

# Michael C. Quinn

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## Employment

2021– Graduate Research Associate, Center for Policy Research, Syracuse University  
2015–2021 Senior Policy Analyst, Center for Education and the Workforce, Georgetown University

## Education

Ph.D. Economics, Syracuse University, Expected July 2026

Masters in Public Policy, Georgetown University, 2014

B.A. History with Honors, *magna cum laude*, Goucher College, 2011

## Research Fields

Applied Microeconomics, Economics of Education, Urban Economics

## Job Market Paper

### **Equitable Access in School Choice: Evidence from Washington, D.C.**

Equitable Access in School Choice: Evidence from Washington, DC This paper evaluates whether Washington, D.C.'s Equitable Access (EA) policy expanded access to high-demand schools for economically disadvantaged ("at-risk") applicants by prioritizing them within the city's unified school-choice lottery. I examine how the policy changed match rates for at-risk students at targeted schools, the extent of crowd-out among other applicants, and the stability of preferences before and after the reform. I also assess efficiency by measuring changes in applicant welfare and subsequent enrollment and persistence in the public-school system. Using administrative records from 2018–2024, I exactly replicate D.C.'s deferred-acceptance assignment algorithm and conduct policy simulations to decompose total changes in access into rule, demand, and capacity components. EA substantially increased access for at-risk applicants at participating charter schools, while the rules at traditional public schools were often non-binding. Preferences remained stable across years, indicating that the mechanical rule effect was the dominant channel of the policy. Crowd-out of non-at-risk applicants was generally limited, although significant at a few schools, and welfare gains for at-risk students occurred without measurable losses for others. At-risk applicants who received EA matches were also more likely to enroll and persist in the D.C. public-school system. In sum, these results suggest that equity goals can be implemented within assignment mechanisms not only with minimal disruption but can also yield modest efficiency gains.

## Working Papers

“Equitable Access in School Choice: Evidence from Washington, D.C.”

“Inequality COVID Risk at School: Racial Disparities in Indoor Density, Vaccination Rates, and Consequences for Absenteeism,” Center for Policy Research Working Paper 501 (with Michah W. Rothbart, Amy Ellen Schwartz, and Brian Elbel)

“Did COVID Widen the Race Gap in Chronic Absenteeism? Unpacking Racial Disparities” (with Mary L. Mitsdarffer, Michah W. Rothbart, Zac David Reeves, Brian Elbel, Kevin J. Konty, Sophia E. Day, and Amy Ellen Schwartz)

## Works in Progress

“The Impact of Peer Vaccination on COVID Vaccine Take-up and School Attendance” (with Michah W. Rothbart, Amy Ellen Schwartz, Mary L. Mitsdarffer, Kevin J. Konty, Sophia E. Day, Kejda Llana, and Brian Elbel)

“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, Kathryn Peltier Cambell. Georgetown University Center on Education and the Workforce Report, 2019

“Born to Win, Schooled to Lose,” with Anthony P. Carnevale, Megan Fasules, Kathryn Peltier Cambell. Georgetown University Center on Education and the Workforce Report, 2019

## Presentations

2025     **Unequal COVID Risk at School**, *Association for Education Finance and Policy (AEFP)*  
**Equitable Access in School Choice**, *Applied Micro Seminar, Syracuse University* (Scheduled)

2023     **Have Racial Disparities in Attendance Gone Down?** *Association for Education Finance and Policy (AEFP)*

## Teaching Experience

Intermediate Microeconomics, Syracuse University, *Instructor of Record*. Summer 2024

Economics of Education, Syracuse University, *Teaching Assistant*. Fall 2021, Spring 2022

## Grants, Awards, and Honors

Co-Principal Investigator (with Michah W. Rothbart, Faculty Sponsor), MIT Blueprint Labs (Gates Foundation), *Equitable Access in Washington, D.C.*, \$15,000, 2025

Summer Training Grant, Syracuse University, 2022

Elizabeth King Ellicott Fellowship, Goucher College, 2012

## Professional Service

Referee for: *Journal of Population Economics* (2)

## Dissertation Committee

Amy Ellen Schwartz  
University of Delaware

Maria Zhu  
Syracuse University

Michah W. Rothbart  
Syracuse University

Hugo Jales  
Syracuse University