

MICHELLE YIN

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EDUCATION

- ◆ Ph.D. 2010, University of Florida, Economics
- ◆ M.A. 2006, University of Florida, Economics
- ◆ B.A. 2004, Capital University of Economics and Business, Finance

CERTIFICATION

- ◆ What Works Clearinghouse Reviewer, since 2012

Positions and SELECTED EXPERIENCE

Director, Dual Master's Degree Program in Applied Economics and Social and Economic Policy

Assistant Professor, School of Education and Social Policy, Northwestern University

2021–present

The DMDP is a pathbreaking dual-degree program—jointly designed by the School of Education and Social Policy at Northwestern University and the Department of Economics at The Chinese University of Hong Kong. As the director, I lead all aspects of the program development and operation from the Northwestern side. In addition, I lead a portfolio of research in disability employment and social inclusion of children with disabilities, including conducting active marketing and outreach to partners across industries and countries to promote disability inclusion and create opportunities for people with disabilities to work; leading mid-to-large scale program and policy evaluations using experimental and quasi-experimental designs and conducting cost-benefit analysis of promising programs and practices; and designing and teaching rapid-cycle evaluation and data collection methods course to policy makers, researchers and partners across cultures.

- ◆ **co-Principal Investigator, Rethinking Accessibility Using NAEP Process Data: Exploring Universal Design and Accommodations, U.S. Department of Education, Institute of Education Sciences (2020-2023, \$699,533)**
- ◆ **Principal Investigator, Making Transition Work: An Evaluation of A Promising Work-Based Learning Model in Maine, U.S. Department of Education, Office of Special Education and Vocational Rehabilitation Services (2016-2021, \$3,307,323)**
Leads a team of eight core staff and performs an independent implementation and impact evaluation of two interventions which assist transition age youth with disabilities to enter post-secondary education or employment in the state of Maine. Conducts primary and secondary data collection and analysis with data from the RSA 911, administrative data from Department of Education and Unemployment Insurance (UI) wage data. Maintains positive relationships with 4 partners and the funder and actively conducts budget and staffing management.
- ◆ **Principal Investigator, Global Evaluation of Unified Schools Programs Phase II, Special Olympics, Inc. (2020-2023, \$391,393)**
Design and conduct an implementation evaluation of the Special Olympics Unified School Programs in six countries: Argentina, Egypt, Rwanda, Romania, India, and Pakistan. The Unified School Program aims to promote social inclusion of students with intellectual disabilities (ID) in their schools or communities through inclusive activities.
- ◆ **Principal Investigator, Global Evaluation of Unified Schools Programs, Special Olympics, Inc. (2018-2021, \$282,431)**
Leads a team of fourteen staff from five organizations in five countries (U.S., China, India, Kenya and Greece) to design and pilot test a global evaluation framework for the implementation of the Special Olympics Unified School Program which aims to promote social inclusion of students with intellectual disabilities (ID) in their schools or communities through inclusive activities. Developed and taught evaluation

and data collection method course in four partner countries. Manages four country partners to conduct primary data collection and analysis, develop manuscripts and disseminate findings.

