

Christopher J. Doss

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EDUCATION

Stanford University, Stanford, CA September 2017
Ph.D. in Economics of Education

Stanford University, Stanford, CA March 2016
M.A. in Economics

Harvard University, Cambridge, MA June 2008
M.Ed. in Teacher Education, Physics at the Secondary Level

Brown University, Providence, RI May 2003
B.S. in Chemistry, Magna Cum Laude, with Honors

PROFESSIONAL EXPERIENCE

Associate Policy Researcher August 2017 – Present
RAND Corporation, Washington, DC
RAND Education

Graduate Researcher September 2012 – August 2017
Center for Education Policy Analysis
Stanford University, Stanford, CA

High School Physics Teacher September 2008 – June 2012
Boston Latin School, Boston, MA

Chair of Science Department September 2006 – June 2007
Ranney School, Tinton Falls, NJ

High School Physics Teacher September 2005 – June 2007
Ranney School, Tinton Falls, NJ

PEER REVIEWED ARTICLES

Doss, C., Fahle, E.M., Loeb, S., York, B.N. (*forthcoming*). Supporting parenting through differentiated text messaging: Testing effects on learning during kindergarten, *The Journal of Human Resources*.

York, B.N., Loeb, S., **Doss, C.** (*forthcoming*). One step at a time: The effects of an early literacy text messaging program of parents of preschoolers, *The Journal of Human Resources*.

Doss, C. (*forthcoming*). How much regulation? A fuzzy regression discontinuity analysis of student literacy skills in prekindergarten vs. Transitional Kindergarten, *Education Finance and Policy*.

Bettinger, E., **Doss, C.**, Loeb, S., Rogers, A., Taylor, E. (2017). The effects of class size on online college courses: Experimental evidence. *Economics of Education Review*, 58, 68-85.

Jacque, B., Malanson, K., Bateman, K., Akeson, B., Cail, A, **Doss, C.**, ... & Rountree, E. (2013). The Great Diseases Project: A partnership between Tufts Medical School and the Boston Public Schools. *Academic Medicine: Journal of the Association of American Medical Colleges*, 88(5), 620.

PEER REVIEWED REPORTS

Gonzalez, G., **Doss, C.**, Kaufman, J., and Bozick, R. (2019). Supporting middle-skills STEM workforce development: Analysis of workforce skills in demand and education institutions' curricular offerings in the oil and gas sector. *RAND Corporation*.

Doss, C. and Akinniranye, G. (2019). Are educators setting goals for social-emotional learning? Evidence from nationally representative surveys. *RAND Corporation*.

Johnston, W.R., Akinniranye, G., and **Doss, C.** (2019). How much influence do teachers have in their schools? It depends on whom you ask. *RAND Corporation*.

Reardon, S., **Doss, C.**, Gagne, J., Gleit, R., Johnson, A., and Sosina, V. (2018). A portrait of educational outcomes in California. *Getting Down to Facts II*, Retrieved from: <https://tinyurl.com/y77p3w5c>

BOOK CHAPTERS

Grissom, J.A., Loeb, S., **Doss, C.** Multiple dimensions of teacher quality: Does value-added capture teachers' non-achievement contributions to their schools? *The Impacts and Challenges of Implementing Rigorous Teacher Evaluation Systems* (2016) eds. Grissom, J.A., Youngs, P. New York, NY: Teacher's College Press

PROJECT EXPERIENCE

Evaluating the Effects of the Four Day School Week (*Kilburn, PI*) Jan. 2019 – Present

We are undergoing an comprehensive evaluation of the effects of the four day school week on students, teachers, parents, and the community. We will analyze the effects on academic, social-emotional, and health outcomes as well as perform a comprehensive cost-benefit analysis.

- Leading academic outcomes portion of project
- Helping conceptualizing quasi-experimental analytic approach
- Helping conceptualize and organize data needs and collection

Evaluating of New Leaders Aspiring Principals Program (*Gates and Hamilton, PIs*) Dec. 2017 – Present

We are working with New Leaders and multiple districts throughout the nation to evaluate the effects of the Aspiring Principals Program on student and principals outcomes.

- Leading What Works Clearinghouse compliant analyses
- Employing quasi-experimental analytic approaches
- Leading writing of research paper

Evaluating an Alternative School Leader Credentialing Program (*Master, PI*) Sept. 2017 – Present

We are working with a large school district on the west coast to estimate the effect of an alternative school leader credentialing program on student outcomes.

