

# Akiva Yonah Meiselman

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## EDUCATION

Ph.D. in Economics, University of Texas at Austin, 2022

M.S. in Economics, University of Texas at Austin, 2018

B.S. in Economics and Computer Science, University of Maryland College Park, 2011

## REFERENCES

Eric Chyn

Department of Economics, University of Texas at Austin

[eric.chyn@austin.utexas.edu](mailto:eric.chyn@austin.utexas.edu)

Seth Zimmerman

Department of Economics, Yale School of Management

[seth.zimmerman@yale.edu](mailto:seth.zimmerman@yale.edu)

Sandra E. Black

Department of Economics, Columbia University

[sblack@columbia.edu](mailto:sblack@columbia.edu)

## RECENT EXPERIENCE

### **Innovative Policy Lab d/b/a Research Improving People's Lives (Providence, RI)**

Economist, August 2022 - September 2024

- Evaluate the effectiveness of Good Jobs Challenge workforce training programs using rich Census data, including administrative earnings records
- Leverage administrative employment data and survey data to shed light on the drivers of mid-career entry into and exit from STEM
- Develop algorithm to surface appropriate candidates for job postings by modeling skills, job experience, and trainability

## TEACHING AND RESEARCH EXPERIENCE

### **Graduate Teaching Assistant, University of Texas at Austin**

September 2016 - December 2017, June 2019 - May 2022

Empirical Public Economics, Professor David Sibley, Fall 2021

Labor Economics, Professor Gerald Oettinger, Spring 2020, Spring 2021

Microeconomic Theory, Professor Gerald Oettinger, Fall 2020

Introduction to Microeconomics, Professor Helen Schneider, Summer 2019

Introduction to Econometrics, Professor Stephen Donald, Fall 2017

Macroeconomic Theory, Professor Felipe Schwartzman, Spring 2017

Introduction to Macroeconomics, Professor Michael Sadler, Fall 2016

### **Graduate Research Assistant, University of Texas at Austin**

Research Assistant to Professor Sandra E. Black, June 2018 - May 2022

Research Assistant to Professor Daniel S. Hamermesh, February 2018 - April 2018, March 2019

Research Assistant to Professor Lauren Schudde, September 2017 - May 2019

OTHER  
PROFESSIONAL  
EXPERIENCE

**Congressional Budget Office (Washington, DC)**

Summer Associate, June 2019 - August 2019

- Update economic forecast of federal education financing and student debt, accounting for demographic changes

**Brooke Charter Schools (Boston, MA)**

Chief Data Officer, August 2015 - July 2016

Data Manager, August 2014 - July 2015

- Produce a variety of graphics, tables, and statistics using disciplinary, demographic, and academic data for reporting to state and to funders

**The Brattle Group (Cambridge, MA)**

Research Analyst, September 2012 - July 2014

- Conduct economic and financial analysis to support expert testimony in financial litigation

PUBLICATIONS

**The Impact of Corequisite Math on Community College Student Outcomes: Evidence from Texas (Education Finance and Policy, 2022)**

with Lauren Schudde

Corequisite coursework is a structural reform that places students directly into a college-level course in the same term they receive developmental education (dev-ed) support. Using administrative data from Texas community colleges and a regression discontinuity design, we examine whether corequisite math improves student success compared with traditional prerequisite dev-ed math. We find that corequisite math improves completion of math requirements but does not improve degree completion.

**The Importance of Institutional Data Reporting Quality for Understanding Dev-Ed Math Enrollment and Outcomes (Community College Journal of Research and Practice, 2020)**

with Lauren Schudde

Among statewide administrative records of student placement tests and course enrollments, we highlight systematic data reporting problems, where many students lacked test scores and test exemption records necessary for policymakers and researchers to determine if they enrolled in the appropriate coursework for their needs. We also found that a non-negligible proportion of students enrolled in dev-ed math – 10% – did not require remediation due to exemption status or passing placement test scores.

WORKING  
PAPERS

**Women in STEM and Job Quality**

with Eric Chyn, Lesley Hirsch, Karen Shen, Seth Zimmerman

We use administrative employment and survey data to shed light on the drivers of mid-career entry into and exit from STEM, particularly among women. Using a difference-in-difference approach, we find an earnings premium between 14% and 17% for women to be in STEM. However, female STEM entrants and exiters both experience relative increases in non-monetary job satisfaction in their new careers.

**Patterns, Determinants, and Consequences of Ability Tracking: Evidence From Texas Public Schools (R&R at Journal of Labor Economics)**

with Sandra E. Black, Julie Cullen, and Kate Antonovics

We use detailed administrative data from Texas to estimate the extent of ability tracking within schools for grades 4 through 8 for each year from 2011 to 2019. We then explore the nature and evolution of tracking, including how tracking changes in response to educational policies such as school accountability. Finally, we explore how exposure to tracking correlates with student mobility in the achievement distribution.

WORKING  
PAPERS  
(continued)

**An Exact Hypothesis Test For Samples With Few Effective Clusters**

I propose a hypothesis test for clustered samples. This test is exact in samples with few clusters, few ever-treated clusters, cluster size outliers, or treatment intensity outliers; these features cause previous tests to over- or under-reject true hypotheses. I use Monte Carlo simulations to demonstrate where this adjustment is most impactful.

**Disruptive Interactions: Long-run Peer Effects of Disciplinary Schools**

with Anjali P. Verma

We study the effects of disruptive peers within disciplinary schools. When regular instructional schools send disruptive students away to disciplinary schools, removed students are exposed to highly disruptive peers. Using rich administrative data on Texas high school students, we leverage within school-year variation in peer composition at disciplinary schools to estimate the effects.

PRESENTATIONS

**Women in STEM and Job Quality**

Association for Public Policy Analysis and Management 2024, Western Economics Association International 2024, and World Social Science Association 2024

**A Hypothesis Test Robust to Cluster Heterogeneity**

Southern Economics Association 2021

SKILLS

Stata, R, Python, SQL, MS Excel

Experienced with difference-in-differences, matching, regression discontinuity, instrumental variables, clustering, double/debiased machine learning