- ◆ **Principal Investigator, Evaluation of Unified Champion Schools (UCS) Program on Student Academic Outcomes, Special Olympics, Inc. (2019-2021, \$244,681)**
Leads the impact evaluation of the Unified Champion Schools (UCS) program, a whole-school intervention that aims to promote the social inclusion of students with intellectual disabilities (ID) in their schools through inclusive activities that occur within the normative contexts of the school, on students' academic performances using student-level administrative data from North Carolina and quasi-experimental designs.
- ◆ **Principal Investigator, Evaluation of Unified Champion Schools (UCS) Program on Student Schooling Outcomes, Special Olympics, Inc. (2018-2020, \$121,805)**
Conducted an impact evaluation of the Unified Champion Schools (UCS) program on high school students' academic performances using school level data and a matching design.
- ◆ **Principal Investigator, State Exchange on Employment and Disability Evaluation, U.S. Department of Labor (2015-2019, \$244,470)**
Led a team of five and conducted a formative evaluation of the SEED initiative which advances disability employment policy at the state and local levels. Successfully executed the evaluation and developed a report with recommendations on how to expand the model to promote policy adoption throughout the U.S. Department of Labor and other federal agencies.
- ◆ **Senior Advisor, United States Department of Labor Office of Disability Employment Policy, Retaining Employment and Talent After Injury/Illness (RETAIN) Programmatic Technical Assistance (2018 – 2023, \$6,351,004)**
Provides quality assurance reviews and evaluation design supports for the project. Provides support for the design and implementation of needs assessments and responsive TA plans to assist state awardees in the areas of partnerships, coordinated stakeholder engagement, recruitment of project participants, and measurement of successful outcomes of their RETAIN grant and SAW/RTW program.
- ◆ **Impact Evaluation Director, Subgrant through Virginia Department of Aging and Rehabilitative Services for the Career Pathways Demonstration Grant, Rehabilitation Services Administration, US Department of Education. (2015-2020, \$540,000)**
Leads the impact evaluation design using quasi-experimental methods, conducts analysis using AWARE case management database as part of the RSA 911 data and prepares manuscripts and reports. Coordinates with clients and partners to request access of RSA 911 and UI data and maintains a collegial working environment.
- ◆ **Impact Evaluation Director, Subgrant through Kentucky Office for the Blind (KY OFB) for the Career Pathways Demonstration Grant funded by the Rehabilitation Services Administration, US Department of Education. (2015-2020, \$649,679)**
Provides management oversight and intellectual leadership of the impact evaluation task to support the integration of people with disabilities into new and existing career pathways. The KY OFB demonstration grant is a 5-year project that requires state and local level coordination and collaboration to ensure that people with disabilities from youth through adulthood will participate in exiting career pathways programs and that new programs are developed with full inclusion as a goal.
- ◆ **Project Director, Office of Research, Evaluation, and Statistics Blanket Purchase Agreement for Short-Term Research and Evaluation Studies, Social Security Administration (2018-2023, BPA)**
Led the development of the partnership and proposal and won the SSA BPA as a subcontractor to Summit Consulting in 2018. Leads proposals and task orders and provides SSA with the capability to obtain quick-turn around, short-term research and evaluation studies, and projects and analyses of immediate importance to senior policy officials within the agency in the fields of social science, vocational rehabilitation and medical.

- ◆ **Senior Analyst, Protective Services Industry Review and Assessment of Strategies to Increase Workforce Diversity, U.S. Department of Labor (2015–2018)**
Designed and conducted an evaluation that examines promising practices and effective strategies in the recruitment, training, hiring, and retention of individuals who work in the Protective Services Industry.
- ◆ **Principal Investigator, Research Brief Series for People with Disabilities, AIR (2015–2016, \$50-\$80k)**
Led a series of research briefs that highlight 1) wage disparities for people with and without disabilities, 2) lack of labor force participation by disability type, and 3) purchasing power of people with disabilities. Resulted in increased visibility of these challenges among local, state, and federal agencies, increased awareness among business.
- ◆ **Lead Econometrician, Collaborative Research: STEM Workforce Training: A Quasi-Experimental Approach Using the Effects of Research Funding, NSF (2014-2016)**
Designed and constructed analytical databases that link STAR METRICS level 1 data with various administrative and survey data sets. Led analyses that examine the impact of different research funding structures on the training of graduate students and postdoctoral fellows and the impact of their subsequent outcomes using various quasi-experimental designs.
- ◆ **Project Director, Research Brief Series on Higher Education Finance, AIR (2011-2013, \$30-\$45k)**
Led a series of research briefs that highlight 1) the ROI of community colleges using data from NCES through IPEDS and PayScale Inc. (2) Constructed a model that predicts 3-year cohort default and repayment rates using data from NCES through IPEDS. And (3) investigated the cost of dropping out of community colleges in the United States.
- ◆ **Lead Econometrician and Trainer, Constructing Adjusted Performance Indicators for Adult Education, Support Workforce Innovation and Opportunity Act (WIOA) Statistical Adjustment, National Reporting System, U.S. Department of Education, Office of Career, Technical, and Adult Education (2012–present)**
Designs and leads predictive regression analyses to construct risk-factor adjusted performance indicators under WIOA. Coordinates with Department of Labor and Rehabilitation Service Agency to test various methodologies and participates in high level meetings to present findings. Designs and leads trainings on evaluation method and statistical analysis for state adult education directors and program evaluators.

