

Michael C. Quinn

Economics & Accounting
College of the Holy Cross
Stein Hall
Worcester, MA 01610

Email: miquinn1@holycross.edu
Homepage: www.michaelcquinn.com

Education

Ph.D., Economics, Syracuse University, August 2026

Committee: Amy Ellen Schwartz, Maria Zhu, Michah W. Rothbart, and Hugo Jales

M.P.P., Georgetown University, 2014

B.A., History with Honors, Goucher College, 2011

Employment

2026 – Present **Visiting Instructor**, College of the Holy Cross
2021 – 2026 **Graduate Research Associate**, Syracuse University
 Research Assistant to Michah Rothbart and Amy Ellen Schwartz on an NIH-funded project
2015 – 2021 **Senior Policy Analyst**, Georgetown University Center for Education and the Workforce

Research Fields

Applied Microeconomics, Economics of Education, Urban Economics

Job Market Paper

Evaluating Controlled Choice: A Decomposition Approach

Equity goals are increasingly embedded directly in school-assignment mechanisms (“controlled choice”), although there is limited empirical evidence on how these work in practice. I evaluate Washington, D.C.’s Equitable Access (EA) reform to its deferred-acceptance school lottery, designed to increase economically disadvantaged (“at-risk”) students’ match rates at targeted high-demand schools. Using administrative records from 2018–2024, I develop an empirical framework that combines exact mechanism policy simulations with a Shapley-style decomposition to attribute changes in lottery offer outcomes to mechanical rule effects versus changes in demand or capacity. The reform substantially increased at-risk students’ match rates at schools that adopted the policy, though gains were concentrated among the subset of schools where the rule actually bound. I find no evidence that the submitted rank-order lists shifted unusually around the policy’s introduction. At-risk students who received an offer from an EA school were at least as likely as other students to enroll and persist.

Working Papers

Vaccines, Peers, and School Attendance: Evidence from COVID

(with Amy Ellen Schwartz, Michah W. Rothbart, and Brian Elbel)

This paper estimates the causal effect of peer vaccination on individual vaccine take-up and school attendance. The empirical strategy leverages the age-based rollout of COVID vaccine eligibility, using grademate eligibility rates at school start as an instrument for grademate vaccination rates. We find that a 10-percentage-point increase in grademate vaccination increases own vaccine take-up by 1.7 percentage points, raises attendance by 0.7 percentage points, and reduces chronic absenteeism by 2.9 percentage points. Effects differ by race and ethnicity, with larger attendance improvements for Black and Hispanic students. We find no meaningful differences by gender. The findings show that voluntary vaccination behavior generates spillovers not only in health decisions, but also in educational outcomes.

Absenteeism, Race and the Role of the School Environment: Do COVID Vaccine Take-Up and School Crowding Matter?

(with Michah W. Rothbart, Amy Ellen Schwartz, Kevin J. Konty, Sophia E. Day, and Brian Elbel)

Under Review. [CPR Working Paper 502](#)

The COVID pandemic renewed focus on absenteeism and school-based health risks, with widening racial disparities. Using administrative data from New York City, this paper documents racial disparities in two dimensions of school COVID risk—school vaccination rates and indoor density (classroom space per pupil)—and their relationship to racial gaps in absenteeism. Black and Hispanic students attend schools with lower vaccination rates but less crowded classrooms than White or Asian students. Roughly half of racial disparities in school COVID risk reflect differences across neighborhoods, and adjusting for COVID risks narrows racial absenteeism gaps.

Works in Progress

“Did COVID Widen the Race Gap in Chronic Absenteeism? Unpacking Racial Disparities”

(with Mary L. Mitsdarffer, Michah W. Rothbart, Zac Reeves, Brian Elbel, Kevin J. Konty, Sophia E. Day, and Amy Ellen Schwartz)

“Being There: Perfect Attendance and Presenteeism in Schools”

(with Amy Ellen Schwartz)

Select Policy Reports and Briefs

“After Everything: Projections of Jobs, Education, and Training Requirements Through 2031,” (with Anthony P. Carnevale, Nicole Smith, and Martin Van Der Werf). Georgetown University Center on Education and the Workforce Report, 2024

“The Overlooked Value of Certificates and Associate’s Degrees,” (with Anthony P. Carnevale, Tanya Garcia, and Neil Ridley). Georgetown University Center on Education and the Workforce Report, 2020

“The Dollars and Sense of Free College,” (with Anthony P. Carnevale, Jenna Sablan, Artem Gulish, and Gayle Cinquegrani). Georgetown University Center on Education and the Workforce Report, 2020

“SAT-Only Admission: How Would It Change College Campuses?,” (with Anthony P. Carnevale, Jeff Strohl, Martin Van Der Werf, Kathryn Peltier Campbell). Georgetown University Center on Education and the Workforce Report, 2019

“Born to Win, Schooled to Lose,” (with Anthony P. Carnevale, Megan Fasules, and Kathryn Peltier Campbell). Georgetown University Center on Education and the Workforce Report, 2019

Presentations

- 2026 Association for Education Finance and Policy Conference, D.C. Common Lottery Board Q4 Meeting, FLX Economics of Education Workshop, Southern Economic Association Annual Meeting (*Scheduled*), Association for Public Policy Analysis and Management Conference (*Scheduled*)
- 2025 Association for Education Finance and Policy Conference, Syracuse University Applied Micro Seminar
- 2023 Association for Education Finance and Policy Conference

Teaching Experience

Instructor of Record	— Intermediate Microeconomics (Syracuse University)	Summer 2024
Teaching Assistant	— Economics of Education (Syracuse University)	Fall 2021, Spring 2022
Supplemental Instructor	— Principles of Macroeconomics (Goucher College)	Spring 2011

Grants, Awards, and Honors

Co-Principal Investigator (with Michah W. Rothbart, Faculty Sponsor), MIT Blueprint Labs (Gates Foundation), *Equitable Access in Washington, D.C.*, \$15,000, 2025

Summer Training Grant, Syracuse University, 2022

Elizabeth King Ellicott Fellowship for Graduate Study, Goucher College, 2012

Professional Service

Referee: *Journal of Population Economics* (2)

Professional Associations

Association for Education Finance and Policy (AEFP), Association for Public Policy Analysis and Management (APPAM), Catholic Research Economists Discussion Organization (CREDO)

Updated: July 2026