

EDUCATION

Harvard Graduate School of Education

Doctor of Education, Quantitative Policy Analysis of Education (March 2018)

Dissertation: Educational Opportunity and the Criminal Justice System: The Effects of the Drug Laws of the 1980s and 1990s on Black Male Students' College Enrollment

Dissertation Committee: Profs. Bridget Terry Long (chair), David Deming, Eric Bettinger (Stanford University)

City College of New York

Master of Science in Secondary Mathematics Education, December 2008 (Honors)

Columbia University (in Paris, France)

Master of Arts in French Cultural Studies, October 2003

Tufts University

Master of Arts in Economics, May 2002

Bachelor of Arts in Economics and French Literature, May 2001 (Balfour Scholar)

PROFESSIONAL EXPERIENCE

Assistant Professor, University of California, Berkeley. (July 2018 – Present)

College Counselor, Math Department Chair and International Baccalaureate (IB) Math Teacher, New York City Department of Education (June 2006 – June 2011)

RESEARCH AND TEACHING INTERESTS

Economics of Higher Education

Higher Education Policy

Postsecondary Education and Labor Market Outcomes for Students with Conviction Histories

AWARDS

2021 National Academy of Education/Spencer Postdoctoral Fellow

2021 University of California Hellman Fellow

2020 Russell Sage Foundation Pipeline Grant for Emerging Scholars

2019 Association for Education Finance and Policy Jean Flanigan Outstanding Dissertation Award
Honorable Mention

2017 Association for Public Policy Analysis and Management Equity and Inclusion Fellow

2016 National Academy of Education/Spencer Dissertation Fellow

2016 Summer School on Socioeconomic Inequality at University of Chicago

2014 Harvard Rappaport Doctoral Policy Fellow

2015 Harvard GSE Dean's Summer Fellowship

2014 Harvard GSE Dean's Summer Fellowship

2011 - 2018 Harvard Presidential Scholar

PUBLICATIONS (* denotes graduate students)

Britton, T. “College or bust ... or both. Has the Great Recession changed the probability of college enrollment for Black and Latinx students?” (Conditionally accepted at *Journal of Research on Educational Effectiveness*).

Hernandez, J.*, Murillo, D.*, & **Britton, T.** (2022). “From surviving to thriving: How Latinx students with conviction histories use their hustle to navigate college.” *American Behavioral Scientist*.
<https://doi.org/10.1177/00027642211054827>

Britton, T. (2021). “Educational opportunity and the carceral system: Sentencing policies and Black men’s college enrollment.” *Review of Black Political Economy*. <https://doi.org/10.1177/00346446211036763>

Britton, T., Commodore, F., & Rall, R. (In press). “And still I rise: A theory of institutional resilience at Historically Black Colleges and Universities.” *Journal of Negro Education*.

Britton, T., & Moreno Luna, A*. (2021). “The impact of state drug laws on high school completion and college enrollment for Latino young men.” *American Behavioral Scientist*.
<https://doi.org/10.1177/00027642211054825>

Britton, T. (2021). “Does locked up mean locked out: The effects of the 1986 Anti-Drug Abuse Act on college enrollment.” *Journal of Economics, Race, and Policy*. <https://doi.org/10.1007/s41996-020-00073-y>

Huerta, A., & **Britton, T.** (In press). “The nexus of carcerality and access and success in postsecondary education.” *American Behavioral Scientist*.

