

CONTACT	520 Galvez Mall, Office 507 Stanford CA, 94305	<i>Phone:</i> 510-965-8123 <i>Email:</i> sbonilla@stanford.edu
RESEARCH INTERESTS	Education Policy, K-12 Education, Career and Technical Education, High School to College Transition, Causal Methods in Quantitative Research	
EDUCATION	<p><b>Stanford University</b></p> <p>Ph.D., Economics of Education (expected June 2018)  <i>Dissertation:</i> The Effects of College and Career Readiness Policies on Student Outcomes  <i>Committee:</i> Thomas S. Dee (primary), Susanna Loeb, Celeste K. Carruthers (University of Tennessee, Department of Economics)</p> <p>M.A. Economics, 2017</p> <p><b>Brown University</b></p> <p>A.M. Urban Education Policy, 2010  A.B. Public Policy &amp; American Institutions, 2008  A.B. Education Studies: Policy, 2008</p>	
AWARDS & FELLOWSHIPS	APPAM Equity and Inclusion Fellowship Fellowship Recipient [\$599 and conference travel] Karr Family Fellowship, Stanford University Fellowship Recipient [\$23,679] Institute of Educational Sciences (IES) Predoctoral Training Program Fellowship recipient [\$120,000] Bill & Melinda Gates Foundation Education Pioneers Graduate Fellow [\$16,000] Strategic Data Project, Harvard Center for Education Policy Research Data Fellow [\$140,000] Education Pioneers, Boston Graduate Fellow [\$7,500] Fulbright Fellowship, Chile Fellowship recipient [\$15,000]	2016   2016-17   2012-16   2013   2010-12   2010   2009
WORKING PAPERS	<p><b>Bonilla, S., &amp; Dee, T.</b> (2017). The Effects of School Reform Under NCLB Waivers: Evidence from Focus Schools in Kentucky (No. w23462). National Bureau of Economic Research. <i>Under Review at Education Finance and Policy.</i></p>	

RESEARCH  
IN PROGRESS

- Bonilla, S.** & Dee, T.S. (in progress). The Unintended Consequences of Mandating College Readiness for All.
- Bonilla, S.** (in progress). Bridging the Gap between High School and Career: Causal Evidence on Work Based Learning in Tennessee.
- Bonilla, S.**, Dee, T.S., Gripshover, S., Paunesku, D., Walton, G., & Dweck, C. (in progress). Experimental Evidence of the Impact of a Learning Mindset Intervention on Community College Students.
- Bonilla, S.**, & Johnston, J.S. (in progress). Articulating Career Pathways between High School, Community Colleges and Careers: Evidence from Regression Discontinuity Design.

CONFERENCE  
PRESENTATIONS

- Bonilla, S.** & Dee, T.S. (2016). The Impact of NCLB Waiver Focus School Reforms on Achievement Gaps: Evidence from Kentucky. Paper presented at the Association for Public Policy Analysis and Management Fall 2016 Conference (Washington D.C.)
- Bonilla, S.** & Dee, T.S. (2016). The Impact of NCLB Waiver Focus School Reforms on Achievement Gaps: Evidence from Kentucky. Paper presented at the Association for Education Finance and Policy Spring 2016 Conference (Washington D.C.)
- Bonilla, S.**, Claro, S., Dee, T.S., Dizon-Ross, E. & Doss, C.J. (2016). Student Outcomes under NCLB Flexibility Waivers: Evidence from Regression Discontinuity Design. Paper presented at the Graduate Student Conference Spring Meeting (Stanford, CA)
- Bonilla, S.**, Dee, T.S., & Shear, B.R. (2014). Output-based Evidence on the Early Implementation of the Common Core State Standards (CCSS). Paper presented at Association for Education Finance and Policy Spring Conference. (San Antonio, TX)
- Bonilla, S.** & Bowman, R.M. (2013) Understanding Multiple Measures: Results and Feedback from the Albuquerque Public Schools Teacher Evaluation and Compensation Pilot. Paper presented at the American Educational Research Association Annual Meeting (San Francisco, CA)
- Bonilla, S.** & Bowman, R.M. (2012) Are Students' Teacher Ratings Predictable? Paper presented at the Association for Public Policy Analysis and Management Fall Conference. (Baltimore, MD)
- Bowman, R.M. & **Bonilla, S.** (2012) Do Students Fairly Assess Teacher Effectiveness When It Matters? Paper at the Association for Public Policy Analysis and Management Fall Conference. (Baltimore, MD)

## TEACHING

**Causal Inference in Quantitative Education and Social Science Research**

- Teaching Assistant for Professor Thomas S. Dee (Educ 255B, Winter 2016 & 2017)
- Advanced PhD-level course in quantitative research methods with 15-20 students.
  - Taught weekly section; redesigned section to include concrete data analysis examples; supported student understanding of course material during weekly office hours; revised and graded assignments.

**Education Policy in the United States**

Teaching Assistant for Professor Susanna Loeb (Educ 271, Spring 2017)

- Graduate level course for PhD and MA students with 45 students.
- Planned in-class group assignments; assisted students in office hours; developed rubrics for and graded assignments; and redesigned online course platform.

**Introduction to Data Analysis and Interpretation**

Teaching Assistant for Professor Ann Porteus (Educ 200A, Autumn 2017)

- Introductory quantitative research methods course for 30 MA students.
- Graded assignments and supported student understanding in weekly office hours.

RESEARCH  
EXPERIENCE

Center for Education Policy Analysis (CEPA), Stanford University

*Graduate Student Researcher* for Thomas S. Dee and Susanna Loeb 2012 – present

- Produced academic research for various faculty-led projects with other doctoral students and participated in student seminars

Action Research Team, San Francisco Unified School District 2015

*Graduate Student Researcher*

- Developed an algorithm to identify students at-risk of failing the high school exit exam using predictive analysis and conducted literature review of relevant research

New York Department of Education 2015

*Independent Consultant*

- Developed and implemented quality control protocol for teacher and principal rating system

Harvard Center for Education Policy Research (CEPR) 2014

*Independent Consultant*

- Analyzed data from school districts and drafted policy briefs with findings for educators and policymakers

Bill & Melinda Gates Foundation 2013

*Education Pioneer Graduate Fellow*

- Conducted analyses of data on stability of teacher effectiveness ratings

Providence Public Schools 2010, 2012

*Graduate Student Researcher and Consultant*

- Analyzed results for teacher professional development survey

Albuquerque Public Schools 2010-12

*Harvard Strategic Data Fellow*

- Utilized comprehensive data sets to make recommendations to improve district strategy around Algebra I placement, teacher distribution, test-based retention and teacher evaluation
- Designed and administered teacher evaluation and pay for performance pilot for 100 staff at four School Improvement Grant (SIG) sites administering \$300,000 in merit-based pay

- Facilitated APS NSC data submission operation; leveraged data to create post-secondary enrollment and persistence reports, and led workshops for school staff
- Compiled data for the Federal FAFSA Completion Project and distributed reports to staff

SERVICE

Stanford Graduate School of Education, Stanford University

Student Peer Mentor, 2015-17

- Advised MA students in the Policy, Organization and Leadership Studies (POLS) program in selecting courses, applying for internships and jobs.

Student Ambassador, 2012-15

- Met with prospective PhD students and provided information on the application process.

PROFESSIONAL  
MEMBERSHIPS

Association for Public Policy Analysis and Management (APPAM)

Association for Education Finance and Policy (AEFP)

Society for Research on Educational Effectiveness (SREE)

American Educational Research Association (AERA)