

SHAUN M. DOUGHERTY

shaun_dougherty@mail.harvard.edu | (215) 519-4717 | <http://education.uconn.edu/shaun-dougherty/>

EMPLOYMENT

University of Connecticut, Neag School of Education 2013-Present
Assistant Professor of Educational Policy and Leadership
Affiliated Faculty Department of Public Policy
Program Faculty Graduate Certificate Program in Program Evaluation

EDUCATION

Harvard University Graduate School of Education May 2013
Ed.D., Quantitative Policy Analysis of Education
Dissertation Committee: John Willett, Richard Murnane, and David Deming
Ed.M. 2010

Gwynedd-Mercy University 2005
M.S., Educational Administration

University of Massachusetts – Amherst 1999
B.S., *Cum Laude, Phi Beta Kappa*, Mathematics/ Economics
Doctoral Student – Economics 2000

PUBLICATIONS

Peer-Reviewed Articles

Dougherty, S.M. The Effect of Career and Technical Education on Human Capital Accumulation: Causal Evidence from Massachusetts (Accepted, *Education Finance & Policy*)

Cooper, J.N., Davis, T., & Dougherty, S.M., Not So Black and White: A Multi-Divisional Exploratory Analysis of Male Student-Athletes' Experiences at National Collegiate Athletic Association (NCAA) Institutions (Accepted, *Sociology of Sport Journal*)

Dougherty, S.M., Lombardi, A. (2016). From Vocational Education to Career Readiness: The Ongoing Work of Linking Education and the Labor Market, *Review of Research in Education*, 40(1), 326-355.

Weiner, J., & Dougherty, S.M. (2016). Is the Federal Government in the Business of Improving Charter Schools? An Investigation of the Unintended Consequences of ESEA Waivers. *Planning & Changing*, 47(1/2).

Weiner, J., Donaldson, M., Dougherty, S.M. (2016). Missing the Boat - Impact of Just Missing Identification as a High-Performing School, *Leadership & Policy in Schools*, <http://www.tandfonline.com/doi/full/10.1080/15700763.2016.1197280>

Dougherty, S. M. (2015). Bridging the discontinuity in adolescent literacy? Mixed evidence from a middle grades intervention, *Education Finance and Policy*, 10(2), 157-192.

Dougherty, S.M., Goodman, J., Hill, D., Litke, E., & Page, L. (2015). Middle school math acceleration and equitable access to 8th grade algebra: Evidence from the Wake County Public School System, *Education Evaluation and Policy Analysis*, 37(1S), 80S-101S. (alphabetical author listing)

Cooper, J.N., & Dougherty, S.M. (2015). Does Race Still Matter?: A Cross Racial Examination of Student Athletes' Experiences at a Division I Historically Black College/University (HBCU) and a Predominantly White Institution (PWI). *Journal of Issues in Intercollegiate Athletics*, 8, 74-101.

Kraft, M. A., & Dougherty, S. M. (2013). The effect of teacher-family communication on student engagement: Evidence from a randomized field experiment. *Journal of Research on Educational Effectiveness*, 6(3). 199-222.

Under Review

Dougherty, S., Goodman, J., Hill, D., Litke, E., & Page, L. C. (2015). Early Math Coursework and College Readiness: Evidence from Targeted Middle School Math Acceleration (No. w21395). National Bureau of Economic Research. (alphabetical author listing) (Revise & Resubmit, *Economics of Education Review*)

Dougherty, S.M., & Weiner, J. The Rhode to Turnaround?: The Impact of Waivers to No Child Left Behind on School Performance

Dougherty, S.M., Grindal, T., & Hehir, T. The Impact of Career and Technical Education on Students with Disabilities.

Donaldson, M.L., Mavrogordato, M., Youngs, P., Dougherty, S.M., Shaping Principals' Leadership Practices Through Evaluation: What Little We Know and Why We Might Want to Know More

Lombardi, A. R., Dougherty, S. M., & Monahan, J. Students with Disabilities and Career and Technical Education Opportunities: A Systematic Literature Review.

Book Chapters

Dougherty, S.M. (2016). Reading Between the Lines: Uncovering and understanding the unintended consequences of a middle-school literacy intervention. In Gottfried, M., and Conchas, G. (Eds.), *When School Policies Backfire – what we can learn*. Harvard Education Press, Cambridge, MA.