Britton, T. & Spencer, G. (2020). “Individualized learning plans: Do students who fail to plan, plan to fail.” *Teachers College Record*, 122(5): 1 - 36. (Equal authors).
<https://doi.org/10.1177/016146812012200509>

Britton, T., Symms, M., Paul, V. (2020). “Early birds: An exploration of Early College Initiative High Schools in NYC and college persistence.” *Journal of College Student Retention: Research, Theory, Practice*. <https://doi.org/10.1177/1521025120924782>

Britton, T. (2019). “The Best Laid Plans: Post-secondary Educational Expectations and College Enrollment in Massachusetts.” *Journal of Higher Education*, 90(6): 940 - 964.
<https://doi.org/10.1080/00221546.2019.1590294>

Mabel, Z. & **Britton, T.** (2018). “Leaving late: Understanding the extent and predictors of college late departure.” *Social Science Research*, 69: 34-51. <https://doi.org/10.1016/j.ssresearch.2017.10.001>

PAPERS UNDER REVIEW

White, T., Bristol, T., & **Britton, T.** “Teacher perceptions of efficacy in Social and Emotional Development: Teacher preparation, school working conditions, and professional learning communities.” (Revise and resubmit at *Urban Education*).

Baker, D. & **Britton, T.** “Measuring the relationship between changes in HBCU enrollment and racially motivated hate crimes.” (Equal authors - Revise and resubmit at *Education Finance and Policy*).

Britton, T., Rall, R., & Commodore, F. “Our Ancestors’ Wildest Dreams: An investigation of the institutional factors relating to the survival of Historically Black Colleges and Universities.” (Revise and resubmit at *Journal of Higher Education*).

Shirrell, M., Bristol, T., & **Britton, T.** “The effects of student-teacher ethnoracial matching on exclusionary discipline for Asian, Black, and Latinx students: Evidence from New York City.” (Revise and resubmit at *Educational Evaluation and Policy Analysis*).

RESEARCH WORKING PAPERS (* denotes graduate students)

Britton, T., Chelliah, B., Symns, M., & Brown, V. “College Now ... or later: The impact of dual enrollment on college enrollment for NYC public school students.”

Britton, T. “Changes to PLUS loan policies and college enrollment for Black students.”

Brown, V., Chelliah, B., & **Britton, T.** “Dual enrollment and college momentum.”

Liu, L., Wang, S., Abebe, R., & **Britton, T.** “Intended and unintended impacts of machine learning for education.”

Martinez, S., Esaryk, E., **Britton, T.**, Jimenez, E., Bowleg, L., Bullock, H., & Ritchie, L. “Rethinking institutional structures to improve student basic needs security in higher education through the lens of intersectionality and structural competency.”

MANUSCRIPTS IN PREPARATION

Britton, T., Shirrell, M., & Bristol, T. “The association between demographic matching of secondary teachers and students and postsecondary access and persistence.”

Britton, T. “The association between demographic matching of guidance counselors and students’ postsecondary access and persistence.”

Britton, T., & Woo, K*. “The effects of the Violent Crime Control and Law Enforcement Act of 1994 on Latinx male students’ college enrollment.”

Chelliah, B., **Britton, T.**, & Vieira, C. “Motivating middle-achievers: The impact of College Now on postsecondary outcomes.”

REPORTS, EDITORIALS, AND TRANSLATIONS

Britton, T. (January 31, 2022). The canary in the coal mine for college enrollment. *Barron’s*.

Britton, T. (December 22, 2021). Black and brown kids belong in school: Stop suspending some kids unfairly. *New York Daily News*.

Britton, T., Friedmann, B., Adan, S. (2021). *Higher Learning Inside: The Demographic Makeup of Incarcerated Persons Taking Postsecondary Courses in California*. Report prepared for UC Davis Wheelhouse Center for Community College Leadership and Research.

Britton, T. (2016). *uAspire NYC college affordability landscape study*. Report prepared for uAspire, the Heckscher Foundation, and the Edwin Gould Foundation.

Bristol, T., White, T., & Britton, T. (2015). *An evaluation of the Woodrow Wilson Rockefeller Brothers Fund Teaching Fellowship for aspiring teachers of color*. Report prepared for the Woodrow Wilson Foundation.

Britton, T. (2014). *The best laid plans of high school students in Massachusetts: Expressed versus revealed preferences for college enrollment*. Report prepared for the Massachusetts Department of Elementary and Secondary Education.

