

PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE AND AMERICAN ENTERPRISE INSTITUTE



GREETINGS FROM FORDHAM AND AEI

Greetings, EEPS! Many thanks to all of you for updating us on your recent news and work activities, and especially to those of you who attended our cross-cohort EEPS happy hour in D.C. this past March. It was our best turnout yet, and a lot of fun to catch up with everyone. We continue to be inspired by all of your scholarly contributions and accomplishments.

This spring finds Fordham and AEI as busy as ever writing commentary, conducting research studies, and hosting a slew of education-related events. We hope you enjoy this latest edition of “Peeps from EEPS”—and Cohort 6 EEPS, we look forward to welcoming you back to Washington next week!

As usual, please email Victoria McDougald (vmcdougald@edexcellence.net) or Paige Willey (paige.willey@aei.org) with any EEPS-related questions or requests.

WHAT IS EEPS?

The [Emerging Education Policy Scholars](#) program (EEPS) brings up-and-coming scholars to our nation’s capital to meet with education policy experts and brainstorm exciting new directions for K–12 education research. The program’s goals are twofold:

1. To foster an opportunity for talented scholars to meet and connect with their peers as well as key players in the education policy arena.
2. To expand the pool of talent and ideas from which the education policy field currently draws.

Fordham and AEI launched the EEPS program in summer 2010 with an inaugural cohort of twenty-eight promising education policy scholars. Today, cohorts average around twenty individuals—a more manageable size for interactive and group discussions.



NEXT MEETING: JUNE 29–30, WASHINGTON, D.C.

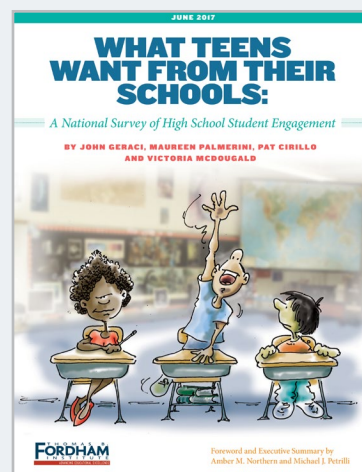
WHAT TEENS WANT FROM THEIR SCHOOLS: A NATIONAL SURVEY OF HIGH SCHOOL ENGAGEMENT

BY JOHN GERACI, MAUREEN PALMERINI, PAT CIRILLO, AND VICTORIA MCDUGALD

Improving student engagement—i.e., involvement in and enthusiasm for school—has long been the focus of many education reform efforts, and for good reason. Among high school students who consider dropping out, 50 percent cite lack of engagement as a primary reason for doing so. But students, like teachers, aren't widgets, and it is unlikely that all students engage with their schools the same way or respond equally well to a "single best model" of instruction. Fordham's latest study, conducted in collaboration with Crux Research, identifies the various ways in which high school students engage in school and groups them according to those differences.

We surveyed over two thousand students in grades 10–12 nationally to answer this pressing question: How do American high school students differ in how they are motivated to learn? Survey results revealed six subgroups of students. For example, some students are most engaged by forming close relationships with their teachers. Others are driven by the subject matter or the social aspects of schooling. For others still, engagement varies depending on how well their emotional needs are met in the classroom. The report concludes with recommendations about how to structure schools and classes to better meet the unique needs of each group. Doing so, we suspect, would pay dividends not only in greater engagement, but also in achievement gains.

FORTHCOMING REPORT



LIVE: JUNE 27, 2017

REPORT RELEASE: WHAT TEENS WANT FROM THEIR SCHOOLS

What do American teenagers think about their schools? Find out by joining us July 19th at 4 pm to discuss the Thomas B. Fordham Institute's newest study, *What Teens Want From Their Schools: A National Survey of High School Student Engagement*. Panelists will discuss what engages teenagers in school and how that differs across subgroups, as well as how schooling needs to change to better engage today's students.

