

Michael C. Quinn

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DOCTORAL STUDIES

Syracuse University
PhD, Economics, Expected Completion July 2026

Committee:

Michah W. Rothbart	Amy Ellen Schwartz	Maria Zhu	Hugo Jales
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Fields: Applied Microeconomics, Economics of Education, Urban Economics

PRIOR EDUCATION

Georgetown University, Master of Public Policy 2014

Goucher College, B.A. with Honors in History 2011

JOB MARKET PAPER

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

Inequality COVID Risk at School: Racial Disparities in Indoor Density, Vaccination Rates, and Consequences for Absenteeism. with Michah W. Rothbart, Amy Ellen Schwartz, and Brian Elbel. [Preprint](#).

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

WORK IN PROGRESS

The Impact of Peer Vaccination on COVID Vaccine Take-up and School Attendance. with Amy Ellen Schwartz, Michah W. Rothbart, 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

Carnevale, Anthony P., Nicole Smith, Martin Van Der Werf, and Michael C. Quinn. *After Everything: Projections of Jobs, Education, and Training Requirements Through 2031*. Georgetown University Center on Education and the Workforce, 2024.

Carnevale, Anthony P., Tanya Garcia, Neil Ridley, and Michael C. Quinn. *The Overlooked Value of Certificates and Associate's Degrees*. Georgetown University Center on Education and the Workforce, 2020.

Carnevale, Anthony P., Jenna Sablan, Artem Gulish, Michael C. Quinn, and Gayle Cinquegrani. *The Dollars and Sense of Free College*. Georgetown University Center on Education and the Workforce, 2020.

Carnevale, Anthony P., Jeff Strohl, Michael C. Quinn, Martin Van Der Werf, and Kathryn Peltier Campbell. *SAT-Only Admission: How Would It Change College Campuses?* Georgetown University Center on Education and the Workforce, 2019.

Carnevale, Anthony P., Megan Fasules, Michael C. Quinn, and Kathryn Peltier Campbell. *Born to Win, Schooled to Lose*. Georgetown University Center on Education and the Workforce, 2019.

CONFERENCE PRESENTATIONS

Unequal COVID Risk at School: Density, Vaccination Rates, and Absenteeism
Association for Education Finance and Policy Conference, 2025

Have Racial Disparities in Attendance Gone Down? Evidence from Two Decades
Association for Education Finance and Policy Conference, 2023

EXTERNAL FUNDING RECEIVED

Co-PI (Sub-Award) – MIT Blueprint Labs (Gates Foundation), *Equitable Access in Washington, D.C.*, \$15,000, 2024-25

TEACHING EXPERIENCE

Syracuse University

Intermediate Microeconomics, Instructor

Summer 2024

Economics of Education, Teaching Assistant

Fall 2021, Spring 2022

RESEARCH EXPERIENCE

Graduate Research Associate

2021 – Present

Center for Policy Research, Maxwell School Syracuse University

Senior Policy Analyst

2015 – 2021

Center for Education and the Workforce, Georgetown University

PROFESSIONAL SERVICE

Refereeing

Journal of Population Economics (2)