

SHAUN M. DOUGHERTY

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ACADEMIC POSITIONS

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| Associate Professor of Public Policy & Education Peabody College, Vanderbilt University Faculty Affiliate, Collaboratory on Child and School Health, University of Connecticut | 2018-Present |
| Visiting Associate Professor of Public Policy Department of Public Policy, University of Connecticut | 2020-Present |
| Assistant Professor of Education & Public Policy | 2017-2018 |
| Assistant Professor of Education Neag School of Education & Department of Public Policy Faculty Affiliate, Collaboratory on Child and School Health University of Connecticut | 2013-2017 |

EDUCATION

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| Harvard Graduate School of Education Ed.D. Quantitative Policy Analysis of Education Ed.M. | 2013 2010 |
| Gwynedd-Mercy University M.S., Educational Administration | 2005 |
| University of Massachusetts – Amherst B.S., <i>Cum Laude</i> , <i>Phi Beta Kappa</i> , Mathematics/ Economics Commonwealth Scholar | 1999 |

PUBLICATIONS

Peer-Reviewed Articles

- 21) Cooper, J.N., McGarry, J., Dougherty, S.M. & Davis, T., An Examination of Female Student-Athletes' Experiences across Divisions in the National Collegiate Athletic Association (NCAA) (Conditionally Accepted, *Sociology of Sport Journal*)
- 20) Dougherty, S.M., Gottfried, M.A., Sublett, C. (2019) Does Increasing Career and Technical Education Coursework in High School Boost Educational Attainment and Labor Market Outcomes?, *Journal of Education Finance*, 44(4), 423-447.
- 19) Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., Weiner, J. M., & Dostal, H. M. (2020). Datasets from an impact evaluation of a targeted prekindergarten program, *Data in Brief*. 28. <https://doi.org/10.1016/j.ecresq.2019.02.006>
- 18) Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., Weiner, J. M., & Dostal, H. M. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut, *Early Childhood Research Quarterly*, 48(3), 134-145.
- 17) Macaulay, C., Cooper, J.N., Dougherty, S.M. High School Recruiting Markets: A Broad Overview of the High School Football Landscape (Accepted, *Sociology of Sport Journal*) <https://journals.humankinetics.com/doi/abs/10.1123/ssj.2018-0102>

- 16) Dougherty, S.M., Macdonald, I. (2019). Can Growth in the Availability of STEM Technical Education Improve Equitable Access? *Journal of Vocational Education & Training*, <https://doi.org/10.1080/13636820.2019.1578818>
- 15) Dougherty, S.M., Grindal, T., & Hehir, T. (2018). The Impact of Career and Technical Education on Students with Disabilities, *Journal of Disability Policy Studies*, 29(2), 108-118. <https://doi.org/10.1177/1044207318771673>
- 14) Coyne, M., Oldham, A., Dougherty, S.M., Leonard, K., & Koriakin, T. (2018). Evaluating the Effects of Supplemental Reading Intervention within an MTSS or RTI Reading Reform Initiative Using a Regression Discontinuity Design, *Exceptional Children*, 84(4), 350-367.
- 13) Lombardi, A. R., Dougherty, S. M., & Monahan, J. (2018). Students with Disabilities and Career and Technical Education Opportunities: A Systematic Literature Review. *Journal of Disability Policy Studies*, 29(2), 82-96. <https://doi.org/10.1177/1044207318764863>
- 12) Dougherty, S.M. (2018). How Data Quality and Modeling Assumptions Matter to Assess Dimensions of Inequality. *Journal of Education for Students Placed at Risk*. <https://doi.org/10.1080/10824669.2018.1438203>
- 11) Dougherty, S.M. (2018). The Effect of Career and Technical Education on Human Capital Accumulation: Causal Evidence from Massachusetts, *Education Finance & Policy*, 13(2), http://www.mitpressjournals.org/doi/abs/10.1162/EDFP_a_00224
- 10) Cooper, J.N., Davis, T., & Dougherty, S.M. (2017). Not So Black and White: A Multi-Divisional Exploratory Analysis of Male Student-Athletes' Experiences at National Collegiate Athletic Association (NCAA) Institutions, *Sociology of Sport Journal*, 34(1), 59-78. <https://doi.org/10.1123/ssj.2016-0015>
- 9) Dougherty, S., Goodman, J., Hill, D., Litke, E., & Page, L. C. (2017). Objective Course Placement and College Readiness: Evidence from Targeted Middle School Math Acceleration. (alphabetical author listing), *Economics of Education Review*, 58, 141-161. DOI: <http://doi.org/10.1016/j.econedurev.2017.04.002>
- 8) Dougherty, S.M., & Weiner, J. (2017). The Rhode to Turnaround?: The Impact of Waivers to No Child Left Behind on School Performance, *Educational Policy*, DOI: <https://doi.org/10.1177/0895904817719520>
- 7) 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.
- 6) 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).
- 5) 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*, 16(1), 80-105. <http://www.tandfonline.com/doi/full/10.1080/15700763.2016.1197280>
- 4) 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.
- 3) 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)

2) 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.

