Evidence from Project STAR. *Quarterly Journal of Economics*, 126(4), 1593–1660.

Deming, D. (2017). The growing importance of social skills in the labor market. *Quarterly Journal of Economics*, 132(4), 1593-1640.

Heckman, J. J. & Rubinstein, Y. (2001). The importance of non-cognitive skills: Lessons from the GED program. *American Economic Review*, 91(2), 145-149.

Heckman, J. J. & Kautz, T. (2014). Fostering and measuring skills: Interventions that improve character and cognition. In Heckman, J. J., Humphries, J. E., & Kautz, T., eds. *The myth of achievement tests: The GED and the role of character in American life*. University of Chicago Press, 341-430. [Sections 1-6 and 13]

Jackson, C. Kirabo, Shanette C. Porter, John Q. Easton, Alyssa Blanchard, and Sebastián Kiguel. 2020. "School Effects on Socioemotional Development, School-Based Arrests, and Educational Attainment." *American Economic Review: Insights*, 2 (4): 491-508

Additional resources

Bowen, D. H., Greene, J. P., & Kisida, B. (2014). Learning to think critically: A visual art experiment. *Educational Researcher*, 43(1), 37-44.

Campbell, D. E. (2006). *Why we vote: How schools and communities shape our civic lives*. Princeton University Press, 1-10, 147-179.

Dee, T. S. (2004). Are there civic returns to education? *Journal of Public Economics*, 88(9), 1697-1720.

Lochner, L. (2011). Non-production benefits of education: Crime, health, and good citizenship. *Handbook of the Economics of Education*, Volume 4, 2011, Pages 183-282

Neighborhood Effects and Desegregation

Bacher-Hicks, A., Billings, S. B., & Deming, D. J. (2019). The school to prison pipeline: Long-run impacts of school suspensions on adult crime. NBER Working Paper 26257. Cambridge, MA: National Bureau of Economic Research.

Billings, S., Deming, D., & Rockoff, J. (2014). School segregation, educational attainment, and crime: Evidence from the end of busing in Charlotte-Mecklenburg. *Quarterly Journal of Economics*, 129(1), 435-476.

Chetty, R., Hendren, N., & Katz, L. (2016). The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment, *American Economic Review*, 106(4), 855-902.

Kling, J., Liebman, J. B., & Katz, L. (2004). Bullets don't got no name: Consequences of fear in the Ghetto, in *Mixed methods in the study of childhood and family life*. Chicago: The University of Chicago Press.

Additional resources

Cascio, E., Gordon, N., Lewis, E. & Reber, S. Paying for progress: Conditional grants and the desegregation of southern schools. *Quarterly Journal of Economics*, 125(1), 445-482.

Fiel, J. E. (2013). Decomposing school resegregation: Social closure, racial imbalance, and racial isolation. *American Sociological Review*, 78(5), 828-848.

Guryan, J. (2004). Desegregation and black dropout rates. *American Economic Review*, 94(4), 919-943.

McCartney, H., & Singleton, J. D. (2017). School boards and student segregation. *Journal of Public Economics*, 164(August), 165-182.

Reardon, S. F., Grewal, E. T., Kalogrides, D., & Greenberg, E. (2012). Brown fades: The end of court-ordered school desegregation and the resegregation of American public schools. *Journal of Policy Analysis and Management*, 31(4), 876-904.

Reardon, S. F., & Owens, A. (2014). 60 years after *Brown*: Trends and consequences of school segregation. *Annual Review of Sociology*, 40, 199-218.

Rosenberg, G. (1991). *The hollow hope: Can courts bring about social change?* Chicago, IL: University of Chicago Press.

Teacher Effectiveness and Teacher Labor Markets

Chetty, R., Friedman, J., & Rockoff, J. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2593-2632.

Jackson, C. K., (2018). What do test scores miss? The importance of teacher effects on non-test score outcomes. *Journal of Political Economy*, 126(5), 2072-2107.

Jackson, C. K., Rockoff, J. E., & Staiger, D. O. (2014). Teacher effects and teacher-related policies. *Annual Review of Economics*, 6(1), 801-825.

Additional Resources

Bacolod, M. P. (2007). Do alternative opportunities matter? The role of female labor markets in the decline of teacher quality. *The Review of Economics and Statistics*, 89(4), 737-751.

Biasi, B., & Sarsons, H. (2022). Flexible wages, bargaining, and the gender gap. *Quarterly Journal of Economics*, 137(1), 215-266.

Chetty, R., Friedman, J., & Rockoff, J. (2014). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593-2632.

Nagler, M., Piopiunik, M., & West, M. R. (2020). Weak markets, strong teachers: Recession at career start and teacher effectiveness. *Journal of Labor Economics*.

Papay, J. P. & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130(October), 105-119.

