

EXPERTISE

- Content expertise in high school course taking, college and career readiness and early college success, school choice, and education policy.
- Methodological expertise in randomized controlled trials, quasi-experimental methods, HLM, and regression methods; analysis of large administrative datasets; and research design.
- What Works Clearinghouse Certified in Group Design Standards (v. 4.1) and Regression Discontinuity Design (v. 4.0).

EDUCATION

- PhD, University of Notre Dame, Sociology 2017
- MA, University of Notre Dame, Sociology, 2013
- MA, University of Chicago, Humanities, 2008
- BA, University of Notre Dame, English and American Studies, 2007

EXPERIENCE

12 years of experience designing, conducting, and leading research studies focused on education policy, high school course taking, college and career readiness and early college success, and school choice, using quantitative and qualitative methods. Leads large (\$1M+) federally funded grants and program evaluations. Strong track record of business development, relationship management, and grant proposal leadership.

Present Position

Principal Researcher, American Institutes for Research (AIR) (2022–Present)

Designs and leads research studies and evaluations focused on education policy and equity, with a focus on rigorous quantitative methods. Responsibilities include leadership and management of a portfolio of large (\$1million+) federally funded grants and contracts; business development, including developing and implementing strategy, managing proposal teams, and coordinating proactive pursuits; research design and development; planning and conducting quantitative analyses; contributing to and leading reporting; and project management. Methodological areas of interest include research design, quantitative statistical analysis, experimental and quasi-experimental methods for causal inference, and meta-analysis. Substantive areas of interest include high school course taking and college readiness, college success, educational access, school choice, school organization, and education policy.

Selected Professional Experience

Principal Investigator, Increasing Equity in Advanced Course Taking Through Automatic Enrollment and Automatic Notification, Institute of Education Sciences (IES), AIR (2021–Present)

Designed and leads study using quasi-experimental methods (regression discontinuity and comparative interrupted time series analyses) to examine the effects of districts' automatic enrollment policies in Washington state on students' high school and college outcomes, develops an automatic notification tool to encourage enrollment into advanced courses, and conducts an RCT to test the effects of the automatic notification tool.

Provides leadership, designs analyses, manages partnerships with internal and external organizations, and manages study team to conduct analyses and report findings.

Project (2022–Present), Evaluation of Transition Supports for Youth with Disabilities, IES/NCEE, AIR

Provides leadership across tasks for \$30 million national evaluation of transition supports for youth with disabilities nearing the end of high school, including development of program materials for implementing strategies; design of pilot study plan; study data collection plan including protocols and forms for study intake/consent, collection of survey and administrative

data, and cost interviews, as well as Office of Management and Budget (OMB) Forms Clearance packages; leadership of three-armed RCT evaluation; project staffing; reporting/communications to IES; and budget management.

Project Director, The Effects of 5E-Based Interventions: Systematic Review and Innovation Through New Meta-Analysis Methodology, National Science Foundation (NSF), AIR (2020–Present)

Manages day-to-day operations for systematic review and meta-analysis of the effects of 5E-based interventions and development of a data extraction and analysis tool for meta-analysts. Manages research team to conduct systematic search, screening, coding, data extraction, and analysis; coordinates collaboration between researchers and technology solutions team to develop meta-analysis tool. Also responsible for staffing, budget, and project management.

Project Director, Maintaining MetaReviewer’s Equity Focus through Free Access, AIR Equity Initiative (2023–Present)

Manages day-to-day coordination between researchers and technology solutions team to develop meta-analysis tool, support users, and maintain operations over five years.

Lead Quantitative Analyst, An Experimental Evaluation of Accelerated Pathways Through Developmental Education, IES, AIR (2021–Present)

Conducts regression discontinuity and RCT analyses to examine the impacts of co-requisite remediation for community college students who are underprepared in reading/writing or mathematics. Prepares and merges multiple large-scale datasets from the Texas Higher Education Coordinating Board (THECB) and the Texas Education Research Center (ERC), conducts analyses, contributes to reporting of findings.

Project Quality Assurance Reviewer, Multiple Projects, AIR, (2021–Present)

Provides technical and methodological leadership for an evaluation of the Nevada Department of Education’s implementation of their Expanding Access to Well-Rounded Opportunities Grant, which includes implementation of Advanced Placement and CTE programming with a focus on rural districts in the state; for an EIR Early-Phase evaluation of the Increasing College Access Network (ICAN) project led by Jobs for the Future (JFF) in partnership with the Greater Twin Cities United Way and The Learning Accelerator, which implements high-quality online dual enrollment (DE) courses in math and English across Minnesota; and for an AIR Equity Initiative Scholars and Leaders project documenting inequities in advanced high school course enrollments and evaluating Equal Opportunity Schools’ Access for Equity model.

