

Steven W. Hemelt

Department of Public Policy
University of North Carolina at Chapel Hill
Abernethy Hall, Campus Box 3435
Chapel Hill, NC 27599
<http://hemelt.web.unc.edu/>

EMPLOYMENT

- 2019–present Associate Professor, Department of Public Policy, University of North Carolina at Chapel Hill
- 2013–2019 Assistant Professor, Department of Public Policy, University of North Carolina at Chapel Hill
- 2011–2013 Postdoctoral Research Fellow, Gerald R. Ford School of Public Policy, University of Michigan
- 2009–2013 Assistant Professor, Department of Politics, Cornell College
(Professional leave of absence: 2011-12 and 2012-13)

EDUCATION

- 2009 Ph.D., Public Policy, University of Maryland, Baltimore County (UMBC)
Concentrations: Economics, Evaluation and Analytical Methods
- 2007 M.A., Economic Policy Analysis, UMBC
- 2004 B.A., Modern Languages and Linguistics – Spanish, *magna cum laude*, UMBC
- 2004 B.A., Economics, *magna cum laude*, UMBC

PROFESSIONAL APPOINTMENTS & POSITIONS

- 2019–present Associate Editor, *Education Finance and Policy*
- 2019–present Board of Directors, Association for Education Finance and Policy (AEFP)
- 2019–present Editorial Board, *Educational Evaluation and Policy Analysis*
- 2017–present Senior Researcher, National Center for Analysis of Longitudinal Data in Education Research (CALDER); Affiliated Researcher, 2016-17
- 2016–present Research Fellow, IZA Institute of Labor Economics
- 2013–present Affiliated Researcher, Education Policy Initiative (EPI), Gerald R. Ford School of Public Policy, University of Michigan

RESEARCH & TEACHING FIELDS

Economics of education, education policy, labor economics, program evaluation

HONORS & AWARDS

- 2015 Johnston Teaching Excellence Award, University of North Carolina at Chapel Hill
- 2012 Postdoctoral New Scholars Award, Association for Education Finance and Policy (AEFP)
- 2009 Dissertation Award, Association for Public Policy Analysis and Management (APPAM)
- 2009 Dissertation Fellowship, Graduate School, UMBC
- 2007 Outstanding Graduate Student, Master's Program in Economic Policy Analysis, UMBC
- 2004 Outstanding Graduating Senior in Economics, UMBC

PUBLICATIONS

Peer-Reviewed Journal Articles

- Hemelt, S. W., & Lenard, M. A. (forthcoming). "Math Acceleration in Elementary School: Access and Effects on Student Outcomes." *Economics of Education Review*.
- Hemelt, S. W., Schwartz, N. L., & Dynarski, S. M. (forthcoming). "Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee." *Journal of Policy Analysis and Management*.
- Hemelt, S. W., & Jacob, B. A. (forthcoming). "How Does an Accountability Program that Targets Achievement Gaps Affect Student Performance?" *Education Finance and Policy*. [Broader version released as NBER Working Paper 23461.]
- Hemelt, S. W., Lenard, M. A., & Paepflow, C. G. (2019). "Building Bridges to Life after High School: Contemporary Career Academies and Student Outcomes." *Economics of Education Review*, 68, 161-178.
- Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2019). "Raising the Bar for College Admission: North Carolina's Increase in Minimum Math Course Requirements." *Education Finance and Policy*, 14(3), 492-521.
- Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2018). "Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina." *Economic Inquiry*, 56(1), 278-303.
- Hemelt, S. W., & Rosen, R. B. (2016). "School Entry, Compulsory Schooling, and Human Capital Accumulation: Evidence from Michigan." *The B.E. Journal of Economic Analysis & Policy*, 16(4), 1-29.
- Hemelt, S. W., & Marcotte, D. E. (2016). "The Changing Landscape of Tuition and Enrollment in American Public Higher Education." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 2(1), 42-68.

