

ATSUKO MUROGA

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CONTACT INFORMATION

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Arlington, VA 22202
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PROFESSIONAL FIELDS

Applied Microeconomics; Economics of Education; Early Childhood Policies; Economic Evaluation

EDUCATION

Ph.D. in Economics and Education February 2022
Columbia University

M.A. in Economics and Education (*Concentration in Quantitative Methods) May 2015
Columbia University

M.A. in Administrative and Policy Studies April 2009
University of Pittsburgh

B.A. in Liberal Arts April 2006
Soka University of America

PAPERS IN PROGRESS

“Can a Tiered, School-Based Attendance Intervention Reduce Chronic Absenteeism in Preschools? Evidence from Chile.” Data analysis and manuscript in progress. (*Dissertation Chapter)

This study examines whether a school-based attendance intervention that combines parent information, student incentive and at-risk support reduced chronic absence at 38 preschools (i.e., pre-K and K) in *Chacapoal* province and *Cerro Navia* commune of Chile. The study combines difference-in-differences and propensity score matching to identify the intervention effects.

“Income and Regional Gaps in Access to Preschool Education in Indonesia.”

This study aims to describe income and regional disparities in the access to preschool and other early childhood services in Indonesia using the nationally representative National Socioeconomic Survey (SUSENAS) data of Indonesia’s Statistical Bureau and the Indonesia Family and Life Survey (IFLS) data of the RAND Corporation.

“Comprehensive Student Support: A Review of Evidence” with A. Brooks Bowden.

Out-of-school factors such as poverty, food insecurity, homelessness, trauma, family chaos etc. may interfere with children’s learning and success during school years and beyond. This paper reviews evidence on “comprehensive student support,” an approach to comprehensively address out-school-factors comprehensively in partnership with community-based organizations.

“Costs and Benefits of A City-Led Pre-K Initiative: An Economic Analysis” with Lauren E. Decker-Woodrow and A. Brooks Bowden.

Pre-K education has developed into a major social policy field in the United States, and major cities are strong advocates. This study assesses the benefits and costs associated with providing high-quality pre-K education at the city/municipality level by examining a city-led pre-K initiative called “Pre-K 4 SA” in San Antonio, Texas.

“Shifting Focus on Causality and Educational Equity: Four Decades of Education Research” with Sebastian Munoz-Najar Galvez and Luke Miratrix

This study leverages digitized text of research abstracts from ERIC online library and applies a text-as-data approach to examine the following questions: (i) Has the education research field’s focus on causal inference increased over time? (ii) How does the theme of educational equity and social justice reflected in this text data?

“What Works Clearinghouse: Where Do the Reviewed Studies Come From?”

Since its inception in 2002, the What Works Clearinghouse (WWC) of the federal Institute of Education Sciences has screened and reviewed the evidence regarding the efficacy of education practices and interventions for 20 years. This study uses the 20 years of bibliographic records of these reviewed studies and analyzes the sources of these studies.

PEER-REVIEWED JOURNAL ARTICLES

Muroga, A., Escueta, M., Rodriguez, V., & Bowden, A. B. (in press). An analysis of the costs to provide high-quality and individualized emergent literacy support in pre-K classrooms. *Early Childhood Research Quarterly*, 62(1), 206–216. doi:10.1016/j.ecresq.2022.08.005 (*Dissertation Chapter)

Bowden, A. B., Shand, R., Levin, H. M., **Muroga, A.**, & Wang, A. (2020). An economic evaluation of the costs and benefits of providing comprehensive supports to students in elementary school. *Prevention Science*, 21(8), 1126–1135. doi:10.1007/s11121-020-01164-w

Hollands, F. M., Pan, Y., Kieffer, M. J., Holmes, V. R., Wang, Y., Escueta, M. ... & **Muroga, A.** (2022). Comparing evidence on the effectiveness of reading resources from expert ratings, practitioner judgements, and research repositories. *Evidence & Policy*, 18(3), 543–562. doi:10.1332/174426421X16366418828079

UNDER REVIEW

Muroga, A. (Revise and Resubmit from *International Journal of Educational Development*). Investing in early childhood education in low- and middle-income countries: An economic analysis of 109 countries. (*Dissertation Chapter)

EVALUATION AND POLICY REPORTS

Decker-Woodrow, L. E., **Muroga, A.**, Bowden, A. B., & Lamey, G. (2020). *Benefit-Cost Analysis of “Pre-K 4 SA”: Technical Report*. Bethesda, MD: Westat.

Muroga, A., Zaw, H. T., Mizunoya, S., Lin, H., Brossard, M., & Reuge, N. (2020). *COVID-19: A Reason to Double Down on Investments in Pre-Primary Education*. UNICEF Office of Research – Innocenti Working Paper (WP-2020-11).

Shand, R., Kushner, A., **Muroga, A.**, & Levin, H. M. (2019). *Raising Educational Achievement Coalition of Harlem (REACH) Impact Evaluation*. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University.