Principal Investigator, Computer Science Initiatives Evaluation, IDEA Public Schools Education Innovation and Research (EIR) Grant, U.S. Department of Education, AIR (2019–2021)

Led a study funded by an EIR early-phase grant to evaluate the effectiveness of a set of computer science innovations implemented in a large charter school network in Texas. Managed a study team to conduct both a formative and summative evaluation. Supervised development of instruments, design and implementation of summative evaluation, data collection, analysis, and reporting.

Task 6 (Applied Research) Lead, Regional Educational Laboratory (REL) Southeast, AIR (2018–2021)

Managed applied research projects for AIR’s REL Southeast subcontract with Florida State University, focused on school district improvement and school choice in Georgia. Designed research studies using quasi-experimental and descriptive methods, developed concept papers and proposals for applied research studies, managed REL review processes and project timelines, maintained stakeholder relationships, collected data and conducted analyses, wrote research reports, and presented findings to stakeholders.

Principal Investigator, Schools’ Experiences with Georgia’s District and School Flexibility Policy, REL Southeast, AIR (2019–2021)

Led conceptualization of research design and development of the research proposal, survey instrument, and interview protocols. Managed project team to conduct data analyses, write reports, present findings, and ensure that the project team met deadlines on time and at budget.

Co-Investigator, The Relationship Between High School Curricular Intensity and Postsecondary Outcomes: Evidence From HSLs:09, Goal 1 Grant, IES, U.S. Department of Education, AIR (2019–2021)

Led quasi-experimental analysis of the impact of high school curricular intensity on postsecondary outcomes in nationally-representative data.

Co-Principal Investigator, Study of Indiana High School Students Who Take Career and Technical Education Courses, REL Midwest, AIR (2018–2021)

Co-led research design, developed proposal, and managed the research activities. Selected appropriate quantitative methods for the data analyses and conducted and oversaw analyses. Managed relationships with key stakeholders in Indiana and worked closely with stakeholders to inform the research process, including recruiting and convening a Stakeholder Advisory Group. Wrote report and briefs, contributed to infographic development, and presented findings.

Principal Investigator, Study of School Choice and High School Completion, College Readiness, and Early College Success in Indiana, REL Midwest, AIR (2018–2021)

Led research design, developed proposal, and managed the research activities. Oversaw data cleaning and preparation, selected appropriate quantitative methods for the data analyses and conducted analyses. Managed relationships with key stakeholders in Indiana and worked closely with stakeholders to inform the research process, including recruiting and convening a Stakeholder Advisory Group. Wrote report and briefs, contributed to infographic development, and presented findings.

Project Director, Evaluation of Georgia’s Local School System Waivers Program, REL Southeast, AIR (2017–2020)

Contributed to conceptualization of research design and development of the research proposal and interview protocols. Managed and helped conduct data analyses, wrote report, and ensured that the project team met deadlines on time and within budget. Contributed to TWG recruitment and meetings.

Senior Researcher, How Effective are Various Types of College Aid Programs? A Systematic Review and Meta-Analysis of the Evidence, IES, AIR (2018–2021)

Contributed to IES-funded systematic review and meta-analysis focusing on the effectiveness of college aid programs. Evaluated and coded experimental research studies in preparation for analysis, provided content expertise and project leadership, and contributed to dissemination of findings.

Project Director, My School DC Lottery Evaluation, AIR (2020)

Led project design, analyses, and communication with the client for evaluation of the universal enrollment system in Washington, DC. Reported findings to client.

Quantitative Analyst, Exploring Heterogeneity in Mathematics Intervention Effects Using Meta-Analysis, IES, AIR (2018–2019)

Coded studies for IES-funded systematic review and meta-analysis focusing on identifying sources of heterogeneity in the effects of mathematics interventions for students in grades K-12.

Principal Investigator, Evaluation of Indiana’s Advanced Placement Teacher Investment Program (AP-TIP IN), University of Notre Dame (2018–2021)

Led the research design, data collection, analysis, and reporting for an evaluation of the effects of AP-TIP IN on students’ AP exam participation and passing rates and their college enrollment and early college outcomes, including enrollment in a STEM major.

