

CURRENT ACADEMIC EMPLOYMENT

Stanford University

Director, Undergraduate Summer Research Fellowship for Educational Impact
Senior Research Associate

Apr 2024 – present
Feb 2023 – present

Reporting directly to Dr. Susanna Loeb, Faculty Director of the [SCALE Initiative](#), I lead undergraduate research mentorship and conduct rigorous empirical research on education policy and practice.

Undergraduate Mentorship and Teaching

- Founded and lead a fully funded [summer research fellowship](#) that provides intensive empirical research training, professional development, and close faculty/staff mentorship for 10-15 Stanford undergraduates each year
- Design and teach a two-week research boot camp intensive that introduces students to core empirical research skills, including research design, data management, data analysis, and the communication of findings to academic and general audiences
- Mentor undergraduates through hands-on participation in active education research projects, helping them build research competencies, intellectual confidence, and professional pathways into graduate study and research careers
- Foster a collaborative, cohort-based learning environment that brings together students from varied disciplinary backgrounds and supports peer learning, interdisciplinary problem-solving, and sustained engagement with educational equity
- Submit and won funding proposals from the Vice Provost for Undergraduate Education’s Research Office to support stipend payments (\$40,600 in FY26; \$29,250 in FY25)

Research

- Lead the design, implementation, and analysis of randomized controlled trials and quasi-experimental studies evaluating education interventions, in partnership with school districts, tutoring organizations, postsecondary institutions, state agencies, and early childhood providers
- Manage the full research lifecycle, from study conception and research design through data analysis, report writing, manuscript development, and publication
- Produce policy-relevant research for public and academic audiences, including research reports, peer-reviewed manuscripts, grant proposals, and conference presentations
- Design and administer district-level staff surveys with strong implementation fidelity and response rates exceeding 75%

Selected Administrative Leadership

- Support research infrastructure for a 15+ person team, including data security and compliance systems aligned with university policy
- Guide major research administration processes for 30+ research partnerships, including IRB submissions, data use agreements, and onboarding for new researchers and students

PEER-REVIEWED PUBLICATIONS

Lee, M. G., Lynch, K., & Loeb, S. (2026). Beyond the Shutdown: Tracking Language Growth in Early Head Start Children Before, During, and After COVID-19. *Child Development*.
<https://doi.org/10.1093/chidev/aacaf036>

Chen, R., Lee, V. R., & **Lee, M. G.** (2025). A Cross-Sectional Look at Teacher Reactions, Worries, and Professional Development Needs Related to Generative AI in an Urban School District. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-025-13350-w>

- Liu, J., Kuhfeld, M., & **Lee, M. G.** (2023). Noncognitive Factors and Student Long-Run Success: Comparing the Predictive Validity of Observable Academic Behaviors and Social-Emotional Skills. *Educational Policy*, 39(1), 131-169. <https://doi.org/10.1177/08959048231209262>
- Lynch, K., **Lee, M. G.**, & Loeb, S. (2023). An Investigation of Head Start Preschool Children's Executive Function, Early Literacy, and Numeracy Learning in the Midst of the COVID-19 Pandemic. *Early Childhood Research Quarterly*, 64, 255-265. <https://doi.org/10.1016/j.ecresq.2023.04.002>
- Bettinger, E., Gurantz, O., **Lee, M. G.**, & Long, B. T. (2022). "Prior-prior year" FAFSA increased aid submissions but likely not enrollment. *Research in Higher Education*. <https://doi.org/10.1007/s11162-022-09720-9>; [One-page brief](#)
- Lee, M. G.**, & Soland, J. (2022). Does Reclassification Change How English Learners Feel about School and Themselves? Evidence from a Regression Discontinuity Design. *Educational Evaluation and Policy Analysis*. doi:10.3102/01623737221097419
- Thomas, L. G., **Lee, M. G.**, Todd, C., Lynch, K., Loeb, S., McConnell, S., & Carlis, L. (2022). Navigating Virtual Delivery of Assessments for Head Start Children During the COVID-19 Pandemic. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151221085942>
- Liu, J., **Lee, M. G.**, & Gershenson, S. (2021). The short- and long-run impacts of secondary school absences. *Journal of Public Economics*. <https://doi.org/10.1016/j.jpubeco.2021.104441>
- Robinson, C. D., Gallus, J., **Lee, M. G.**, & Rogers, T. (2019). The Demotivating Effect (and Unintended Message) of Retrospective Awards. *Organizational Behavior and Human Decision Processes*, 163, 51-64. <https://doi.org/10.1016/j.obhdp.2019.03.006>.
- Robinson, C., **Lee, M. G.**, Rogers, T., & Dearing, E. (2018). Reducing student absenteeism in the early grades by targeting parental beliefs. *American Educational Research Journal*, 26 (3), 353-383. <https://doi.org/10.3102/0002831218772274>.

