

JANE ARNOLD LINCOVE

janelincove@austin.utexas.edu
(512) 779-2045

EDUCATION

University of Southern California, PhD in Public Administration (Public Policy), 2005

Dissertation: *Demand-side Obstacles to Girls' Education in Developing Countries*

Policy fields: Human capital, economics of education, international development and governance

Committee: Gary Painter (Chair), Elizabeth Graddy, Delores Conway

University of California at Los Angeles, Master in Public Policy, 2000

Thesis: *The Distributional Effects of Childcare Regulation in Philadelphia* (Co-author Jenna Allen)

Policy concentrations: Labor, children and families

Advisor: V. Joseph Hotz

Northwestern University, Bachelor of Science in Speech, 1995

RESEARCH FIELDS

Economics of Education

Education Policy

International Development

Equity and Efficiency of Market-Based Education Reforms

ACADEMIC APPOINTMENTS

Tulane University

Research Assistant Professor of Economics

Associate Director, Education Research Alliance for New Orleans 2014-present

University of Texas at Austin, LBJ School of Public Affairs

Assistant Professor of Public Affairs, 2006-present

LBJ Post-doctoral Fellow in Public Affairs, 2005-2006

Courses taught: Microeconomics, Economics of Education, Methods for Policy Analysis, Theories and Philosophy of Public Policy, Comparative Education Policy, Education and Labor Markets

Stephen H. Spurr Centennial Fellow, LBJ School of Public Affairs 2010-present

National Academy of Education/Spencer Postdoctoral Fellow, 2010-2012

Project on Educator Effectiveness and Quality, University of Texas at Austin

Co-Director, 2010-present

Center for Health and Social Policy, University of Texas at Austin

Research Affiliate, 2005-present

New Faculty Fellow, UT Center for Women and Gender Studies, 2007-2008

Instructor, University of Southern California, 2004-2005

Courses taught: Public Sector Economics for MPP and MPA students

ACADEMIC PUBLICATIONS

- Lincove, Jane Arnold (forthcoming). Improving Identification of Demand-side Obstacles to Schooling: Findings from Revealed and Stated Preference Models in Two SSA Countries, *World Development*, 66(1), 69-83.
- Lincove, Jane Arnold (2014). Access to Education. In *Encyclopedia of Education Economics and Finance*. Dominic Brewer and Lawrence Picus (Eds.) Thousand Oaks, California: SAGE Publications.
- Lincove, Jane Arnold (2014). Demand for Education. In *Encyclopedia of Education Economics and Finance*. Dominic Brewer and Lawrence Picus (Eds.) Thousand Oaks, California: SAGE Publications.
- Lincove, Jane Arnold, Osborne, Cynthia, Mills, Nick, & Dillon, Amanda (2014). The Politics and Statistics of Value-Added Modeling for Accountability of Teacher Preparation Programs, *Journal of Teacher Education*, 65(1), 24-38.
- Lincove, Jane Arnold (2012). The Influence of Price on School Enrollment under Uganda's Policy of Free Primary Education, *Economics of Education Review*, 31(5), 799-811.
- Barczyk, Amanda N. & Lincove, Jane Arnold (2010). Cash and Counseling: A Model for Self-directed Care Programs to Empower Individuals with Serious Mental Illnesses. *Social Work in Mental Health*, 8(3), 209-224.
- Lincove, Jane Arnold (2009). The Effect of Costs on Primary Schooling for Boys and Girls in Nigeria. *Economics Education Review*, 28(40), 474-484.
- Lincove, Jane Arnold (2009). Are Markets Good for Girls? The World Bank and Neo-liberal Education Reforms in Developing Countries. *Whitehead Journal of Diplomacy*, 10(1), 59-76.
- Lincove, Jane Arnold. (2008) Growth, Girls' Education, and Female Labor: A Longitudinal Analysis, *Journal of Developing Areas*, 41(2), 45-68.
- Lincove, Jane Arnold. (2006) Equity, Efficiency, and Girls' Education, *Public Administration and Development*, 26, 339-357.
- Lincove, Jane Arnold & Painter, Gary. (2006) Does the Age that Children Start Kindergarten Matter? *Educational Evaluation and Policy Analysis*, 28(2), 153-179.

