



## Y ANALYTICS (TPG) – Winter/Spring Research Assistant, Climate Impact

**Location:** Remote

- Interns located in the Washington DC metro area will likely have the option to come into the office

**Duration:** Early January – late May, 2025

**Compensation:** \$18.75/hour

**Time Commitment:** 20 hours per week

### Application Instructions:

In lieu of a cover letter, please prepare a 1-page response to the prompts detailed at the bottom of this job description that contains clear, concise responses. Please send your resume and response to [Jobs@YAnalytics.org](mailto:Jobs@YAnalytics.org) and include a subject line with the format: “Last Name, First Name – Climate Impact RA Application”.

### Y Analytics

[Y Analytics](#) is [TPG's](#) innovative internal capability, purpose-built to understand and improve the environmental and social impacts of deployed capital. Our mission is to increase the amount and effectiveness of capital allocation for the greater good, as described in the UN SDGs, by increasing trust in the social and environmental impact achieved by that capital.

Y Analytics was launched in parallel to [The Rise Fund](#) and founded in partnership with TPG/Rise to provide best-in-class insights and tools that improve capital allocation decisions. Our rigorous approach to impact assessment and management draws on evidentiary academic and economic research, enabling greater use of evidence in capital allocation decision-making and impact valuation.

Today, Y Analytics directly supports impact assessments and decision-making for The Rise Fund, the [TPG Rise Climate Fund](#), and other TPG companies/vehicles with impact objectives. Y Analytics’ mandate also covers Environmental, Social, & Governance (ESG) performance and sustainability across TPG’s firm and portfolio.

We support TPG and its portfolio companies by assessing ESG performance and advising on value creation opportunities. As we continue to grow, we are leveraging our capabilities in new and innovative ways and sharing our learnings with the broader investment and research communities.

### Position

Y Analytics is seeking an Impact Research Assistant (RA) to support research and analysis of social/climate impact from existing and potential investments and the furthering of our impact assessment methodology. **This RA will spend most of their time contributing to impact assessments for climate-related investments, while likely analyzing investments in the health/social spaces on the side.** The Research Assistant will contribute to fast-paced teams conducting impact analysis on live deals and conducting in-depth reviews of academic research. The position is open to current master’s students or advanced undergraduates and is a great opportunity for someone who is passionate about impact investment, climate change, renewable energy, economic development, and/or other social-impact areas, and who has a strong desire to expand and deepen knowledge of impact investing in a client-focused work environment.

### Requirements

- Master’s student or advanced undergraduate currently pursuing a degree in Environmental Sciences, Environmental Engineering, Environmental Sustainability, Business, Economics, Public Administration, or another relevant program



- Experience and demonstrated interest in one or more of the Rise platform's climate and energy transition-related thematic areas (clean energy, enabling solutions, decarbonized transport, greening industrials, agricultural & natural solutions) is required.
  - Experience and/or demonstrated interest in the Rise platform's health and social-related thematic areas (education, healthcare, financial inclusion) is a plus.
- Experience conducting, interpreting, or synthesizing climate research studies of a highly quantitative nature, such as lifecycle assessments (LCAs), various sector decarbonization scenarios, and/or climate-related microeconomic research is required.
  - Experience contributing to academic research and/or performing literature reviews is a plus, as is experience with non-climate related economic research.
- Interest and aptitude in researching industries and technologies
- Excellent Excel skills
- Excellent PowerPoint skills
- Excellent written and spoken communication skills, and fluency in English
- Must be authorized to work in the U.S.

**Application Prompt (please limit your response to a 1 page or less):**

**Part I:** To answer the question below please refer to the following regression table and accompanying document in the following pages of this application. The regression table and accompanying document are taken from the following study:

*Will Dobbie & Roland G. Fryer, 2020. "Charter Schools and Labor Market Outcomes," Journal of Labor Economics, vol 38(4), pages 915-957.*

[https://www.nber.org/system/files/working\\_papers/w22502/w22502.pdf](https://www.nber.org/system/files/working_papers/w22502/w22502.pdf)

- In two sentences, interpret the value and statistical significance of the .062 value in column six row two

**Part II:** TPG is considering investing in an alternative protein company (Target A) that manufactures and distributes a substitute for beef.