- Hemelt, S. W., & Stange, K. M. (2016). "Marginal Pricing and Student Investment in Higher Education." *Journal of Policy Analysis and Management*, 35(2), 441-471.
- Dynarski, S. M., Hemelt, S. W., & Hyman, J. M. (2015). "The Missing Manual: Using National Student Clearinghouse Data to Track Postsecondary Outcomes." *Educational Evaluation and Policy Analysis*, 37(1S), 53S-79S.
- Hemelt, S. W., Roth, K. B., & Eaton, W. W. (2013). "Elementary School Interventions: Experimental Evidence on Postsecondary Outcomes." *Educational Evaluation and Policy Analysis*, 35(4), 413-436.
- Hemelt, S. W., & Marcotte, D. E. (2013). "High School Exit Exams and Dropout in an Era of Increased Accountability." *Journal of Policy Analysis and Management*, 32(2), 323-349.
- Hemelt, S. W., & Marcotte, D. E. (2011). "The Impact of Tuition Increases on Enrollment at Public Colleges and Universities." *Educational Evaluation and Policy Analysis*, 33(4), 435-457.
- Hemelt, S. W. (2011). "Performance Effects of Failure to Make Adequate Yearly Progress (AYP): Evidence from a Regression Discontinuity Framework." *Economics of Education Review*, 30(4), 702-723.
- Hemelt, S. W. (2010). "The College Double Major and Subsequent Earnings." *Education Economics*, 18(2), 167-189.
- Marcotte, D. E., & Hemelt, S. W. (2008). "Unscheduled Closures and Student Performance." *Education Finance and Policy*, 3(3), 316-338.

Policy and Research Briefs

- Hemelt, S. W., & Lenard, M. A. (2018). *Career Academies and the Resurgence of Career and Technical Education in the United States*. CALDER Research Brief. National Center for Analysis of Longitudinal Data in Education Research: Washington, DC.
- Hemelt, S. W., Lenard, M. A., & Paepflow, C. G. (2017). *Building Bridges in High School and Beyond: The Impacts of Apex High School's Academy of Information Technology on Student Outcomes*. (2017). Wake County Public School System; Data, Research, and Accountability Department, DRA Report No. 16.33: Cary, NC.
- Hemelt, S. W. (2015). *Impacts of International Baccalaureate's Primary Years Program (PYP) on Student Achievement: Evidence from Michigan and North Carolina*. International Baccalaureate Global Research Office: Bethesda, MD.
- Dynarski, S. M., Frank, K., Hemelt, S. W., Jacob, B. A., Rosen, R. B., & Schneider, B. *The Michigan Context: High School Attainment and College Enrollment Across the State*. (2012). Michigan Consortium for Educational Research: Ann Arbor, MI.

Dynarski, S. M., Frank, K., Hemelt, S. W., Jacob, B. A., Rosen, R. B., & Schneider, B. *Impacts of the Michigan Merit Curriculum on Student Outcomes: Preliminary Findings from the First Cohort*. (2012). Michigan Consortium for Educational Research: Ann Arbor, MI.

Working Papers

“Why is Math Cheaper than English? Understanding Cost Differences in Higher Education” (with Kevin Stange, Fernando Furquim, Andrew Simon, and John Sawyer)

“Do Teacher Assistants Improve Student Outcomes? Evidence from School Funding Cutbacks in North Carolina” (with Helen Ladd)

“School Segregation in the Era of Immigration, School Choice, and Color-Blind Jurisprudence – The Case of North Carolina” (with Charles Clotfelter, Helen Ladd, and Mavzuna Turaeva)

Work in Progress

“Skills, Majors, and Jobs: Does Higher Education Respond?” (with Kevin Stange and Brad Hershbein)

“Banking on Dual Credit: Earning College Credit in High School and Early Postsecondary Performance” (with Nicole Ross)

“College Comes to High School: Patterns of School and Student Participation in Tennessee’s Dual-Credit Courses” (with Tom Swiderski)

“The Doctor Will See You Now: Telemedicine and Student Outcomes” (with Sarah Komisarow)

“The Overlooked Middle: The Effect of Targeted Supports on Postsecondary Progress”

RESEARCH FUNDING

2019–2022 National Science Foundation (NSF), Economics Program, \$402,200
Co-Principal Investigator (Co-PIs: Kevin Stange and Brad Hershbein)
Skills, Majors, and Jobs: Does Higher Education Respond?