Subject Matter Expert and Community of Practice (CoP) Lead, Evidence-Based Practices CoP, State Support Network, U.S. Department of Education, Office of State Support, AIR (2017–2018)

Led the Evidence-Based Practices Community of Practice (CoP) for the State Support Network to increase the capacity of state education agencies to implement evidence-based practices. Provided content knowledge on identifying, selecting, implementing, and evaluating evidence-based practices through cycles of continuous improvement for implementation of Every Student Succeeds Act (ESSA) requirements and guidance. Coordinated CoP team and conducted monthly virtual meetings.

Wisconsin State Liaison, REL Midwest, AIR (2017–2019)

Served as the Wisconsin state liaison for REL Midwest. Primary responsibilities included: conducting needs sensing in Wisconsin, identifying and meeting with key stakeholders, identifying opportunities to partner with stakeholders for research or technical assistance, and managing ongoing communication with key stakeholders.

Project Director, Training to Support the Design of a Study to Cost Out an Appropriate Education for Gifted and Talented Students in Ohio, REL Midwest, AIR (2017)

Served as project director for a technical assistance project providing support to the Ohio Department of Education. Primary responsibilities included: collaborating to develop project proposal, finalizing project materials, communicating with client and managing internal AIR team, ensuring the project deadlines were met on time and at budget, and completing final report.

Graduate Researcher, Study of School Choice in Indiana, University of Notre Dame (2011–2017)

Graduate student lead on first study of school voucher program in Indiana. Contributed to study design, helped develop survey and interview protocols, administered survey and conducted interviews, cleaned and coded data, developed survey weights, conducted quantitative and qualitative analyses, produced presentations and written reports for academic, policy, and practitioner audiences. Managed undergraduate research assistants and provided guidance to other graduate student researchers.

Instructor, University of Notre Dame (2013–2017)

Taught undergraduate social statistics for undergraduate sociology majors. Designed course, prepared lectures, activities, labs, and assignments to build students' understanding of and ability to apply statistical concepts for research and real-world understanding. Also served as instructor for social statistics laboratory for first year sociology graduate students, teaching assistant for graduate-level introduction to social statistics course, and instructor for first-year transition to college seminar.

Professional Service: Editorial Board Member, *American Educational Research Journal*, (2019–Present)

Member of editorial board for AERA's flagship education research journal. Reviews manuscripts submitted to the journal and makes recommendations to the editors regarding publication.

Professional Service: Reviewer, (2017–Present)

Peer reviewer for national grant competitions including the Spencer Foundation Small Grants Program (2020) and the U.S. Department of Education's Education Innovation and Research (EIR) Grant Program (2021); research journals including *Educational Researcher*, *American Educational Research Journal*, *American Sociological Review*, *Social Forces*, *Sociology of Education*, and *Economics of Education Review*; and the AERA Division L Outstanding Dissertation Award (2020).

Employment History

2022–Present	Principal Researcher, American Institutes for Research
2020–2022	Senior Researcher, American Institutes for Research
2017–2020	Researcher, American Institutes for Research
2011–2017	Graduate Researcher, University of Notre Dame

Professional Credentials and Certifications

Institute for Education Sciences Meta-Analysis Training Institute, 2023
What Works Clearinghouse Certified Reviewer in Group Design Standards (Version 4.1)
What Works Clearinghouse Certified Reviewer in Regression Discontinuity Design (Version 4.0)
What Works Clearinghouse Training on Single Case Design, 2020
Institute for Education Sciences/National Center for Education Research Summer Research Training Institute on Cluster-Randomized Trials in Education Research, Institute for Policy Research, Northwestern University, 2018
Certificate of Completion, Inter-university Consortium for Political and Social Research, Network Analysis, 2012

Awards and Honors

Emerging Education Policy Scholar (EEPS), Thomas B. Fordham Institute and American Enterprise Institute, 2020
AERA Division L Outstanding Dissertation Award for *High School Curricular Intensity: Inequalities in Access and Returns over Three Cohorts*, 2019
Dissertation Grant, American Educational Research Association/National Science Foundation, 2016-2017
Dissertation Fellowship Semi-Finalist, National Academy of Education/Spencer Foundation, 2016
David L. Clark Fellow, American Educational Research Association, 2016
Maureen T. Hallinan Award for Best Graduate Student Paper, American Educational Research Association Sociology of Education Special Interest Group, 2015
University Presidential Fellowship, University of Notre Dame, 2011–2016

Professional Affiliations

Affiliate, Center for Research on Educational Opportunity, 2017–Present
Visiting Scholar, Minnesota Population Center at the University of Minnesota, 2016– 2023
American Educational Research Association
Society for Research on Educational Effectiveness
American Sociological Association

