

Lindsay Coleman Page

University of Pittsburgh School of Education
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ACADEMIC POSITIONS

University of Pittsburgh, Pittsburgh, PA

Assistant Professor of Education and (by courtesy) Economics, 2014 – present
Research Scientist, Learning Research and Development Center, 2014 – present
Research Assistant Professor, 2013 – 2014

Harvard University, Cambridge, MA

Lecturer, Department of Statistics, 2011 – 2013

EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Ed.D., Quantitative Policy Analysis in Education (disciplinary focus in economics), 2011
Ed.M., Administration, Planning and Social Policy (focus in applied quantitative research methods), 2004

Harvard University, Graduate School of Arts and Sciences, Cambridge, MA

A.M., Statistics, 2007

Dartmouth College, Hanover, NH

A.B., Religion, *cum laude*, 1998

FELLOWSHIPS AND HONORS

- National Academy of Education / Spencer Postdoctoral Fellowship (2017 – 18)
- Association for Education Finance and Policy (AEFP) Early Career Award (2017)
- AERA, Division H Applied Research Award for Advances in Methodology (2016)
- Emerging Education Policy Scholar, Thomas B. Fordham Institute (2013)
- Harvard University Certificate of Teaching Excellence (2011, 2012)
- American Educational Research Association Dissertation Grant (2008)
- Harvard Graduate School of Education Dean's Summer Fellowship (2008)
- Harvard Graduate School of Education Qualifying Paper passed with distinction (2008)
- Harvard University Certificate of Distinction in Teaching (2007, 2008)
- Dartmouth College Alfred K. Priest Fellowship in support of A.M. in Statistics (2006)
- Harvard University Presidential Fellowship in support of Ed.D. (2004 – 2009)
- Harvard Center for Basic Research in the Social Sciences Training Grant in Mathematics (2004)

PUBLICATIONS

Peer-Reviewed Articles (* indicates alphabetical authorship; ‡ indicates student co-author)

Miratrix, L., Furey, J., Grindal, T., Feller, A. & Page, L. C. Bounding, an accessible method for estimating principal causal effects, examined and explained. Revise & resubmit.

Morris, P., Connors, M., Friedman-Krauss, A., McCoy, D., Weiland, C., Feller, A., Page, L., Bloom, H., Yoshikawa, H. New findings on impact variation from the Head Start Impact Study: Informing the scale-up of early childhood programs. Revise & resubmit.

Page, L. C., Castleman, B. L., Sahadewo, G. A.[‡] & Kehoe, S. S.[‡] More than dollars for scholars: The impact of the Dell Scholars program on college access, persistence and degree attainment. Revise & resubmit.

Page, L. C., Iriti, J., Lowry, D. J.[‡] & Anthony, A. M.[‡] The *promise* of place-based investment in college access and success: Investigating the impact of the Pittsburgh Promise. Revise & resubmit.

Papay, J. P., Bacher-Hicks, A., Page, L. C. & Marinell, W. H. The challenge of teacher retention in urban schools: Evidence of variation from a cross-site analysis. Revise & resubmit.

Pimentel, S. D., Page, L. C., Lenard, M. & Keele, L. Optimal multilevel matching using network flows: An application to a summer reading intervention. Revise & resubmit.

Castleman, B. L. & Page, L. C.* (2017). Parental influences on postsecondary decision-making: Evidence from a text messaging experiment. *Educational Evaluation and Policy Analysis*.

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* (2017). Objective course placement and college readiness: Evidence from targeted middle school math acceleration. *Economics of Education Review*, 58, 141 – 161.

Iriti, J., Page, L. C. & Bickel, W. E. (2017). Place-based scholarships: Catalysts for systems reform to improve postsecondary attainment. *International Journal of Educational Development*.

Anthony, A.[‡], Page, L. C. & Seldin, A.* (2016). In the right ballpark? Assessing the accuracy of net price calculators. *Journal of Student Financial Aid*, 46(2), 25 – 50.