UPCOMING EVENT

July

19th

4:00 pm

Thomas B. Fordham Institute
1016 16th Street, NW, 7th Fl
Washington, D.C. 20036

REPUBLICANS, DEMOCRATS, AND SCHOOLING: WHAT THE PUBLIC THINKS

BY FREDERICK HESS AND KELSEY HAMILTON

Assessing baseline trust in Republican and Democratic leadership is useful when contemplating the prospects for Trump proposals. This is certainly true when it comes to education, as Trump has boldly declared his support for federal school choice legislation and named Betsy DeVos, an impassioned school choice advocate, to serve as U.S. Secretary of Education. Trump's proposed "skinny budget," which called for cutting \$9.2 billion in federal education spending, encountered fierce criticism. The debate is hardly surprising given that Trump has already sketched out some controversial changes to federal education policy.

These include plans to promote school choice, sharply reduce federal education spending, alter Washington's approach to regulating for-profit colleges, and revamp Obama-era directives on civil rights enforcement. All of this raises timely questions: How does the public feel about Republicans and Democrats when it comes to education? Which party has the upper hand in the public's mind, and how has that evolved over the past two decades? As Republicans pursue Trump's exceptionally sharp-edged education agenda, just how deep a reservoir of public support are they drawing on? Especially given the backlash against many Obama-era education initiatives (most famously, the Common Core) and steady support for school choice, is public sentiment on education perhaps more favorable to Republicans than it may have once been?

CRIMINAL JUSTICE REFORM AND REDUCING RECIDIVISM

Today, there are approximately 2.2 million individuals behind bars in the United States. The most recent estimates indicate that once released, more than two-thirds will recidivate within three years. Policymakers in recent years have pushed for sweeping criminal justice reforms to reduce mandatory minimum sentencing, lower recidivism rates, and provide greater opportunities for those returning home from prison.

Please join AEI for a keynote address by Sen. Chuck Grassley (R-IA), chairman of the Senate Judiciary Committee, followed by a panel of experts to discuss criminal justice reform proposals and ideas on providing pathways of opportunities for those reentering society.

APRIL 27, 2017



Republicans, Democrats, and Schooling: What the Public Thinks

By Frederick M. Hess and Kelsey Hamilton

April 2017

Key Points

- Assessing baseline trust in Republican and Democratic leadership is useful when considering prospects for Trump proposals, especially when it comes to education. A quick review of the recent data suggests that, regarding education, Americans have historically trusted Democrats more than Republicans.
- However, the Democratic advantage has moved in accord with presidential elections, and it now appears to exist in the last year of the Obama administration.
- This data may change with time. In national polls, school choice tends to be fairly popular, which may move public sentiment toward Republicans. Nevertheless, the Trump administration needs to have enough right-minded support to get the public's sentiment as it moves forward on its education agenda.

Whatever else he may be, President Donald Trump has proved to be a remarkably daring figure. Thus far, he has done little to test his or his party's ability to stand on its own. In particular, the support for the domestic agenda, ranging from health care to the proposed budget, has mostly amounted to a rubber stamp of the Republican coalition.

That's not always healthy when it comes to Republicans and Democratic leadership in a world where competing the prospects for Trump proposals. This is certainly true when it comes to education, as Trump has boldly declared his support for federal school choice legislation and named Betsy DeVos, an impassioned school choice advocate, to serve as U.S. Secretary of Education.

During the executive process, DeVos has been widely criticized by Democrats, teacher union leaders, journalists, and even his own right-center, DeVos ultimately edged into office on a 50-50 vote, when

Vice President Mike Pence tipped the tie in his favor. But this was just the end of the road, not the beginning. The debate over Trump's education efforts, including his proposed "skinny budget" which called for cutting \$9.2 billion in federal education spending, encountered fierce criticism. The "skinny budget" proposal itself was widely criticized as "fiscally irresponsible." The debate is hardly surprising given that Trump has already sketched out some controversial changes to federal education policy. These include plans to promote school choice, sharply reduce federal education spending, alter Washington's approach to regulating for-profit colleges, and revamp Obama-era directives on civil rights enforcement.