TEACHING

- ◆ 2020-2021, Program Evaluation Methods for university partners in Argentina, Egypt, Rwanda, Romania, India, and Pakistan.
- ◆ 2018-2019, Program Evaluation Methods, Fujian Normal University, China and National and Kapodistrian University of Athens, Greece
- ◆ 2012-2014, Program Evaluation Design and Data Collection Methods, State Adult Education Director Training, AIR
- ◆ 2008-2009, Intermediate Microeconomics, University of Florida

SELECTED PUBLICATIONS

Journal Articles

- ◆ Yin, M., Siwach G., and Belyakova Y. Impact of Special Olympics Unified Champion Schools Program on High School Completion (2020) *American Educational Research Journal*. Advance online publication. <https://doi.org/10.3102/00028312211032744>
- ◆ Yin, M., Pathak, A., Lin D., and Dizdari N. Identifying Racial Differences in Vocational Rehabilitation Services (2020) *Rehabilitation Counseling Bulletin*. Advance online publication. <https://doi.org/10.1177/00343552211048218>
- ◆ Yin, M., Cronen, S., Condelli, L., and Ogut, B. Teacher Effectiveness in Adult Education: The Relationship Between Teacher Characteristics and Student Test Gains and Transitions Into

Postsecondary Education (2020) *Adult Education Quarterly*. Advance online publication.

<https://doi.org/10.1177/07417136211044515>

- ◆ Yin, M., Siwach G., and Lin D. Vocational Rehabilitation Services and Labor Market Outcomes for Transition-Age Youth with Disabilities: Evidence from Maine (R&R at JPAM)
- ◆ Yin, M., and Siwach G. Impact of COVID on Access to Vocational Rehabilitation Services and Participants' Labor Market Outcomes (under review)
- ◆ Ogut, B., Yin, M., and Siwach G. Crossing the Finish Line, and Beyond: Impact of Jobs for Maine's Graduates on High School Schooling Outcomes (under review)
- ◆ Siwach G., Yin, M., and Shieh Y. Exploring the Role of State Vocational Rehabilitation System in Serving Justice-Involved Population with Disabilities (under review)
- ◆ Yin, M., and Siwach G. Transition Services and Labor Market Outcomes of Youth with Disabilities: Evidence from Maine (under review)
- ◆ Yin, M., Pathak, A., Lin D., and Siwach G. Time Spent in Vocational Rehabilitation Process and Labor Market Outcomes (under review)
- ◆ Yin, M., Siwach G., Lin D., and Pathak, A. Social Inclusion and Student Academic Outcomes: Evidence from Special Olympics Unified School Programs (in preparation)
- ◆ Yin, M., and Pathak, A. Access to Insurance and Employment Outcomes of Vocational Rehabilitation Participants: Evidence from Medicaid Expansions (in preparation)
- ◆ Yin, M., and Pathak, A. Impact of WIOA on Access to Vocational Rehabilitation Services for Transition Youth with Disabilities (in preparation)
- ◆ Yin, M., and Smith, D. Special Olympics Global Unified Strategies Evaluation: Findings from Four Countries (in preparation)
- ◆ Ogut, B., Yin, M. & Yee, D. Impact of high school coursework on postsecondary outcomes for students with disabilities. (in preparation)
- ◆ Figlio, D., Rush, M., & Yin, L. (2012). Is it live or is it Internet? Experimental estimates of the effects of online instruction on student learning. *Journal of Labor Economics, University of Chicago Press, vol. 31(4), pages 763-784.*
- ◆ Yin, L. M. The Bottom Line: Inclusion Matters in the Workplace and the Marketplace (2019) *Diversity Business Review, pages 43-48.*

