

Jorge E. Encinas

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EDUCATION

Ph.D. Education Policy and Program Evaluation	Harvard University, Cambridge, MA	Expected 2024
M.P.P. Education Policy and Quantitative Methods	Vanderbilt University, Nashville, TN	2018
B.A. Economics	Brigham Young University, Provo, UT	2015

DISSERTATION RESEARCH

Title: *Essays on Immigration and Postsecondary Education*

- Effect of Driver's License Access on Undocumented College Student Access and Attainment ([Job Market Paper](#))
- Education and Labor-Market Effects of DACA on the Forgotten DREAMers (with Matthew Patrick Shaw)
- Effects of State Financial Aid on Postsecondary Outcomes for Undocumented Students

Committee: Bridget Terry Long (chair), Susan Dynarski, Christopher Avery

PROFESSIONAL EXPERIENCE

Economist Intern Amazon June 2023–September 2023

- Designed and delivered a nudging intervention to fulfillment center managers
- Conducted a randomized controlled trial to evaluate the effect of those nudges on measures of manager effectiveness
- Received an "inclined to hire" decision upon completion of the internship

Research Systems Support Specialist Harvard Graduate School of Education August 2022–July 2023

- Provided research methodology support in both quantitative and qualitative methods for entire school
- Prepared and taught coding workshops on various topics in Stata and R

Economist Intern Amazon May 2022–August 2022

- Conducted independent research project analyzing the diversity, equity, and inclusion of corporate hiring decisions
- Received return internship offer for Summer 2023

Consultant People Rocket March 2021–May 2022

- Consulted on a corporate strategy research project for a Fortune 500 company
- Consulted on the co-creation of a strategic plan for a national nonprofit organization

Research Assistant to Bridget Terry Long Harvard University September 2018–September 2019

- Researched and wrote a literature review on behavioral economics in higher education

Research Assistant to M.P. Shaw & Angela Boatman Vanderbilt University June 2017–September 2018

- Conducted data cleaning and analysis for both quasi-experimental and program evaluation projects
- Topics researched included remedial education and college access for undocumented students

Student Success Intern Tennessee Department of Education June 2017–August 2017

- Conducted research on curriculum alignment for career and technical education between high school and postsecondary institutions

Health Policy Analyst Vanderbilt University February 2016–May 2017

- Conducted data cleaning and analysis for research projects on topics such as LGBT population health and hospital finances

Data Technician Utah Valley University Alumni Relations & Development May 2015–December 2015

- Assisted in maintaining a database of alumni and donors for the university

Research Assistant Brigham Young University February 2014–December 2015

- Conducted video ratings of teacher-child interactions
- Conducted secondary data analysis of survey data on middle-school student's sense of belonging

OTHER PROJECTS IN PROGRESS

How Do Postsecondary Institutions Respond to Changes in State Appropriations? (with Alexis Gable & Sussha Roy)

PUBLICATIONS

Jensen, B., Mejía-Arauz, R., Grajeda, S., Toranzo, S. G., **Encinas, J.**, & Larsen, R. (2020). [Measuring cultural aspects of teacher-child interactions to foster equitable developmental opportunities for young Latino children](#). *Early Childhood Research Quarterly*

TEACHING EXPERIENCE

Lead Instructor, Harvard Graduate School of Education (Graduate)

A217A: Economics of Higher Education: Access, Outcomes, and Competition (with Alexis Gable) 2022

Teaching Fellow, Harvard Graduate School of Education (Graduate)

So52: Intermediate and Advanced Statistical Methods (Andrew Ho) 2021

EV1101: Evidence (Carrie Conaway) 2021

So40: Introductory and Intermediary Statistics for Educational Research (Joseph McIntyre) 2020

A701: Creating the Future of American Postsecondary Education (Francesca Purcell) 2020–2021

A718: Redesigning Colleges & Universities for Equitable Student Success (Francesca Purcell) 2020–2022

PRESENTATIONS

2023: Association for Education Finance and Policy (AEFP) Annual Conference; Association of Policy Analysis and Management (APPAM) Fall Research Conference

2021: Association for Education Finance and Policy (AEFP) Annual Conference; American Educational Research Association Conference (AERA)

2019: Association of Policy Analysis and Management (APPAM) Fall Research Conference

OTHER PUBLICATIONS

Fuller, J. B., Lipson, R., **Encinas, J. E.**, Forshaw, T., Gable, A. M., & Schramm, J.B. (2021, April). [Working to learn: Despite a growing set of innovators, America struggles to connect education and career](#). Project on Workforce at the Malcolm Wiener Center for Social Policy, Harvard University

AFFILIATIONS AND PROFESSIONAL ASSOCIATIONS

Doctoral Researcher, Project on Workforce, Harvard University

Affiliate, Institute for Quantitative Social Science, Harvard University

Member, Association for Education Finance and Policy (AEFP)

Member, Association for Public Policy Analysis and Management (APPAM)

GRANTS & AWARDS

WorkRise (\$300,000, Co-PIs: Jorge Encinas, Tessa Forshaw, Rachel Lipson) 2021–present

“The workforce almanac: Mapping the US workforce development sector”

Presidential Scholar, Harvard University (\$4,000; competitive) 2018

BYU Office of Research and Creative Activities, Undergraduate Research Grant (\$1,500; competitive) 2014

SERVICE

Committee Member, Harvard University Committee on Rights and Responsibilities 2020–2023

SKILLS AND ABILITIES

Software: Stata, R, SQL (intermediate)

Languages: English, Spanish