ARTICLES UNDER REVIEW

- Black, Sandra, Lincove, Jane Arnold, Cullinane, Jenna, & Douglas, Rachel Veron (2012). Can You Leave High School Behind? Revised manuscript submitted to *Economics of Education Review*.
- Lincove, Jane Arnold & Parker, Adam (2014). The Influence of Eligibility Rules for Conditional Cash Transfers on the Schooling and Labor of Children. Revised manuscript submitted to *Education Economics*.
- Lincove, Jane Arnold, Osborne, Cynthia, Mills, Nick, and Bellows, Laura (2014). Training Teachers for Profit or Prestige: The Effects of Market and Institutional Incentives of Teacher Preparation Programs on Student Performance. Submitted to *Journal of Teacher Education*.

ARTICLES IN PROGRESS

Cullinane, Jenna and Lincove, Jane Arnold (2014) The Effects of Institutional Inputs on Time to Degree for Traditional and Nontraditional College Students. Preparing for submission to *Journal of Education Policy and Finance*.

Black, Sandra E., Cortes, Kalena, and Lincove, Jane Arnold (2014). Race-Conscious Admissions in a Race-Blind Era: Are percent plans a workable solution. Preparing for submission to *Journal of Policy Analysis and Management*.

The Small and Unreliable Effects of Teacher Preparation Programs on Student Test Scores in Texas with Cynthia Osborne, Paul von Hippel, & Nick Mills. Preparing for submission to *Educational Evaluation and Policy Analysis*.

CURRENT RESEARCH PROJECTS

College Access, College Readiness, and Equity in Texas – study using statewide longitudinal data with Sandra Black (UT - Austin) and Kalena Cortes (Texas A&M University)

Governance, NGOs, and International Aid for Education – study using USAID Aid Data with Catherine Weaver (UT – Austin)

Teacher Quality, Teacher Certification, and Teacher Pay – study using statewide longitudinal data in Texas and Louisiana with Julie Marsh (USC), Katharine O. Strunk (USC), and Matthew Hendrick (University of Tulsa)

Parent Preferences for Public, Private, and Charter Schools – study using citywide data in New Orleans with Jason Imbrogno (University of Northern Alabama) and Jon Valant (Stanford University)

Horizontal Product Differentiation in Public Education with Paula Arce-Trigatti and Doug Harris (Tulane University) and Huriya Jabbar (UT - Austin)

PUBLISHED REPORTS AND WORKING PAPERS

Black, Sandra E., Lincove, Jane Arnold, Cullinane, Jenna, and Veron, Rachel (2014). Can You Leave High School Behind? NBER Working Paper #1982. National Bureau of Economic Research.

Cullinane, Jenna & Lincove, Jane Arnold (2014). The Effect of Institutional Inputs on Time to Degree for Traditional and Non-traditional College Students. Texas Workforce Data Quality Initiative Working Paper. Ray Marshall Center, University of Texas at Austin.

Osborne, Cynthia, Lincove, Jane Arnold., et.al. (2012). Technical Report: Educator Preparation Programs' Influence on Student Achievement in Texas. PEEQ Working Paper. Project on Educator Effectiveness and Quality, University of Texas at Austin.

Osborne, Cynthia, Lincove, Jane Arnold., et.al. (2012). The Texas Report: Educator Preparation Programs' Influence on Student Achievement in Texas. PEEQ Working Paper. Project on Educator Effectiveness and Quality, University of Texas at Austin.

Lincove, Jane Arnold (2012). Can Teacher Incentive Pay Improve Student Performance? Evidence from a Diverse Implementation. PEEQ Working Paper. Project on Educator Effectiveness and Quality, University of Texas at Austin.

Lincove, Jane Arnold (2011). Risk Aversion and the Design of Teacher Incentive Pay. PEEQ Working Paper. Project on Educator Effectiveness and Quality, University of Texas at Austin.