Teacher Evaluation and Training

Mbiti, I., Muralidharan, K., Romero, M., Schipper, Y., Manda, C., & Rajani, R. (2019). Inputs, incentives, and complementarities in education: Experimental evidence from Tanzania. *Quarterly Journal of Economics*, 134(3), 1627-1673.

Papay, J. P., Taylor, E. S., Tyler, J. H., & Laski, M. (2020). Learning job skills from colleagues at work: Evidence from a field experiment using teacher performance data. *American Economic Journals: Economic Policy*.

Taylor, E. S., & Tyler, J. H. (2012). The effect of evaluation on teacher performance. *American Economic Review*, 102(7), 3628-3651.

Additional Resources

Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119-142.

Cohen, D. K. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational evaluation and policy analysis*, 12(3), 311-329.

Dee, T. S., & Wykoff, J. (2015). Incentives, selection, and teacher performance: Evidence from IMPACT. *Journal of Policy Analysis and Management*, 34(2), 267-297.

Duflo, E., Dupas, P., & Kremer, M. (2011). Peer effects, teacher incentives, and the impact of tracking: Evidence from a randomized evaluation in Kenya. *American Economic Review*, 101(5), 1739-74.

Leaver, C., Ozier, O., Serneels, P., & Zeitlin, A. (2021). Recruitment, effort, and retention effects of performance contracts for civil servants: Experimental evidence from Rwandan primary schools. *American Economic Review*, 111(7), 2213-2246.

Muralidharan, K. & Sundaraman, V. (2011). Teacher performance pay: Experimental evidence from India. *Journal of Political Economy*, 119(1), pp. 39-77.

School Choice: Theory and Participant Effects

Abdulkadiroğlu, A., Angrist, J. D., Dynarski, S. M., Kane, T. J., & Pathak, P. A. (2011). Accountability and flexibility in public schools: Evidence from Boston's charters and pilots. *Quarterly Journal of Economics*, 126(2), 699-748.

Atila Abdulkadiroğlu & Parag A. Pathak & Christopher R. Walters, 2018. Free to Choose: Can School Choice Reduce Student Achievement? *American Economic Journal: Applied Economics*, vol 10(1), pages 175-206.

Chingos, M. M. & Peterson, P. E. (2015). Experimentally estimated impacts of school vouchers on college enrollment and degree attainment. *Journal of Public Economics*, 122(2), 1-12.

Chubb, J. E. & Moe, T. M. (1990). *Politics, Markets, and America's Schools*. Washington, DC: Brookings Institution Press, 26-68.

Deming D.J., Hastings, J., Kane, T., & Staiger, D. (2014). School choice, school quality and postsecondary attainment. *American Economic Review*, 104(3), 991-1013.

Additional resources

Angrist J. D., Pathak, P. A., & Walters, C. R. (2013). Explaining charter school effectiveness. *American Economic Journal: Applied Economics*, 5(4), 1-27.

Friedman, M. (1962). *Capitalism and Freedom*. University of Chicago Press, 85-107.

Henig, J. R. (1994). *Rethinking School Choice: Limits of the Market Metaphor*. Princeton University Press, pp. 174-195; 196-222.

Hirschman, A. O. (1970). *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press, pp. 1-43; 120-126.

School choice: Systemic Effects

Figlio, D., & Hart, C. (2014). Competitive effects of means-tested school vouchers. *American Economic Journal: Applied Economics*, 6(1), 133-156.

Hsieh, C. T., & Urquiola, M. (2006). The effects of generalized school choice on achievement and stratification: Evidence from Chile's voucher program. *Journal of Public Economics*, 90(8), 1477-1503.

Muralidharan, K. & Sundararaman, V. (2015). The aggregate effect of school choice: Evidence from a two-stage experiment in India. *Quarterly Journal of Economics*, 130(3), 1011-1066.

West, M. R., & Woessmann, L. (2010). 'Every Catholic child in a Catholic school': Historical resistance to state schooling, contemporary private competition, and student achievement across countries. *Economic Journal*, 120(546), F229-F255.

Additional resources

Fryer Jr., R. G. (2014). Injecting charter school best practices into traditional public schools: Evidence from field experiments. *Quarterly Journal of Economics*, 129(3), 1011-1066.

Early Childhood Education

Deming, D. (2009). Early childhood intervention and life-cycle skill development: Evidence from Head Start. *American Economic Journal: Applied Economics*, 1(3), 111-134.

Gibbs, C., Ludwig, J. & Miller, D. L. (2013). Head Start: Origins and Impacts in Martha J. Bailey and Sheldon Danziger, eds, *Legacies of the War on Poverty*. Russell Sage Foundation, pp. 39-65.

Heckman, James. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900-1902.