All of this raises timely questions: How does the public feel about Republicans and Democrats when it comes to education? Which party has the

AMERICAN ENTERPRISE INSTITUTE

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UPCOMING EVENT

June

22nd

8:30 am – 10:00 am

AEI, Auditorium

1789 Massachusetts Avenue NW

Washington, DC 20036

COHORT SIX UPDATES

ANJALI ADUKIA is an assistant professor at the University of Chicago Harris School of Public Policy. Her work focuses on understanding the factors that influence the educational decisions of children, families, and teachers in developing settings. Her paper, "Sanitation and Education," examines how improving school sanitation facilities impacts educational investment of students and teachers in India and was recently published in the *American Economic Journal: Applied Economics*. This past year, Anjali continued teaching a course on education in developing contexts and designed a new course examining violence in children's lives, both of which are closely related to her research interests.

JESSICA ALZEN successfully defended her dissertation at the University of Colorado Boulder School of Education and accepted a position as a postdoctoral researcher at the Center for Assessment, Design, Research, and Evaluation at the University of Colorado Boulder (where she will complete work evaluating the Learning Assistant Program in STEM gateway courses). Additionally, an article she wrote with colleagues at Stanford University was published in *AERA Open*. Titled "The Implications of Reduced Testing for Teacher Accountability," the article used data from Los Angeles Unified School District to investigate the potential impact of reduced standardized testing on value-added measures of teacher effectiveness.

KAITLIN ANDERSON recently presented papers at the Society for Research on Educational Effectiveness and the Association for Education Finance and Policy (AEFP). Her work continues to focus on rigorous analysis of school discipline policies and school choice, as well as quantitative research methodologies for causal inference. Kaitlin also has two papers accepted at the upcoming Association for Public Policy and Management International Conference in Brussels, Belgium. She plans to graduate with a PhD in Education Policy in spring 2018.

CHRIS CANDELARIA recently completed his first year as an assistant professor at Vanderbilt University. He enjoys working with veteran EEPS Angela Boatman, Brent Evans, Jason Grissom, and Adela Soliz in the Department of Leadership, Policy, and Organizations. Chris is currently working on a number of projects related to school finance and teacher labor markets. One new project, co-authored with Kenneth Shores, explores the state-level heterogeneity of court-ordered finance reforms beginning in the early 1990s.

SARAH CORDES recently presented new work on the role of transportation in school choice and educational outcomes at the Urban Affairs Association national conference. Ongoing work with co-authors Amy Ellen Schwartz and Michael Gottfried explores racial and socio-economic disparities in access to and use of the school bus among New York City public school students, as well as the relationship between riding the school bus and academic outcomes. She also presented her work on the effects of school finance reforms on parents' educational investments at the American Educational Research Association (AERA) this past spring.

TIMOTHY DRAKE is co-principle investigator on a grant to redesign the principal preparation program at North Carolina State University, as part of the Wallace Foundation's \$47 million initiative to improve university-based principal preparation (together with fellow EEPS Anna Egalite). He recently had articles published in *Educational Researcher and Educational Administration Quarterly* on principals' use of teacher effectiveness data for human capital decision making, co-authored with fellow EEPS Jason Grissom and other Vanderbilt colleagues.

COHORT SIX UPDATES, CONTINUED

ERICA GREENBERG recently presented a joint research paper on pre-kindergarten access for children of immigrants at this year's AEEP conference. She continues to work on that paper, and on a study of public subsidies and early care and education quality, with publication of both expected next year. Erica also coordinates the Urban Institute's new Education Policy Seminar Series and extends an open invitation to all EEPS interested in presenting.