Book Chapters

- ◆ Yin, L. M. (2014). Rethinking Student Outcomes: Constructing Predicted and Adjusted Graduation and Retention Rates for Comprehensive Universities. *Book chapter, The University Next Door: What is a Comprehensive University, Who Does It Educate, and Can It Survive? New York, NY: Teachers College Press.*
- ◆ Yin, L. M., & Ogut, B. (2012). China Financial Market Development Report 2009. *Hoboken, NJ: Wiley Publishing.*

High-profile Research and Policy Briefs

- ◆ Yin, M., Shaewitz, D., and Megra, M. The Purchasing Power of Working-Age Adults With Disabilities in Boston and Other Top Metropolitan Areas. Washington, DC: American Institutes for Research. (2020)
- ◆ Yin, M., Shaewitz, D., and Megra, M. Leading the Way, or Falling Behind? What the Data Tell Us About Disability Pay Equity and Opportunity in Boston and Other Top Metropolitan Areas. Washington, DC: American Institutes for Research. (2020)
- ◆ Yin, M. **Commentary:** Improving Lives for People with Disabilities in the Workplace and the Marketplace (2019) <https://www.air.org/resource/improving-lives-people-disabilities-workplace-and-marketplace>
- ◆ Yin, L. M., and Shaewitz, D. [A Hidden Market: The Purchasing Power of Working-Age Adults With Disabilities](#) (2018). Washington, DC: American Institutes for Research.
- ◆ Yin, L. M., and Shaewitz, D. [One Size Does Not Fit All: Reexamining the Labor Force Participation of People With Disabilities](#) (2016). Washington, DC: American Institutes for Research. Featured by **The**

Wall Street Journal <https://blogs.wsj.com/economics/2015/09/08/job-market-for-disabled-workers-helps-explain-labor-force-participation-puzzle/>

- ◆ Yin, L. M. What the pay gap for disabled workers costs them and the nation (2016) *The Hill* 1(14) <https://thehill.com/blogs/congress-blog/labor/229389-what-the-pay-gap-for-disabled-workers-costs-them-and-the-nation>
- ◆ Yin, L. M., Shaewitz, D., & Megra, M. [An Uneven Playing Field: The Lack of Equal Pay for People With Disabilities](#) (2014). Washington, DC: American Institutes for Research.
- ◆ Yin, L., & Schneider, M. (2012). [Completion matters: The high cost of low community colleges graduation rates](#). American Enterprise Institutes for Public Policy Outlook, Washington, DC: American Enterprise Institute.
- ◆ Yin, L. M., & Schneider, M. (2012). [Community colleges' learning disability](#). *Opinion, Los Angeles Times*
- ◆ Yin, L., & Schneider, M. (2011). [The hidden costs of community colleges?](#) Washington, DC: American Institutes for Research.
- ◆ Yin, L., & Schneider, M. (2011). [The high cost of low graduation rates: How much does dropping out of college really cost?](#) Washington, DC: American Institutes for Research.
- ◆ Miller, A., Clery, S., Richardson, S., Topper, A., Cronen, S., Lilly, S., Hinkens, E., & Yin, M. (2016). [Promising Practices for Increasing Diversity Among First Responders](#). Washington, DC: U.S. Department of Labor.
- ◆ Yin, M., Cronen, S., Condelli, L., and Ogut, B. (2015). [Teacher Effectiveness in Adult Education: The Relationship Between Teacher Characteristics and Students' Transitions Into Postsecondary Education](#). Report prepared for the Office of Career, Technical, and Adult Education. Washington, DC: American Institutes for Research.
- ◆ Yin, L., & Schneider, M. (2013). How Are Institutions in the Gates Metrics Project Doing? Cohort Default and Repayment Rate Metrics, Taking Into Account Student and Institutional Characteristics. *Bill and Melinda Gates Foundation*.
- ◆ Yin, L., & Schneider, M. (2012). Constructing Predicted and Adjusted Graduation and Retention Rates Metrics Taking into Account Student and Institutional Characteristics. Washington, DC: American Institutes for Research.

