

CONTACT INFORMATION	1B55 Institute of Behavioral Science Boulder, CO 80309	<i>Email:</i> oded.gurantz@colorado.edu <i>Website:</i> https://sites.google.com/site/ogurantz/
APPOINTMENTS	<i>Assistant Professor, School of Education, University of Colorado</i>	2022 - present
	<i>Fellow, Office of Evaluation Sciences, General Services Administration</i>	2021 - present
	<i>Assistant Professor, Truman School of Public Affairs, University of Missouri</i>	2018 - 2022
	<i>Associate Policy Research Scientist, College Board, Washington DC</i>	2015 - 2018
	<i>Senior Policy Analyst, John W. Gardner Center for Youth and Their Communities Stanford University</i>	2006 - 2012
EDUCATION	Stanford University, Ph.D., Educational Policy, 2018 University of California-Santa Cruz, M.S., Applied Economics and Finance, 2006 University of California-Berkeley, B.A., Mathematics, 1998	
JOURNAL PUBLICATIONS	<p>Bettinger, E., Gurantz, O., Lee, M., & Long, B. (2022). "Prior-prior year" FAFSA increased aid submission but likely not enrollment. <i>Research in Higher Education</i>.</p> <p>Gurantz, O. & Obadan, A. (2022). Documenting their decisions: How state-aid eligible undocumented students enroll and persist in college. <i>Educational Researcher</i>, 51(8), 524-535.</p> <p>Gurantz, O. & Odle, T. (2022). The Impact of Merit Aid on College Choice and Degree Attainment: Reexamining Florida's Bright Futures Program. <i>Educational Evaluation and Policy Analysis</i>, 44(1), 79-104.</p> <p>Gurantz, O. (2022). Impacts of state aid for non-traditional students on educational and labor market outcomes. <i>Journal of Human Resources</i>, 57(1), 241-271.</p> <p>Gurantz, O. (2021). How college credit in high school impacts postsecondary course-taking: the role of AP exams. <i>Education Finance and Policy</i>, 16(2), 233-255.</p> <p>Gurantz, O., & Wielga, C. (2021). How have FAFSA submissions differed during COVID-19? <i>Educational Researcher</i>, 50(4), 256-260.</p> <p>Gurantz, O., Howell, J., Hurwitz, M., Larson, C., Pender, M., & White, B. (2021). A national-level informational experiment to promote enrollment in selective colleges. <i>Journal of Policy Analysis and Management</i>, 40(2), 453-479.</p> <p>Gurantz, O., Hurwitz, M., & Smith, J. (2020). Sibling effects on high school exam taking and performance. <i>Journal of Economic Behavior and Organization</i>, 178, 534-539.</p> <p>Goodman, J., Gurantz, O., Smith J. (2020). Take Two! SAT retaking and college enrollment gaps. <i>American Economic Journal: Economic Policy</i>, 12(2), 115-158.</p> <p>Gurantz, O., Pender, M., Mabel, Z., Larson, C., & Bettinger, E. (2020). Virtual advising for high-achieving high school students. <i>Economics of Education Review</i>, 75.</p> <p>Gurantz, O. (2020). What does free community college buy? Early results from the Oregon Promise. <i>Journal of Policy Analysis and Management</i>, 39(1), 11-35.</p>	

Bettinger, E., Gurantz, O., Kawano, L., Sacerdote, B., & Stevens, M. (2019). The long-run impacts of financial aid: Evidence from California's Cal Grant. *American Economic Journal: Economic Policy*, 11(1), 64-94.

Gurantz, O. (2018). A little can go a long way: The impact of advertising services on program take-up. *Educational Evaluation and Policy Analysis*, 40(3), 382-398

Avery, C., Gurantz, O., Hurwitz, M., & Smith, J. (2018). Shifting college majors in response to Advanced Placement scores. *Journal of Human Resources*, 53(4), 918-956.

Gurantz, O., Hurwitz, M., & Smith, J. (2017). College enrollment and completion among nationally recognized high-achieving Hispanic students. *Journal of Policy Analysis and Management*, 36(1), 126-153.

Gurantz, O. (2015). Who loses out? Registration order, course availability, and student behaviors in community college. *Journal of Higher Education*, 86(4), 524-563.