1) 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

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

Kraft, M.A., Brunner, E.J., Dougherty, S.M., Schwegman, D. Teacher Accountability Reforms and the Supply and Quality of New Teachers (Revise & Resubmit, *Journal of Public Economics*).
<http://www.edworkingpapers.com/ai19-169>

Boyer, A., Cooper, K.R., Dougherty, S.M., Wang, R., & Shumate, M., Predicting Community Adoption of Collective Impact in the United States: A National Scan. (Revise & Resubmit, *Nonprofit and Voluntary Sector Quarterly*)

Donaldson, M.L., Mavrogordato, M., Dougherty, S.M., Al Ghanem, R., and Youngs, P., Principal Evaluation under ESSA: A Comprehensive Policy Review (Revise & Resubmit, *Education Finance and Policy*)

Book Chapters

Donaldson, M.L., Mavrogordato, M., Dougherty, S.M., Al Ghanem, R., and Youngs, P., Appraising Principal Evaluation & Development: Current Research and Future Directions

Dougherty, S.M. & Kamin, S. (forthcoming). Career and Technical Education: A Vision for the Next 100 Years. In Hansen, H., Shelton, A., and Plucker, J. (Eds.), *The Future of Talent Development*. Johns Hopkins University Press.

Dougherty, S.M. & Childs, J. (2019). Attending to Attendance: Why Data Quality and Modeling Assumptions Matter When Using Attendance as an Outcome. In Gottfried, M., and Hutt, E. (Eds.) *Addressing Absenteeism*. Harvard Education Press, Cambridge, MA.

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

Hodge, E., Dougherty, S., & Burris, C. (2020). *Tracking and the Future of Career and Technical Education: How Efforts to Connect School and Work Can Avoid the Past Mistakes of Vocational Education*. Boulder, CO: National Education Policy Center. Retrieved [date] from <http://nepc.colorado.edu/publication/cte>

Dougherty, S.M., Macdonald, I. (2019). Understanding Excess Demand for High-quality Career and Technical Education in Massachusetts. A Report Prepared for the Massachusetts Department of Elementary & Secondary Education.

Reed, S., Dougherty, S.M., Kurlaender, M., Mathias, J. (2018). A Portrait of California Career Technical Education Pathway Completers. Prepared for *Getting Down to Facts II: A Research Project Examining California's School Governance and Finance Systems*. Stanford University & Policy Analysis for California Education, http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Reed.pdf

Dougherty, S.M. (2017). The Condition of Participation, Outcomes, Expenditures and Funding of Secondary Area Career Centers in Arkansas. Report commissioned by the Arkansas Department of Career Education

Dougherty, S.M., Goodman, J., Hill, D., Litke, E., & Page, L. C. (2017). Early Math Coursework and College Readiness: Evidence from Targeted Middle School Math Acceleration (No. w21395). National Bureau of Economic Research. (alphabetical author listing)

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

Brunner, Eric, Shaun Dougherty, and Stephen Ross. (2019). The Effects of Career and Technical Education: Evidence from the Connecticut Technical High School System. (EdWorkingPaper: 19-112).

Retrieved from Annenberg Institute at Brown University: <http://www.edworkingpapers.com/ai19-112>
(alphabetical author listing)

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

Eriksen, J. & Dougherty, S.M., The Effect of Changing Entrance Requirements for VET Education on Low-income Students.

Ecton, W.G., Bennett, C., Nienhuser, K. Castillo-Montoya, M., & Dougherty, S.M., If You Fund Them, Will They Come?: Findings From a Graduate Student Fellowship Program

Ecton, W.G., Dougherty, S.M., Understanding Heterogeneity in the Selection into and Returns to Technical Education

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

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

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.