Policy Reports, Technical Reports & Reviews

Dougherty, S. M., Zeehandelaar, D. (2017). CTE in High School: Does It Improve Student Outcomes? *ASCD Express*, 12(9). Available at http://www.ascd.org/ascd-express/vol12/1209-dougherty.aspx?utm_source=ascdexpress&utm_medium=email&utm_campaign=Express-12-09

Dougherty, S.M. (2016). Career and Technical Education in High School: Does it Improve Student Outcomes?. The Thomas B. Fordham Institute. Available at <http://edexcellence.net/publications/career-and-technical-education-in-high-school-does-it-improve-student-outcomes>

Jacoby, T., & Dougherty, S.M. (2016). The New CTE: New York City as Laboratory for the Nation. The Manhattan Institute. Available at <https://www.manhattan-institute.org/html/new-cte-new-york-city-laboratory-america-8688.html>

Montrosse-Moorhead, B., Dougherty, S.M., La Salle, T., Freeman, J., Weiner, J., & Dostal, H. (2014, July). CASE early childhood regression discontinuity study: Overview of study scope and methodology. Storrs, CT: Collaborative on Strategic Education Reform, University of Connecticut.

Dougherty, S.M. (2014). The Academic Impact of Career and Technical Education in Massachusetts. Research Brief for the Massachusetts Department of Elementary and Secondary Education. Available at <https://www.doemass.org/research/reports/category.aspx?section=education>

Dougherty, S. M. (2013). Editor's Review of *Preparing Today's Students for Tomorrow's Jobs in Metropolitan America*. Perna, Laura W. (Ed). *Harvard Educational Review*, 83(4).

Hehir, T., Dougherty, S.M., Grindal, T. (2013). Students with disabilities in Massachusetts career and technical programs. Report commissioned by the Massachusetts Department of Elementary and Secondary Education. Available at <http://www.doe.mass.edu/sped/2012/0412sped.html>

Hehir, T., Grindal, T. Ng, M., Schifter, L., Eidelman, H., & Dougherty, S.M. (2013). Use of out-of-district programs by Massachusetts students with disabilities. Report commissioned by the Massachusetts Department of Elementary and Secondary Education. Available at <http://www.doe.mass.edu/sped/2012/0412sped.html>

Tyler, J., Jacob, B., Dougherty, S.M., Hanson, H., Fullerton, J., & Herlihy, C. (2012). Are Practice-Based Teacher Evaluations and Teacher Effectiveness Linked in TNTP's *Performance Assessment System*? Cambridge, MA: Center for Education Policy Research at Harvard University. Available at http://www.gse.harvard.edu/~pfpie/pdf/CEPR-TNTP_Report.pdf

Work in Progress

Dougherty, S.M., Gottfried, M.A., Sublett, C. Changing Graduation Requirements and Impacts on High School Completion and Postsecondary Investments among Low-Income Youth.

Dougherty, S.M., Gottfried, M.A., Golden, M. The Effects of Full-day Kindergarten on Chronic Absenteeism & Learning: Evidence from a Natural Experiment.

Kraft, M.A., Dougherty, S.M., Brunner, E.J., Schwegman, D. Teacher Accountability Reforms and the Supply of New Teachers.

Ortega Hesles, M.E., Dougherty, S.M. Academic Program Choice in Secondary Education: Regression Discontinuity Evidence from Mexico City

Kramer, D., Dougherty, S.M. Do Colleges Use High School Accountability Information to Inform Undergraduate Admissions?

Dougherty, S.M., Jennings, J. L., & Koretz, D. M. Accounting for Accountability-Induced Gains: Evidence from New York City's School Progress Reports.

Rossbach, A., Donaldson, M., Dougherty, S.M. The Perceived Relationship of Leadership Behaviors to Teacher Preparedness for and Implementation of Connecticut's Core Standards in Mathematics

Cooper, J.N., Davis, T., McGarry, J., & Dougherty, S.M. An Examination of Female Student-Athletes' Experiences across Divisions in the National Collegiate Athletic Association (NCAA)

Coyne, M. D., Oldham, A., Dougherty, S. D., Leonard, K., & Koriakin, T. Evaluating a K-3 Multi-tier Reading Reform Initiative using a Regression Discontinuity Design.