Terriquez, V., & Gurantz, O. (2015). Financial challenges in emerging adulthood and students' decisions to stop out of college. *Emerging Adulthood*, 3(3), 204-214.

London, R. A., & Gurantz, O. (2013). Afterschool program participation, youth physical fitness, and overweight. *American Journal of Preventative Medicine*, 44(3, Supplement 3), S200-S207.

Gurantz, O., & Borsato, G. (2012). Building and implementing a College Readiness Indicator System: Lessons from the first two years of the CRIS initiative. *Voices in Urban Education*, 35, 5-15.

London, R. A., Gurantz, O., & Norman, J. (2011). The Effect of afterschool program participation on English language acquisition. *Afterschool Matters*, 13, 22-29.

London, R. A., & Gurantz, O. (2010). Data infrastructure and Secondary to Postsecondary tracking. *Journal of Education for Students Placed At Risk*, 15(1-2), 186-199.

BOOK CHAPTERS

Carew, M., Scolari, L., & Gurantz, O. (2013). You Can't Point Fingers at Data: Cross-Agency Collaboration and Shared Data from a Community Perspective. In M. McLaughlin & R. London (Eds.), *From Data to Action: A Community Approach to Improving Youth Outcomes* (pp. 83-102). Cambridge, MA: Harvard Education Press.

Gurantz, O., & Sanchez, M. (2013). Transferring Knowledge: Using Data to Examine Students' Educational Transitions. In M. McLaughlin & R. A. London (Eds.), *From Data to Action: A Community Approach to Improving Youth Outcomes* (pp. 17-42). Cambridge, MA: Harvard Education Press.

WORKS IN PROGRESS

Gurantz, O., Sakoda, R., & Sarkar S. (2021). How Does the Elimination of State Aid to For-Profit Colleges Affect Enrollment? Evidence from California's Reforms. *Draft Available via EdWorking-Paper Series No. 21-439*.

Gurantz, O., & Tsai, Y. The impact of federal administrative burdens on college enrollment. *Under Review*.

Gurantz, O. & Turner, L. Connecting college dropouts to support and reentry services.

Bell, E., Gurantz, O. & Turner, M.C. Investigating the scope and implications of Return of Title IV

Funds. U.S. Department of Education.

Black, S., Denning, J., Fairlie, R., & Gurantz, O. How do families pay for college.

Gurantz, O. Assessing the higher education pipeline: How dramatic cuts to community colleges impacts degree completion.

OTHER PUBLICATIONS

Carruthers, C., Gurantz, O., & Page, L. (2022). Helping Students Make Informed Choices About College. EdResearch for Recovery Brief, Annenberg Institute at Brown University.

Gurantz, O. (2020). Paying for Itself: How Financial Aid is a Smart Investment in Our Nation's Future. Academix Upshot Policy Brief for Third Way.

Gurantz, O. (2018). Improving Outreach and Accessibility of Financial Aid. Policy Issue Brief prepared for North Carolina Student Aid Study Group.

FUNDED RESEARCH

"The Credit Consequences of College Attendance", PI Sandy Black, Jeff Denning, Robert Fairlie, & Oded Gurantz (Spencer Foundation Large Grant, \$248,963, 2022)

"Connecting college dropouts to support and reentry services", PI Oded Gurantz and Lesley Turner (Laura and John Arnold Foundation, \$360,520, 2019)

"Documenting their decisions: Can state aid programs minimize postsecondary barriers for undocumented students?", PI Oded Gurantz (Spencer Foundation, \$50,000, 2019)

"The impact of the Honors College on life outcomes", PI Oded Gurantz (Missouri Research Board, \$22,225, 2019)

"The Long-Run Effects of Financial Aid: Evidence from the Cal Grants", PI Eric Bettinger and Bruce Sacerdote (Smith-Richardson Foundation, \$189,221, 2015)

"Estimating the Impact of Cal Grants on Student Outcomes: Post-secondary Graduation, Employment, and Interstate Mobility", PI Eric Bettinger (Spencer Foundation, \$50,000, 2014)