ACADEMIC AWARDS AND FELLOWSHIPS

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| Reviewer of the Year, <i>Educational Evaluation & Policy Analysis</i> | 2017 |
| Reviewer of the Year, <i>Exceptional Children</i> | 2017 |
| 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 |

GRANTS

Dougherty, S.M. (PI) & Kreisman, D. (Co-PI), *Increasing Individual's Economic Stability through Massachusetts' Career and Technical Education*, JBP Foundation (August 2019 – July 2020, \$100,000)

Gottfried, M. (PI), **Dougherty, S.M. (Co-PI)**, *Understanding the Antecedents of STEM Career and Technical Education Course-taking for High School Students with Learning Disabilities*, Institute for Education Sciences (2019-2021, \$250,000)

Hughes, K. (PI), **Dougherty, S.M. (Co-PI)**, Expanding the Evidence Base for Career and Technical Education (CTE) Network – Network Lead, Institute for Education Sciences. (2018-2023, \$750,000 subcontract on \$5 Million total award).

Brunner, E. (PI), **Dougherty, S.M. (Co-PI)**, Ross, S.L. (Co-PI), *The Effect of Attending a Career Technical High School on Employment and Earnings*, Smith Richardson Foundation, (2018-2021, \$191,327).

Kemple, J. (PI), **Dougherty, S.M.** (Co-PI), Unterman, R. (Co-PI), *Assessing the Implementation and Impact of Career Technical Education Innovation: New York City as a Laboratory for Learning*, Institute for Education Sciences, (2017-2021, Subcontract of \$299,983 on \$3 Million total award).

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, \$230,000 subcontract on \$2.2 Million total award)

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).

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

Dougherty, S.M. (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).

INVITED PRESENTATIONS

STEM and CTE: A Review of the Extant Evidence, Board on Science Education, National Academies of Sciences, Engineering, and Medicine, Irvine, January 29, 2020

The Effects of Career & Technical Education: Evidence from the Connecticut Technical High School System, Saint Louis University, St. Louis, January 16, 2020

New Evidence & Emerging Opportunities in Career & Technical Education Research, Annual meeting of the Association for Career and Technical Education Research, Anaheim, December 2019.

Mapping Career Pathways, Education Writer's Association, Chicago, November 2019.

CTE: Assessing Evidence and Advancing Policy, Workshop on Current and Emerging Issues in Career and Technical Education, Initiative for Regulation and Applied Economic Analysis, Montana State University, July 23, 2019

Assessing Student Outcomes: Attaining Equity & Access in CTE Concentrations & Certificates, EPSOs in Action: Promoting Equitable Access and Success in Early Postsecondary Opportunities. Tennessee Department of Education, June 10, 2019

How Measurement & Modeling of Absenteeism Matters for Assessing Inequality, Education Commission of the States Denver, June 3 2019

Teacher Turnover in Career and Technical Education. University of California – Santa Barbara, May 6, 2019

Career & Technical Education: Promise & Practice, Institute for Research on Poverty, Nashville, May 3, 2019

Does the Provision of Full-day Kindergarten Improve Attendance?: Evidence from a Statewide Rollout. Department of Agricultural Economics & Economics, Montana State University, Bozeman, February 27, 2019

Just Crossing the Goal Line: Regression Discontinuity Designs & Causal Effects, Strategic Data Project Winter Meeting, Atlanta, February 7, 2019.

A Problem Hidden in Plain Sight: Forum on Chronic Absenteeism, University of Texas at Austin, February 1, 2019.

Money Matters: Ensuring Resource Equity in Public Education, Southern Education Forum, Little Rock, Arkansas, November 2018.

How Access to a Career & Technical High School Affects Human Capital Accumulation, Center for Vocational Education Research, London School of Economics, London, May 2018.

Shocks & Cutoffs: Regression Discontinuity Designs in Practice, Strategic Data Project Joint Winter Meeting, January 2018.

How Access to a Career & Technical High School Affects Educational Outcomes, New York University, November 13, 2017.

The Effect of Attending a Career & Technical High school on Educational Attainment & Postsecondary Enrollment, Department of Economics, University College Dublin, September 15, 2017.

The Effects of Specialized Technical High Schools on Human Capital Accumulation, MDRC, July 21, 2017.

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.

CONFERENCE PRESENTATIONS

Brunner, E.J., Dougherty, S.M., Ross, S.L., *The Effects of Career & Technical Education: Evidence from the Connecticut Technical High School System*, NBER Fall Education Meeting, Cambridge, November 2019

Brunner, E.J., Dougherty, S.M., Ross, S.L., *The Causal Impact of Attending a Career Technical High School on Learning, Earning, and Attainment*, Association for Public Policy Analysis & Management, Denver, November 2019.

Eriksen, J. & Dougherty, S.M., *The Effect of Changing Entrance Requirements for VET Education on Low-income Students*, Joint Cedefop & OECD Symposium: *The next steps for apprenticeship*, Paris, October 2019.

Eriksen, J. & Dougherty, S.M., *The Effect of Changing Entrance Requirements for VET Education on Low-income Students*, Center for Vocational Education Research Conference, London, September 2019.