- Outline the top three impact pathways (i.e., pathways by which investment in Target A could drive positive or negative social and environmental impact, relative to what would have occurred without the investment) you would explore for Target A

**Part III:** In no more than four sentences, please describe your interest in impact assessment.

Appendix Table 3: Ever Attended Results: Academic Attainment

|                                 | High School Grad.    |                      | Two-Year Enrollment |                     | Four-Year Enrollment |                      |
|---------------------------------|----------------------|----------------------|---------------------|---------------------|----------------------|----------------------|
|                                 | (1)                  | (2)                  | (3)                 | (4)                 | (5)                  | (6)                  |
| <i>Panel A: Pooled Results</i>  |                      |                      |                     |                     |                      |                      |
| Any Charter                     | -0.008<br>(0.005)    | -0.007<br>(0.005)    | 0.016***<br>(0.005) | 0.015***<br>(0.005) | -0.020***<br>(0.004) | -0.019***<br>(0.004) |
| <i>Panel B: By Charter Type</i> |                      |                      |                     |                     |                      |                      |
| No Excuses                      | 0.064***<br>(0.009)  | 0.065***<br>(0.009)  | -0.005<br>(0.010)   | -0.006<br>(0.010)   | 0.059***<br>(0.010)  | 0.062***<br>(0.010)  |
| Regular Charter                 | -0.028***<br>(0.006) | -0.028***<br>(0.006) | 0.023***<br>(0.005) | 0.023***<br>(0.005) | -0.044***<br>(0.004) | -0.043***<br>(0.004) |
| Baseline Controls               | Yes                  | Yes                  | Yes                 | Yes                 | Yes                  | Yes                  |
| Matched Cell FE                 | No                   | Yes                  | No                  | Yes                 | No                   | Yes                  |
| N Students                      | 387295               | 387295               | 387295              | 387295              | 387295               | 387295               |
| Dep. Variable Mean              | 0.761                | 0.761                | 0.326               | 0.326               | 0.281                | 0.281                |

Notes: This table reports OLS estimates of the effect of charter attendance on academic attainment outcomes. We report the coefficient and standard error on ever attending the indicated charter school type. Odd columns control for the number of years spent at charter schools not in our main sample, the baseline controls listed in Table 2, cubic polynomials in grade 4 math and reading scores, and 4th grade school x cohort effects. Even columns replace 4th grade school x cohort effects with 4th grade school x cohort x race x gender effects. All specifications include one observation per student and cluster standard errors at the 4th grade school by cohort level. \*\*\* = significant at 1 percent level, \*\* = significant at 5 percent level, \* = significant at 10 percent level. See Online Appendix B for additional details on the variable construction and sample.

## B. Data Appendix

We use administrative data from the Texas Education Research Center (ERC) that allows us to follow all Texas public school students from kindergarten to college to the labor market. The ERC data include information on student demographics and outcomes from the Texas Education Agency (TEA), college enrollment records from the Texas Higher Education Coordinating Board (THECB), and administrative earnings records from the Texas Workforce Commission (TWC). This appendix describes these data sets and details the procedures used to clean and match them.

### Texas Education Agency

*Overview:* The TEA data include information on student race, gender, free and reduced-price lunch eligibility, limited English proficiency, special education status, at-risk designation, and graduation year. The TEA data also include information on each student's grade, school, and state math and reading test scores in each year. These data are available for all Texas public school students for the 1994-1995 to 2012-2013 school years.

*State Assessments:* Mathematics and reading assessments come from two statewide criterion-referenced achievement tests that were administered during our period of study. From 1993-2003, the Texas Assessment of Academic Skills (TAAS) was administered each spring to eligible students enrolled in grades three through eight. An exit level test was also administered in grade 10 in reading, writing, and mathematics as a requirement for graduation. In 2003, Texas introduced a new exam called the Texas Assessment of Knowledge and Skills (TAKS). TAKS expanded the number of subjects that students were required to demonstrate proficiency in and elevated the level of difficulty of the tests. TAKS was administered to grades 3-10 in reading and mathematics. An exit level test was also administered in grade 11 in English language arts, mathematics, science, and social studies as a requirement for graduation. Spanish versions of the TAKS test were offered for students with limited English proficiency in grades 3-6. TAKS assesses grade-specific content in grades 3-8. In grades 9-11, TAKS assesses content from specific courses. In our analysis, we normalize all math and reading scaled scores to have a mean of zero and a standard deviation of one in each year and grade level for the entire state of Texas. Since TAAS and TAKS are taken in different years, they are standardized separately.

*High School Graduation Variables:* We code a student as having graduated from high school if the Texas graduation files indicate that (1) she received a valid diploma or (2) if she enrolled in a two- or four-year college in any subsequent year. All students who are missing from both the graduation files and the college enrollment files are assumed to have not graduated from high school.

*Transfer Variables:* We code students as having transferred to an out-of-state school if they reenrolled outside of Texas, intended to reenroll outside of Texas, returned to their home country, or graduated from another state for the military. We also code a small number of students who are deceased as having transferred to an out-of-state school.