Bowden, A. B., **Muroga, A.**, Wang, A., Shand, R., & Levin, H. M. (2018). *Examining Systems of Student Support*. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University.

Bowden, A. B., Escueta, M., **Muroga, A.**, Rodriguez, V., Levin, H. M., (2018). *Report for Minnesota Reading Corps Pre-K Program Cost Analysis*. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University.

Shand, R., Muroga, A., Rodriguez, V., & Levin, H. M. (2018). *Raising Educational Achievement Coalition of Harlem (REACH) Cost Analysis*. Center for Benefit-Cost Studies of Education, Teachers College, Columbia University.

CONFERENCE PROCEEDINGS *...Presentation by co-author

Muroga, A., Munos-Najar Galvez, S., & Miratrix, L. (March 2023). *Shifting Focus on Causality: 40 Years of Education Research Publications*. Poster presentation accepted to be presented at the Association for Education Finance and Policy (AEFP) Annual Meeting. To be held at Denver, CO.

Muroga, A., Decker-Woodrow, L. E., Bowden, A. B., & Lamey, G. (April 2021). *Returns on Investment: Evidence of A City-Led Pre-Kindergarten Initiative*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. Virtual Conference.

Muroga, A., Decker-Woodrow, L. E., Bowden, A. B., & Lamey, G. (December 2020). *An Economic Evaluation of City-Led Preschool Initiative That Serves Both Children and Families*. Poster presented at the National Research Conference on Early Childhood (NRCEC). Virtual Conference.

*Shand, R., Kushner, A., **Muroga, A.**, Rodriguez, V., Levin, H. M. (March 2020). *The Economics of University-School-Community Partnerships: A Case Study Benefit-Cost Analysis of REACH*. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Conference. Arlington, VA.

Muroga, A., Decker-Woodrow, L. E., Bowden, A. B., & Lamey, G. (November 2019). *Estimating the Benefits and Costs of A City-Led Preschool Initiative*. Paper presented at the Association for Public Policy Analysis and Management (APPAM) Fall Conference. Denver, CO.

Muroga, A. (July 2019). *An Economic Analysis of Raising Educational Achievement Coalition of Harlem (REACH) Program*. Paper presented at the NYCDOE Forum on Connecting Research, Policy and Practice. New York, NY.

Muroga, A. & Kluttig, M. (March 2019). *Absenteeism among Chilean Preschool Children*. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Conference. Washington, DC.

Shand, R., **Muroga, A.**, Kushner, A., & Rodriguez, V. (November 2018). *The Economic Potential of University-School-Community Partnerships: Evidence from New York City*. Paper presented at the Association for Public Policy Analysis and Management (APPAM) Fall Conference. Washington, DC.

Bowden, A. B., Escueta, M., **Muroga, A.**, Rodriguez, V., (June 2018). *A Cost Analysis of An Early Reading Intervention that Mobilizes Community Tutors: A Simulation-Based Approach*. Poster presented at the National Research Conference on Early Childhood (NRCEC). Arlington, VA.

Bowden, A. B., Shand, R., Levin, H., **Muroga, A.**, Belfield, C., Wang, A. (May 2018). *Analyzing the Benefits and Costs of Comprehensive Student Support Models*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New York, NY.

*Yamashita, J., **Muroga, A.**, Masuyama, M. (May 2018). *Unpacking the Link between Skills and Economic Success: Rethinking Human Capital*. Paper presented at the American Educational Research Association (AERA) Annual Meeting. New York, NY.

Bowden, A. B., Escueta, M., **Muroga, A.**, Rodriguez, V., & (March 2018). *Addressing Missing Data of Economic Evaluations in Education: A Simulation-Based Approach*. Paper presented at the Association for Education Finance Policy (AEFP) Annual Conference. Portland, OR.

Bowden, A. B., **Muroga, A.**, Shand, R., Wang, A. (March 2018). *Comprehensive Student Support Model: A Cost Perspective*. Poster presented at the Association for Education Finance Policy (AEFP) Annual Conference. Portland, OR.

Wang, A., **Muroga, A.**, & Bowden, A. B. (March 2018). *Applying Generalizability Index Method to Examine the Representativeness of Cost Study Samples*. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Conference. Washington, DC.

Bowden, A. B., & **Muroga, A.** (May 2017). *A Benefit-Cost Analysis of a Comprehensive Approach to Supporting Student Learning*. Paper presented at the Society for Prevention Research (SPR) Annual Conference. Washington, DC.

WEB TOOL

Hollands, F., Levin, M., Pan, Y., Corter, J., Escueta, M., Menon, A., **Muroga, A.**, Kazi, A., & Kushner, A. (2019). *DecisionMaker®*. A free online tool developed as part of the William T. Grant-funded study, “Applying Cost Utility Framework in Decision-Making.” URL: <https://www.decisionmakertool.org>

TEACHING EXPERIENCE

2020-2019 Instructor, EDU-633 Economic Inquiry in Education, American University

PROFESSIONAL EXPERIENCE

Harvard University – Center for Education Policy Research (CEPR)
Postdoctoral Fellow and *Federal Department of Education Data Fellow*

March 2022 – Present

- Analyzed federal government’s text data e.g., research abstracts, using advanced text mining methods.
- Analyzed bibliographic information of education evidence collected and reviewed by the federal IES.
- Led the design, data collection and analysis of cost-effectiveness studies at CEPR.