CASSANDRA HART has two articles in press; one (on effects of online instruction on community college student performance) is forthcoming in *Education Finance and Policy*; the other (on the effects of exposure to race-congruent teachers on disciplinary outcomes for African American children) is forthcoming from *Educational Evaluation and Policy Analysis*. She is currently pursuing additional projects on K-12 online education, on effects of access to race-congruent teachers on advanced course taking (funded by a National Academy of Education/Spencer Foundation postdoc), and on effects of exposure to race-matched teacher on long-run educational outcomes (co-authors include EEPS alumni Seth Gershenson and Constance Lindsay).

MICHAEL HAYES is an assistant professor in the Department of Public Policy and Administration at Rutgers University, Camden. He recently published a co-authored study in *Educational Policy* exploring the frequency of with-school teacher reassignments. In addition, he has a co-authored study forthcoming in the *American Journal of Education* examining summer learning rates and summer activities of exceptional students. He is looking forward to starting new research on the effects of state-imposed property tax levy limitations on New Jersey school districts' financial decisions and student outcomes.

JONATHAN N. MILLS recently started as a senior research associate in the Department of Education Reform at the University of Arkansas. In addition to continuing his work on private school choice programs and post-secondary financial aid, he will be teaching applied quantitative methods courses. His work on the Louisiana Scholarship Program, a statewide K-12 voucher program, was recently published in *Educational Evaluation and Policy Analysis*.

CHRIS REDDING has accepted a tenure-track position as an assistant professor in the School of Human Development and Organizational Studies in the College of Education at the University of Florida. He recently defended his dissertation and is in the process of preparing three dissertation papers for publication.

EVAN RHINESMITH recently defended his dissertation, "An Evaluation of Arkansas' Developmental Coursework Policy at Postsecondary Institutions," and graduated from the University of Arkansas Department of Education Reform with a PhD in education policy this past spring. Evan has also accepted a job as a senior researcher at Basis Policy Research in Grand Rapids, MI. He continues researching topics on higher education and will likely expand his research agenda with the new career path.

BENJAMIN SKINNER has accepted a position as a research assistant professor of education at the University of Virginia Curry School of Education with an affiliation in EdPolicyWorks, beginning August 2017. The *Journal of Higher Education* recently published an article he co-authored on the civic benefits of postsecondary education. In May, Benjamin defended his dissertation, which investigates the relationships among online course delivery and postsecondary student enrollment, course outcomes, and degree attainment.

COHORT SIX UPDATES, CONTINUED

ELIZABETH LEISY STOSICH will join the faculty at Fordham University this fall as an assistant professor of education leadership and policy. Her research on teachers' collective learning about the Common Core was published in the December issue of the *American Educational Research Journal*. A related article on how principals frame the challenge of teaching to the Common Core will be published in the *Elementary School Journal* in June. Her book on leading instructional improvement in schools and systems, co-authored with Michelle Forman and Candice Bocala, was published by Harvard Education Press in April.

MIN SUN has recently published two papers at *American Educational Research Journal* and *Educational Evaluation and Policy Analysis*. The first paper examines the impacts of the School Improvement Grants (SIG) on student achievement, attendance, parental choices, and staffing effective teachers in San Francisco Unified School District. The second article conceptualizes and models teacher peer effects. The findings from these two studies have been reported by *Education Week* and the *Seattle Times*, among others.

JESSICA SUTTER is currently immersed in data collection and analysis for her dissertation research on charter school closures and restarts—specifically, why some schools are closed outright and others restarted. She presented aspects of her research at the National Charter Schools Conference this month and expects to graduate from the University of Maryland, College Park in December 2017. Over the past six months she contributed to two publications on charter-district collaboration: “Lessons from Chicago: Developing a Common School Performance Framework” (Center for Reinventing Public Education, October 2016) and “Improving Outcomes for Students with Disabilities: Negotiating Common Ground for District and Charter School Collaboration” (Center for American Progress, January 2017). She was also delighted to serve as a guest blogger for Rick Hess Straight Up in March 2017.