Harrison, A., Britton, T., & Swanson, A. (2004). "Working abroad: The benefits flowing from nationals working in other economies." *Meeting of the Technical Subgroup for the Task Force on International Trade in Services, Movement of Natural Persons—Mode*. Vol. 4. 2004.

Harrison, A. & Britton, T. (2003). "Providing services to foreign nationals." Paper prepared for the OECD Round Table on Sustainable Development, Paris.

Netter, M L. (2003). "Raymond Aron and the French Revolution." Trans. Tolani Britton and Jeremy Jennings. *European Journal of Political Theory*, Vol. 2, No. 4, 373-382.

SELECTED PEER REVIEWED CONFERENCE PRESENTATIONS

Wang, S., Liu, L., Britton, T., & Abebe, R. "Intended and unintended impacts of machine learning for education." Paper presented at *The Research Conference on Communications, Information, and Internet Policy* (2021).

Britton, T., & Luna, A. "The Impact of Drug Laws on College Enrollment for Latinx Young Men." Paper presented at the *American Educational Research Association Annual Conference* (2021).

Britton, T. "The association between demographic matching of guidance counselors and students' postsecondary access and persistence." Paper presented at the *Association for Public Policy Analysis and Management Annual Conference* (2020).

Brown, V., Chelliah, B., & Britton, T. "Dual enrollment and college momentum." Paper accepted at the *Association for Education Finance and Policy Annual Conference*, Fort Worth, TX (2020).

Britton, T., Symns, M., & Paul, V. "College retention for students enrolled in Early College Initiative high schools in NYC." Paper presented at the *Association for Public Policy Analysis and Management Annual Conference* (2019).

Britton, T., Brown, V., Chelliah, B., Symns, M. "College Now ... or later: The impact of dual enrollment on college enrollment for NYC public school students." Paper presented at the *Association for Public Policy Analysis and Management Annual Conference*, Washington, DC (2018).

Britton, T. "Educational opportunity and the Criminal Justice system: The Effects of the Violent Crime Control and Law Enforcement Act of 1994 on Black male students' college enrollment." Paper presented at the *Association for Education Finance and Policy Annual Conference*, Kansas City, MO (2018).

Britton, T. "Locked up and locked out: The effects of the 1986 Anti-Drug Laws on college enrollment." Paper presented at the *Association for Public Policy Analysis and Management Annual Conference*, Washington, DC (2017).

Britton, T. & Spencer, G. "Individualized learning plans: Do students who fail to plan, plan to fail." Paper presented at the *Association for the Study of Higher Education Annual Conference*, Tampa, FL (2016).

Mabel, Z. & Britton, T. (2016). "Leaving late: Understanding the extent and predictors of college late departure." Paper presented at the *Association for Education Finance and Policy Annual Conference*, Denver, CO (2016).

Britton, T. (2015). “The best laid plans of high school students in Massachusetts: Expressed versus revealed preferences for college enrollment.” Paper presented at the *American Educational Research Association Annual Conference*, Chicago, IL (2015).

Britton, T. (2015). “Did the PLUS loans policy change decrease college enrollment for Black students?” Paper presented at the *Association for Education Finance and Policy Annual Conference*, Washington, DC (2015).

Britton, T. (2014). “College or bust ...or both. Has the Great Recession changed the probability of college enrollment for Black and Latino students?” Paper presented at the *American Educational Research Association Annual Conference*, Philadelphia, PA (2014).

RESEARCH EXPERIENCE

Research Fellow, City University of New York, Office of Research (February 2018 – Present)
Consultant on evaluation of dual enrollment programs in New York City.

Lead Consultant, uAspire and the Heckscher Foundation (May 2015 – February 2016)
Led a landscape study of college affordability work being done in public and private institutions in New York City. Collected and analyzed data via survey, interview, and focus groups. Completed a report that was presented to uAspire, the Heckscher Foundation, and the Edwin Gould Foundation.

