

Lily Fesler

(781) 799-0208
lfesler@stanford.edu
www.lilyfesler.com

- EDUCATION** **Stanford University**, Stanford, CA
PhD Candidate, Economics of Education (expected: June 2020)
MA, Economics (2018)
Committee: Thomas Dee, Eric Bettinger, & sean reardon
- Wesleyan University**, Middletown, CT
BA, Economics (2011)
- FELLOWSHIPS AND HONORS** **National Academy of Education/Spencer Dissertation Fellowship** (2019-20) [\$27,500]
Stanford Graduate Fellowship (2015-20) [\$120,000/3 years]
Summer Institute in Computational Social Science, Duke (2018) [\$14,816]
SPICE Grant for Intellectual Community Enhancement, Stanford (2018-19) [\$3,000]
Outstanding Article Award, Journal of Research on Educational Effectiveness (2017)
Predoctoral Training Program in Quantitative Education Policy Analysis (2016-18) [\$60,000/2 years]
Karr Family Fellowship, Stanford University (2017-18) [\$4,800]
- PEER-REVIEWED PUBLICATIONS** **Fesler, L.**, Dee, T., Baker, R., & Evans, B. (Forthcoming). "Text as Data Methods for Education Research." *Journal of Research on Educational Effectiveness*.
Clements, D., Sarama, J., Layzer, C., Unlu, F., Germeroth, C. & **Fesler, L.** (Forthcoming). "Effects on Mathematics and Executive Function of a Mathematics and Play Intervention Versus Mathematics Alone." *Journal for Research in Mathematics Education*.
Edmunds, J., Unlu, F., Glennie, E., Bernstein, L., **Fesler, L.**, Furey, J. & Arshavsky, N. (2017). "Smoothing the Transition to Postsecondary Education: The Impact of the Early College Model." *Journal of Research on Educational Effectiveness*, 10(2), 297-325. [*Winner of JREE's Outstanding Article Award.*]
- MANUSCRIPTS IN PREPARATION** **Fesler, L.** "Unpacking the Nudge: How Student Respond to Assistance from Remote College Counselors."
Dee, T. & **Fesler, L.** "Can Machine Learning Improve Early Warning Indicators for High School Dropouts?"
- CONFERENCE PRESENTATIONS** **Fesler, L.**, Dee, T., Baker, R. & Evans, B. "Language and Gender Equity in Online Classrooms." American Educational Research Association, Toronto, ON. April 2019.

- Fesler, L.** "Understanding Student Questions about the College Application Process to Improve Program Design." Association for Education Finance and Policy, Kansas City, MO. March 2019.
- Fesler, L.** "Understanding How Virtual College Counselors Can Nudge Students Through the College Application Process." Society for Research in Educational Effectiveness. March 2019.
- Bello-Pardo, E., **Fesler, L.**, Gallagher, N. Law, T., & Pozzana, I. "Medium is the Message? Understanding the Effects of Different Communication Mediums on Political Behavior and Public Opinion in the Digital Age." Midwest Political Science Association. April 2019.
- Dee, T. & **Fesler, L.** "Can Machine Learning Improve Early Warning Indicators for High School Dropouts?" Poster Presentation at Association for Public Policy Analysis and Management, Washington, DC. November 2018.
- Fesler, L.**, Dee, T., Baker, R. & Evans, B. "Language and Gender Equity in Online Classrooms." Association for Education Finance and Policy, Portland, OR. March 2018.
- Clements, D., Sarama, J., Layzer, C., Unlu, F., Germeroth, C., & **Fesler, L.** "Effects on Mathematics and Executive Function of a Mathematics and Play Intervention Versus Mathematics Alone." Society for Research in Child Development, Austin, TX. April 2017.
- Bettinger, E., **Fesler, L.**, Fox, L., Loeb, S., & Taylor, E. "Instruction in Virtual Classrooms: How Faculty Affect Student Performance in Online College Classes." Association for Education Finance and Policy, Washington, DC. March 2017.
- Bettinger, E., **Fesler, L.**, Fox, L., Loeb, S., & Taylor, E. "Instruction in Virtual Classrooms: How Faculty Affect Student Performance in Online College Classes." Society for Research on Educational Effectiveness, Washington, DC. March 2017.
- Unlu, F., **Fesler, L.**, Edmunds, J., Schwartz, G. & Glennie, B. "Design Parameters for Commonly Used Outcome Measures in Research on High Schools and Postsecondary Institutions." Association for Public Policy Analysis and Management, Albuquerque, NM. November 2014.
- Layzer, C., Unlu, F., **Fesler, L.**, Germeroth, C., Sarama, J. & Clements, D. "Self-Regulation Impacts (Executive Function, Working Memory) of an Intervention Synthesizing Early Mathematics and Make-Believe Play." American Educational Research Association, Philadelphia, PA. April 2014.
- Unlu, F., Edmunds, J.A., **Fesler, L.**, & Glennie, E. "Costs and Benefits of the Early College High School Model." Association for Education Finance and Policy, San Antonio, TX. March 2014.
- Bernstein, L., Edmunds, J., & **Fesler, L.** "Closing the Performance Gap: The Impact of the Early College High School Model on Underprepared Students." Society for Research on Educational Effectiveness, Washington, DC. March 2014.
- Unlu, F., Layzer, C., Clements, D., Sarama, J., **Fesler, L.**, & Cook, D. "Approaches to Incorporating Late Pretests in Experiments: Evaluation of Two Early Mathematics and Self-Regulation Interventions." Society for Research on Educational Effectiveness, Washington, DC. September 2013.