RACHEL S. WHITE recently accepted a position as a postdoctoral fellow at the University of Southern California Rossier School of Education. She was recently recognized as a recipient of the AEEP New Scholar award. Rachel presented a portion of her dissertation—which examines how state politics and education governance structures impact whose voices are heard in the state education policymaking process—at the 2017 AERA annual conference. In addition to this work, Rachel serves as a co-author on an article with fellow EEPs Dr. Madeline Mavrogordato, published in *Educational Evaluation and Policy Analysis*, which explores how policy implementation guides the process of English learner reclassification. This research was recently discussed on *EdWeek's* “Learning the Language” blog. Rachel also serves as the co-author—alongside Dr. Jack Schneider, Dr. Rebecca Jacobsen, and Dr. Hunter Gehlbach—of articles recently published in *Phi Delta Kappan* and *Teachers College Record*, which focus on how more comprehensive measures of school quality impact parent and community member perceptions of school quality.

CONNECT ON TWITTER!

If you have a Twitter account and would like to follow new and veteran EEPs alike, consider subscribing to the Thomas B. Fordham Institute's “EEPS” list on our profile page ([@educationadfly](https://twitter.com/educationadfly)).

VETERAN EEPS UPDATES

DOMINIQUE BAKER (Cohort 5) has two new articles out on higher education equity. One, written with Stella Flores and Toby Park, was published in the *Journal of Higher Education* and focuses on the individual and institutional factors associated with the racial college completion gap in Texas. The other, written with Will Doyle, is forthcoming from the *Annals of the American Academy of Political and Social Science* and investigates the effect of undergraduate borrowing on credit accumulation at community colleges.

BROOKS BOWDEN (Cohort 3) is completing her first year as assistant professor at NC State with fellow EEPS Anna Egalite and Tim Drake. She is co-authoring the upcoming third edition of *Methods of Economic Evaluation in Education: Cost-Effectiveness and Benefit-Cost Analysis*. The book will be released this summer.

KATHARINE BROTON (Cohort 4) is happy to share that she was a recipient of the Palmer O. Johnson Memorial Award at AERA this year. She will be an assistant professor in the Department of Educational Policy and Leadership Studies at the University of Iowa starting this fall.

CHRIS CURRAN (Cohort 5) continues work on school discipline and safety issues. His recent work includes "Estimating the Effect of State Zero Tolerance Laws on Exclusionary Discipline, Racial Discipline Gaps, and Student Behavior" in *Educational Evaluation and Policy Analysis* and "The Law, Policy, and Portrayal of Zero Tolerance School Discipline" in *Educational Policy*. He is also principal investigator on a federally funded project examining the use of school resource officers. In addition to his work on discipline, he has also recently published work in *Educational Researcher* which documents racial/ethnic disparities in science achievement in kindergarten and first grade. Within the last year, his work has been featured in *Education Week*, the *Atlantic*, and NPR.

PATRICK DENICE (Cohort 3) completed his PhD in sociology from the University of Washington in June 2016, and is now a postdoctoral fellow at the newly reinstated sociology department at Washington University in St. Louis. He also continues his work with the Center on Reinventing Public Education at UW as a research affiliate. He has a recent article in *Sociology of Education* (with Betheny Gross at CRPE) on how the supply of nearby schools shape families' choices. Patrick also has a forthcoming article in *Demography* examining long-term trends in older adults' return to schooling. Additional work explores the geographical constraints of school choice, as well as the decline of unions in the U.S. labor market.

MICHAEL FORD (Cohort 5) published multiple articles this year related to school choice, educational entrepreneurship, and school board governance in peer-reviewed journals, including *Public Management Review*, *Policy Studies Journal*, and the *Journal of Educational Administration*. His first book, on the legacy of Milwaukee's school voucher policy, is under contract with Lexington Books and currently undergoing peer review. In addition, he is working as a collaborator on a Canadian Insight Development Grant project studying the link between school board governance and academic performance in Alberta and Ontario.