ACADEMIC PRESENTATIONS

Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2016). *The Effects of Early Math Coursework on College Readiness: Evidence from a Targeted Middle School Math Acceleration*. Association for Public Policy Analysis and Management, Washington, DC, November 2016.

Kraft, M.A., Dougherty, S.M., Brunner, E., Schwegman, D. (2016). Does Eliminating Tenure Protections Affect the Supply of New Teachers? Northeast Economics of Education Workshop, West Hartford, October 2016.

Dougherty, S.M. (2016). *Reading Between the Lines: Uncovering & Understanding the Backfire of a Middle School Literacy Intervention*, American Education Research Association Annual Meeting, Washington D.C., April 2016.

- Dougherty, S. M., Coyne, M., Oldham, A., Sugai, G. (2016). *The Impact of Multi-tiered Early Literacy Interventions on the Advancement of Literacy Skills*, Association for Education Finance and Policy Annual Conference, Denver, March 2016.
- Dougherty, S. M. (2016). *The Effects of Inducements into Career Preparatory Coursework in High-school on School Completion, College Going, and Wages*, Association for Education Finance and Policy Annual Conference, Denver, March 2016.
- Dougherty, S.M. (2016). *High School Career and Technical Education Participation and Initial College Enrollment: Evidence from Arkansas*, Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2016
- Dougherty, S. M. (2016). *The Effect of Career and Technical Education Participation on the Postsecondary Transition of Students with Disabilities*, Advancing Individual Differences Research on STEM Learning Opportunities, University of California-Santa Barbara, January 2016.
- Dougherty, S.M., & Weiner, J. (2015). *The Impact of Mandated Interventions in Low-performing Schools Under ESEA Waivers*, Association for Public Policy Analysis and Management (APPAM) Fall Conference, Miami, November 2015.
- Cooper, J. N., Davis, T. D., & Dougherty S. (November 7, 2015). *Not so Black and White: A multi-divisional exploratory analysis of male student-athletes' experiences at National Collegiate Athletic Association (NCAA) institutions*. Association for the Study of Higher Education (ASHE) Conference, Denver, November 2015.
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2015). *Middle School Math Acceleration and College Readiness*. Society of Labor Economics, Montreal, June 2015.
- Dougherty, S.M., Montrosse-Moorhead, B., Weiner, J., Liu, Y. (2015). *Improving State-Sponsored Pre-Kindergarten Evaluations Through the Analysis of Student Enrollment Feeder Patterns*. American Education Research Association Annual Meeting, Chicago, April 2015.
- Eidelman, H., Grindal, T., Schifter, L, Dougherty, S.M. (2015). *Use of Out-of-District Placements by Students With Disabilities: A State-Level Analysis*. American Education Research Association Annual Meeting, Chicago, April 2015.
- Dougherty, S.M., Grindal, T., Hehir, T. (2015). *Does Participation in Career and Technical Education in High School Improve the Probability of On-Time Graduation for Students With Disabilities?* American Education Research Association Annual Meeting, Chicago, April 2015.
- Dougherty, S.M., & Weiner, J. (2015). *The Rhode to Turnaround? The Impact of Being Just Labeled as Low-Performing Under No Child Left Behind Waivers*. American Education Research Association Annual Meeting, Chicago, April 2015.
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2015). *Middle School Math Acceleration, College Readiness, and Gender*. American Education Research Association Annual Meeting, Chicago, April 2015.
- Dougherty, S.M. (2015). *The Effect of Career and Technical Education on Human Capital Accumulation: Causal Evidence from Massachusetts*. Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2015.

- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2015). *Middle School Math Acceleration, College Readiness and Gender: Regression Discontinuity Evidence from Wake County, North Carolina*. Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2015.
- Dougherty, S.M., & Weiner, J. (2015). *Islands of Improvement?: The Impact of Being Just Labeled as Low-Performing Under No Child Left Behind Waivers*. Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2015.
- Dougherty, S.M. (2015). *The Effect of Career and Technical Education on Human Capital Accumulation: Causal Evidence from Massachusetts*. Association for Education Finance and Policy Annual Conference, Washington, D.C., February 2015.
- Weiner, J., Donaldson, M., & Dougherty, S.M. (2015). *Studying Up: Regression Discontinuity Evidence of the Effects of Receiving Commended Status Under a Waiver from No Child Left Behind Waivers*. Association for Education Finance and Policy Annual Conference, Washington, D.C., February 2015.
- Dougherty, S.M., & Weiner, J. (2015). *The Rhode to Turnaround?: The Impact of Being Just Labeled as Low-Performing Under No Child Left Behind Waivers*. Association for Education Finance and Policy Annual Conference, Washington, D.C., February 2015.
- Dougherty, S.M., & Weiner, J. (2014). *Waivering Performance?: Understanding the Impact of Mandated Interventions on Student Outcomes Under ESEA Waivers*. Association for Public Policy Analysis and Management (APPAM) Fall Conference, Albuquerque, November 2014.
- Dougherty, S.M. (2014). *The Role of Career and Technical Education in Promoting Human Capital Accumulation and Bridging Labor Market Needs; Evidence from Massachusetts*, Association for Public Policy Analysis and Management (APPAM) Fall Conference, Albuquerque, November 2014.
- Dougherty, S.M., & Weiner, J. (2014). *The Rhode to Turnaround?: Modeling the Impact of Being Just Labeled as Low-performing in the Era of Waivers*. Modern Modeling Methods Conference, Storrs, May 2014
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2014). *Improving on Algebra for All?: Evidence of a middle-school math acceleration policy*. American Education Research Association Annual Meeting, Philadelphia, April 2014.
- Dougherty, S.M. (2014). *Leading Education Policy with Evidence: Promoting Human Capital Accumulation and Bridging Labor-Market Needs*. American Education Research Association Annual Meeting, Philadelphia, April 2014.
- Dougherty, S.M., & Weiner, J. (2014). *On the Rhode to School Turnaround?: Estimating the Impact of Being Just Labeled as Low-performing in the Era of Race to the Top*. Association for Education Finance & Policy Annual Conference, San Antonio, March 2014.
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2014). *Updating Algebra for All?: Evidence of a middle-grades math acceleration policy*. Society for Research on Educational Effectiveness (SREE). Spring Conference, Washington, D.C., March 2014.
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2013). *Getting to Algebra for All: Preliminary Evidence of a Middle-school Math Acceleration Policy*, Association for Public Policy Analysis and Management (APPAM) Fall Conference, Washington, D.C., November 2013.
- Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2013). *Algebra and Equality: Does Early Access to Algebra and Advanced Mathematics in Middle School Reduce Inequality in Educational*

Outcomes? American Educational Research Association (AERA) Annual Meeting, San Francisco, April 2013.

Dougherty, S. M. (2013). *Technically Equal? The Educational Value of Career and Technical Education for Lower-Income Students*, American Educational Research Association (AERA) Annual Meeting, San Francisco, April 2013.

Dougherty, S. M., Goodman, J., Hill, D., Litke, E., Page, L. (2013). *Accelerating Mathematics Learning by Accelerating Access?: Regression-Discontinuity Evidence of the Impact of a Middle School Early Algebra and Advanced Mathematics Intervention*. Association for Education Finance and Policy Annual Conference, New Orleans, March 2013.

Dougherty, S. M. (2013). *Adolescent Literacy on the Margin: Regression-Discontinuity Evidence from a "Double Dose" Middle Grades Literacy Intervention*, Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2013.

Dougherty, S. M. (2012). *Bridging the Discontinuity in Adolescent Literacy: Evidence of Effectiveness from One District*, Association for Public Policy Analysis and Management (APPAM) Fall Research Conference, Baltimore, November 2012.

Dougherty, S. M. (2012). *Improving Education Using a Classroom-Based Literacy Intervention: Causal Evidence of One District's Effective Practice*, American Educational Research Association (AERA) Annual Meeting, Vancouver, B.C., April 2012.

Dougherty, S. M. (2012). *Literacy in Transition: Causal Evidence of a Cost-Effective Literacy Intervention in Middle School*, Association for Education Finance and Policy Annual Conference, Boston, March 2012.

Dougherty, S. M., Jennings, J. L., & Koretz, D. M. (2011). *Understanding Accountability-Induced Score Gains: Evidence from New York City's School Progress Reports*, Association for Public Policy Analysis and Management, Fall Research Conference, Washington DC, November 2011.

Dougherty, S. M. (2011). *The Role of Research in Career and Technical Education*, Massachusetts Association of Vocational Administrators, Marlboro, Massachusetts, November 2011.