Selected Publications

Technical reports

- Cunha, J., Miller, T., Austin, M., Daugherty, L., & Martorell, P. (2023). A cost-benefit analysis of corequisite English developmental education: Evidence from a randomized controlled trial in Texas community colleges. (EdWorkingPaper: 23-764). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/kxa8-1002>
- Austin, M., Backes, B., Goldhaber, D., Li, D., & Streich, F. (2022). Leveling up: A behavioral nudge to increase enrollment in advanced coursework. CALDER Working Paper No. 271-1022. <https://caldercenter.org/publications/leveling-behavioral-nudge-increase-enrollment-advanced-coursework>
- Austin, M., Williams, R., & Conway-Turner, J. (2021). School changes in student achievement and local practice under Georgia’s district and school flexibility policy. (REL 2022–125). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- Lindsay, J., Austin, M., Wan, Y., Pan, J., Pardo, M., & Yang, J. H. (2021). Indiana and Minnesota students who focused on career and technical education in high school: Who are they, and what are their college and employment outcomes? (REL 2021–090). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.
- Austin, M., & Pardo, M. (2021). Do college and career readiness and early college success in Indiana vary depending on whether students attend public, charter, or private voucher

high schools? (REL 2021–071). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Hodgman, S., & Austin, M. (2021). Spotlight on Charter Management Organizations: Barriers, supports, and approaches to distance learning. American Institutes for Research.

Williams, R., Rudo, Z., & Austin, M. (2020). District changes in student achievement and local practice under Georgia’s district and school flexibility policy (REL 2021–051). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.

Austin, M. (2020). My School DC lottery program audit for school year 2019–20. American Institutes for Research.

Stuit, D., Berends, M., Austin, M. J., & Gerdeman, R. D. (2014). Comparing estimates of teacher value added based on criterion- and norm-referenced tests. U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Journal articles

LaSota, R., Perna, L., Polanin, J., Austin, M., Steingut, R., & Rodgers, M. (2021). The effects of losing postsecondary student grant aid: Results from a systematic review. *Educational Researcher*. <https://doi.org/10.3102/0013189X211056868>

Austin, M. J. (2020). Measuring high school curricular intensity over three decades. *Sociology of Education*, 93(1), 65–90. <https://doi.org/10.1177/0038040719885123>

Austin, M. J., Waddington, R. J., & Berends, M. (2019). Voucher pathways and student achievement in the Indiana Choice Scholarship Program. *RSF: Russell Sage Foundation Journal of the Social Sciences*, 5(3), 20–40. Special Issue, Using administrative data for science and policy.

Berends, M., Waddington, R. J., & Austin, M. J. (2018). School vouchers: Lessons learned from Indiana. *Education Next*.

Austin, M. J. (2015). Schools’ responses to voucher policy: Participation decisions and early implementation experiences in the Indiana Choice Scholarship Program. *Journal of School Choice*, 9(3), 354–379.

Books and book chapters

Berends, M., Waddington, R. J., & Austin, M. J. (2023). School vouchers in Indiana: Policy shifts and their implications for economically disadvantaged families and students of color. In *The school voucher illusion: Exposing the pretense of equity*, edited by Kevin Welner, Gary Orfield, and Luis Huerta. Teachers College Press.

Austin, M. J. (2019). Charter school competition. In *Handbook of research on school choice*, 2nd Edition, edited by Mark Berends, Ann Primus, and Matthew G. Springer. New York: Routledge.

- Austin, M. J. (2018). Organizational and social costs of schools' participation in a voucher program. In *School choice at the crossroads*, edited by Mark Berends, R. Joseph Waddington, and John Schoenig. New York: Routledge.
- Austin, M. J., & Berends, M. (2018). School choice and learning opportunities. In *Handbook of the sociology of education in the 21st century*, edited by Barbara Schneider. New York: Springer.
- Berends, M. & Austin, M. J. (2017). The promises and pitfalls of research-practice partnerships. In *Toward a more perfect psychology: Improving trust, accuracy, and transparency in research*, edited by Jonathan Plucker and Matt Makel. Washington, D.C.: American Psychological Association.
- Langenkamp, A. & Austin, M. J. (2013). Magnet schools. In *The Blackwell encyclopedia of sociology*, Vol. 8. Oxford: Blackwell Publishing.