Eriksen, J. & Dougherty, S.M., *The Importance of GPA Requirements for VET Education and Low-income Students*, APPAM International, Barcelona, July 2019.

Mavrogordato, M. Donaldson, M.L., Dougherty, S.M., Youngs, P.A., *How Principal Evaluation is Associated with Principals' Leadership Practices*, American Education Research Association Annual Meeting, Toronto, April 2019

Litke, E., Dougherty, S.N., Page, L.C., Hill, D., & Goodman, J., *If Not Now, Then When? Examining Ineligible Students' Mathematics Course-Taking Under a Targeted Acceleration Policy*, American Education Research Association Annual Meeting, Toronto, April 2019

Brunner, E.J., Dougherty, S.M., Ross, S.L., *The Effects of Attending a Career Technical High School on Human Capital Accumulation*. Association for Education Finance and Policy, Kansas City, Missouri, March 2019.

Mavrogordato, M. Donaldson, M.L., Dougherty, S.M., Youngs, P.A., *Understanding the Landscape of Principal Evaluation in the ESSA Era*. Association for Education Finance and Policy, Kansas City, Missouri, March 2019.

Kemple, J., Unterman, R. & Dougherty, S.M., *An Early Look at the Effects of Career and Technical Education Programs in New York City*, Society for Research on Educational Effectiveness, Washington, D.C., March 2019

Brunner, E.J., Dougherty, S.M., Ross, S.L., *The Causal Impact of Attending a Career Technical High School on Learning, Earning, and Attainment*, Society for Research on Educational Effectiveness, Washington, D.C., March 2019

Brunner, E.J., Dougherty, S.M., Ross, S.L., *The Causal Impact of Attending a Career Technical High School on Student Achievement, High-School Graduation and College Enrollment* Association for Public Policy Analysis and Management, Washington D.C., November 2018.

Kemple, J., Unterman, R. & Dougherty, S.M., *Measuring Program Characteristics, Experiences and Quality in New York City's Career and Technical Education System*, Association for Public Policy Analysis and Management, Washington D.C., November 2018.

Dougherty, S.M. *Evidence of Impact on Learning: Regression Discontinuity Evidence from the Preschool Expansion Grant*, Association for Public Policy Analysis and Management, Washington D.C., November 2018.

Ortega-Hesles, M.E., & Dougherty, S.M., *Academic Program Choice in Secondary Education: Regression Discontinuity Evidence from Mexico City*, Association for Public Policy Analysis and Management International Conference, Mexico City, July 2018.

Mavrogordato, M. Donaldson, M.L., Dougherty, S.M., Youngs, P.A., *Understanding How Principal Evaluation Policies Inform Principal Perceptions & Focus on Learning Centered Leadership*, Association for Education Finance and Policy Annual Conference, Portland, Oregon, March 2018.

Kraft, M.A., Brunner, E.J., Dougherty, S.M., Schwegman, D., *Teacher Accountability Reforms and the Supply of New Teachers*, Association for Education Finance and Policy Annual Conference, Portland, Oregon, March 2018.

Dougherty, S.M., Brunner, E.J., Ross, S.L., *The Causal Impact of Attending a Career & Technical High School on Student Achievement, High-school Graduation, and College Enrollment*, Association for Education Finance and Policy Annual Conference, Portland, Oregon, March 2018.

Zarecki, D., Dougherty, S.M., *Regression Discontinuity Evaluation of a Reading Intervention*, Association for Education Finance and Policy Annual Conference, Portland, Oregon, March 2018.

Kraft, M.A., Brunner, E.J., Dougherty, S.M., Schwegman, D., *Teacher Accountability Reforms and the Supply of New Teachers*, Society for Research on Educational Effectiveness, Washington, D.C., March 2018.

Dougherty, S.M., Brunner, E.J., Ross, S.L., *The Causal Impact of Attending a Career & Technical High School on Student Achievement, High-school Graduation, and College Enrollment*, Society for Research on Educational Effectiveness, Washington, D.C., March 2018.

Kramer II, D.A., Dougherty, S.M., *Do Colleges Use High School Accountability Information to Inform Undergraduate Admissions*, Association for Public Policy Analysis and Management, Chicago, November 2017.

Dougherty, S. M. (2017). *The Effect of Career & Technical Education on Human Capital Accumulation: Evidence from Massachusetts*, Center for Vocational Education Research Conference, London, September 2017.