Research Assistant, World Bank (May 2015 – December 2015)
Consultant on Randomized Control Trial of Teacher Incentives in Guinea. Completed tasks such as data cleaning and analysis.

Consultant, Woodrow Wilson Foundation (December 2014 – July 2015)
Designed and administered a survey to evaluate teacher perceptions of two fellowship programs as part of a mixed methods study. Analyzed the survey using Rasch model analysis.

Policy Fellow for the Office of Planning and Research, Massachusetts Department of Elementary and Secondary Education (May 2014 – July 2014)
Analyzed data on whether students’ plans for college attendance in 8th and 10th grade predicted actual college attendance for Carrie Conaway, Associate Commissioner for Planning, Research, and Delivery. Wrote a report that I presented to the Commissioner of Elementary and Secondary Education.

Research Assistant, Center for Education Policy Research (December 2013 – April 2014)
Carried out research on national and local college preparatory programs for high achieving low-income students through interviews. Assisted in compiling a list and description of the most promising interventions in college access and success work that might be scalable.

Research Assistant, Harvard Graduate School of Education (September 2011 – September 2014)
Carried out research on College Financing and the Great Recession Project for Dr. Bridget Terry Long. Cleaned and analyzed data from Consumer Expenditure Survey (CES), Current Population Survey (CPS), and Integrated Postsecondary Education Data System (IPEDS).

Policy Advisor and Consultant, Organization for Economic Co-operation and Development (OECD) (Feb 2003 - Oct 2004)
Collected and analyzed data on migration and remittances, gross domestic product, and revenues from trades and services for 57 (30 OECD and 27 non-OECD) countries. Contributing writer to *Working Abroad – the patterns of migration flows and remittances across countries*, a paper that summarizes the migration and

remittance patterns of 85% of the world's population and 98% of the world's wealth. Attended and reported on internal conferences/meetings and updated the Roundtable's website.

POST-SECONDARY TEACHING EXPERIENCE

Assistant Professor, *Economics of Higher Education*, University of California, Berkeley
Instructor, *Economics of Higher Education*, Harvard Graduate School of Education (Spring 2018)
Teaching Fellow, *History of Higher Education*, Harvard Graduate School of Education (2016 and 2017)
Teaching Fellow, *Program Evaluation*, Harvard Graduate School of Education (2013)
Teaching Fellow, *Microeconomics: A Policy Tool for Educators*, Harvard Graduate School of Education (2012 and 2013)
Teaching Assistant, *International Finance*, Tufts University (2001)
Teaching Assistant, *Quantitative Microeconomics*, Tufts University (2002)

STUDENT EXAM AND PAPER COMMITTEES

Qualifying paper committees: Cynthia Valencia, Arlyn Moreno Luna, Elaine Guo

Qualifying oral exam committees: Cynthia Valencia, Martha Mendoza, Shannon Erby, Morgan Bessette, Enrique Lopez

RECENT INVITED TALKS

2021 – Teacher's College - Columbia University, Harvard Strategic Data Project, University of Maryland, Community College League of California, California Department of Education

2020 – Oxford University - Quantitative Methods Hub, Wheelhouse Center at University of California, Davis, University of Virginia - Frank Batten School of Leadership and Public Policy, University of Rochester - Bradley Policy Center, Harvard Strategic Data Project Fellowship

SELECTED MEDIA MENTIONS

“More than 1 million fewer students are in college. Here's how that impacts the economy”, **NPR**, <https://www.npr.org/2022/01/13/1072529477/more-than-1-million-fewer-students-are-in-college-the-lowest-enrollment-numbers->

“Suspensions of Students of Color Go Down When Teachers of Color Are in Charge”, **Diverse Issues in Higher Education**, <https://www.diverseeducation.com/students/article/15281068/study-suspensions-of-students-of-color-go-down-when-teachers-of-color-are-in-charge>