WORKING PAPERS

- Lee, M. G.**, Robinson, C. R., & Loeb, S. (Revise & Resubmit). Effects of High-Impact Tutoring on Student Attendance: Evidence from a State Initiative. EdWorkingPaper: 24 -1107. Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/wghb-4864>
- Gilmore, D., **Lee, M. G.**, Loeb, S., & Liu, T. (Under Review). Nudging Towards Stability: Addressing Churn in the Supplemental Nutrition Assistance Program (SNAP).
- Huffaker, L., **Lee, M. G.**, Zhou, H., & Robinson, C. (Under Review). Beyond the One-Teacher Model: Experimental Evidence on Using Embedded Paraprofessionals as Personalized Instructors.
- Wentworth, L., Khanna, R., Kim, M., **Lee, M. G.**, & Loeb, S. (Under Review). Developing Responsive and Useful Educational Research with University Researchers and School District Leaders.

WORKS IN PROGRESS

- Hsieh, H., Robinson, C. D., **Lee, M. G.**, & Loeb, S. Examining the Effectiveness of Teacher-led Virtual 1:1 Tutoring on Elementary Literacy Skills.
- Bettinger, E., Long, B. T., & **Lee, M. G.** Connecting students with financial aid: Evidence from a field experiment.

SELECTED OTHER PUBLICATIONS

- Hsieh, H., **Lee, M. G.**, Robinson, C. D., & Loeb, S. (2026). *Hoot Reading & Kansas City Public Schools: 2024-2025 RCT Report*. National Student Support Accelerator. Retrieved from <https://nssa.stanford.edu/briefs/hoot-reading-kansas-city-public-sc-schools-2024-2025-rct-report>

- Lu, A., Waymack, N., Kalogrides, D., Robinson, C.D., **Lee, M. G.**, & Loeb, S. (2025). *Implementation of the OSSE High Impact Tutoring Initiative - School Year 2023 – 2024 Second Year Report*. National Student Support Accelerator. <https://nssa.stanford.edu/briefs/implementation-osse-high-impact-tutoring-initiative-year-2023-2024>
- Bennett, E. M., **Lee, M. G.**, Loeb, S., & Robinson, C. R. (2024). *Effects of High-Impact Tutoring on Early Literacy Outcomes: A Pilot Study of a 1:1 Program With Existing Staff*. National Student Support Accelerator. <https://studentsupportaccelerator.org/briefs/effects-of-high-impact-tutoring-on-early-literacy-outcomes>
- Liu, J., & **Lee, M. G.** (2022). *Beyond Chronic Absenteeism: The Dynamics and Disparities of Class Absences in Secondary School*. (EdWorkingPaper: 22 -562). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/z1fp-0b98>
- Lee, M. G.**, & Robinson, C. D. (2022). [Do Teachers Support High-Impact Tutoring? A Survey Experiment](#). Providence, RI: Annenberg Institute at Brown University. National Student Support Accelerator Research Brief.
- Lee, M. G.**, & Soland, J. (2022). Does Reclassification Change How English Learners Feel about School and Themselves? Evidence from a Regression Discontinuity Design. PACE-CORE Brief. <https://edpolicyinca.org/publications/does-reclassification-change-how-english-learners-feel-about-school-and-themselves>
- Groom-Thomas, L., Kalogrides, D., **Lee, M. G.**, Loeb, S., Lynch, L. (2021). [Acelero Learning: Annual Report](#). Providence, RI: Annenberg Institute at Brown University.
- Fahle, E. M., **Lee, M. G.**, Loeb, S. (2019). A middle school drop: Consistent gender differences in students' self-efficacy. PACE-CORE Working Paper. <https://edpolicyinca.org/publications/gender-differences-students-self-efficacy>

EDUCATION

Stanford University

Ph.D., Educational Policy 2020
M.A., Economics 2020

Harvard University

M.Ed., Education Policy and Management 2014

Vanderbilt University

B.S., Human and Organizational Development, *cum laude* 2013

TEACHING EXPERIENCE

Stanford University

EDUC 400B: Statistical Analysis in Education: Regression (Primary Instructor) Win 2020
EDUC 347 / GSBGEN 348: The Economics of Higher Education (Teaching Assistant) Win 2020, Win 2019
EDUC 430A: Experimental Research Design and Analysis (Primary Instructor) Fall 2019, Fall 2018
EDUC 271 / GSBGEN 347: Education Policy in the United States (Teaching Assistant) Spr 2018

PRIOR ACADEMIC EMPLOYMENT

Annenberg Institute at Brown University

Senior Research Associate Aug 2020 – Feb 2023

- Designed, implemented, and analyzed the annual spring educator survey, administered via Qualtrics to 3000+ teachers, school leaders, and paraprofessionals in SFUSD, with an average response rate of 73%;

built in survey experiments within survey to test hypotheses; and presented and disseminated findings annually to the Superintendent, Executive Leadership, and Central Office staff

