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**Employment:**

Postdoctoral Fellow, Gerald R. Ford School of Public, University of Michigan, June 2016 - present

**Education:**

Harvard University, Ph.D. Economics, 2016  
Massachusetts Institute of Technology, B.S. Economics, 2007  
Massachusetts Institute of Technology, B.S. Mathematics, 2007

**References:**

Professor Lawrence F. Katz  
Department of Economics, Harvard University  
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Professor Amanda Pallais  
Department of Economics, Harvard University  
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Professor Joshua Angrist  
Department of Economics, MIT  
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Professor Brian Jacob  
Gerald R. Ford School of Public Policy,  
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Professor Susan Dynarski  
Gerald R. Ford School of Public Policy, University  
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**Teaching and Research Fields:**

Primary fields: Labor Economics, Economics of Education  
Secondary fields: Applied Econometrics

**Teaching Experience:**

Winter 2018	Quantitative Program Evaluation (PubPol 639), Ford School of Public Policy
Spring 2015	Quantitative Methods in Economics (Ec1126), Harvard University, Prof. Elie Tamer
Spring 2014	Social Economics (Ec2811), Harvard University, Prof. Roland G. Fryer
Fall 2012	Immigration Economics (Ec980u), Harvard University, Prof. George Borjas

Year-long 2011-2012    Research in Behavioral Economics (Ec985g), Harvard University, Prof. Jeff Miron

**Research Experience, Affiliations, and Other Employment:**

2014 to present        MIT School Effectiveness and Inequality Initiative, Affiliated Researcher  
2010-2012             Harvard University, Research Assistant for Guido Imbens  
2007-2009             Innovations for Poverty Action, Project Associate

**Professional Activities and Service:**

Presentations:    Association for Education Finance and Policy (Spring 2016, Spring 2017, Spring 2018)  
                          Association for Public Policy Analysis and Management (Fall 2015, Fall 2017)  
Other:                University of Chicago, Summer Institute in Field Experiments (2016)  
                          University of Chicago, Price Theory Summer Camp (2012)  
Referee:            *Quarterly Journal of Economics, Review of Economics and Statistics, Journal of Human Resources, Economics of Education Review, Journal of Policy Analysis and Management, Education Finance and Policy, Educational Evaluation and Policy Analysis, AERA Open, Economics of Transition, Contemporary Economic Policy*

**Research Awards:**

2018                  The National Center for Institutional Diversity Grants to Support Research and Scholarship for Social Change (with Sarah Cohodes)  
2014                  The Alfred P. Sloan Foundation Grant (with Joshua Angrist and Sarah Cohodes)  
2011-2014         Lab for Economic Applications and Policy at Harvard University Grant (x3)  
2012                  National Science Foundation Doctoral Dissertation Improvement Grant

**Honors, Scholarships, and Fellowships:**

2015-2016         Harvard Dissertation Completion Fellowship  
2009-2016         Ford Foundation Pre-Doctoral Fellowship  
2009-2016         National Science Foundation Graduate Research Fellowship

**Job Market Paper:**

“Using Waitlist Cutoffs to Measure the Effect of Course Scarcity on Community College Students,” with Max Gross, Robert Fairlie, and Thomas Barrios

Resource stratification between selective and non-selective colleges is a common hypothesis for the disparities in time to degree and completion rates between students at these schools. However, the exact pathway through which budgets could influence graduation is unclear, and only recently has administrative data allowed researchers to test this directly. This paper measures the effects of course scarcity, a popular theory for how resources could matter, at De Anza Community College in California. Using reconstructed waitlist queues from detailed registration data, we compare students who missed the admission cutoff for a course section to those who made the cutoff, in a small neighborhood around the course admission threshold. Estimates from a fuzzy regression discontinuity analysis show that students who miss a waitlist cutoff are about 17 percentage points more likely to take zero courses that term. There is also evidence that students substitute for the waitlisted course by transferring to another two-year school shortly after.

**Working Papers:**

[“Estimating the Effects of a Large Network of Charter Schools Managed by a For-profit Operator,” with Susan Dynarski, Daniel Hubbard, and Brian Jacob.](#) Revise and resubmit, *Journal of Public Economics*.

In this paper, we leverage randomized admissions lotteries to estimate the impact of attending a National Heritage Academy (NHA) charter school. NHA is the fourth largest for-profit charter operator in the country, enrolling more than 56,000 students in 86 schools across 9 states. Unlike several of the other large for-profit companies that operate virtual charters, NHA only has standard bricks-and-mortar schools. Our estimates indicate that attending a NHA charter school for one additional year is associated with a 0.04 standard deviation increase in math achievement. Effects on other outcomes are smaller and not statistically significant. In contrast to most prior charter school research that finds the largest benefits for low-income, underrepresented minorities in urban areas, the benefits of attending an NHA charter network are concentrated among non-poor students attending charter schools outside urban areas. Using data from a survey of school administrators in traditional public and charter schools, we document several aspects of school organization, culture and instructional practice that might explain these positive effects.

[“The Impact of a STEM-Focused Summer Program on College and Major Choices Among Underserved High-Achievers.”](#) Under Review.

This study presents evidence that a STEM-focused summer program for high-achieving, underserved high school students that is held annually at a selective, private university increases application and enrollment rates at selective universities and persistence in STEM. The study uses records from the program admission process to reduce selection bias by focusing on applicants who advanced to the penultimate stage of admissions and controlling for observables using OLS and propensity score techniques. Results show the program triples the rate of enrollment at the host institution. Students are shifting into the host institution from less selective universities on average with no detectable difference in graduation rates, allaying fears of college mismatch.

**Research Papers in Progress:**

“How Universities Can Increase Access for Low-Income and Minority Students: A Comparison of Three Outreach Models,” with Sarah Cohodes

“The Evolution of Michigan Charter Schools,” with Brian Jacob and Brittany Vasquez