Lincove, Jane Arnold (2007). Do Private Markets improve the quality or quantity of primary schooling in Sub-Saharan Africa? Occasional Paper No. 136. National Center for the Study of Privatization in Education. New York, NY.

Lincove, Jane Arnold (2007). Do Private Markets improve the quality or quantity of primary schooling in Sub-Saharan Africa? USAID EdData Working Paper.

Lincove, Jane Arnold (2006). The Effect of Costs on Primary Schooling for Boys and Girls in Nigeria. USAID EdData Working Paper.

SELECTED CONFERENCE PAPERS

AEFP, 2014: San Antonio, Texas: “Tests, courses, or high schools: Predicting college success with college readiness measures”

AEFP, 2014: San Antonio, Texas: “Training Teachers for Profit or Prestige”

APPAM, 2013: Washington, DC: “The Bumpy Path to College Graduation”

AERA, 2013: San Francisco, California: “Can You Leave High School Behind?”

AEFP, 2013: New Orleans, Louisiana. “The Politics and Statistics of Value-added Modeling for Accountability.”

APPAM, Fall 2012: Baltimore, MD. “District Choices for Teacher Incentive Pay and the Implications for Equity and Achievement.”

AEFP, 2012: Boston, Massachusetts. “Can Teacher Incentive Pay Improve Student Performance on Standardized Tests?”

APPAM, Fall 2011: Washington, D.C. “Can Teacher Incentive Pay Improve Student Performance on Standardized Tests?”

NAED Annual Meeting & Fellows Retreat, 2011: Washington, D.C. “Can Teacher Incentive Pay Improve Student Performance on Standardized Tests?”

AERA, 2011: New Orleans, Louisiana. “Designing Teacher Incentive Pay Contracts: Evidence from the Texas DATE Program.”

SEDL, 2010: Austin, Texas. Turning around Low Performing Schools: A Blueprint for Reform. “Lessons from Teacher Incentive Pay in Texas.”

AERA, 2010: Denver, Colorado. “Risk Aversion and the Design of Teacher Incentive Pay.”

APPAM, 2009: Washington, D.C. “School District Preferences and Teacher Incentive Pay.”

CIES, 2009: Charleston, South Carolina. "Why are Children out of School Under Free Primary Education Policies: A Comparison of Two SSA Countries."

LBJ Centennial Conference, 2008: Austin, Texas. "LBJ's Legacy in Contemporary Social Welfare Policy: Have We Come Full Circle?"

Fulbright-Hays Seminars Abroad, 2008: Austin, Texas. "Women's Education and Child Health in India."

Women and Gender Studies New Faculty Seminar, University of Texas, 2008: "Is Free Equal? The Effect of Free Primary Education on Gender Parity in Nigeria and Uganda."

APPAM, Fall 2007: Washington, DC. "The Distributional Effects of Free Primary Education in Uganda."

APPAM, Fall 2006: Madison, Wisconsin. "Private Education Markets and Universal Primary Education Policy in Four SSA Countries."

APSA, Summer 2005: Washington, D.C. "Governance and the Implementation of Girls' Education."

International Women's Policy Research Conference, Summer 2005: Washington, D.C. "Rethinking the U-Shaped Curve: A Longitudinal Analysis of Economic Growth, Girls' Education, and Female Labor Force Participation."

ASPA, Spring 2005: Milwaukee, Wisconsin. "Equity and Governance in Girls' Education."

SPSA, Winter 2005: New Orleans, Louisiana. "Increasing the Demand for Girls' Education in Developing Countries: An Examination of Policy and Context Variables."

APPAM, Fall 2004: Atlanta, Georgia. "Increasing the Demand for Girls' Education in Developing Countries: An Examination of Policy and Context Variables."

APPAM, Fall 2002: Dallas, Texas. "Does the Age that Children Start Kindergarten Matter?"

