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

Justine S. Hastings
Department of Economics, University of Washington
Chief of People-Centered Science, Amazon
justine@justinehastings.com

Eric Chyn
Department of Economics, University of Texas at Austin
eric.chyn@austin.utexas.edu

Sandra E. Black
Department of Economics, Columbia University
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

OTHER
PROFESSIONAL
EXPERIENCE
(continued)

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 MA 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
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**

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

Association for Public Policy Analysis and Management 2024 (Upcoming), Western Economics Association International 2024, and World Social Science Association 2024
Women in STEM and Job Quality

Southern Economics Association 2021
A Hypothesis Test Robust to Cluster Heterogeneity

SKILLS

Stata, R, Python, SQL, MS Excel
Experienced with difference-in-differences, matching, regression discontinuity, instrumental variables, clustering, double/debiased machine learning