Michael C. Quinn

Economics & Accounting
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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 Assistant Professor**, 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 on Education and the Workforce

Research Fields

Applied Microeconomics, Economics of Education, Urban Economics

Job Market Paper

Evaluating Controlled Choice with a Decomposition Approach: Evidence from Washington, D.C.

Submitted.

Equity goals are increasingly embedded directly in school-assignment mechanisms ("controlled choice"), but evaluations of these reforms after implementation remain scarce. I evaluate Washington, D.C.'s Equitable Access (EA) reform to its deferred-acceptance lottery, which prioritizes economically disadvantaged ("at-risk") students at high-demand schools. Using administrative lottery records, I develop a framework that combines exact mechanism simulations with a Shapley decomposition to separate the effect of the assignment rule from concurrent changes in capacity, applicant volume, and school ranking behavior. Between 2020 and 2023, the rule raised the share of all at-risk applicants matching to EA schools by 2.4 percentage points, a 30 percent increase: a larger change than the concurrent 17 percent expansion in seats at these schools produced. School ranking behavior was remarkably stable around implementation. At-risk students who matched enrolled and persisted at rates similar to non-at-risk applicants.

Working Papers

Vaccines, Peers, and School Attendance: Evidence from COVID

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

Submitted. *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.

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)

Under Review – *Teachers College Record*. Paper available on request.

Works in Progress

"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, and 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

Primary Instructor

2027 Urban Economics (2 sections), College of the Holy Cross (Scheduled)
Principles of Economics, College of the Holy Cross (Scheduled)
2026 Principles of Economics (2 sections), College of the Holy Cross
Introduction to Statistics, College of the Holy Cross
2024 Intermediate Microeconomics, Syracuse University

Teaching Assistant

2022 Economics of Education, Syracuse University
2021 Economics of Education, Syracuse University
2011 Principles of Macroeconomics (Supplemental Instructor), Goucher College

Grants, Awards, and Honors

Principal Investigator (Michah W. Rothbart, Faculty Sponsor), "Equitable Access in Washington, D.C.: Pilot Study," MIT Blueprint Labs Charters Research Consortium (Gates Foundation), $14,999, 2024–2025

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)

References

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