

MICHELLE YIN

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POSITIONS and SELECTED EXPERIENCE

Associate Professor, School of Education and Social Policy, Northwestern University **2020–present**
Founding Director, Dual Master’s Degree Program in Applied Economics and Social and Economic Policy
Principal Investigator and Director, [Research and Innovation for Social and Economic Inclusion Lab](#)

Dr. Michelle Yin is an economist and academic leader with more than 20 years of experience advancing research at the intersection of labor economics, social policy, and technological change. Her work examines how economic and technological disruptions—from automation and AI to policy reforms and global market shifts—affect marginalized populations, particularly people with disabilities, at-risk youth, and adult learners. She holds a Ph.D. in Economics and has a strong record of fostering interdisciplinary collaboration, strengthening research rigor, and leading strategic initiatives that advance equity and social policy on a global scale.

At Northwestern University’s School of Education and Social Policy, Dr. Yin serves as Associate Professor, Founding Director of the Dual Master’s Degree Program in Applied Economics and Social and Economic Policy with The Chinese University of Hong Kong, and Founding Principal Investigator of the Research and Innovation for Social and Economic Inclusion (RISEI) Lab. Through these roles, Dr. Yin has designed and evaluated large-scale programs to improve vocational rehabilitation services, expand competitive integrated employment opportunities for individuals with disabilities, and assess the effectiveness of social safety net interventions.

Dr. Yin’s leadership emphasizes program development, curriculum innovation, and international collaboration, with a particular focus on translating evidence into practice. Her contributions to labor economics and social insurance reflect a career-long commitment to advancing inclusive workforce policies, strengthening safety net systems, and preparing the next generation of leaders in education, economics, and social policy.

- ◆ **The Dual Master’s Degree Program (DMDP)** is a joint initiative between Northwestern University’s School of Education and Social Policy and The Chinese University of Hong Kong’s Department of Economics. As Founding Director, Dr. Yin led strategic planning, contract development, and curriculum design, positioning the program as a model for global education. Her responsibilities included faculty recruitment and team management of more than 20 faculty and staff, as well as advancing fundraising and alumni engagement. These efforts highlight her ability to build inclusive, transformative educational opportunities and her commitment to preparing the next generation of international leaders with both strategic vision and operational excellence.

- ◆ **Principal Investigator, Pathways to Partnerships Model Project in Maine, U.S. Department of Education, Office of Special Education and Vocational Rehabilitation Services (2023-2028, \$2,980,000)**

This 5-year project evaluates Maine's Pathways to Partnerships innovative model demonstration project which supports collaborative partnerships between state vocational rehabilitation agencies, state and local educational agencies, and federally funded centers for independent living to help individuals with disabilities seamlessly transition to life after high school, preparing them for independent living, competitive integrated employment and community integration. The evaluation examines how technological interventions—including automation in workplace training, robotics-assisted job coaching, and broadband-enabled remote support services—enhance transition outcomes. Dr. Yin and her team conduct a comprehensive implementation evaluation to assess model implementation fidelity and process, an impact evaluation measuring both traditional employment outcomes and technology adoption rates among participants, and a cost-effectiveness analysis that specifically accounts for technology infrastructure investments and their long-term returns.

- ◆ **Principal Investigator, The Real Pay for Real Jobs, an EPIC (Education, Partnerships, Outreach, Capacity-Building, Holistic) Model Project in Virginia, U.S. Department of Education, Office of Special Education and Vocational Rehabilitation Services (2022-2028, \$4,290,000)**

This 5-year project evaluates a holistic intervention to help up to 700 youth and adults with disabilities move from jobs that pay a subminimum wage to competitive integrated employment in Virginia. The evaluation specifically examines how participants navigate increasingly automated workplaces, including their adaptation to robotics in manufacturing settings, use of digital tools and broadband-enabled remote work options, and acquisition of technology skills essential for sustainable employment in the modern economy. Dr. Yin and her team conduct a comprehensive implementation evaluation to assess model implementation fidelity and process, an impact evaluation that tracks both employment outcomes and technology skill development, a cost-effectiveness analysis comparing traditional placement services with technology-enhanced training approaches, and collaborations with external evaluators appointed by RSA.
- ◆ **co-Principal Investigator, Rethinking Accessibility Using NAEP Process Data: Exploring Universal Design and Accommodations, U.S. Department of Education, Institute of Education Sciences (2020-2024, \$699,533)**