Dougherty, S. M., Jennings, J. L., & Koretz, D. M. (2011). *Modeling Accountability Gains: An Innovative Use of New York's School Progress Reports*, Modern Modeling Methods Conference, University of Connecticut, May 2011.

Kraft, M. A., & Dougherty, S. M. (2011). *Measuring the Effects of Communication Between School and Home*, American Educational Research Association (AERA) Annual Meeting, New Orleans, April 2011.

Dougherty, S. M., Jennings, J. L., & Koretz, D. M. (2011). *Accounting for Accountability Gains: Evidence from New York City's School Progress Reports*, Association of Education Finance and Policy Annual Conference, Seattle, March 2011.

Kraft, M. A., & Dougherty, S. M. (2010). *Isolating the Effects of Teacher Communication with Parents and Students: Evidence from a Randomized Field Experiment*, Institute for Quantitative Social Science, Cambridge, MA, December 2010.

Dougherty, S. M., & Buckley, K. (2010). *Examining the Relationship of Ecological Factors With Decisions to Apply to and Attend College*, American Educational Research Association (AERA) Annual Meeting, Denver, April 2010.

Dougherty, S. M., & Buckley, K. (2010). *Challenges to Making Causal Statements Using Observational Data to Understand Student Decisions to Apply to and Attend College*, Student Research Conference, Harvard Graduate School of Education, March 2010.

INVITED PRESENTATIONS

Capitalizing on Cutoffs: Regression Discontinuity Designs in Practice, Strategic Data Project Joint Winter Meeting, February 2017.

The Impact of CTE Participation on Student Outcomes: Research Evidence & Future Directions, Association for Career and Technical Education, CareerTech Vision 2016, Las Vegas, December 2016.

Career and Technical Education in Arkansas: A Model of Success, Arkansas' Annual Perkins Meeting, Little Rock, Arkansas, June 2016.

Re-envisioning Career and Technical Education to Create a Pathway to Success, National League of Cities, Mayors' Education Policy Advisors Network Annual Meeting, Phoenix, AZ, May 2016.

Today's CTE: A Dead-End Track or a Path to the Middle Class?, Thomas B. Fordham Institute, Washington DC, April 2016.

The New CTE: New York City as Laboratory for the Nation, The Manhattan Institute, New York, NY, March 2016.

The Effects of Inducements into Career Preparatory Coursework in High School on School Completion, College Going, and Wages, Labor, Health, and Development Economics Workshop, University of Connecticut, February 2016

The Influence of Career and Technical Education on High-school Completion, College Going, and Initial Wages, Department of Education Reform, University of Arkansas, February 5, 2016.

Making Decisions Using Educational Data, Collective Impact Summit, Northwestern University, November 3, 2015.

Exposure to Career and Technical Education on Human Capital Accumulation: Evidence from Massachusetts High Schools, Wisconsin Ideas in Education Series, University of Wisconsin – Madison, September 23, 2015.

Middle School Math Acceleration, Equity, and College Readiness: Regression Discontinuity Evidence from Wake County, North Carolina, Public School Executive Leadership Guest Lecture, University of Texas - Austin, January 30, 2015.

The Effects of Middle School Math Acceleration: Evidence from a Regression Discontinuity Design in Wake County, North Carolina, Education Leadership & Policy Colloquium, University of Delaware, January 14, 2015.

The Rhode to turnaround?: The Impact of Being Labeled as Low-performing in the Era of Waivers. Regional Education Policy Workshop, West Hartford, Connecticut, October 24, 2014.

The Role of Career and Technical Education in Promoting Human Capital Accumulation and Bridging Labor Market Needs; Evidence from Massachusetts, Labor, Health, and Development Economics Workshop, University of Connecticut, August 2014.

The Role of Career and Technical Education in Promoting Human Capital Accumulation and Bridging Labor Market Needs; Evidence from Massachusetts, Building Human Capital and Economic Potential Conference, University of Wisconsin – Madison, July 16, 2014.

The Role of Career and Technical Education in Promoting Human Capital Accumulation and Bridging Labor Market Needs; Evidence from Massachusetts, Building Human Capital and Economic Potential Conference, University of Texas – Austin, April 25, 2014.

Modeling Literacy Improvement Using a Policy with Discontinuous Assignment to Intervention, Education Methodology, Policy, and Leadership Colloquium, University of Oregon, February 28, 2014.

