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RESEARCH INTERESTS Education Policy, K-12 Education, Career and Technical Education, High School to College Transition, Causal Methods in Quantitative Research

EDUCATION **Stanford University**
Ph.D., Economics of Education (expected June 2019)
Dissertation: The Effects of College and Career Readiness Policies on Student Outcomes
Committee: Thomas S. Dee (primary), Susanna Loeb, Celeste K. Carruthers (University of Tennessee, Department of Economics)
M.A. Economics, 2017
Brown University
A.M. Urban Education Policy, 2010
A.B. Public Policy & American Institutions, 2008
A.B. Education Studies: Policy Concentration, 2008

AWARDS & FELLOWSHIPS Spencer/NAEd Dissertation Fellowship 2018-19
Fellowship Recipient [\$27,500]
AERA Minority Dissertation Grant 2018
Fellowship Recipient [\$19,000, declined]
UC President's Postdoctoral Fellowship Program 2018
Semi-Finalist
Karr Family Fellowship, Stanford University 2016-18
Fellowship Recipient [\$48,294]
APPAM Equity and Inclusion Fellowship 2016
Fellowship Recipient [\$599 and conference travel]
Institute of Educational Sciences (IES) Predoctoral Training Program 2013-16
Fellowship recipient [\$120,000]
Fulbright Fellowship, Chile 2009
Fellowship recipient

PUBLICATIONS **Bonilla, S., & Dee, T.** (2017). The Effects of School Reform Under NCLB Waivers: Evidence From Focus Schools in Kentucky (No. w23462). National Bureau of Economic Research. *Revise and Resubmit at Education Finance and Policy.*
Bonilla, S. & Dee, T.S. (in progress). The Effect of 'College Readiness for All' and Online Credit Recovery on High School Dropouts.
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.
Bonilla, S., Dee, T.S., & Penner, E. (in progress). Follow up Study on the Causal Effects of Culturally Relevant Pedagogy: Long term impacts of an Ethnic Studies Curriculum.

RESEARCH
EXPERIENCE

Center for Education Policy Analysis (CEPA), Stanford University 2013 – present
Graduate Student Researcher for Thomas S. Dee and Susanna Loeb

- Drafted a data sharing agreement and obtained Institutional Review Board (IRB) approval to study the effects of Career & Technical Education in partnership with the Tennessee Department of Education
- Utilized STATA to carryout quasi-experimental analysis (i.e., Regression Discontinuity, Difference-in-differences, Synthetic Controls) and experimental designs
- Presented research findings to the policymakers, practitioners and members of academia at the annual conferences of the Association for Education Finance and Policy (AEFP) and Association for Public Policy Analysis and Management (APPAM)
- Conducted **reviews of extant literature** on K-12 Education Policies

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

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)

UNIVERSITY
SERVICE

SHIPS Faculty Area Committee, 2017-18

- PhD student representative for committee on hiring, admissions and curriculum

Student Peer Mentor, 2015-present

- Advised PhD and MA students in selecting courses, applying for fellowships, internships and jobs.

Student Admissions Ambassador, 2012-15

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

TEACHING

Causal Inference in Quantitative Education and Social Science Research

- Teaching Assistant for Professor Thomas S. Dee (Educ 255B, Winter 2016, 2017 & 2018)
- 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 40 MA students.
 - Graded assignments and supported student understanding in weekly office hours.

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)