

JANE ARNOLD LINCOVE

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ACADEMIC APPOINTMENTS

University of Maryland, Baltimore County

School of Public Policy
Associate Professor (Current)

Tulane University

Department of Economics
Research Assistant Professor (2014-2016)

Education Research Alliance for New Orleans

Associate Director (2014-2016)
Research Fellow (Current)

University of Texas at Austin

LBJ School of Public Affairs
Assistant Professor of Public Affairs (2006-2014)
Lyndon B. Johnson Postdoctoral Fellow (2005-2006)

Project on Educator Effectiveness and Quality
Co-Director, 2010-2015

University of Southern California

Instructor 2003-2005

EDUCATION

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

Dissertation: *Demand-side Obstacles to Girls' Education in Developing Countries*
Policy fields: Quantitative policy analysis, economics of education, international development and governance

University of California at Los Angeles, Master in Public Policy

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

Northwestern University, Bachelor of Science in Speech

RESEARCH INTERESTS

Economics of education
Educational equity
Comparative policy analysis

ACADEMIC PUBLICATIONS

Walsh, Julie A., Bush-Mecenas, Susan, Strunk, Katharine O., Lincove, Jane Arnold, and Huguet, Alice (forthcoming). Evaluating Teachers in the Big Easy: How Organizational Context Shapes Policy Responses in New Orleans. Accepted for publication in *Educational Evaluation and Policy Analysis*.

Lincove, Jane Arnold, Cowen, Joshua, and Imbrogno, Jason (forthcoming). What's in Your Portfolio? How Parents Rank Traditional Public, Private, and Charter Schools in Post-Katrina New Orleans' Citywide System of School Choice. Accepted for publication in *Education Finance and Policy*.

Von Hippel, Paul, Osborne Cynthia, Lincove, Jane Arnold, Mills, Nicholas, and Bellows, Laura (2016). Teacher Quality Difference between Teacher Preparation Programs: How Big? How Reliable? Which Programs are Different? *Economics of Education Review*, 53(1), 31-45.

Black, Sandra, Cortes, Kalena, and Lincove, Jane Arnold (2016). Efficacy vs. Equity: What Happens when States Tinker with College Admissions in a Race-Blind Era? *Educational Evaluation and Policy Analysis*, 38(2), 336-363.

Lincove, Jane Arnold & Parker, Adam (2016). The Influence of Conditional Cash Transfers on Eligible Children and Their Siblings. *Education Economics*, 24(4), 352-373.

Cortes, Kalena and Lincove, Jane Arnold (2016). Can Admissions Percent Plans Lead to Better Collegiate Fit for Minority Students? *American Economic Review: Papers & Proceedings*, 106(5): 348–354

Lincove, Jane Arnold, Osborne, Cynthia, Mills, Nick, and Bellows, Laura (2015). Teacher Preparation for Profit or Prestige: The Effects of Market and Institutional Incentives of Teacher Preparation Programs on Student Performance. *Journal of Teacher Education*, 66(5), 415-434.

Black, Sandra, Cortes, Kalena, and Lincove, Jane Arnold (2015). Academic Undermatching of High-Achieving Minority Students: Evidence from “Race-Neutral” and Holistic Admissions Policies. *American Economic Review: Papers & Proceedings*, 105(5), 604-610.

Black, Sandra, Lincove, Jane Arnold, Cullinane, Jenna, & Veron, Rachel (2015). Can You Leave High School Behind? *Economics of Education Review*, 46(2), 52-63.

Lincove, Jane Arnold (2015). 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, 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, Cortes, Kalena, and Lincove, Jane. Apply Yourself: Racial Differences in College Application Behavior

Lincove, Jane Arnold, Barrett, Nathan, and Strunk, Katharine O. Lessons from Hurricane Katrina: The Employment Effects of the Mass Dismissal of New Orleans Teachers

Strunk, Katharine, Barrett, Nathan, and Lincove, Jane Arnold. When Tenure Ends: The Short-run Effects of the Elimination of Louisiana's Teacher Employment Protections on Teach Exit and Retirement

Lincove, Jane Arnold and Cortes, Kalena. Match or Mismatch? Automatic Admissions and College Preferences of Low- and High-Income Students

Lincove, Jane Lincove, Barrett, Nathan, and Strunk, Katharine. Revisiting the Hedonic Wage Function for Teachers: Evidence from Non-Unionized Charter Schools

Cullinane Hege, Jenna and Lincove, Jane Arnold. The Effects of Institutional Inputs on Time to Degree for Traditional and Nontraditional College Students

Arce-Trigatti, Paula, Lincove, Jane, Harris, Doug, and Jabbar, Huriya. Is There Choice in School Choice?