The Impact of Math Acceleration on Human Capital Accumulation in Middle School: Evidence from a Regression Discontinuity Design in North Carolina, Labor, Health, and Development Economics Workshop, University of Connecticut, November 2013.

Students with Disabilities in Massachusetts Career & Technical Education: Enrollment & Outcomes, Massachusetts Urban Project Fall Meeting, October 2013.

Improved Literacy for All?: Lessons from a Middle-grades Literacy Intervention Using a Regression-Discontinuity Design, Neag School of Education, University of Connecticut, March 2013.

The Educational Impact & Policy Implications of a Middle-grades Literacy Intervention: Lessons from a Regression-Discontinuity Design, Department of Public Policy, Planning, & Management, University of Oregon, January 2013.

Assessing the Educational Impact of Career & Technical Education in Massachusetts, Urban Education Policy Series, Brown University, November 2012.

GRANTS

Sass, T. (PI); Kreisman, D. (Co-PI), Carruthers, C. (Co-PI), & **Dougherty, S.M.** (Co-PI), A Multistate Lab for Evidence-based Career and Technical Education Policy, Arnold Foundation (June 2017-May 2020, \$2.2 Million)

Raissian, K., **Dougherty, S.M.**, Dineen, J. (Co-PI), *Exploring Gun Policy and Legislation: What are the Effects?* Bennett Fund for Research on Health and Society, University of Connecticut. (October 2016-September 2018, \$50,000).

Dougherty, S.M. (PI), Brunner, E. (Co-PI), Ross, S.L. (Co-PI), *The Causal Impact of Attending a Career Technical High School on Student Achievement, High School Graduation and College Enrollment*, Institute for Education Sciences, (2016-2020, \$694,756).

Donaldson, M. (PI), **Dougherty, S.M.** (Co-PI), Mavrogordato, M. (Co-PI), Youngs, P. (Co-PI), *District Policies Related to Principal Evaluation, Learning-Centered Leadership, and Student Achievement*, Institute for Education Sciences, (2016-2019, \$1,399,654).

Kreisman, D., **Dougherty, S.M.** (Co-PI), *Getting CTE Right: New Methods and Strategic Partnerships*. American Education Research Association Conference Grant. (2015, \$23,675)

Dougherty, S.M. (PI), Montrosse-Moorhead, B. (Co-PI), Dostal, H., La Salle, T., and Weiner, J. *An Evaluation of Connecticut's Federal Prekindergarten Expansion Grant Implementation. Funding agency*: Connecticut Office of Early Childhood. (2015-2019, \$836,671).

Dougherty, S.M. (PI). *High School Completion and Post-Secondary Enrollment: Understanding the Educational Impact of Career and Technical Education*, Dean's Research Incentive Award, Neag School of Education, University of Connecticut. (June 2015-May 2016, \$2,372).

Brunner, E., **Dougherty, S.M.**, Ross, S.L., *Demand Analysis of School Choice in the Hartford School District*. Connecticut State Department of Education. (2014-2015, \$70,000).

Montrosse-Moorehead, B., **Dougherty, S.M.**, Weiner, J., La Salle, T., Dostal, H. (Co-Principal Investigator), *An Evaluation of Connecticut's Prekindergarten Program using a Regression Discontinuity Design*. Funding agency: Connecticut General Assembly/Connecticut Academy of Science and Engineering. (2014-2016, \$370,904).

Shaun M. Dougherty (PI) & Thomas B. Fordham Institute, Smith Richardson Foundation, *Career Ready? An Impact Study of K-12 Career and Technical Education*. (2013-2015, \$107,000)

Shaun M. Dougherty (PI): Institute for Research on Poverty, Emerging Scholars Small Grants, *The Role of Career and Technical Education in Promoting Human Capital Accumulation and Bridging Labor-Market Needs: Evidence from Massachusetts*, (2013-2014, \$20,000).

