

- CONTACT** University of Pennsylvania Graduate School of Education 3700 Walnut St. Philadelphia, PA 19104 sadeb@upenn.edu
215-573-8075
- ACADEMIC APPOINTMENTS** Assistant Professor, University of Pennsylvania , 2022- present
Faculty affiliate, Consortium for Policy Research in Education, 2022-present
Assistant Professor, University of Massachusetts Amherst College of Education, 2019-22
Faculty affiliate, Center for Student Success Research, 2019-present
- EDUCATION** Stanford University
Ph.D., Economics of Education, 2019
Dissertation: The Effects of College and Career Readiness Policies on Student Outcomes
Committee: Thomas S. Dee (primary), Susanna Loeb, Eric Bettinger, Michael Kirst
M.A. Economics, 2017

Brown University
A.M. Urban Education Policy, 2010
A.B. Public Policy & American Institutions, 2008
A.B. Education Studies: Policy Concentration, 2008
- PUBLICATIONS**
PEER-REVIEWED **Bonilla, S.** (2020). The Dropout Effects of Career Pathways: Evidence from California. *Economics of Education Review* 75, 101972.
Bonilla, S., & Dee, T. (2020). The Effects of School Reform Under NCLB Waivers: Evidence From Focus Schools in Kentucky. *Education Finance and Policy* 15(1), 75-103.
Tseng, A.S., Bonilla, S. & MacPherson, A. (2021). Fighting ‘Bad Science’ in the Information Age: The Effects of an Intervention to Stimulate Evaluation and Critique of False Scientific Claims. *Journal of Research in Science Teaching* 58(8), 1152-1178.
Bonilla, S., Dee, T.S., & Penner, E. (2021) Engagement and Attainment: The Longer-Term Causal Effects of Ethnic Studies. *Proceedings of the National Academy of Sciences*. 118(37), 1-10.
Shaun M. Dougherty, Walter G. Ecton, **Sade Bonilla** & Sophie McGuinness (2022) The Effects of the COVID-19 Pandemic and Recession on Career Preparation during High School, *Peabody Journal of Education*, 97:3, 326-343.
Bonilla, S. (in progress) The Dropout Effects of College Readiness Standards: Defaults, Requirements, and Credit Recovery. [R&R at *Educational Evaluation and Policy Analysis*]
- IN PROGRESS** Claro, S., **Bonilla, S.**, de Amesti, J., & Rodriguez, J. (in preparation). The Effects of Educational Accountability on Low-Performing Schools: Regression Discontinuity Evidence from Chile
Bonilla, S. & Thim, A. (in preparation). Smoothing the Transition from High School to College: Career Pathway Partnerships
Bonilla, S. (in preparation). Credit Recovery Impacts on High School Students’ Engagement and College and Career Readiness.
- BOOK CHAPTERS** **Bonilla, S.,** Dougherty, S.M. & Ecton, W.J. (under review) Career and Technical Education. In Cohen-Vogel, L., Scott, J., & Youngs, P. (Eds). AERA Handbook, 2nd Volume.

