

NINA MENEZES CUNHA

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EDUCATION

Ph.D.	Stanford Graduate School of Education , Stanford, CA Economics of Education Dissertation Committee: Eric Bettinger, Susanna Loeb, Caroline Hoxby and Ricardo Madeira Dissertation: “Educational policy and randomized trials: empirical evidence from Brazil”	June 2018
M.A.	Federal University of Minas Gerais , Belo Horizonte, Brazil Economics	2012
B.A.	São Paulo School of Economics – Getúlio Vargas Foundation , São Paulo, Brazil Economics Honors Thesis: “Determinants of access to early childhood education in Brazil between 1992 and 2007”	2009

PUBLICATIONS

<i>Peer Reviewed</i>	Cunha, N. M. ; Rios Neto, E. L. G.; Hermeto, A. M (2014). Religiosity and school performance: a study case of Brazilian youth in the metropolitan region of Belo Horizonte (in Portuguese). <i>Pesquisa e Planejamento Econômico</i> (Rio de Janeiro), v. 44, p. 71-116.
<i>Under Review</i>	Cunha, N. M. (2017). Parents: substitutes or complements to the school environment? <i>Journal of Human Capital</i> . Cunha, N. M. ; Bruns, B.; Costa, L. (2017). Through the looking glass: can classroom observation and coaching improve teacher performance in Brazil? <i>Economics of Education Review</i> .
<i>Working Papers</i>	Cunha, N. M. ; Lichand, G.; Madeira, R., Bettinger, E. (2017). What is it about communicating with parents? Cunha, N. M. ; Lichand, G. (2017). The psychological effects of poverty on parenting. Cunha, N. M. ; Rosa, L. (2017). Predicting children’s mindset through parents’ behavior: does parents' failure mindset really matter?

FELLOWSHIPS & AWARDS

2018	Kapnick Foundation Fellowship – Stanford Institute for Economic Policy Research (\$12,900)
2017	Diversity Dissertation Research Opportunity (DDRO) – Office of the Vice Provost for Graduate Education (\$2,000)
2016-2017	Karr Fellowship, Center for Education and Policy Analysis (\$38,124)
2012–2016	Lemann Foundation Fellowship (\$270)
2016	Itaú-BBA research grant (\$50,000)
2015	Lemann Center Research Grant (\$10,000)

CONFERENCE PRESENTATIONS

Nov 2017	“Through the looking glass: can classroom observation and coaching improve teacher performance in Brazil?” Association for Public Policy and Management (APPAM) annual conference
Sept 2017	“What is it about communicating with parents?” Institute of Labor Economics (IZA), 2 nd Economics of Education Workshop
Nov 2016	“Through the looking glass: can classroom observation and coaching improve teacher performance in Brazil?” Latin American and Caribbean Economic Association annual conference (LACEA)
Aug 2015	“Parents: substitutes or complements to the school environment?” Brazilian Association of Educational Policy (ABAVE) conference
Aug 2014	“Parents: substitutes or complements to the school environment?” Economic Seminar University of São Paulo (USP)
Aug 2014	“Parents: substitutes or complements to the school environment?” Economic Seminar São Paulo School of Economics (FGV)

RESEARCH AND PROFESSIONAL EXPERIENCE

2013 - present	Research Assistant , <i>Center for Education Policy Analysis</i> , Stanford Graduate School of Education (with Eric Bettinger) Coordinated fieldwork and designed surveys for two large randomized trials in Brazil; cleaned and organized data sets, conducted impact-evaluation and casual inference studies.
2015 - 2016	The World Bank Group , <i>Consultant in Latin America and the Caribbean Region</i> Trained enumerators in the Stallings method of classroom observation; supervised field work and ensured data quality; led a group of 60 public school teachers in conducting 3500 classroom observations in 350 public schools spread across the 26 administrative regions of the state of Ceará, Brazil; performed data analysis, impact evaluation and reports on research results.

- 2015 - 2016 **Increasing family engagement in education through SMS text messages, Mgov** (www.mgovinternational.com), *Consultant EduQMais Project, Brazil*
Developed research design, supervised field work, negotiated with government, elaborated surveys, assured data quality, performed impact evaluation, and prepared reports for a randomized trial study involving 400 public schools and 30.000 students in the state of São Paulo.
- 2010 - 2012 **Research Assistant**, *Federal University of Minas Gerais, Brazil*
(Supervised by Ana Hermeto and Eduardo Rios-Neto).
Collaborated with faculty and students on research projects using a rich longitudinal dataset collected by the Center for Development and Regional Planning to investigate the impact of religion on educational performance of high school youth in the metropolitan region of Belo Horizonte, Brazil.

TEACHING EXPERIENCE

- Fall 2017 **Teaching Assistant**, *Introduction to Data Analysis and Interpretation*
(Education 200A, Professors Ann Porteus and Candace Thille)
Lead weekly sections, hold office hours for extra support, grade assignments, and facilitate class discussions for a class of 30 master students.
- 2013-2015 **Teaching Assistant**, *Topics in Brazilian Education*
(Education 404, professors Martin Carnoy and Eric Bettinger)
Co-planned and developed course curriculum, invited guest speakers, and facilitated multiple class periods of primary instruction of a yearlong seminar with 15 to 20 graduate students.

ADDITIONAL QUALIFICATIONS

- Programing Stata, LaTeX, Matlab, R
- Language Skills Portuguese, native speaker
English, fluent
Spanish, professional proficiency
French, basic

PROFESSIONAL SERVICE

- Member Association for Public Policy and Management
American Economic Association
Latin American and Caribbean Economic Association
Brazilian Association of Educational Policy

REFERENCES

Eric Bettinger Associate Professor, Stanford University
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Susanna Loeb Professor, Stanford University
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