“Driven (Away) by Hate?”, **Inside Higher Ed**, <https://www.insidehighered.com/news/2021/02/03/more-hate-crimes-led-increased-black-student-enrollment-hbcus>

“Distance Learning During Coronavirus Worsens Race, Class Inequality in Education”, **Teen Vogue**, <https://www.teenvogue.com/story/distance-learning-low-income-students?fbclid=IwAR2U02HWtGtZ8eTcL0WdyilJPMWtQ8HO2OPYj94uSElhwYWP0A5ASfYybBE>

“For Students And Professors, Remote Learning Is No Substitute For Being On Campus”, **WBUR**, <https://www.wbur.org/edify/2020/04/20/college-campus-remote-learning-substitute>

“The War on Drugs Kept Black Men Out of College”, **The Atlantic**,
<https://www.theatlantic.com/education/archive/2019/05/war-drugs-made-it-harder-black-men-attend-college/588724/>

“New Nonprofit College to Focus on Low-Tuition, Christian Principles”, **WBUR**,
<http://www.wbur.org/edify/2018/02/20/new-boston-college-sattler>

“California Leads the Nation in Sending Former Inmates to College. Will Other States Follow?”, **Yahoo News**, <https://www.yahoo.com/news/california-leads-nation-sending-former-inmates-college-will-states-follow-130001477.html>

“Small College Closures Can Leave Students in a Bind as They Seek to Finish a Degree”, **Marketplace**,
<https://www.marketplace.org/2018/05/15/education/small-college-closures-blindside-students>

“Student Loan Watchdogs Say the Repayment Scams Could Get Worse”, **WBUR**,
<http://www.wbur.org/edify/2018/08/22/student-loan-repayment-scams>

“With Another Small Private College Set to Close, What Lessons Should Schools Like Newbury College Take From This”, **WBUR**, <https://www.wbur.org/radioboston/2018/12/18/newbury-college-closes>

“Colleges Like Mount Ida Have Financial Responsibility Scores. But They’re Not That Predictive ”, **WBUR**, <https://www.wbur.org/edify/2018/04/26/mount-ida-college-financial-scores>

GRANTS (Total: \$698,601.78)

Educational Pathways of Formerly Incarcerated Students

Hellman Fellowship: \$45,875.78

Principal Investigator: Tolani Britton

2021 – 2022

Does Higher Learning Inside Lead to Educational Attainment Outside?

National Academy of Education/Spencer Foundation: \$70,000

Principal Investigator: Tolani Britton

2021 – 2023

Student–Guidance Counselor Ethnoracial Match and Postsecondary Outcomes

Russell Sage Foundation: \$29,959

Principal Investigator: Tolani Britton

2020 – 2021

Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City

Chan Zuckerberg Initiative: \$262,633

Principal Investigators: Travis J. Bristol, Tolani Britton, and Matthew Shirrell

2019 - 2021

Long-Run Impacts of Student-Teacher Ethnoracial Match in New York City

Walton Family Foundation: \$262,634

Principal Investigators: Travis J. Bristol, Tolani Britton, and Matthew Shirrell

2019 – 2021

Educational Opportunity and the Criminal Justice System: The Effects of the Drug Laws of the 1980s and 1990s on Black Male Students' College Enrollment
National Academy of Education/ Spencer Foundation: \$27,500
Principal Investigator: Tolani Britton
2016 – 2017

SERVICE

Editorial Boards:

Educational Evaluation and Policy Analysis (2020 - present)

Journal of Research on Educational Effectiveness (2019)

Selected Journal Reviews: *Sociology of Education, American Educational Research Journal, AERA Open, Review of Higher Education, Journal of Higher Education, Journal of Policy Analysis and Management*

Selected Grant Reviews: Spencer Foundation, National Science Foundation (ITEST Panel – 2019, 2020), Russell Sage Foundation

SKILLS

Proficient in statistical analysis and software. Advanced French (conversation and reading) and Spanish (basic).