SETH GERSHENSON (Cohort 3) is transitioning to a new job as an associate professor of education, public policy, and economics at Vanderbilt University.

TODD GRINDAL (Cohort 1) has a new position as senior researcher and co-director of the Early Learning Program at SRI International. A paper Todd co-authored with fellow EEPS Lindsay Page won the Applied Research Award for Advances in Methodology from AERA.

VETERAN EEPS UPDATES, CONTINUED

MICHAEL HARTNEY (Cohort 1) has accepted a tenure-track position as an assistant professor of political science at Boston College, beginning fall 2017. In addition to his ongoing book project on the role of teacher unions in American politics, Michael has a forthcoming article at *American Journal of Political Science*. This co-authored piece presents some disconcerting evidence that voters reward or punish incumbent school board members based on how well or poorly white students are faring in their district, while racial minority students receive comparatively little attention, irrespective of the numerical size of a district's racial minority population.

AYESHA HASHIM (Cohort 5) recently received the New Scholars Award from AEFPP for her dissertation research, which examines the instructional leadership practices of ed-tech coaches in the implementation of a one-to-one technology rollout. She successfully defended her dissertation in April 2017 and graduated from the University of Southern California's Urban Education Policy PhD program in May. She will begin a postdoctoral position at USC for a Spencer-funded project focused on the implementation of portfolio management model districts in Los Angeles, New Orleans, and Denver. Ayesha is working on several publications, including an impact study on new school openings in the Los Angeles Unified School District and a paper on principal capacity for observing and supporting teacher practice in multiple-measure teacher evaluation systems.

ALICE HUGUET (Cohort 5) continues her work investigating evidence use in school- and district-level decision making. A recent publication on qualitative methods—developed by her team at the National Center for Research in Policy and Practice—has recently been released in [online format](#). A second paper, focused on principals' influence on data-use capacity building initiatives, will soon be published in a special issue of the *Journal of Educational Administration*.

MICHAEL JONES (Cohort 2) recently co-authored "Show Who the Money? Teacher Sorting Patterns and Performance Pay Across U.S. School Districts," forthcoming in *Public Administration Review* with fellow EEPS Michael Hartney. He was recently appointed as the academic director for the MS in Applied Economics program at the University of Cincinnati.

ROBERT KELCHEN (Cohort 4) received a \$32,322 grant from the Association for Institutional Research and the AccessLex Institute for a project titled "Response to Federal Loan Policy Changes: Examination of the Bennett Hypothesis in Professional School Prices."

MATTHEW KRAFT (Cohort 2) recently completed several studies with colleagues, including "Revisiting the Widget Effect: Teacher Evaluation Reforms and Distribution of Teacher Effectiveness Ratings," forthcoming in *Educational Researcher*, and "School Organizational Contexts, Teacher Turnover, and Student Achievement: Evidence from Panel Data" in the *American Educational Research Journal*.

LESLEY LAVERY (Cohort 3) recently published an article in *Journal of Public Policy* in which she examines when and how No Child Left Behind's accountability-based architecture influences parents' attitudes toward government and federal involvement in education.

RYAN MCCARTY (Cohort 4) is an assistant professor at National Louis University in Chicago, Illinois. He directs the North Shore Reading Center, an intensive summer program where candidates seeking reading endorsement and reading specialist certifications tutor K–12 students who have reading or writing difficulties. Ryan is conducting a case study of a program to boost Latino student enrollment and success in advanced placement (AP) coursework at an area high school. He is also engaged in ongoing design-based research focused on disciplinary literacy and designing interventions to support Latino students in AP classes.

VETERAN EEPS UPDATES, CONTINUED

MORGAN POLIKOFF (Cohort 2) received the 2017 AERA Early Career Award in April.

