

ACADEMIC POSITIONS

Assistant Professor	University of Houston <i>Hobby School of Public Affairs</i>	2022-
Post-Doctoral Scholar	Vanderbilt University <i>Peabody College of Education & Human Development</i>	2021-2022

EDUCATION

Ph.D.	Harvard University	Public Policy	2021
M.Sc.	London School of Economics	Economics & Philosophy	2011
M.A.	Dominican University	Teaching	2009
B.A.	University of Michigan	Economics, Philosophy	2007

Fields: Education Policy, Economics of Education, Applied Microeconomics, Labor Economics

TEACHING EXPERIENCE

Public Policy Analysis: Theory and Practice, POLC 3322
University of Houston, Fall 2022, 2023; Spring 2023, 2024, 2025
 Experimental Design In The Social Sciences
University of Michigan ICPSR, Summer 2023, 2024, 2025
 Education Policy Analysis Methods, HODE 3205
Vanderbilt University, Fall 2021

PEER-REVIEWED PUBLICATIONS

Heller, B. H., & Robinson, C. D. (2025). Integrating Open Science Principles into Quasi-Experimental Social Science Research. *Social Sciences*, 14(8), 499.

Chan, M. & Heller, B.H. (2025). When Pell Today Doesn't Mean Pell Tomorrow: The Challenge of Evaluating Aid Programs With Dynamic Eligibility. *Educational Evaluation and Policy Analysis*.

Heller, B.H. & Slungaard Mumma, K. (2023). Immigrant integration in the United States: The role of adult English language training. *American Economic Journal: Economic Policy*. 15(3), 407–437.

Dorison, C.A. & Heller, B.H. (2022). Observers penalize decision makers whose risk preferences are unaffected by loss-gain framing. *Journal of Experimental Psychology: General*. 151(9), 2043–2059.

Dorison, C.A., Lerner, J.S., Heller, B.H., Rothman, A.J., ... & Coles, N.A. (2022). A global test of message framing on behavioural intentions, policy support, information seeking, and experienced anxiety during the COVID-19 pandemic. *Affective Science*. 3, 577–602.

Blazar, D., Heller, B.H., Kane, T.K., Polikoff, M., Staiger, D.O., Carrell, S., Goldhaber, D., Harris, D.N., Hitch, R., Holden, K.L., & Kurlaender, M. (2020). Curriculum reform in

the Common Core era: Evaluating elementary math textbooks across six U.S. states. *Journal of Policy Analysis and Management*. 39(4), 966-1019.

Davis, M. & Heller, B.H. (2019). 'No excuses' charter schools and college enrollment: New evidence from a high school network in Chicago. *Education Finance and Policy*, 14(3), 414-440.

OTHER PUBLICATIONS

Heller, B.H., & Lucien, P. (Forthcoming). Advancing African American Participation in Career and Technical Education. In G. Brown III (Ed.), *K-12 Programming to Improve the Life Chances of African American Children*.

Heller, B.H., Kreisman, D. & Goldring, T. (2025). Equity in Career and Technical Education. CTE Issue Brief. Georgia Policy Labs.

Blazar D., Heller, B.H., Kane, T.K., Polikoff, M., Staiger, D.O., Carrell, S., Goldhaber, D., Harris, D.N., Hitch, R., Holden, K.L., & Kurlaender, M. (2019). Learning by the book: Comparing math achievement growth by textbook in six Common Core states. Research Report. Cambridge, MA: Center for Education Policy Research.

Davis, M. & Heller, B.H. (2017). Raising more than test scores. *Education Next*. 17(1).

SELECTED WORKING PAPERS

Heller, B.H. (2025). High School Equivalency Credentialing and Post-Secondary Success: Pre-Registered Quasi-Experimental Evidence from the GED® Test. EdWorkingPaper No. 25-1240.

Heller, B.H., McGuinness, S. & Dougherty, S.M. (2025). Using Predictive Analytics to Allocate Educational Resources: An Application to Career and Technical Education. (Revise and resubmit)

Dorison, C.A. & Heller, B.H. (2025) Decision biases can be socially reinforced by external audiences: Evidence from the National Football League Draft. (Reject and resubmit)

Klein, N., Portner, C., ... Heller, B. H., ... & Zanolli, R. (2025). The Sources of Researcher Variation in Economics. SSRN Working Paper. (Reject and resubmit)

Heller, B.H. & Slungaard Mumma, K. (2024). What Happened to Adult Education in the United States? EdWorkingPaper No. 24-1101. (Under review)

Heller, B.H. & Sands Francis, S. (2024). Information, Student Achievement, and Preferences for State Control in Education. Hobby School of Public Affairs Center for Public Policy White Paper Series. (Under review)

Heller, B.H. (2024). GED® College Readiness Benchmarks and Post-Secondary Success. EdWorkingPaper No. 24-914.