Castleman, B. L. & Page, L. C.* (2016). Freshman year financial aid nudges: An experiment to increase financial aid renewal and sophomore year persistence. *Journal of Human Resources*, 51(2), 389 – 415. (Recognized as meeting *What Works Clearinghouse* standards without reservation)

Feller, A., Grindal, T., Miratrix, L. & Page, L. C. (2016). Compared to what? Variation in the impacts of Head Start by alternative child care setting. *Annals of Applied Statistics*, 10(3), 1245-1285.

Hurwitz, M., Mbekeani, P. P.[‡], Nipson, M. M. & Page, L. C.* (2016). Surprising ripple effects: How changing the SAT score sending policy for low-income students impacts college access and success. *Educational Evaluation and Policy Analysis*, 39(1), 77 – 103.

Page, L. C. & Scott-Clayton, J.* (2016). Improving college access in the United States: Barriers and policy responses. *Economics of Education Review*, 51, 4 – 22.

Arnold, K. C., Chewning, A., Castleman, B. L. & Page, L. C. (2015). Advisor and student experiences of summer support for college-intending, low-income high school graduates. *Journal of College Access*, 1(1).

Castleman, B. L., Owen, L. & Page, L. C.* (2015) Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges. *Economics of Education Review*, 47, 168-179.

Castleman, B. L. & Page, L. C.* (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? *Journal of Economic Behavior and Organization*, 115, 144 – 160.

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* (2015). Middle school math acceleration and equitable access to 8th grade algebra: Evidence from the Wake County Public School System. *Educational Evaluation and Policy Analysis*, 37(1S), 80S – 101S.

Page, L. C., Feller, A., Grindal, T., Miratrix, L. & Somers, M-A. (2015). Principal stratification: A tool for understanding variation in program effects across endogenous subgroups. *American Journal of Evaluation*, 36(4), 514-531.

Castleman, B. L. & Page, L. C.* (2014). A trickle or a torrent? Understanding the extent of summer “melt” among college-intending high school graduates. *Social Science Quarterly*, 95(1), 202 – 220.

Castleman, B. L., Page, L. C. & Schooley, K.* (2014). The forgotten summer: Mitigating summer attrition among college-intending, low-income high school graduates. *Journal of Policy Analysis and Management*, 33(2), 320 – 344. (Recognized as meeting *What Works Clearinghouse* standards without reservation)

Liebowitz, D. D. & Page, L. C.* (2014). Does school policy affect housing choices? Evidence from the end of desegregation in Charlotte-Mecklenburg. *American Educational Research Journal*, 51(4), 671 – 703.

Castleman, B. L. & Page, L. C.* (2013). The not-so lazy days of summer: Experimental interventions to increase college entry among low-income high school graduates. *New Directions for Youth Development* (winter), 77 – 97.

Page, L. C., Fullerton, J., Cohodes, S. R., West, M. R., Bacher-Hicks, A., Owens, A. & Glover, S. (2013). The Strategic Data Project Strategic Performance Indicators. *Education Finance and Policy, Special Issue on Policy Briefs*, 8(3), 435–456.

Page, L. C. (2012). Principal stratification as a framework for investigating mediational processes in experimental settings. With commentary and rejoinder. *Journal of Research on Educational Effectiveness*, 5(3), 215 – 244.

Page, L. C. (2012). Understanding the impact of career academy attendance: An application of the principal stratification framework for causal effects accounting for partial compliance. *Evaluation Review*, 36(2), 99 – 132.

Books and Book Chapters

Page, L. C. & Iriti, J. (2016). On undermatch and college cost: A case study of the Pittsburgh Promise. In Kelly, A. P., Howell, J. S. & Satin-Bajaj, C. *Matching students to opportunity: Expanding college choice, access, and quality*. Cambridge, MA: Harvard Education Press.

Liebowitz, D. D. & Page, L. C.* (2015). Unitary status and residential choice: Evidence from Charlotte-Mecklenburg. In *Yesterday, today and tomorrow. School desegregation and resegregation in Charlotte*, (R. A. Mickelson, S. S. Smith & A. H. Nelson, editors). Cambridge, MA: Harvard Education Press.