ANDREW SAULTZ (Cohort 2) recently published articles with his colleagues Andrew McEachin and Lance Fusarelli on educational federalism in *Educational Researcher*, *Publius: The Journal of Federalism*, and the *Peabody Journal of Education*. Andrew also worked with Min Sun of the University of Washington on an article in *School Effectiveness and School Improvement* that analyzes the effects of No Child Left Behind on teacher turnover. Lastly, he worked with his father, John Saultz, to compare teacher evaluation reforms to proposed changes in the way physicians are evaluated in the *Annals of Family Medicine*.

ANDREW SCHAPER (Cohort 5) began a new position as the multi-tiered system of supports (MTSS) evaluation and research coordinator for the Colorado Department of Education in fall 2016. Additionally, he published a study in *School Psychology Quarterly* on fidelity growth during early implementation phases of a large-scale prosocial school behavior program.

JON VALANT (Cohort 2) is now a fellow at the Brookings Institution, where he works in the Brown Center on Education Policy.

JENNIFER WALLNER (Cohort 1) is now an associate professor in the School of Political Studies at the University of Ottawa.

LINDSAY WEIXLER (Cohort 5) was promoted to associate director of the Education Research Alliance for New Orleans (ERA) in September 2016. This spring, she released two working papers with ERA: "Changes in New Orleans School Segregation after Hurricane Katrina," and "Teachers' Perspectives on the Learning and Work Environments under the New Orleans School Reforms." Lindsay has been selected to be a 2017 National Academy of Education/Spencer Postdoctoral Fellow. She will study the ways that policies affect parents' decisions when enrolling their children in early childhood education programs.

FORDHAM & AEI ON TWITTER

Fordham Institute: [@educationgadfly](https://twitter.com/educationgadfly)

Mike Petrilli: [@MichaelPetrilli](https://twitter.com/MichaelPetrilli)

Victoria McDougald [@V_McDougald](https://twitter.com/V_McDougald)

AEI: [@AEEducation](https://twitter.com/AEEducation)

Rick Hess: [@Rickhess99](https://twitter.com/Rickhess99)

Paige Willey: [@paige_willey](https://twitter.com/paige_willey)

RECENT PUBLICATIONS

Cannata, Marisa, Mollie Rubin, Timothy A. Drake (Cohort 6), Ellen B. Goldring, Jason A. Grissom (Cohort 1), Christine M. Neumerski, and Patrick Schuermann. "[Using Teacher Effectiveness Data for Information-Rich Hiring](#)." *Educational Administration Quarterly* (2017).

Dougherty, Shaun (Cohort 3), Joshua Goodman, Darryl Hill, Erica Litke, and Lindsay C. Page (Cohort 3). "[Objective Course Placement and College Readiness: Evidence from Targeted Middle School Math Acceleration](#)." *Economics of Education Review* (2017).

Feller, Avi, Todd Grindal (Cohort 1), Luke Miratrix, and Lindsay C. Page (Cohort 3). "[Compared to What? Variation in the Impacts of Early Childhood Education by Alternative Care Type](#)." *Annals of Applied Statistics* 10, no. 3 (2016).

Gershenson, Seth (Cohort 3), Cassandra M. D. Hart (Cohort 6), Constance A. Lindsay (Cohort 5), and Nicholas W. Papageorge. "[Long-Run Impacts of Same-Race Teachers](#)." IZA Discussion Paper Series No. 10630 (March 2017).

Gottfried, Michael A. (Cohort 3). "[Linking Getting to School With Going to School](#)." *Educational Evaluation and Policy Analysis* (2017).

Grissom, Jason A. (Cohort 1) and Susanna Loeb. "[Assessing Principals' Assessments: Subjective Evaluations of Teacher Effectiveness in Low- and High Stakes-Environments](#)." *Education Finance and Policy* (forthcoming).