Donaldson, M.L., Mavrogordato, M., Youngs, P., Dougherty, S.M., *What Types of Leadership Do Principal Evaluation Policies Promote? Evidence from 25 districts in Connecticut, Michigan and North Carolina*, Association for Education Finance and Policy Annual Conference, Washington, D.C., March 2017.

- Ortega Hesles, M.E., Dougherty, S.M., *Academic Program Choice in Secondary Education: Regression discontinuity evidence from Mexico City*, Association for Education Finance and Policy Annual Conference, Washington, D.C., March 2017.
- Kramer II, D.A., Dougherty, S.M., *Do Colleges Use High School Accountability Information to Inform Undergraduate Admissions*, Association for Education Finance and Policy Annual Conference, Washington, D.C., March 2017.
- Kraft, M.A., Dougherty, S.M., Brunner, E., & Schwegman, D. *Teacher Accountability Reforms and the Supply of New Teachers*, Association for Education Finance and Policy Annual Conference, Washington, D.C., March 2017.
- Dougherty, S.M., & Gottfried, M.A. (2017). *Which Kindergartners Show Up?*. Association for Education Finance and Policy Annual Conference, Washington, D.C., March 2017.
- Dougherty, S.M., Gottfried, M.A., & Sublett, C. (2017). *The Effect of Incentivizing Career and Technical Education Course Taking on Educational & Employment*. Society for Research on Educational Effectiveness Spring Conference, Washington, D.C., March 2017.
- 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.

TEACHING EXPERIENCE

Vanderbilt University

Education Policy Analysis Methods (HOD3205), undergraduate, Fall 2018, 2019
Research Design & Data Analysis II, MPP (LPO7870), Spring 2019, 2020

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
S-052: Applied Data Analysis

Fall 2010
Fall 2009

PROFESSIONAL AFFILIATIONS

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

PROFESSIONAL SERVICE

Departmental & University Service:

| | |
|---|--------------|
| Faculty Council, Vanderbilt Peabody College | 2019-present |
| PhD Program Committee | 2019-present |
| Search Committee work, Vanderbilt Peabody College | 2018-present |
| Courses & Curriculum Committee, <i>Neag School of Education, UCONN</i> | 2013-2018 |
| Ph.D. and Ed.D. Program Committees, <i>Neag School of Education, UCONN</i> | 2013-2018 |
| Committee on Rights and Responsibilities, <i>Harvard University</i> | 2011-2013 |
| Committee on Rights and Responsibilities, <i>Harvard Graduate School of Education</i> | 2010-2013 |
| 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:

| | |
|--|--------------|
| APPAM Institutional Representative for Vanderbilt Peabody College | 2019-present |
| Conference Program Committee, Association for Education Finance & Policy | 2018-present |
| Conference Abstract Referee, <i>Society for Research on Educational Effectiveness</i> | 2012-present |
| Division L Mentorship Committee (Co-Chair 2017-2018), <i>American Education Research Association</i> | 2017-present |
| Division D Mentorship Committee (Chair 2017-2018), <i>American Education Research Association</i> | 2015-2018 |
| Conference Abstract Referee, <i>American Education Research Association</i> | 2014-present |
| Advisory Board, MDRC, CTE Center | 2018-present |
| Technical Working Group member, Manhattan Strategy Group, U.S. | 2015-2017 |
| Technical Working Group member, REL Northwest | 2016-present |
| Technical Working Group member, REL Midwest | 2019-present |
| Department of Education funded project titled, <i>Advancing Equity in Career and Technical Education (CTE)</i> | |

Journal Work:

Reviewer: *Journal of Public Economics, Journal of Human Resources, Journal of Policy Analysis & Management, Education Evaluation and Policy Analysis, Education Finance & Policy, Economics of Education Review, American Education Research Journal, Educational Researcher, Journal of Research on Educational Effectiveness, Exceptional Children, Educational Policy, Journal of Education for Students Placed at Risk, Education Next, Public Budgeting & Finance*

Editorial Work: *Journal of Research on Educational Effectiveness* – Editorial Board (2017-)
Education Evaluation and Policy Analysis – Editorial Board (2015-)
Exceptional Children – Editorial Board (2016-)

Education Administration Quarterly - Associate Editor (2013-2015)

Advising:

Vanderbilt University

Doctoral Advisees:

Walter Ecton

Hannah Kistler

Catharine Duggan

Lam Pham

Undergraduate Thesis:

Stella Phuong

University of Connecticut

Doctoral Advisees:

Monique Golden

Samuel Kamin

Jeremy Landa

Dissertation Committees: Walter Ecton, Ela Joshi, Lam Pham, Erica Harbatkin, Jonathon Attridge, Monique Golden (University of Connecticut), Monica Mean (University of Maryland – Baltimore County)