This Exploration (Goal 1) project systematically explores the 2017 NAEP Grade 8 mathematics process data to provide empirical evidence on the utilization of accessibility features, including accommodations and universal design elements, by creating novel and multidimensional measures of accessibility feature use and employing traditional analyses and emerging techniques in machine learning to explore accessibility feature utilization pattern. It also employs quasi-experimental methods that adjust for self-selection issues to examine how accessibility feature utilization relates to students' test-taking behavior and performance.
- ◆ **Principal Investigator, Global Evaluation of Unified Schools Programs Phase II, Special Olympics, Inc. (2020-2024, \$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, Cost-Effectiveness Analysis of Health Screening Services, Special Olympics, Inc. (2024-2025, \$120,393)**

Design and implement an economic analysis framework to estimate the cost-effectiveness of health screening services provided to athletes. Responsibilities include developing the methodology, overseeing data collection on costs and health outcomes, conducting the analysis, and disseminating the findings through reports and presentations. This project aims to inform decision-making and support the enhancement of health service delivery for Special Olympics athletes.
- ◆ **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 dynamic team of eight core staff members. Our mission was to conduct a comprehensive evaluation of work-based learning opportunities in Maine, focusing on their impact on labor market outcomes for participants. Throughout the project duration, we maintained strong and positive relationships with four partner organizations and the funding agency. My role also extended to active management of the project's budget and staffing needs, ensuring the project's objectives were met efficiently and effectively. This project not only highlighted the critical role of work-based learning in enhancing employment outcomes for young people with disabilities but also provided valuable data to inform policy and practice in vocational rehabilitation and education.
- ◆ **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.
- ◆ **Lead Econometrician, 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 (2012–2020)**
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.

EDUCATION

- ◆ Executive Scholar 2025, Kellogg School of Management, Northwestern University, Nonprofit Management
- ◆ Ph.D. 2010, University of Florida, Economics
2009, Northwestern University, Visting Scholar
- ◆ M.S. 2006, University of Florida, Economics
- ◆ B.S. 2004, Central University of Economics and Finance, Finance

CERTIFICATION

- ◆ What Works Clearinghouse Reviewer, since 2012

TEACHING

- ◆ 2020-present, Advanced Methodology in Economics and Data Science; Public Economics in Action; Public Policy in the US; Proposal Development and Writing; Capstone in Data Science/Management Consulting/Workforce Development, Northwestern University
- ◆ 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., Seo, R., & Vu, H. The Labor Market Effects of Subminimum Wage Elimination: Evidence from a National Analysis. *Re&R at Labour Economics*.
- ◆ Yin, M., & Guerrero, D. The Economics of Vocational Rehabilitation: Time Use and Labor Market Payoffs. *Re&R at Rehabilitation Counseling Bulletin*.
- ◆ Yin, M., Orellana, A., and Siwatch, G., Whole-School Inclusion Programs and Student Academic and Behavioral Outcomes, *Re&R at AERA Open*.
- ◆ Halasa-Rappel, Y. A., Lincoln, A. E., Christakis, D. A., Hanley, J. P., & Yin, M. Return on Investment in the Special Olympics Special Smiles Program. *American Journal of Public Health Special Issue* (Under review)
- ◆ Yin, M., & Vu, H. The Labor Market Impact of Robots on Workers with Disabilities: Evidence from the U.S. (Under review).
- ◆ Yin, M., Ogut, B., and Vu, H. Inclusive by Design: Unveiling the Effectiveness of Accommodations and Universal Design Elements through Process Data (Under review)
- ◆ Yin, M., & Guerrero, D. A. Bridging the Digital Divide: The Labor Market and Welfare Impacts of Broadband Expansion for People With and Without Disabilities. (Under review).
- ◆ Yin, M., Ogut, B., and Shieh Y. Exploring the Role of State Vocational Rehabilitation System in Serving Justice-Involved Population with Disabilities (Under review)
- ◆ Yin, M., Seo, R., and Orellana, A. Mind the Gap: The Real Story Behind Disability and Wages (Under review).
- ◆ Yin, M., & Vu, H. AI Shocks, Skill Mismatch, and Geographic Labor Market Gaps. Working paper.
- ◆ Yin, M., Vu, H., & Guerrero, D. A. Offsetting Technological Shocks: How Broadband Mitigates Robot Displacement for Workers with Disabilities. Working paper.
- ◆ Danielson, E. C., Smith, M. J., Ross, B., Camp, J. K., Evangelist, M., Smith, J. D., Yin, M., Atkinson, M. S. & Jordan, N. (2025). Limited cost-benefit analysis of virtual interview training for transition-age youth

with disabilities in pre-employment transition services. *Career Development and Transition for Exceptional Individuals*.