Grissom, Jason A. (Cohort 1) and Hajime Mitani. "[Salary, Performance, and Superintendent Turnover](#)." *Educational Administration Quarterly* 52, no. 3 (2016).

Grissom, Jason A. (Cohort 1), Hajime Mitani, and Richard S. L. Blissett. "[Principal Licensure Exams and Future Job Performance: Evidence from the School Leaders Licensure Assessment](#)." *Educational Evaluation and Policy Analysis* (forthcoming).

Grissom, Jason A. (Cohort 1), Mollie Rubin, Ellen Goldring, Marisa Cannata, Timothy Drake (Cohort 6), Christine Neumerski, and Patrick Schuermann. "[Central Office Supports for Data-driven Talent Management Decisions: Evidence from the Implementation of New Systems for Measuring Teacher Effectiveness](#)." *Educational Researcher* 46, no. 1 (2017).

Lindsay, Constance A. (Cohort 5) and Cassandra M. D. Hart (Cohort 6). "[Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina](#)." *Education Evaluation and Policy Analysis* (March 2017).

Lindsay, Constance A. (Cohort 5) and Cassandra M. D. Hart (Cohort 6). "[Out of Trouble: Are Students Suspended Less Often When They Have a Teacher of the Same Race?](#)" *Education Next* (Winter 2017).

Mavrogordato, Madeline (Cohort 5) and Rachel S. White (Cohort 6). "[Reclassification Variation: How Policy Implementation Guides the Process of Exiting Students From English Learner Status](#)." *Educational Evaluation and Policy Analysis* (2017).

Saultz, Andrew (Cohort 2). "[Fourth Time is the Charm: Charter School Policy and the Influence of the Elite in Washington State](#)." *Peabody Journal of Education* 92, no. 1 (2017).

Saultz, Andrew (Cohort 2), Andrew McEachin, and Lance D. Fusarelli. "[Waivering as Governance: Federalism During the Obama Administration](#)." *Educational Researcher* 45, no. 6 (2016).

RECENT PUBLICATIONS, CONTINUED

Schneider, Jack, Rebecca Jacobsen, Rachel S. White (Cohort 6), and Hunter Gehlbach. "[The \(Mis\)measures of Schools: How Data Affect Stakeholder Knowledge and Perceptions of Quality](#)." *Teachers College Record* 120, no. 6 (2018).

Schneider, Jack, Rebecca Jacobsen, Rachel S. White (Cohort 6), and Hunter Gehlbach. "[Building a Better Measure of School Quality](#)." *Phi Delta Kappan* 98, no. 7 (2017), 43–48.

Sun, Min (Cohort 6), Susanna Loeb, and Jason A. Grissom (Cohort 1). "[Building Teacher Teams: Evidence of Positive Spillovers from More Effective Colleagues](#)." *Educational Evaluation and Policy Analysis* (2017).

Wallner, Jennifer (Cohort 1). "The Canadian Case." *Federalism and Education*, Ken Wong, ed. Information Age Publishing.

Wallner, Jennifer (Cohort 1). "[Cooperation without the Leviathan: Intergovernmental Policymaking in Canadian Education](#)." *Regional and Federal Studies*, forthcoming.

HAVE YOU JOINED THE EEPS GOOGLE GROUP?

If not, you could be missing out on important EEPS event announcements, job postings, opportunities to collaborate with colleagues (and possibly meticulously diagrammed instructions for the secret EEPS handshake).

You are all are encouraged to take advantage of this resource by posting your own research and other work projects, questions, ideas, announcements, etc.

To join our EEPS Google group, please:

1. Visit <http://groups.google.com/group/EEPScholars>.
2. Click on "Apply for Membership," while signed into the account you'd like to use.
3. Fill out the short form (we recommend receiving emails as a "daily summary" or one email per post).
4. Click "Apply to join this group."

Please email Victoria McDougald (vmcdougald@edexcellence.net) if you would like to update your email address on file.