2019–2021 Russell Sage Foundation, \$165,300
Co-Principal Investigator (Co-PIs: Kevin Stange and Brad Hershbein)
Skills, Majors, and Jobs: Does Higher Education Respond?

2019–2021 Student Success and Innovation Lab (SSIL), UNC System, \$300,900
Principal Investigator (Co-PI: Samantha Raynor)
Disrupting the Churn: The Effect of Targeted Supports on Late College Outcomes

2017–2019 Spencer Foundation, \$49,800
Principal Investigator (Co-PIs: Matthew Lenard and Colleen Paepflow)
Building Better Bridges to Life after High School: Experimental Evidence on Contemporary Career Academies

- 2016–2018 Smith Richardson Foundation, \$261,000
Co-Principal Investigator (Co-PI: Kevin Stange)
Why Does College Cost So Much? Cost Drivers in Higher Education
- 2015–2020 Center for Analysis of Longitudinal Data in Education Research (CALDER)
Partner (Collaborators: Charles Clotfelter and Helen Ladd)
Sub-awards to University of North Carolina at Chapel Hill, \$87,300
Research on State and Local Education Policies in North Carolina
- 2014–2020 Institute of Education Sciences (IES), \$2.1 million
Co-Principal Investigator (Co-PIs: Susan Dynarski and Nate Schwartz)
Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee
- 2014–2016 William T. Grant Foundation, \$298,000
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
Improving Chronically Underperforming School Settings? Regression-Discontinuity Evidence from NCLB Waivers
- 2014–2016 Spencer Foundation, \$389,500
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
School Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers
- 2013–2014 Walton Family Foundation, \$100,000
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
Do School Turnaround Efforts Improve Chronically Underperforming Schools? Evidence from NCLB Waivers
- 2013–2014 International Baccalaureate (IB), Global Research Office, \$43,500
Principal Investigator
Impacts of International Baccalaureate's Primary Years Program (PYP) on Student Achievement: Evidence from Michigan and North Carolina
- 2012–2013 W.E. Upjohn Institute for Employment Research, \$5,000
Principal Investigator, Early Career Research Grant Program
Childhood Educational Interventions: Experimental Evidence on Postsecondary Impacts
- 2011–2012 W.E. Upjohn Institute for Employment Research, \$5,000
Principal Investigator, Early Career Research Grant Program
High School Exit Exams and Student Outcomes

TEACHING

University of North Carolina at Chapel Hill

Policy Innovation and Analysis (PLCY 210)

Research Design for Public Policy (PLCY 581/681)

Duke University

Research Practicum (PubPol 870)

Cornell College

Introduction to Public Policy (POL 282)

Methods of Public Policy Analysis and Evaluation (POL 382)

Introduction to Politics (POL 111)

Education Policy (K-12) in America: Dollars, Sticks, or Carrots? (POL 352)

University of Maryland, Baltimore County (UMBC)

Statistical Analysis (PUBL 604) – Teaching Assistant

PRESENTATIONS, INVITED TALKS, AND WORKSHOPS (Since 2010)

- 2019-2020 Association for Public Policy Analysis and Management (APPAM)
- 2018-2019 Association for Public Policy Analysis and Management (APPAM), National Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), Vanderbilt University, Tennessee Department of Education (TDOE), Triangle Economics of Education Workshop (TEEW) at Duke University, Montana State University
- 2017-2018 CUNY Higher Education Policy Seminar Series, Association for Public Policy Analysis and Management (APPAM), National Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), University of North Carolina General Administration, University of Delaware
- 2016-2017 Friday Institute for Educational Innovation, National Center for Analysis of Longitudinal Data in Education Research (CALDER), Society for Research on Educational Effectiveness (SREE), University of North Carolina at Greensboro (Economics), Association for Education Finance and Policy (AEFP), Tennessee Department of Education (TDOE), University of Pennsylvania
- 2015-2016 Association for Public Policy Analysis and Management (APPAM), Tennessee Department of Education (TDOE), University of Michigan, Stanford University, College Board, American University, University of North Carolina at Charlotte, National Center for Analysis of Longitudinal Data in Education Research (CALDER), University of North Carolina at Chapel Hill, Association for Education Finance and Policy (AEFP)