- Managed data, agreements, research projects, and partner relations for the Research Practice Partnership between Dr. Susanna Loeb (Director of the Annenberg Institute) and San Francisco Unified School District (SFUSD)
- Supervised Student Research Assistants and research staff members (data analyst, research associate, and project manager) across various project functions; participated in hiring committee for staff research associates
- Co-led the inaugural launch of the [National Student Support Accelerator](#) by designing its logo (still used today); developed and published website content such as the Tutoring Toolkit and District Playbook, which get 8k+ hits monthly

Stanford University Graduate School of Education

Graduate Research Assistant

Sep 2016 – Jun 2020

- Scholarly contributor to 5+ collaborative research projects involving survey data analysis, randomized controlled trials, daily engagement data, quasi-experimental econometric methods, and qualitative interviews
- Analyzed self-reported survey data from students, teachers, and caregivers containing 1 million+ observations to generate region- and demographic-specific insights
- Communicated research findings at various professional conferences and invited talks in North America
- Selected as a Fellow for the Stanford Interdisciplinary Doctoral Training Program in Quantitative Policy Analysis (\$30,000/year for 4 years)

Stanford University [Institutional Research & Decision Support](#)

Graduate Research Assistant

Sep 2017 – Jun 2018

- Conducted hourlong exit interviews, coded and analyzed qualitative data on Stanford senior undergraduates (n=100) to describe patterns in academic experiences
- Wrote up findings on emergent trends to be utilized by Vice Provosts, Board of Trustees, and other institutional committee members to drive University-level undergraduate academic policy change

Harvard Kennedy School of Government

Research Fellow

Oct 2014 – Jul 2016

- Designed and implemented three separate randomized controlled trials (RCTs) in partnership with 16 K-12 school districts and a public flagship university in California
- Drafted and processed Institutional Review Board protocols, Data Use Agreements with collaborators, and finance agreements

VOLUNTEERING AND PROFESSIONAL SERVICES

Harvard College

2024 - present

- Alumni interviewer

Harvard Graduate School of Education

2013 - present

- Volunteer Alumni Mentor
- HGSE Multicultural Advisory Councilmember (2013-2014)
- Steering Committee Member and Logistics Coordinator, the 12th Alumni of Color Conference (AOCC; 2013-2014)
- Founding Committee Member, the Let's Talk! Conference for Asian American Student Mental Health (2015-2016)

Stanford University

2016 - 2020

- Enhancing Diversity in Graduate Education ([EDGE](#)) Fellowship Mentor

- PhD Peer Mentor
 - Co-Director, Stanford Higher Education Exchange of Research (SHEER)
- Center for Asian Americans United for Self-Empowerment (CAUSE)** 2010 – 2020
- Event volunteer; annual application reader
- Admissions Consulting** 2013 – 2024
- Pro bono consultant with a focus on FLI (first-generation, low-income) student needs

RESEARCH FUNDING, FELLOWSHIPS AND GRANTS

Vice Provost for Undergraduate Education

University Departmental Grants for Undergraduate Research.

Co-Lead with Susanna Loeb; \$40,600 2025-2026

Co-Lead with Susanna Loeb; \$29,250 2024-2025

Stanford-SFUSD Partnership. “Identifying and Addressing Human Resource (HR) Needs in SFUSD.” Co- Investigator with Susanna Loeb (PI); \$40,000 2023

Department of Education: Institute of Education Sciences

Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis
Four-year Pre-Doctoral Fellow; \$120,000 2016

Stanford Enhancing Diversity in Graduate Education (EDGE)
Four-year Doctoral Fellow; \$12,800 2016

INVITED RESEARCH CONFERENCE PRESENTATIONS

Association for Education Finance and Policy (AEFP) Annual Conference (2018, 2019, 2020, 2022, 2023, 2025)

American Educational Research Association (AERA) Annual Meeting (2019, 2020, 2022, 2023, 2024)

Association for Public Policy and Management (APPAM) Fall Research Conference (2020, 2021, 2022)

Society for Research on Educational Effectiveness (SREE) Annual Conference (2020, 2021)

American Economic Association (AEA) Annual Meeting (2020)

Behavioral Science & Policy Association (BSPA) Annual Conference (2019)

MISCELLANEOUS SKILLS

Stata (native); R (proficient)

English (fluent); Korean (fluent); Spanish (C1); French (B1 written)

Experimental and quasi-experimental methods; descriptive analysis

Survey design and implementation; survey experiments

Project management; conference/event planning

Qualtrics; Adobe InDesign, Photoshop and Illustrator