AWARDS

Outstanding Reviewer, *Educational Evaluation and Policy Analysis*, 2021

National Academy of Education/Spencer Postdoctoral Fellowship, 2020

Upjohn Institute Early Career Research Award, 2020

Truman School Faculty Research Award, 2019 & 2020

Outstanding Reviewer, *Educational Researcher*, 2019

Jean Flanigan Outstanding Dissertation Award, Honorable Mention, 2018

Karr Family Graduate Fellowship, 2016-17

Institute of Education Sciences Predoctoral Training Program Fellow: 2012-13 to 2015-16

MEDIA

AEA Research Highlight, Brookings Institute, Chalkbeat, Chronicle of Higher Education, Education Dive, Education Next, Education Week, Forbes, Fordham, Inside Higher Ed, KCRW, NPR Marketplace, NPR Morning Edition, New York Times Upshot, Quartz, Real Clear Politics, VoxEU

PRESENTATIONS

2021: Office of Evaluation Sciences Evaluation 101 Workshop

2019: State Higher Education Executive Officers Association; National Association of State Student Grant and Aid Programs; George Washington University Trachtenberg School; University of California, Davis, Law Symposium; University of Southern California; University of California, Irvine

2018: California Competes; University of Bristol Workshop on Assessment and Feedback; Wheel-

house Scholars Retreat; University of Buffalo Economics; North Carolina Student Aid Study Group; AEI Future of American Higher Education Working Group

2017 and prior: California Community College Linked Learning Initiative Institute; California School Boards Association's School Healthy Advisory Committee; Carnegie Foundation for the Advancement of Teaching; Harvard Strategic Data Project; National Network of Education Research-Practice Partnerships; Robert Wood Johnson Foundation, Salud America Initiative

CONFERENCE
PRESENTATIONS

American Educational Research Association: 2017, 2019
Association for Education Finance & Policy: 2015-2023
Association for Public Policy Analysis & Management: 2013-2020
California Association for Institutional Research: 2014
Society for Research on Educational Effectiveness: 2016, 2018

TEACHING

University of Colorado

- Education (EDUC) 4716/5716: Basic Statistical Methods (Fall 2022)
- Education (EDUC) 7386: Educational Evaluation (Spring 2023)

University of Missouri

- Public Affairs 8180: Research Methods and Inquiry in Public Affairs I (Fall 2019; Fall 2020)
- Public Affairs 8190: Economic Analysis for Public Affairs (Spring 2019; Spring 2020)

ADVISING

University of Colorado, PhD Students

- Danielle Attaway, in progress (School of Education, University of Colorado)
- Malerie Barnes, in progress (School of Education, University of Colorado)
- Hannah Denker, in progress (School of Education, University of Colorado)
- Kaitlin Mork, in progress (School of Education, University of Colorado)
- Sarah Wellberg, in progress (School of Education, University of Colorado)
- Lilla Marein, 2022 (Economics, University of Colorado)

University of Missouri, PhD Students

- Ann Obadan, in progress (Truman School of Public Affairs, University of Missouri)
- Yung-Yu Tsai, in progress (Truman School of Public Affairs, University of Missouri)
- Ikhee Cho, 2022 (Truman School of Public Affairs, University of Missouri)
- Tapas Paul, 2021 (Truman School of Public Affairs, University of Missouri)
- Zixin Liu, 2021 (Economics, University of Missouri)
- Yang An, 2021 (College of Education, University of Missouri)
- Cheng Qian, 2021 (College of Education, University of Missouri)

SERVICE

Journal Referee: *AERA Open*, *American Economic Journal: Applied Economics*, *American Economic Journal: Economic Policy*, *American Education Research Journal*, *Behavioural Public Policy*, *Canadian Journal of Economics*, *Economics of Education Review*, *Economic Inquiry*, *Education Economics*, *Education Finance and Policy*, *Educational Evaluation and Policy Analysis*, *Educational Policy*, *Educational Researcher*, *European Economic Review*, *Journal of Economic Behavior and Organization*, *Journal of Human Capital*, *Journal of Human Resources*, *Journal of Labor Economics*, *Journal of Policy Analysis and Management*, *Journal of Public Economics*, *Journal of Research on Educational Effectiveness*, *Research in Higher Education*, *Teachers College Record*

Conference Referee: AEFPP (2021, 2022), APPAM (2021, 2022)

Foundation Referee: Israeli Science Foundation, Smith-Richardson Foundation, WT Grant Foundation

Federal Service: U.S. Department of Education Technical Working Group member for Evaluating Federal Aid Programs.