SELECTED PRESENTATIONS

“Integrating Open Science Practices Into Quasi-Experimental Research.” AEFPP 2025

“High School Equivalency Credentialing and Post-Secondary Success.” Southern Economic Association, 2024; APPAM, 2024; AERA 2025.

“When Pell Today Doesn’t Mean Pell Tomorrow: The Challenge of Evaluating Aid Programs With Dynamic Eligibility.” SREE, 2024.

“The Evolving Role of GED as a Post-Secondary Pathway.” AEFPP, 2023.

“Predicting CTE Concentration in Massachusetts.” AEFPP, 2022.

“GED® college readiness, exam-retaking, and postsecondary success.” Institute of Education Science. Research Briefing, 2022.

“Immigrant integration in the United States: The role of adult English language training.” NBER Immigrants and the U.S. Economy Workshop, 2021. IZA Econ of Ed Workshop, 2020.

“Who Benefits from High School Equivalency Credentials? New Regression Discontinuity Evidence from Massachusetts” American Educational Research Association, 2021.

“The evolving role of high school equivalency credentials in the 21st century.” AEFPP, 2021.

“Language skills and immigrant success.” AEFPP, 2020.

“Rigorous research in adult basic education programs.” Massachusetts Coalition for Adult Education Network Conference, 2019.

“Is the GED a viable pathway to college for adult students?” AEFPP, 2018.

GRANTS AND POST-DOCTORAL FELLOWSHIPS

Smith-Richardson Foundation, “CTEx 3.0: A Career & Technical Education Policy Exchange.” Co-Principal Investigator (2023-2025). \$33,000 subaward from \$450,000 grant.

J-PAL North America. “The Effect of English Language Training on Health and Health Care Utilization.” Co-Principal Investigator. \$49,377 grant.

National Academy of Education/Spencer Post-Doctoral Fellowship, “The Evolving Role of High School Equivalency Credentials as a Post-Secondary Pathway.” Post-Doctoral Fellow, (2024-2026). \$70,000 award.

PROFESSIONAL MEMBERSHIPS, SERVICE, AND PRIOR WORK EXPERIENCE

Association for Education Finance and Policy, Member	2017–
American Economic Association, Member	2020–
American Educational Research Association, Member	2020–

Southern Economic Association, Member	2021–
CTE Research Network, Member	2021–
CTE Policy Exchange (CTEx), Member	2021–
Association for Public Policy Analysis and Management, Member	2024–
Society for Research on Educational Effectiveness, Member	2024–
University of Houston Center for Public Policy, Faculty Affiliate	2024–
Wilson Sheehan Lab for Economic Opportunities, Faculty Affiliate	2024–
Referee Services: <i>AERA Open</i> , <i>American Economic Journal: Applied Economics</i> , <i>American Economic Journal: Economic Policy</i> , <i>American Economic Review</i> , <i>American Economic Review: Insights</i> , <i>Economics of Education Review</i> ; <i>Educational Evaluation and Policy Analysis</i> , <i>Education Finance and Policy</i> , <i>Journal of Human Resources</i> , <i>Journal of Labor Economics</i> , <i>Journal of Policy Analysis and Management</i> , <i>Journal of Political Economy Microeconomics</i> , <i>Quarterly Journal of Economics</i> , <i>Review of Economics and Statistics</i> , <i>Social Problems</i>	
Conference Proposal Reviewer: <i>American Educational Research Association</i> ; <i>Society for Research on Educational Effectiveness</i>	

PRIOR WORK EXPERIENCE

Graduate Teaching Fellow, Program Evaluation (A164), <i>Harvard University</i>	2018–2020
Project Manager, <i>The Education Innovation Laboratory at Harvard University</i>	2013–2015
Research Analyst, <i>The Education Innovation Laboratory at Harvard University</i>	2011–2013
Mathematics Instructional Coach, <i>21st Century Charter School at Gary</i>	2008–2010
Math and Science Teacher, <i>21st Century Charter School at Gary</i>	2007–2010

FELLOWSHIPS, AWARDS, AND HONORS

National Academy of Education/Spencer Post-Doctoral Fellow	2024–2026
Emerging Education Policy Scholar, <i>American Enterprise Institute & Thomas B. Fordham Institute</i>	2024
EdResearch for Action, Fellow	2024
Dissertation Completion Fellowship, <i>Harvard University</i>	2020–2021
Program on Education Policy and Governance Doctoral Fellowship, <i>Harvard University</i>	2019–2020
National Academy of Education/Spencer Dissertation Fellowship, Semifinalist	2019
Education Policy Academy Participant, <i>American Enterprise Institute</i>	2017
Partnering in Education Research Fellowship, <i>Harvard University</i>	2016–2019
Andrea Mannu Prize, <i>London School of Economics</i>	2011
Phi Beta Kappa Honor Society, Alpha Chapter of Michigan	2007
Potbelly Belly Buster Sandwich Eating Contest Champion, Ann Arbor	2005