Castleman, B. L. & Page, L. C.* (2014). *Summer melt: Supporting low-income students through the transition to college*. Cambridge, MA: Harvard Education Press.

Other Publications

Dougherty, S. M., Goodman, J., Hill, D. V., Litke, E. G. & Page, L. C.* Does more rigorous middle school math coursework change students' college readiness? *Brookings Brown Center Chalkboard*, April 27, 2017.

Page, L. C., Lowry, D. J.[‡] & Nurshatayeva, A.[‡] (2017). An examination of the relationship between school district FAFSA completion rates and district poverty levels. Washington, DC: National College Access Network.

Page, L. C. Small nudges can improve how students apply to college. *Harvard Business Review*, November 29, 2016.

Page, L. C., Castleman, B. L. & Meyer, K.[‡] The gift of time: The opportunity and benefit of early FAFSA filing. *Brookings Brown Center Chalkboard*, October 20, 2016.

Grindal, T., Page, L., Feller, A. & Miratrix, L. When it comes to publicly funded preschool, are we asking the wrong questions and getting the wrong answers? *The Huffington Post*, July 15, 2016.

Page, L. C. (2016). Foreword in *Reaching for the cap and gown: Progress toward Success Boston's college completion goals for graduates of the Boston Public Schools*. Boston, MA: The Boston Foundation.

Page, L. C. & Kehoe, S. S. Is a tuition-free policy enough to ensure college success? *The Conversation*, May 26, 2016.

Page, L. C. Getting more students to college, without breaking school budgets. *Harvard Business Review*, February 15, 2016.

Page, L. C., Castleman, B. L., & Sahadewo, G. More than dollars for scholars: The benefit of combining financial aid with counseling support. Michael and Susan Dell Foundation blog, February 4, 2016.

Page, L. C. & Iriti, J. (2015). Don't blame The Pittsburgh Promise. *Pittsburgh Post-Gazette*, September 6, 2015.

Castleman, B. L. & Page, L. C.* (2015). Beyond FAFSA completion. *Change*, January / February, 28 – 35.

Castleman, B. L. & Page, L. C.* (2015). Where have all the graduates gone? Voices in Education blog, Harvard Education Publishing Group, June 24, 2015.

Page, L. C. (2015). Barriers to college success and the benefits of technological nudging. *PittEd*, March.

Avery, C. N., Howell, J. S. & Page, L. C.* (2014). A review of the role of college applications in students' postsecondary outcomes. College Board Research Brief.

Avery, C. N., Howell, J. S. & Page, L. C.* (2014). A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes. College Board Research Brief.

Castleman, B. L. & Page, L. C.* (2014). Stymied on the cusp of college. *The Chronicle of Higher Education*, October 6, 2014.

Castleman, B. L. & Page, L. C.* (2014). Summer melt—Who’s at risk and why? Michael and Susan Dell Foundation blog, August 11, 2014.

Castleman, B. L. & Page, L. C.* (2014). Summer melt—Six low-cost tactics help students stay on track to college. Michael and Susan Dell Foundation blog, August 13, 2014.

Castleman, B. L. & Page, L. C.* (2014). Preventing students from dropping out out college before they arrive on campus. *The Solutions Journal*, 5(2), 41 – 45.

Page, L. C. (2013). Informed decisionmaking in practice: Connecting data and policy in Delaware. The Flashlight: Data Quality Campaign blog, August 9, 2013.

Castleman, B. L. & Page, L. C.* (2013). Can text messages mitigate summer melt? *The New England Journal of Higher Education*, May 6, 2013.

Castleman, B. L., Page, L. C. & Snowdon, A.* (2013). *The SDP summer melt handbook: A guide to investigating and responding to summer melt*. Center for Education Policy Research, Harvard University.

WORKING PAPERS and WORK IN PROGRESS

Castleman, B. L., Owen, L., Page, L. C. & Stephany, B.^{‡*} Using text messaging to guide students on the path to college. Working paper.