SELECTED RESEARCH CONTRACTS

Educate Texas 2013-present, \$10,000

PI for research of teacher pay and quality using the Texas Education Research Center (ERC). This project will measure the effects of changes in teacher pay policy, including performance incentive programs, on student performance and teacher retention.

Texas Higher Education Coordinating Board 2013-2014, \$50,000

PI for survey study of innovations in university-based teacher training programs and college dropout prevention programs in Texas.

Texas Tech University 2012-2015, \$225,000

External Evaluator for US Dept. of Education Investing in Innovation (I3) Grant. The program is developing a comprehensive competency-based training and professional development curriculum for new and experienced teachers. The evaluation uses value-added models of teacher effectiveness to provide feedback on the effectiveness of the design and implementation.

US Department of Labor 2013, \$800,000

Workforce Data Quality Initiative

Research affiliate of a statewide project to create a longitudinal data set of pre k-12 education data, public higher education data, and workforce outcomes. Lead researcher for a team using this data to examine college readiness and college outcomes of high school inputs.

Texas Education Agency 2010-2012, \$2,500,000

Co-director and PI for the Project for Educator Effectiveness and Quality. PEEQ designed and tested a value-added measure of the effect of teacher training programs on student performance in Texas. This project involved both quantitative analysis of statewide data and leadership of a statewide stakeholder engagement process on the use of advanced quantitative methods in policy and accountability.

Texas Health and Human Services Commission 2005-2008

Co-PI for Texas Early Childhood Comprehensive Systems Initiative (Raising Texas). This project coordinated state services for children ages 0 to 5 across health, welfare, and education.

Texas Health and Human Services Commission 2006-2009

Co-PI of evaluation of Texas's federally funded Mental Health Transformation project. This project reformed the delivery of statewide mental health services around consumer-driven and market-based approaches and prevention.

AWARDS AND FELLOWSHIPS

Research

Spencer Foundation/National Academy of Education (2010-2012), Postdoctoral Fellow
Stephen H. Spurr Centennial Fellow (2010-present), University of Texas
Policy Research Institute (2008-2009), UT Austin, Urban Research Grant
Policy Research Institute (2007-2008), UT Austin, International Research Grant
New Faculty Fellowship (2007-2008), UT Austin, Center for Women and Gender Studies
New Scholars Seminar Participant (2005), American Political Science Association, Women & Politics
Policy Research Institute (2005-2006), UT Austin, seed grant
Teaching Assistantship (2004-2005), USC School of Policy, Planning, and Development
Graduate Fellowship (2001-2004), USC School of Policy, Planning, and Development
Research Apprenticeship (1999-2000), UCLA Department of Policy Studies
Policy Studies Fellowship (1998-2000), UCLA Department of Policy Studies

Teaching

LBJ School GPAC Most Helpful Professor, 2014
LBJ School GPAC Most Useful Class (Microeconomics for Global Policy Studies), 2009
LBJ School GPAC Best New Faculty, 2007

JOURNAL REVIEWER

Educational Evaluation and Policy Analysis
Sociology of Education
World Development
Economics of Education Review
Social Science Quarterly
Journal of Developing Areas
Public Administration and Development

PROFESSIONAL MEMBERSHIPS

American Economic Association
Association for Public Policy Analysis and Management
American Education Research Association
Association for Educational Finance and Policy
Comparative and International Education Society
Society for Research on Educational Effectiveness

REFERENCES

Sandra Black
Audre and Bernard Rapoport Centennial Chair in Economics and Public Affairs
University of Texas at Austin
78712 (512) 475-8519
sblack@austin.utexas.edu

Carolyn Heinrich
Sid Richardson Professor of Public Affairs & Director of the Center for Health and Social Policy
University of Texas at Austin
(512) 471-3779
cheinrich@austin.utexas.edu

Cynthia Osborne
Associate Professor & Director of the Child and Family Research Partnership
University of Texas at Austin
(512) 471-9808
cosborne@prc.utexas.edu

Gary Painter
Professor & Associate Dean
Sol Price School of Public Policy
University of Southern California
Los Angeles, CA 90089 (213) 740-8754
gpainter@usc.edu