CURRENT RESEARCH PROJECTS

College Admissions Policies, College Readiness, and Equity in Access to Higher education – study using statewide longitudinal data in the Texas Education Research Center with Sandra Black (UT - Austin) and Kalena Cortes (Texas A&M University).

The Effects of Decentralization and Contract Reform on Teacher Compensation, Hiring, Evaluation, and the Distribution of Teacher Quality – multi-state study with Julie Marsh (USC), Katharine O. Strunk (USC), Matthew Hendricks (University of Tulsa), Josh Cowen (MSU), and others. Funded by Educate Texas and Laura and John Arnold Foundation.

The Implementation of School Choice Systems – study using citywide data in New Orleans with Josh Cowen (MSU), Jason Imbrogno (University of Northern Alabama) and Jon Valant (Tulane University). Funded by Laura and John Arnold Foundation

Management and Governance of Education Markets and the Effects on the Supply of Schools – study using citywide data in New Orleans with Katrina Bulkley (Montclair State), Paula Arce-Trigatti and Douglas Harris (Tulane University), Huriya Jabbar (UT - Austin), and others. Funded by Spencer Foundation and Laura and John Arnold Foundation.

OTHER PUBLICATIONS

Lincove, Jane Arnold and Cortes, Kalena (2016). Match or Mismatch? Automatic Admissions and College Preferences of Low- and High-Income Students. NBER Working Paper #22559. National Bureau of Economic Research.

Arce-Trigatti, Paula, Harris, Doug, Jabbar, Huriya, and Lincove, Jane (2015). Many Options in New Orleans Choice System. *Education Next*, 15(4).

Black, Sandra E., Cortes, Kalena, and Lincove, Jane (2015). Apply Yourself: Racial Differences in College Application Behavior. NBER Working Paper #21368. National Bureau of Economic Research.

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.

Black, Sandra E., Cortes, Kalena, and Lincove, Jane (2014). Efficacy vs. Equity: What Happens When States Tinker with College Admissions in a Race-Blind Era? NBER Working Paper #20804. National Bureau of Economic Research.

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 RESEARCH CONTRACTS

Spencer Foundation 2015-2018 \$1,000,000

Co-Investigator (PIs– Katrina Bulkley, Julie Marsh, Katharine Strunk, Douglas Harris) for comparative mixed-methods research of governance of portfolio school systems.

Laura and John Arnold Foundation 2014-2016, \$3,000,000

Co-PI (PI - Douglas Harris) for research study of school reform in New Orleans, Louisiana including studies of implementation, effects of policy change, and RCT studies of education innovations.

Educate Texas 2014-2016, \$10,000

PI for research of teacher pay and quality using the Texas Education Research Center (ERC). Project measured 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

PI 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

Co-Investigator (PI – Chris King) 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 Co-PI (PI - Cynthia Osborne) 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 2006-2010, \$2,000,000

Co-PI (PI - Pat Wong) for evaluation of Texas Mental Health Transformation Project. Evaluation of state efforts to implement market-based reforms in mental health service delivery with a focus on consumer choice.

Texas Health and Human Services Commission 2005-2008, \$50,000

PI (with Cynthia Osborne) 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.

SELECTED CONFERENCE PAPERS & PRESENTATIONS

APPAM, 2016: Washington, DC. “Overworked or Underpaid: A Longitudinal Analysis of Principal Compensation in a Context of Increasing School Autonomy”

APPAM, 2016: Washington, DC. “When Tenure Ends: The Short-run Effects of the Elimination of Louisiana’s Teacher Employment Protections on Teacher Exit and Retirement”

UMBC Economics and Policy Seminar Series, December 2016. “Overworked or Underpaid: How Charter Schools Compensate Principals”

AEFP, 2016: Denver, Colorado. “Revisiting a Hedonic Wage Function for Teachers: Charter Schools and Compensating Differentials.”