Hill, D. V., Hughes, R. P., Liebowitz, D. D. & Page, L. C.* Understanding the impact of socioeconomic-based student assignment policies: Evidence from Wake County, North Carolina. Working paper.

Lowry, D., Page, L. C., Anthony, A. & Iriti, J. To supplement or supplant: Institutional responses in financial aid to the Pittsburgh Promise. Working paper.

Page, L. C., Castleman, B. L. & Meyer, K.[‡] Customized nudging to improve FAFSA completion and income verification. Working paper.

Page, L. C. & Gehlbach, H. How an artificially intelligent virtual assistant helps students navigate the road to college. Under review.

FUNDED RESEARCH

Molecular Transducers of Physical Activity in Humans. Co-investigator. Principal Investigator: J. Jakicic. National Institutes of Health. \$7 million (2017 – 2020).

Study of an information strategy to increase enrollment in post-secondary education. Co-Principal Investigator with A. Mayer. Institute for Education Sciences contract. \$4.2 million. (2016 – 2022)

Virtual mentorship to support maternal and infant health and wellbeing: Assessing the impact and efficacy of NurturePA. Co-Principal Investigator with C. Weiland. Smith Richardson Foundation. \$250,000 (2016 – 2019)

Financial aid nudges: A national experiment to increase retention of financial aid and college persistence. Co-Principal investigator with S. Goldrick-Rab (PI), B. L. Castleman & B. Sacerdote. Institute for Education Sciences. \$2.18 million. (2016 – 2021)

Impact evaluation of the Dell Scholars Program. Principal investigator. Michael and Susan Dell Foundation. \$88,077. (2015 – 2016)

Digital messaging to improve postsecondary enrollment and success. Co-principal investigator with C. Avery (PI), B. L. Castleman, & B. T. Long. Institute of Education Sciences. \$3.5 million. (2014 – 2018)

Study of statewide pilot of a personalized text messaging intervention to increase college enrollment. Co-principal investigator with B. L. Castleman. Bill & Melinda Gates Foundation. \$224,295. (2014 – 2016)

Using emerging methods with existing data from multi-site trials to learn about and from variation in educational program effects. Co-investigator. Principal investigator: H. Bloom. Spencer Foundation. \$3.5 million. (2014 – 2017)

Evidence-based tools for right-matching students' postsecondary selections. Co-principal investigator with J. Iriti, W. Bickel & R. Correnti. The Pittsburgh Promise. \$187,514. (2014 – 2015)

FAFSA completion and income verification for low-income, college-intending students. Co-principal investigator with B. L. Castleman. Bill & Melinda Gates Foundation. \$119,957. (2014 – 2015)

Counseling for summer success: A pilot of My Summer GPS summer melt solution. Co-principal investigator with B. L. Castleman. Michael & Susan Dell Foundation. \$750,926. (2014 – 2015)

Austin area summer melt transition support program. Co-principal investigator with B. L. Castleman, C. T. King, L. Owen & H. Prince. Texas Higher Education Coordinating Board. \$94,433. (2013 – 2014)

Baltimore, MD summer melt transition support program. Co-principal investigator with B. L. Castleman & L. Owen. Abell Foundation. \$10,000. (2013 – 2014)

Late stage support to college-ready students in Delaware. Co-principal investigator with B. L. Castleman and B. Sacerdote. The Heckscher Foundation for Children. \$31,000. (2013 – 2014)

Leveraging text messaging to increase college persistence among low-income and first-generation college students. Co-principal investigator with B. L. Castleman & J. Fullerton. The Heckscher Foundation for Children. \$28,627. (2012 – 2013)

Project SCOPE: Summer Counselor Outreach for improving Postsecondary Enrollment. Co-investigator with C. Avery & B. L. Castleman. William T. Grant Foundation. \$24,956. (2012 – 2013)

Summer College Connect 2012: Examining the impact of peer mentor outreach on whether low-income high school graduates enroll in college. Co-investigator with B. L. Castleman.