SELECTED PROFESSIONAL BRIEFINGS AND PRESENTATIONS

Briefings

- ◆ Yin, M. (2021, August) *Invited Talk*, The Business Case of Hiring People with Disabilities, Office of International Relations and Economic Research, Bureau of International Labor Affairs, U.S. Department of Labor, Washington D.C.
- ◆ Yin, M. & Shaewitz, D. (2016, September) *Keynote Speaker*, Research to Inform Policy, Massachusetts Disability Summit, Boston, Massachusetts
- ◆ Yin, M. (2015, January) *Hill Briefing*, Closing the Pay Gap for Workers with Disabilities, Cannon House Office Building, Washington D.C. <https://www.air.org/event/closing-pay-gap-workers-disabilities>
- ◆ Shaewitz D. & Yin, M. (2015, June) *Hill Briefing*, Research to Inform Policy, Interagency Committee on Disability Research, Washington D.C.

Selected Presentations

- ◆ Ogut, B. & Yin, L. M. (2021, September) Impact of High School Coursework on Postsecondary Outcomes for Students with Disabilities presented at the annual meeting of Society for Research on Educational Effectiveness, Virtual Conference.
- ◆ Yin, M., Smith, A., and Hussey, M. (2021, July) Evaluating Social Inclusion Programs Across Cultures: Lessons from Special Olympics Unified Schools presented at the International Association for the Scientific Study of Intellectual and Developmental Disabilities Congress 2021, Virtual Conference

- ◆ Yin, M. & Siwach, G. (2021, March) The Impact of Unified Champion School Programs on Student Academic and Behavioral Outcomes presented at the annual meeting of Association for Education Finance and Policy, Virtual Conference.
- ◆ Yin, M. (2020, April) The Impact of Jobs for Maine’s Graduates on Students’ Academic Outcomes. Paper to be presented at the annual meeting of American Educational Research Association. San Francisco, CA.
- ◆ Yin, M. & Siwach, G. (2019, July) Impact of Special Olympics Unified Champion Schools Program on High School Completion. APPAM International Conference, Barcelona, Spain
- ◆ Yin, M. (2019, March) Improving Schooling Outcomes for Students With Disabilities: Evidence From “Jobs for Maine’s Graduates” Association for Education Finance and Policy 44th Annual Conference, Kansas City, Missouri
- ◆ Ogut, B., & Yin, L. (2017, April). The relationship between college readiness and early mathematics and reading skills. Presentation given at the annual meeting of the American Educational Research Association, San Antonio, TX.
- ◆ Ogut, B., & Yin, L. (2015, April). Grades 8 and 12 NAEP science benchmarks for college readiness. Presentation given at the annual meeting of the American Educational Research Association, Chicago, IL.
- ◆ Ogut, B. & Yin, L. (2014, April). What do NAEP mathematics achievement levels mean? Evidence from Early Childhood Longitudinal Survey. Paper presented at the annual meeting of American Educational Research Association. San Francisco, CA.
- ◆ Yin, L. M., & Schneider, M. (2012, April). *Cohort default and repayment rate metrics, taking into account student and institutional characteristics*. American Educational Research Association Annual Meeting, Vancouver, Canada.
- ◆ Yin, L. M., & Schneider, M. (2012, March). *Cohort default and repayment rate metrics, taking into account student and institutional characteristics*. Association of Education and Finance Policy Annual Meeting, Boston, MA.
- ◆ Yin, L. M., & Kitmitto, S. (2012, March). *A closer look at military-connected students: Achievement, discipline, attendance, and mobility*. Association of Education and Finance Policy Annual Meeting, Boston, MA.

EMPLOYMENT HISTORY

- ◆ 2020–present Director, Dual Master’s Degree Program in Applied Economics and Social and Economic Policy; Assistant Professor, School of Education and Social Policy; Northwestern University
- ◆ 2017–2021 Principal Economist and Disability Practice Area Co-lead, AIR
- ◆ 2014–2016 Senior Researcher, AIR
- ◆ 2010–2013 Researcher, AIR
- ◆ 2009–2010 Visiting Scholar, Institute for Policy Research, Northwestern University
- ◆ 2008–2009 Instructor, University of Florida
- ◆ 2006–2009 Research Assistant, University of Florida
- ◆ 2003–2005 Associate Auditor, PricewaterhouseCoopers
- ◆ 2003–2005 Project Director, New Path Foundation