Papers in Progress

- Austin, M., Backes, B., Goldhaber, D., Li, D., & Streich, F. (Revise and Resubmit at *American Educational Research Journal*). Leveling up: An academic acceleration policy to increase equity in advanced high school course taking.
- LaSota, R., Polanin, J., Perna, L., Rodgers, M., & Austin, M. (Conditionally Accepted at *Review of Educational Research*). Does college aid matter? Evidence from a systematic review and meta-analysis.
- Austin, M., Lindsay, J., Wan, Y., Pan, J., & Pardo, M. (Under Review). College and employment outcomes of high school graduates who concentrated in career and technical education.
- Polanin, J., Austin, M., Taylor, J., Steingut, R. R., Rodgers, M., & Williams, R. (Under Review). Effects of the 5E Instructional Model: A Systematic Review and Meta-Analysis.
- Miller, T., Austin, M., Martorell, P., & Daugherty, L. Do corequisite academic supports benefit students? Regression discontinuity evidence on approaches to acceleration in college math.

Media Coverage

2023. *Psychology Today*, April 18. The case for automatic course enrollment: The power of automatic enrollment could help more students finish college.
<https://www.psychologytoday.com/us/blog/nudging-ahead/202304/the-case-for-automatic-course-enrollment> (Featured study: Austin, Backes, Goldhaber, Li, & Streich, 2022)
2021. *U.S. News and World Report*, September 21. Private school vs. public school: Parents have much to consider, from test scores and class sizes to diversity and costs.
<https://www.usnews.com/education/k12/articles/private-school-vs-public-school> (Featured study: Austin & Pardo, 2021)
2021. *Education Next*, March 16. Hoosiers score benefits from private school choice.
<https://www.educationnext.org/hoosiers-score-benefits-from-private-school-choice/> (Featured study: Austin & Pardo, 2021)

Selected Presentations

- Austin, M., Backes, B., Goldhaber, D., Li, D., & Streich, F. (2023, November). Leveling up: An Academic Acceleration Policy to Increase Equity in Advanced High School Course Taking. Paper to be presented at the annual meeting of the Association for Public Policy Analysis and Management, Atlanta, GA.
- Austin, M., Backes, B., Goldhaber, D., Li, D., & Streich, F. (2023, September). Leveling up: An Academic Acceleration Policy to Increase Equity in Advanced High School Course Taking. Paper to be presented at the annual meeting of the Society for Research on Educational Effectiveness, Crystal City, VA.
- Polanin, J. R., Austin, M., Taylor, J., Steingut, R. R., & Williams, R. (2023, April). A systematic review and meta-analysis of the 5E instructional model for improving STEM educational outcomes. Paper to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Berends, M., Waddington, J., & Austin, M. (2023, April). Voucher expansion in Indiana. Panel session to be presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Miller, T., Austin, M., Martorell, P., & Daugherty, L. (2022, September). Do corequisite academic supports benefit students? Regression discontinuity evidence on approaches to acceleration in college math. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting, Crystal City, VA.
- Polanin, J., Austin, M., Williams, R., Michaelson, L., Ebersole, C., & Peko-Spicer, S. (2022, September). Demonstrating MetaReviewer: A browser-based, collaborative data extraction tool for meta-analysts. Paper presented at the Society for Research on Educational Effectiveness Annual Meeting, Crystal City, VA.
- Austin, M. (2022, April). 1996 to 2021: A reflection on the 25th anniversary of Division L. Invited panelist for Division L featured session at the American Educational Research Association Annual Meeting, San Diego, CA.
- Polanin, J. R., Austin, M. J., Michaelson, L., & Williams, R. (2022, April). MetaReviewer: A free, new online tool for researchers conducting a systematic review and meta-analysis. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Lasota, R. R., Polanin, J. R., Perna, L. W., Rodgers, M. A., & Austin, M. (2022, April). Effects of grant aid on college student outcomes: Systematic review and meta-analysis. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Austin, M. (2022, March). Education and labor market participation. Invited panel discussant at the Association for Public Policy and Management 2022 spring conference, Austin, TX.
- Polanin, J. R., Lasota, R. L., Perna, L. W., & Austin, M. J. (2021, April). The potential of evidence gap maps in education research: A practical application and update from a