PEER-REVIEWED CONFERENCE PROCEEDINGS REPORTS & POLICY BRIEFS	<p>Montoya, J., Peterson, F. & Bonilla, S. (2020). Opportunity Gap and Women in the Energy Infrastructure Workforce. Proceedings of the International Research Symposium on PBL 2020: Educate for the future: PBL, Sustainability and Digitalisation 2020</p> <p>Bonilla, S. (2021) Engagement and attainment: The longer-term causal effects of ethnic studies. Research Snapshot Brief, Student Experience Research Network.</p> <p>Bonilla, S., Carruthers, C.K. & Baker, D.J.. (2020) Guidance and Supports for Students Moving into Postsecondary. Annenberg Institute for School Reform Covid-19 Briefs for State and District Policymakers</p>	
EDITED JOURNALS	Bonilla, S. , McDermott, K.A., & Gerstl-Pepin, C. [Co-editors] (Forthcoming July 2022). The Politics of COVID-19 and Educational Inequities. <i>Peabody Journal of Education</i> Special Issue.	
FUNDED RESEARCH	<p>Arnold Ventures \$360,537 (PI) 2022-26 <i>Cost-of-Living Grant Pilot on Community College Student Success</i></p> <p>Institute for Education Sciences \$926,761 [\$138,406 subaward] (Co-I) 2022-25 <i>Analyzing and Understanding the Educational and Economic Impact of Regional Career Pathways</i> [Funded and returned by TN Dept. of Education]</p> <p>William & Flora Hewlett Foundation \$620,000 [\$32,840 subaward] (Co-PI) 2021-23 <i>Centering Student Voice to Understand the Influence of Ethnic Studies Courses On Students Academic, Behavioral, and Social-Emotional Outcomes: A Cross-Case Mixed Methods Collaboration</i></p> <p>Mindset Scholars Network \$120,000 (Co-PI) 2019-20 <i>The Longer-term Effects of Ethnic Studies</i></p>	
INTERNAL FUNDED RESEARCH	<p>Public Service Endowment Grant \$14,459 (PI) 2021-22 <i>Bridging the Gap to College During Covid-19: A Rapid-Response Intervention</i></p> <p>Faculty Research Grant/Healey Endowment Grant \$19,179 (PI) 2021-22 <i>The Causal Effects of Career Pathways on Educational Attainment</i></p>	
HONORS & FELLOWSHIPS	<p>Public Engagement Project UMass Amherst 2022 <i>Fellowship recipient: \$1,000</i></p> <p>ADVANCE Mutual Mentoring Grant 2021-22 <i>Mutual Mentoring Grant: \$5,500</i></p> <p>Association for Education Finance & Policy Early Career Program 2021-22 <i>Early Career Mentee</i></p> <p>Faculty Success Fellows Program 2020-21 <i>Fellowship recipient: \$2,950</i></p> <p>Office of Faculty Development UMass Amherst (co-PI) 2020-21 <i>Mutual Mentoring Grant: \$6,000</i></p> <p>IES Outstanding Predoctoral Award 2019 <i>Award Recipient</i></p> <p>Spencer/NAEd Dissertation Fellowship 2018-19 <i>Dissertation Fellow: \$27,500</i></p> <p>Emerging Education Policy Scholar 2018-19 <i>Fellowship recipient</i></p> <p>AERA Minority Dissertation Grant [declined] 2018 <i>Dissertation Fellow: \$19,000</i></p> <p>UC President's Postdoctoral Fellowship Program 2018 <i>Post-doctoral Fellow, semi-finalist</i></p> <p>Karr Family Fellowship, Stanford University 2016-18 <i>Fellowship recipient</i></p>	

APPAM Equity and Inclusion Fellowship <i>Fellowship recipient</i>	2016
Institute of Educational Sciences (IES) Predoctoral Training Program <i>Pre-doctoral Fellow</i>	2013-16
Fulbright Fellowship in Chile	2009

INVITED
PRESENTATIONS

San Diego State University (2022); University of Chicago (2022)
University of California, Santa Cruz (invited 2022); University of Pennsylvania (2021);
D.C. State Board of Education (2021); Espacio Publico- Chile (2021); SUNY Albany
(2021); Council of Chief State School Officers (2021); Bill & Melinda Gates
Foundation (2021); San Francisco Unified School District (2021); Santa Clara
University (2021); Holyoke Public Schools- MA (2021); Urban Institute (2020);
Mindset Scholars Network (2020); Montana State University (2019); University of
Washington, Seattle (2018); Saint Louis University (2018); University of Florida
(2018); University of Massachusetts Amherst (2018)

CONFERENCE
PRESENTATIONS

- Bonilla, S.,** Dee, T.S., & Penner, E.K. (2021). Engagement and Attainment: The Longer-Term Causal Effects of Ethnic Studies. Paper presented at the Association for Education Finance and Policy Spring Conference 2021. (Virtual)
- Claro, S., **Bonilla, S.,** de Amesti, J., & Rodriguez, J. (2021). The Effects of Educational Accountability on Low-Performing Schools: Regression Discontinuity Evidence from Chile. Paper presented at the Association for Education Finance and Policy Spring Conference 2021. (Virtual)
- Bonilla, S.** (2020). The Dropout Effects of College Readiness Standards: Defaults, Requirements, and Credit Recovery. Paper presented at the Association for Public Policy Analysis and Management Fall Conference 2020. (Virtual)
- Bonilla, S.** (2020). The Dropout Effects of College Readiness Standards: Defaults, Requirements, and Credit Recovery. Paper presented at the Association for Education Finance and Policy Spring Conference 2020. (Virtual)
- Bonilla, S.** (2019). Connecting High School, College and the Labor Market: Evidence on the Scale-up of Career Pathways in California. Paper presented at the Association for Public Policy Analysis and Management Fall Conference 2019. (Denver, CO)
- Bonilla, S.** (2019). Connecting High School, College and the Labor Market: Evidence on the Scale-up of Career Pathways in California. Paper presented at the Association for Education Finance and Policy Spring Conference. (Kansas City, MO)
- Bonilla, S.** & Dee, T.S. (2016). The Impact of NCLB Waiver Focus School Reforms on Achievement Gaps: Evidence from Kentucky. Paper presented at the Association for Public Policy Analysis and Management Fall 2016 Conference (Washington D.C.)
- Bonilla, S.** & Dee, T.S. (2016). The Impact of NCLB Waiver Focus School Reforms on Achievement Gaps: Evidence from Kentucky. Paper presented at the Association for Education Finance and Policy Spring 2016 Conference (Washington D.C.)
- Bonilla, S.,** Claro, S., Dee, T.S., Dizon-Ross, E. & Doss, C.J. (2016). Student Outcomes under NCLB Flexibility Waivers: Evidence from Regression Discontinuity Design. Paper presented at the Graduate School of Education (Stanford, CA)
- Bonilla, S.,** Dee, T.S., & Shear, B.R. (2014). Output-based Evidence on the Early Implementation of the Common Core State Standards (CCSS). Paper presented at the Association for Education Finance and Policy Spring Conference. (San Antonio, TX)
- Bonilla, S.** & Bowman, R.M. (2013) Understanding Multiple Measures: Results and Feedback from the Albuquerque Public Schools Teacher Evaluation and Compensation Pilot. Paper presented at the American Educational Research