Walters, C., & Kline, P. (2016). Evaluating public programs with close substitutes: The case of Head Start. *Quarterly Journal of Economics*, 131(4), 1795-1848.

Weiland, C., Unterman, R., Shapiro, A., Staszak, S., Rochester, S., & Martin, E. (2020). The effects of enrolling in oversubscribed prekindergarten programs through third grade. *Child Development*, 91(5), 1401-1422.

Additional resources

Cascio, E. (forthcoming). Does universal preschool hit the target? Program access and preschool impacts. *Journal of Human Resources*.

Feller, A., Gindal, T., Miratrix, L. & Page, L. C. (2016). Compared to what? Variation in the impacts of early childhood education by alternative care type. *Annals of Applied Statistics*, 10(3), 1245-1285.

Karch, A. (2013). *Early start: Preschool politics in the United States*. Ann Arbor: University of Michigan Press, 1-32 and 175-209.

Ludwig J. & Miller, D. L. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *Quarterly Journal of Economics*, 122(1), 159-208.

Puma, M., et al. (2012). Third Grade Follow-Up to the Head Start Impact Study: Final Report. OPRE Report 2012-45. Administration for Children & Families.

Higher Education: Historical and Theoretical Perspectives

Arteaga, C. (2018). The effect of human capital on earnings: Evidence from a reform at Columbia's top university. *Journal of Public Economics*, 157(January), 212-225.

Bailey, M. J., & Dynarski, S. M. (2011). Inequality in postsecondary education. In G. J. Duncan & R. J. Murnane, (Eds.), *Whither opportunity?* (pp. 117-131). New York, NY: Russell Sage Foundation.

Goldin, C. D., & Katz, L. F. (2009). *The race between education and technology*. Cambridge, MA: Harvard University Press, 247-284.

Winston, G. (1999). Subsidies, hierarchy, and peers: The awkward economics of higher education. *Journal of Economic Perspectives*, 13(1), 13-36.

Additional resources

Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA experiment. *Quarterly Journal of Economics*, 127(3), 1205-1242.

Dynarski, S. (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *American Economic Review*, 93(1), 279-288.

Bound, J., Lovenheim, M. F., & Turner, S. (2010). Why have college completion rates declined? An analysis of changing student preparation and collegiate resources. *American Economic Journal: Applied Economics*, 2(3), 129-157.

Deming, D., & Walters, C (2017). The impacts of price caps and spending cuts on U.S. postsecondary attainment. NBER Working Paper No. 23276. Cambridge, MA: National Bureau of Economic Research.

Kane, T. J., Orszag, P. R., & Apostolov, E. (2005). Higher education appropriations and public universities: The role of Medicaid and the business cycle. *Brookings-Wharton Papers on Urban Affairs*, 99-146.

Lavecchia, A. M., Liu, H., & Oreopoulos, P. (2016). Behavioral Economics of Education: Progress and Possibilities. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the economics of education*, Vol. 5 (pp. 1-74). Amsterdam: Elsevier.

Oreopoulos, P., & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. *The Future of Children*, 23(1).

Higher Education: Policy Issues

Chetty, R., Friedman, J. N., Saez, E., Turner, N., & Yagan, D. (2017). Mobility report cards: The role of colleges in intergenerational mobility (No. w23618). National Bureau of Economic Research.

Cohodes, S. R., & Goodman, J. S. (2014). Merit aid, college quality, and college completion: Massachusetts' Adams scholarship as an in-kind subsidy. *American Economic Journal: Applied Economics*, 6(4), 251-285.

Deming, D., & Figlio, D. (2016). Accountability in U.S. education: Applying lessons from K-12 experience to higher education. *Journal of Economic Perspectives*, 30(3), 33-55.

Dynarski, S., Libassi, C. J., Michelmore, K., & Owen, S. (2021). Closing the gap: The effect of targeted, tuition-free promise on college choices of high-achieving, low-income students. *The American economic review*, 2021, Vol.111 (6), p.1721-1756

Goodman, J., Melkers, J., & Pallais, A. (2019). Can online delivery increase access to education? *Journal of Labor Economics*, 37(1), 1-34.

Additional resources

Avery, C., & Turner, S. (2012). Student loans: Do college students borrow too much—or not enough? *Journal of Economic Perspectives*, 26(1), 165-192.

Bettinger, E. P., Fox, L., Loeb, S., & Taylor, E. S. Virtual classrooms: How online college courses affect student success. *American Economic Review*, 107(9), 2855-2875.

Deming, D., Goldin, C., & Katz, L. (2012). The for-profit postsecondary school sector: nimble critters or agile predators? *Journal of Economic Perspectives*, 26(1), 139-164.

McPherson, M. & Bacow, L. (2015). Online higher education: Beyond the hype cycle. *Journal of Economic Perspectives*, 29(4), 135-154.

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.