- National Association of Student Financial Aid Administrators. \$3,000. (2012 – 2013)
- Christian R. and Mary F. Lindback Foundation. \$14,000. (2012 – 2013)

Mechanisms, moderators, methods, and measurement in the Head Start Impact Study: Informing Head Start for the future. Co-investigator. Principal Investigators: H. Bloom, P. A. Morris & H. Yoshikawa. US Department of Health & Human Services. \$1.97 million. (2011 – 2014)

Supporting successful transitions to adulthood: Understanding the potential of career academy high schools. Co-investigator with R. J. Murnane. William T. Grant Foundation. \$25,000. (2009 – 2010)

TEACHING EXPERIENCE

University of Pittsburgh, School of Education, Pittsburgh, PA (2013 – present)

Quantitative methods for education policy analysis: Data-based decision making

Intermediate quantitative method: Regression analysis

Causal inference in educational research

Harvard University, Department of Statistics, Cambridge, MA (2011 – 2012)

Introduction to quantitative methods for psychology and the behavioral sciences

Harvard Graduate School of Education, Cambridge, MA (2009)

Applied regression analysis

Ecole d'Humanité, Hasliberg-Goldern, Switzerland (1998 – 2000)

Teacher of English and humanities in international boarding school

OTHER RESEARCH EXPERIENCE

Center for Education Policy Research, Harvard University, Cambridge, MA

Senior Research Manager, Strategic Data Project (SDP). SDP works with educational agencies to better inform policy decisions through high quality research and data analysis (2011 – 2013)

Abt Associates Inc., Cambridge, MA

Analyst for federally-sponsored research and evaluation projects (2000-2004)

PROFESSIONAL and OTHER ACTIVITIES

Professional Affiliations

American Economic Association, American Educational Research Association, Association for Education Finance and Policy, Association for Public Policy Analysis and Management, Society for Research on Educational Effectiveness

Referee Service

Journals: *Economics of Education Review*, *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Educational Policy*, *Evaluation and Program Planning*, *Journal of Educational and Behavioral Statistics*, *Journal of Human Resources*, *Journal of Labor Economics*, *Journal of Policy Analysis and Management*, *Journal of Research on Educational Effectiveness*, *Sociological Methods and Research*, *Sociology of Education*, *Southern Economic Journal*, *Urban Education*, *American Educational Research Journal*

Grants: National College Access Network FAFSA Challenge Grant; Spencer Foundation; University of Chicago (Successful Pathways from School to Work); William T. Grant Foundation

Editorial Boards: *Educational Evaluation and Policy Analysis* (2014 – 2016); *Journal of Research on Educational Effectiveness* (2017 – 2019)

Conferences: American Educational Research Association; Association for Education Finance and Policy; Association for the Study of Higher Education; Society for Research on Educational Effectiveness; Association for Public Policy Analysis and Management

University Service

University of Pittsburgh School of Education faculty council (2016 – present)
Co-chair, search committee for research methods faculty member (2016 – 2017)
Search committee for the Renee and Richard Goldman Dean of the School of Education (2015 – 2017)
Learning Research and Development Center, diversity committee (2015 – present)
Motivation Center Steering Committee (2015 – present)
Search committee for psychology in education faculty member on motivation (2014 – 2015)
Committee on School of Education Ph.D. quantitative methods course sequence redesign (2013 – 2014)

Board Service

Conference Program Committee, Association for Public Policy Analysis and Management (2017)
Technical working group member, Abt Associates Career Pathways Design Study (2017 – present)
Technical working group member, AIR Attendance Messaging Project (2017 – present)
Board member, Society for Research on Educational Effectiveness (2017 – present)
Advisory board member, College Completion Innovation Fund, Graduate NYC! (2015 – present)
National FAFSA Completion Campaign Steering Committee, NCAN (2015 – 2016)
Conference Program Committee, Society for Research on Educational Effectiveness (2015 – 2016)
Advisory board member, University of Pittsburgh College in High School Program (2015 – present)

Harvard College, Cambridge, MA

Freshman Proctor, residential and academic advisor to Harvard College first-year students (2002 – 2013)