SELECTED ACADEMIC AWARDS AND FELLOWSHIPS

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| Emerging Education Policy Scholar, Thomas B. Fordham Institute | 2013-2014 |
| Early Career Scholar, Institute for Research on Poverty | 2013-2014 |
| Taubman Center for State and Local Government Dissertation Fellow | 2012 |
| Mathematica Summer Fellowship | 2012 |
| Doctoral Travel Fellowship, Harvard Graduate School of Education | 2011, 2012, 2013 |
| Qualifying paper passed with Distinction, Harvard Graduate School of Education | 2012 |
| Deans Summer Research Fellowship, Harvard Graduate School of Education | 2011 |
| Institute for Quantitative Social Science Research Grant, Harvard University | 2010 |
| Presidential Scholar, Harvard University | 2008 |
| Commonwealth Scholar, University of Massachusetts – Amherst | 1999 |

TEACHING EXPERIENCE

University of Connecticut

- Methods for Quantitative Educational Research
- Contemporary Education Policy Issues
- Inquiry and Research in Educational Leadership
- K-12 Education Policy and the Undergraduate Experience (Honors, Undergraduate)
- Educational Issues and Research
- Program Evaluation for School Improvement

Brown University – Urban Education Policy Master's Program

- Instructor*
- Education 2320: Quantitative Research Methods and Data Analysis Fall 2012

Harvard Faculty of Arts & Sciences

- Teaching Fellow*
- Statistics 101: Introduction to Quantitative Methods for Psychology Fall 2011

Harvard Graduate School of Education

- Teaching Fellow*
- L-101: Evidence-based Leadership in Education Spring 2013
- A-205: Microeconomics: A Policy Tool for Educators Fall 2010

PROFESSIONAL AFFILIATIONS

Association for Education Finance and Policy
 Association of Public Policy Analysis and Management
 Society for Research on Educational Effectiveness
 American Education Research Association
 American Economics Association

PROFESSIONAL SERVICE

Departmental & University Service:

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|---|--------------|
| Courses & Curriculum Committee, <i>Neag School of Education, UCONN</i> | 2013-present |
| Ph.D. and Ed.D. Program Committees, <i>Neag School of Education, UCONN</i> | 2013-present |
| Committee on Rights and Responsibilities, <i>Harvard University</i> | 2011-present |
| Committee on Rights and Responsibilities, <i>Harvard Graduate School of Education</i> | 2010-present |
| Doctoral Admissions Committee, <i>Harvard Graduate School of Education</i> | 2010-2011 |
| Doctoral Admissions Student Ambassador, <i>Harvard Graduate School of Education</i> | 2009-2012 |

Professional Service:

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| Division D Mentorship Committee, <i>American Education Research Association</i> | 2015-present |
| Conference Abstract Referee, <i>Society for Research on Educational Effectiveness</i> | 2012-present |
| Conference Abstract Referee, <i>American Education Research Association</i> | 2014-present |
| Technical Working Group member, Manhattan Strategy Group, U.S. | 2015-2017 |
| Department of Education funded project titled, <i>Advancing Equity in Career and Technical Education (CTE)</i> | |

Journal Work:

Reviewer: *Journal of Policy Analysis and Management, Education Evaluation and Policy Analysis, Education Finance & Policy, American Education Research Journal, Journal of Research on Educational Effectiveness, Economics of Education Review, Educational Policy, Exceptional Children, Education Next, Gifted Child Quarterly, Public Budgeting & Finance*

Editorial Work: *Journal of Research on Educational Effectiveness* –Board (invited) (2017-2019)
Education Evaluation and Policy Analysis – Editorial Board (2015-present)
Exceptional Children – Editorial Board (2016-present)
Education Administration Quarterly - Associate Editor (2013-2015)

Advising:

Doctoral Advisees: Monique Golden, Samuel Kamin, Michael Litke, Lisa Sepe
Dissertation Committees: Melissa Berggren (Neag School of Education), Chong Mhung (Boston University)
EdD Capstone Committees: David Peling, Angela Rossbach, Jenn Michno

RELATED EXPERIENCE

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| Harvard Education Publishing Group | |
| <i>Harvard Educational Review</i> – Content Editor | 2012-2013 |
| <i>Harvard Educational Review</i> – Editorial Board Member | 2011-2013 |

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| Center for Education Policy Research, Harvard Graduate School of Education <i>Doctoral Fellow</i> | 2009-2013 |
| Harvard University <i>Presidential Instructional Technology Fellow – Prof. John Willett</i> | 2009 |
| <i>Resident Tutor, Eliot House</i> | 2010-Present |
| North Penn School District, Lansdale, PA <i>High School Assistant Principal</i> | 2006-2008 |
| <i>Mathematics Teacher</i> | 2001-2006 |
| Economy.com, West Chester, PA <i>Associate Economist</i> | 1999-2000 |