- Managing district data relationship
- Employing quasi-experimental analytic approaches
- Helped in writing interim reports to research partners

Evaluating TNTP's Teacher Effectiveness and Certification Program (*Unlu, PI*) Sept. 2017 – Present

We are working with TNTP and four school districts throughout the nation to estimate the effect of TNTP's alternative teacher preparation program on student, teacher and district outcomes.

- Managing district relationships
- Employing quasi-experimental analytic approaches

Stackable Credentials in the Oil and Gas Industry (*Bozick and Gonzalez, PIs*) Sept. 2017 – Jan. 2019

We are working with a consortium of community colleges offering stackable credentials for sub-baccalaureate level workers in the oil and gas industry. We are seeking to understand the alignment of knowledge and skills employers are demanding with the knowledge and skills provided by the colleges. We are also using quasi-experimental designs to estimate the effect of the credentials on worker earnings.

- Analyzing survey data
- Analyzing administrative data linked to the Department of Labor
- Writing of reports and journal articles.

Evaluating the Effects of Transitional Kindergarten (*Doss, PI*) June 2014 – Present

I am working with the San Francisco Unified School District to understand the effects of a new, state mandated prekindergarten program in the district on student outcomes.

- Designing study and methodology
- Managing district relationship
- Employing quasi-experimental analytic approaches
- Writing and publishing research papers

Text Messaging to Improve Early Childhood Outcomes (*Loeb, PI*) June 2014 – Present

We are fielding multiple randomized control trials to test the efficacy of using texting technologies to support prekindergarten and kindergarten parents in improving the academic outcomes of their children. Texting programs are based on behavioral economics principals that overcome cognitive and behavioral barriers to involved parenting. Programs target the literacy, math, and socio-emotional development of children.

- Overseeing study design and methodology.
- Liaising with district contacts to field study.
- Overseeing research assistants in creating and fielding text messages and survey instruments.
- Leading data analysis.
- Leading writing of research papers and reports.

Understanding Online College Education (*Bettinger, PI*) June 2014 – Jan. 2017

We looked at the effects of changing class sizes in online college courses by examining an experiment that manipulated the size of sections within specific courses at DeVry University.

- Led quasi-experimental data analysis.
- Lead writing of research paper

AWARDS

- Stanford Graduate Fellowship in Science and Engineering, 2012-2017
- Institute of Education Sciences Fellowship, 2012-2017
- Stanford Graduate School of Education Student Collaborative Learning Fund Grant, 2016
- Education Pioneers Fellowship, Summer 2013
- Teach Plus Fellowship for Injecting Teacher Voice into Policy Discussions, 2011
- Sigma Xi National Research Honor Society, 2003
- Phi Beta Kappa national Honor Society, 2002

PROFESSIONAL ACTIVITIES

Membership: Association for Public Policy Analysis and Management (APPAM), The Association for Education Finance and Policy (AEFP), Society for Research on Educational Effectiveness (SREE)

Referee: Journal of Human Capital, Education Finance and Policy, PLOS One, Education Economics, Economics of Education

Conference Presentations: AAFP 2019 Annual Conference, SREE 2017 Annual Conference, AAFP 2017 Annual Conference, SREE 2016 Annual Conference, AAFP 2016 Annual Conference, APPAM 2015 Annual Conference, APPAM 2014 Annual Conference, AAFP 2014 Annual Conference

MEDIA MENTIONS

<u>"How text messages can improve your kids' reading skills."</u> <i>Market Watch</i>	April 4, 2018
<u>"What Does It Mean For A Child To Be Kindergarten-Ready?"</u> <i>Education Week</i>	March 30, 2017
<u>"Transitional-Kindergarten Evaluation in San Francisco."</u> <i>Education Week</i>	March 27, 2017
<u>"Can a text message help bridge the 'word gap' for low income children?"</u> <i>The PBS NewsHour</i>	January 28, 2015
<u>"Online, Size Doesn't Matter."</u> <i>Inside Higher Education</i>	January 5, 2015
<u>"Study Says That Texting Reading Tips to Parents Improves Students' Literacy Skills"</u> <i>Education Week</i>	November 20, 2014
<u>"To Help Language Skills of Children, a Study Finds, Text Their Parents With Tips."</u> <i>The New York Times</i>	November 14, 2014