Association Annual Meeting (San Francisco, CA)
Bonilla, S. & Bowman, R.M. (2012) Are Students' Teacher Ratings Predictable?
 Paper presented at the Association for Public Policy Analysis and
 Management Fall Conference. (Baltimore, MD)
 Bowman, R.M. & **Bonilla, S.** (2012) Do Students Fairly Assess Teacher Effectiveness
 When It Matters? Paper at the Association for Public Policy Analysis and
 Management Fall Conference. (Baltimore, MD)

RESEARCH EXPERIENCE

CTEx Lab, Multi-state consortium 2018-
Research Affiliate

Center for Education Policy Analysis (CEPA), Stanford University 2013-19
Graduate Student Researcher for Thomas S. Dee and Susanna Loeb

Action Research Team, San Francisco Unified School District 2015
Graduate Student Researcher

New York Department of Education 2015
Consultant

Harvard Center for Education Policy Research (CEPR) 2014
Consultant

Bill & Melinda Gates Foundation 2013
Education Pioneer Graduate Fellow

Albuquerque Public Schools 2010-12
Harvard Strategic Data Fellow

Providence Public Schools 2010
Graduate Student Researcher and Consultant

TEACHING

University of Massachusetts Amherst
 Economics of Education (graduate) 2020, 2021
 Economics of Education (undergraduate) 2021
 Higher Education Policy (graduate) 2019, 2021
 Causal Inference in Educational Research (graduate) 2021

Stanford University
 Causal Inference in Quantitative Education and Social Science Research
Teaching Assistant for Professor Thomas S. Dee (2016, 2017, 2018, 2019)
 Education Policy in the United States
Teaching Assistant for Professor Susanna Loeb (2017)
 Introduction to Data Analysis and Interpretation
Teaching Assistant for Professor Ann Porteus (2017)

SERVICE

University of Massachusetts Amherst
 Department Academic Matters Committee, 2021-22 (Department)
Committee Member
 Public Service Endowment Grants Reviewer, Spring 2020 (University)
Ad-hoc Reviewer
 Scholarship Selection Committee, Spring 2020 (College)
Committee Member
 AQAD Undergraduate Education Committee, Spring 2020 (Department)
Committee Member

Ph.D. Admissions, 2019-20 (Department)
Committee Member
M.Ed/MPPA Admissions, 2020-21 (Department)
Committee Member

Stanford University

SHIPS Faculty Area Committee, 2017-18

- PhD student representative for committee on hiring, admissions and curriculum

Student Peer Mentor, 2015-2019

- Advised PhD and MA students in selecting courses, applying for fellowships, internships and jobs.

Student Admissions Ambassador, 2012-15

- Met with prospective PhD students and provided support with the application process.

ADVISING

Doctoral Advising

- Betty Annan (Primary Advisor)
- Tita Feraud (Comprehensive Committee, complete)
- Dayana Olavarria (Comprehensive Committee, in-progress)
- Ling Chen (Guidance Committee, in-progress)
- Katharyn Hakanson-Stacy (Guidance Committee, in-progress)

Masters Advising

- Dual MPPA/MEd students: 8

REFEREE SERVICE

Journal of Policy Analysis and Management, Education Finance and Policy, Educational Evaluation and Policy Analysis, American Education Research Journal, AERA Open
AERA Open, Editorial Board Member: March 16, 2020 – December 31, 2021

PROFESSIONAL MEMBERSHIPS

Association for Public Policy Analysis and Management (APPAM)
Association for Education Finance and Policy (AEFP)
American Educational Research Association (AERA)