Columbia and UPenn – Center for Benefit-Cost Studies of Education

Affiliated Economist

Research Associate

Graduate Research Assistant

March 2022 – Present
January 2021 – March 2022
September 2015 – January 2021

- Analyzed NYCDOE administrative data to evaluate the effects of a university-school partnership.
- Performed an analysis of sample generalizability (Tipton, 2014) using Boston Public School data.
- Conducted a cost-effectiveness analysis of an AmeriCorps’s reading tutoring program in Minnesota.
- Delivered a benefit-cost analysis of San Antonio’s pre-K initiative ‘Pre-K 4 SA’ with Westat.
- Supported data collection, management, cleaning, and data analysis of various evaluation projects.
- Collaborated with local and state clients and provided assistance with survey design and data analysis.

The World Bank – Education Global Practice, East Asia and Pacific Region

Education Consultant

October 2013 – July 2015

- Contributed to operational projects by drafting relevant sections of operational documents.
- Designed a kindergarten parent survey in Mongolia as part of Results Framework data collection.
- Analyzed and visualized various education data and drafted relevant sections of analytic reports:
“*Educating the Next Generation: Improving Teacher Quality in Cambodia*” (The World Bank, 2015)
“*Science, Technology and Innovation in Viet Nam*” (The World Bank & OECD, 2014)

The World Bank – Education Unit, East Asia and Pacific Region

Education Operations Officer

July 2012 – September 2013

- Analyzed student, teacher, and other education data for analytical reports in Vietnam and Mongolia.
- Prepared, appraised, negotiated, and supervised operational projects (i.e., loans and grants).
- Drafted documents (e.g., MoUs, ToRs etc.) necessary for project operations and partnerships.
- Performed miscellaneous research tasks such as research grant writing and literature review.
- Participated in operational missions for identification, appraisal, and implementation supervision.
- Maintained daily client relationship for various projects in Cambodia, Mongolia, and Vietnam.

The World Bank – Social Development Unit, Middle East and North Africa Region

Operations Officer

January 2010 – July 2012

- Identified, prepared, appraised, and negotiated youth development projects in Tunisia and Iraq.
- Drafted analytic reports on youth development and employability (i.e., Morocco, Tunisia, and Iraq).
- Participated in operational missions and drafted operational documents (e.g., Aide-mémoires).
- Secured research funding by writing internal and external donor-funded research grant proposals.
- Obtained Japan Social Development Fund (JSDF) grants for polit projects in Tunisia and Iraq.
- Organized a MENA youth policy conference at the Marseille Center for Mediterranean Integration.
- Managed day-to-day client relationship with government and NGO partners in Tunisia and Iraq.

The World Bank – Human Development Network

Research Analyst

May – December 2009

- Co-authored a report summarizing scientific evidence on youth violence prevention programs.
- Developed a database of global evidence on the effectiveness of youth violence prevention programs.

FELLOWSHIPS AND AWARDS

Fall 2021	Teachers College Doctoral Dissertation Grant
AY2020/21	Teachers College Education Policy Dissertation Fellowship
AY2019/20	Burke Scholarship of Economics of Education
AY2018/19	Provost's Grant for Professional Development
AY2018/19	Burke Scholarship of Economics of Education
AY2015/16–AY2017/18	Teachers College Doctoral Research Fellowship
AY2015/16–AY2017/18	Teachers College Doctoral Scholarship (tuition waiver)
May 2015	Banner Bearer Honor (distinguished master's thesis) at Convocation

ADDITIONAL TRAINING

Summer 2015	“Innovative Financing for Education” at Central European University <i>*Selected for full scholarship by the Open Society Foundation</i>
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PROFESSIONAL ASSOCIATION

Membership: Association for Public Policy Analysis and Management (APPAM); Association for Education Finance and Policy (AEFP); Society for Research on Educational Effectiveness (SREE); American Educational Research Association (AERA)

Service: Reviewer, *Educational Evaluation and Policy Analysis*

SKILLS

Languages:	English (excellent), Japanese (native), Mandarin Chinese (intermediate)
Software:	MS Office, STATA, R, Python, QGIS, Tableau, L ^A T _E X

ACADEMIC REFERENCES

Professor Judith E. Scott-Clayton Associate Professor Teachers College Columbia University (212) 678-3478 scott-clayton@tc.columbia.edu	Professor Henry M. Levin Professor Emeritus Teachers College Columbia University (212) 678-3857 levin@columbia.edu	Professor A. Brooks Bowden Assistant Professor School of Education University of Pennsylvania (917) 940-4649 bbowden@upenn.edu
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