- 2014-2015 Elon University (Economics), Russell Sage Foundation (RSF), Tennessee Department of Education (TDOE), National Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), University of Maryland, Baltimore County (UMBC)
- 2013-2014 National Bureau of Economic Research (NBER, Education), Association for Education Finance and Policy (AEFP)
- 2012-2013 Association for Public Policy Analysis and Management (APPAM), University of Michigan, Association for Education Finance and Policy (AEFP), W.E. Upjohn Institute for Employment Research
- 2011-2012 Workshop on Quasi-Experimental Design and Analysis in Education, Institute of Education Sciences (IES), Northwestern University; What Works Clearinghouse (WWC) Reviewer Training, Institute of Education Sciences (IES), Northwestern University; University of Michigan; Association for Education Finance and Policy (AEFP)
- 2010-2011 Association for Public Policy Analysis and Management (APPAM), Stanford University, University of Michigan

PROFESSIONAL ASSOCIATIONS

Association for Public Policy Analysis and Management (APPAM)
 Association for Education Finance and Policy (AEFP, formerly AEFA)
 American Economic Association (AEA)
 Society for Research on Educational Effectiveness (SREE)

PROFESSIONAL SERVICE

Referee: *Economic Journal, Economics of Education Review, Education Economics, Education Finance and Policy, Education Next, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Journal of Human Resources, Journal of Policy Analysis and Management, Journal of Public Economics, Journal of Research on Educational Effectiveness, Research in Higher Education, Review of Economics and Statistics, Social Science Research, AERA Open*

Grant Reviewer: Institute of Education Sciences (2017-2020), William T. Grant Foundation, Smith Richardson Foundation

Program Committee: AEFP Conference (2018)

Proposal Reviewer: SREE Conference (2012-2018)

Certified Reviewer: What Works Clearinghouse, Institute of Education Sciences (2012-present)

UNIVERSITY SERVICE

University of North Carolina at Chapel Hill

Department of Public Policy:

- 2017–2019 Member, Graduate Admissions Committee
- 2017–2018 Member, Graduate Affairs Committee
- 2014–present Member, Undergraduate Affairs Committee
- 2014–present Member, Doctoral Core Examination Committee

University:

- 2017–2018 Faculty Search Committee Member, School of Education
- 2017 Consultant, Task Force to Facilitate Research on Pedagogical Innovation at Carolina
- 2015–present Co-Convener, “Education and Inequality” Seminar Series

Cornell College

University:

- 2010–2011 Member, Committee on Academic Affairs
- 2010–2011 Member, Subcommittee on Academic Regulations
- 2009–2010 Organizer, Speaker Panel on “Mechanics and Challenges of Implementing No Child Left Behind (NCLB) in Iowa”

COMPLETED ADVISING (* denotes chair)

Doctoral Advising:

- 2021* Elc Estrera
- 2021 Aspacia Stafford
- 2019* Nicole Ross, Research Associate, Colorado State University
- 2016 Lisa Spees, Postdoctoral Research Fellow, Sheps Center, University of North Carolina at Chapel Hill
- 2014 Shanyce Campbell, Assistant Professor, University of California – Irvine

Undergraduate Thesis Advising:

- 2019 Carlyne Barker, Highest Honors and Best Thesis Award
- 2018* Kenya Lee, Highest Honors and Best Thesis Award
- 2017* Harry Edwards (Economics), Honors
- 2017 Kate Townsend, Honors
- 2015* Tasia Harris, Honors
- 2015* William Robertson, Highest Honors and Best Thesis Award
- 2014 Renee Psenka, Highest Honors and Best Thesis Award

OTHER PROFESSIONAL EXPERIENCE

- 2004–2006 Teacher, Departments of Business and Foreign Languages, Archbishop Spalding High School, Severn, MD

Last updated: 9/2019