Unlu, F., Smith, A., **Fesler, L.**, Bernstein, L., & Edmunds, J. "Structural Equation Modeling and Principal Stratification for Mediation Analysis." Welfare Research and Evaluation Conference, Washington, DC. May 2013.

Edmunds, J. A., Unlu, F., Smith, A. V., **Fesler, L.**, Glennie, E., & Bernstein, L. "The Impact of Early College High Schools on Low-Income Students." American Educational Research Association Conference, Washington, DC. April 2013.

**RESEARCH
EXPERIENCE**

College Board, Remote Position, *Policy Research Intern* (2017-present)

Working with the policy research team on research projects related to college access.

Abt Associates – Social and Economic Policy Division, Cambridge, MA (2012-2015)

Programmer Analyst, Analyst, and Associate Analyst

Studied the impacts of various programs, including:

- The Early College High School model in North Carolina (RCT)
- The *Building Blocks* mathematics curriculum synthesized with play scaffolding to promote self-regulation (RCT)
- The implementation of the new Massachusetts Educator Evaluation framework (through teacher surveys)
- Citizen Schools expanded learning time program (used Mahalanobis distance matching to construct control group)

Compass Lexecon, Boston, MA, *Analyst* (2011-2012)

Conducted economic analysis in SAS and Stata to support Joseph P. Kalt's expert testimony in international arbitration cases.

**TEACHING
EXPERIENCE**

Stanford Graduate School of Education

Causal Inference in Quantitative Educational and Social Science Research,

Teaching Assistant (2018)

Professor: Thomas Dee

My Evaluations: 4.9/5.0 on how much students learned

4.9/5.0 on effectiveness of instruction (n=8)

Math Camp, *Instructor* (2017)

Taught five three-hour classes to help incoming doctoral students review/learn pre-calculus, calculus, and linear algebra, as well as learn Stata.

Applied Quasi-Experimental Research in Education, *Teaching Assistant* (2017)

Professor: Sean Reardon.

My Evaluations: 4.3/5.0 on how much students learned

4.4/5.0 on effectiveness of instruction (n=8)

Statistical Analysis in Education: Regression, *Teaching Assistant* (2017)

Professor: Michelle Reininger

My Evaluations: 4.3/5.0 on how much students learned

4.4/5.0 on effectiveness of instruction (n=10)

**PROFESSIONAL
SERVICE**

Reviewer: Journal of Research on Educational Effectiveness,

American Educational Research Journal, Journal of Human Capital

Stanford University

Education Policy Search Committee, *Member* (2018-19)

Institute for Research in the Social Sciences, *Liaison for the Graduate School of Education* (2018-19)

Computational Text Analysis in the Social Sciences, *President* (2017-present): Create a space for faculty, postdocs, and students from across disciplines to share their research and teach one another computational methods. Contains about 100 members. Funded by the Institute for Research in the Social Sciences and Student Projects for Intellectual Community Engagement.

GSE Mentor (2016-present): Serve as a mentor for new graduate students.

Graduate School of Education (GSE) Student Guild, *Academic Chair* (2017-2018): Collaborate with students to build an academic community by organizing academic workshops, dialogues, and other initiatives.

Student-Led Workshops in Methods and Strategies, *Organizer* (2015-2018): Organize workshops on various analysis methods and on navigating graduate school.

Stanford Graduate Life Office, *Community Associate* (2016-18)

Serve as a resource and plan events for graduate students living in studio apartments on campus.

SKILLS

Programming Languages: Stata, R, Python, SAS, C++ (beginner), Java (beginner)

Foreign Languages: Spanish (proficient)