- ◆ Ogut, B., Circi, R., Huo, H., Hicks, J., & Yin, M. (2025). Running out of time: Leveraging process data to identify students who may benefit from extended time. *International Electronic Journal of Elementary Education*, 17(2), 253–265.
- ◆ Ogut, B., Webb, B., Hicks, J., Circi, R. & Yin, M. (2024). Exploring mathematical problem solving through process mining: Insights from large scale assessment log data. *Computers in the Schools*, 1–31. <https://doi.org/10.1080/07380569.2024.2416422>
- ◆ Yin, M., Siwach, G. and Lin, D. (2022), Vocational Rehabilitation Services and Labor Market Outcomes for Transition-Age Youth with Disabilities in Maine. *Journal of Policy Analysis and Management*. Vol. 00, No. 0, 1–32 <https://doi.org/10.1002/pam.22446>
- ◆ Yin, M., Siwach G., and Belyakova Y. Impact of Special Olympics Unified Champion Schools Program on High School Completion (2020) *American Educational Research Journal*. Vol. 59, No. 2, pp. 315–344 <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>
- ◆ 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., Cery, 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. (2024, April) *Invited Talk*, Closing the Gap: Reevaluating Subminimum Wages and Enhancing Earnings Equity for People with Disabilities, The Office of Disability Employment Policy, U.S. Department of Labor, Washington D.C.
- ◆ Yin, M. (2023, January) *Keynote Speaker*, Social Inclusion for Children with Disabilities: Evidence from a Whole School Intervention, Global Research Collaborative for the Global Center for Inclusion in Education, Special Olympics International and New York University Abu Dhabi, Abu Dhabi, United Arab Emirates
- ◆ 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, M.**, Circi, R., Abeysinghe, B. (2024, April). Leveraging Machine Learning and High School Coursework to Predict College Enrollment: Towards a Personalized Recommendation System. Paper presented at the annual meeting of the Association for Education Finance and Policy. Baltimore, MD.
- ◆ **Yin, L. M.** (2024, February) Special Olympics Unified Champion Schools Global Evaluation presented at the Global Research Collaborative for the Global Center for Inclusion in Education, Abu Dhabi, United Arab Emirates
- ◆ Ogut, B., **Yin, M.**, Yee, D., & Circi, R. (2023, September). Assessing the Effectiveness of Accommodations and Universal Design Elements Using Process Data. Paper presented in Algorithmic and Testing Fairness in Education: Methods and Applications Session at the Annual Society for Research on Educational Effectiveness Conference. Arlington, VA.
- ◆ Ogut, B., Yee, D., & **Yin, M.** (2022, November). How does high school coursework relate to postsecondary outcomes of underserved students? Association for Public Policy Analysis & Management Annual Conference. Washington, D.C.
- ◆ **Yin, L. M.** (2022, November) Panelist for presentation on Approaches to Increase Employment and Quality of Employment Among Youth with Disabilities, U.S. Agency for International Development(USAID), Washington DC.
- ◆ Circi, N., Ogut, B., Hick, J., & **Yin, M.** (2022, March). What is the impact of test accommodations on student outcomes? Evidence from NAEP process data. Presentation given at the annual meeting of the Association for Education Finance and Policy. Denver, Colorado.
- ◆ Ogut, B., **Yin, M.**, & Yee, D. (2022, March). Heterogeneity in the impact of high school coursework on postsecondary outcomes. Presentation given at the annual meeting of the Association for Education Finance and Policy. Denver, Colorado.
- ◆ Ogut, B., Hick, J., Circi, N., **Yin, M.**, & Yee, D. (2022, January). Usage of Accessibility and Universal Design Features in Digitally Based Assessment and Student Performance: Evidence from NAEP Process Data. Paper presented at the 2022 IES PI meeting.
- ◆ Circi, N., Ogut, B., Hick, J., & **Yin, M.** (2022, January). Understanding Accessibility Support Through Network Analysis Using NAEP Process Data. Paper presented at the 2022 IES PI meeting.
- ◆ Ogut, B., **Yin, M.** & Yee, D. (2021, September). Impact of high school coursework on postsecondary outcomes for students with disabilities. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.
- ◆ Ogut, B. & **Yin, 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 Associate Professor, School of Education and Social Policy;
Founding Director, Dual Master’s Degree Program in Applied Economics and Social and Economic Policy;
Founder and PI, Research and Innovation for Social and Economic Inclusion Lab, Northwestern University
- ◆ 2010–2021 Principal Economist and Disability Practice Area Co-lead, 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 Advisor, PricewaterhouseCoopers
- ◆ 2003–2005 Project Director, NewPath Foundation