Murphy Institute Policy Working Group Seminar, Tulane University, December 2015. “Revisiting a Hedonic Wage Function for Teachers: Charter Schools and Compensating Differentials.”

APPAM, 2015: Miami, Florida. “Match or Mismatch: The Role of College Readiness, High School Peers, and Admissions Uncertainty in College Application and Enrollment Behavior.”

SEA, 2015: New Orleans, LA. “Revisiting a Hedonic Wage Function for Teachers: Charter Schools and Compensating Differentials.”

APPAM, 2015: Miami, Florida. “Revisiting a Hedonic Wage Function for Teachers: Charter Schools and Compensating Differentials.”

Federal Reserve Bank, Washington, DC, October 2015. “Explaining Racial Gaps in College Application Choices.”

AEFP, 2015: Washington, DC. “You Have to Apply Yourself: Racial and Ethnic Differences in College Application”

AEFP, 2015: Washington, DC. “Can Public Schools Compete with Voucher Schools?”

SEA, 2014: Atlanta, Georgia. “You Have to Apply Yourself: Racial and Ethnic Differences in College Application”

APPAM, 2014: Albuquerque, New Mexico. “You Have to Apply Yourself: Racial and Ethnic Differences in College Application”

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, 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, 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?”

Research Awards & Fellowships

Newcomb Research Fellow, Tulane University, 2014-present

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

Stephen H. Spurr Centennial Fellow (2010-2015), 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

UNIVERSITY TEACHING

Masters Level Courses

Quantitative Methods for Policy Analysis

Program Evaluation and Cost-Benefit Analysis

Microeconomics for Policy Analysis

Economics of Education

Comparative Public Policy

Education Policy

Comparative Education Policy

Public Management

PhD Level Courses

Theories and Philosophy of Public Policy

Conference Course in Theories of Comparative Education Policy

Conference Course in Quantitative Research

Teaching Awards

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

PROFESSIONAL SERVICE

University of Maryland, Baltimore County, School of Public Policy

PhD Exam Committee, 2016-present

Tulane University

Title IX Hearing Board, 2014-2016
New Orleans Educational Equity Index Steering Committee, 2015-2016

University of Texas at Austin

Fulbright Selection Committee, 2008-2014
Faculty Grievance Committee, 2008-2013
Advisor to University President's Office on implementation of Texas Top 10% Rule, 2011-2013
Committee to Develop an Undergraduate Concentration in Public Policy, 2012-2014

LBJ School of Public Affairs

IT Governance Committee Chair, 2013-2014
Center for Health and Social Policy, Executive Committee, 2005-2015
Specialization Chair for Social and Economic Policy, 2009-2014
Admissions Committee, 2008, 2009, 2010, 2012, 2013
PhD Comprehensive Exam Committee 2010-2014
Faculty Search Committee, 2006, 2008

Academic Community

Association for Public Policy Analysis and Management – Policy Relevance Committee
Editorial Board for *Educational Evaluation and Policy Analysis*, 2016
Research Advisory Board for the 2016 *International Conference on School Choice & Reform*
Proposal review for American Education Research Association, Division L
Journal Review for *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*, *Science*, and others

PROFESSIONAL MEMBERSHIPS

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

PROFESSIONAL POLICY EXPERIENCE

2003-2005 Policy Advisor, Los Angeles Child Care Alliance

Conducted research and policy analysis on legislation related to publicly subsidized child care

2001-2002 Program Coordinator, Public Works Inc.

Worked with over 20 public schools to conduct self-evaluations and school needs assessment for Comprehensive School Reform (CSR) and Immediate Intervention for Underperforming School (IIUSP)

1996-1998 Development Coordinator, Para Los Niños

Grant writing, fundraising, and government and community engagement for non-profit children's service and education agency in Los Angeles Skid Row area.