- systematic review of college aid programs. Paper presented at the American Educational Research Association Virtual Annual Meeting.
- Austin, M. J. (2020, April). High school curricular intensity and college entry. (American Educational Research Association Annual Meeting cancelled).
- Polanin, J. R., Lasota, R. L., Perna, L. W., Austin, M. J., & Harmon, F. (2020, April). The potential of evidence gap maps in education research: A practical application from a systematic review of college aid programs. (American Educational Research Association Annual Meeting cancelled).
- Austin, M. J. (2019, November). Measuring high school curricular intensity over three decades. Invited presentation at the American Educational Research Association Fall Research Conference, Washington, DC.
- Austin, M. J. (2019, November). A longitudinal study of students' application and enrollment behaviors in a public school choice system. Invited presentation at the Program for Interdisciplinary Education Research Symposium, University of Notre Dame, IN.
- Yang, R., Austin, M., & Walters, K. (2019, April). Transitioning twice: Students who apply again after enrolling in a public school of choice. Presented at the American Educational Research Association Annual Meeting, Toronto.
- Berends, M., Waddington, R. J., & Austin, M. J. (2019, February). The Indiana Choice Scholarship Program: Variation in pathways and effects on student achievement. Paper presented at the Education Policy Speaker Series at Michigan State University.
- Berends, M., Austin, M. J., & Waddington, R. J. (2018, November). Voucher pathways and heterogeneous student achievement in Indiana's Choice Scholarship Program. Invited presentation at the Department of Education Reform at the University of Arkansas.
- Austin, M. J. (2018, April). Maintained and increasing inequality in high school curricular intensity. Presented at the American Educational Research Association Annual Meeting, New York, NY.
- Berends, M., Waddington, R. J., & Austin, M. J. (2018, March). Indiana's Choice Scholarship: Participation and impact on achievement. Presented at a Capitol Hill briefing, U.S. Senate, Washington, D.C.
- Austin, M.J., Waddington, R. J., & Berends, M. (2018, January). Voucher pathways and student achievement in Indiana's Choice Scholarship Program. Presented at the Russell Sage Foundation Conference on Using Administrative Data for Science and Policy.
- Berends, M., Waddington, R. J., & Austin, M. J. (2017, July). The Indiana Choice Scholarship Program: Participation, implementation and impact on achievement. Presented to the U.S. Department of Education, Secretary DeVos' staff, Washington, D.C.
- Berends, M., Waddington, R. J., & Austin, M. J. (2017, July). The Indiana Choice Scholarship Program: Participation, implementation and impact on achievement. Presented at the American Federation for Children Summit, Indianapolis, IN.

- Baron, J., Austin, M. J., Li, A., & Ngo, F. (2017, July). Engaging graduate students in education research advocacy. Presented in the American Educational Research Association Webinar Series, online.
- Austin, M. J. (2017, April). Trends in high school curricular intensity. Presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Austin, M. J., & Dallavis, J. (2016, August). Status differentiation through student track placement: Race and socioeconomic differences in STEM identity development. Presented at the American Sociological Association Annual Meeting, Seattle, WA.
- Austin, M. J. (2016, February). Changes in high school curricular intensity over time: measurement, access, and returns. Presented at the Sociology of Education Association Annual Meeting, Asilomar, CA.
- McDonnell, E., & Austin, M. J. (2015, August). Death and taxes: Ethnicity and state capacities in health and revenue. Presented at the American Sociological Association Annual Meeting, Chicago, IL.
- Austin, M. J., & Berends, M. (2015, April). Change and stability in the curriculum: School responses to participating in a publicly-funded voucher program. American Educational Research Association Annual Meeting, Chicago, IL.
- Austin, M. J. (2015, January). Patterns of school participation in the Indiana Choice Scholarship Program. Presented at the International Conference on School Choice and School Reform, Fort Lauderdale, FL. **Recognized as one of the top papers at the conference*
- Austin, M. J. (2014, October). Sector effects following changes in student composition: The case of school vouchers. Presented at the Midwest Sociology of Education Conference, Notre Dame, IN.
- Austin, M. J. (2014, June). The role of schools in publicly funded voucher programs: Participation decisions and early implementation experiences. Presented at the Crossroads of America: The Intersection of Research and Policy in the Indiana School Choice Ecosystem Conference, Notre Dame, IN.
- Austin, M. J. (2014, April). The role of schools in publicly funded voucher programs: Early implementation experiences. Presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Austin, M. J. (2013, August). A school-based perspective on how school choice programs affect student outcomes. Presented at the American Sociological Association Annual Meeting, New York City, NY.
- Austin, M. J., Berends, M., & Stuit, D. (2013, April). School vouchers in Indiana: A school-based perspective on participation in Indiana's Choice Scholarship Program. Presented at the American Educational Research Association Annual Meeting, San Francisco, CA.