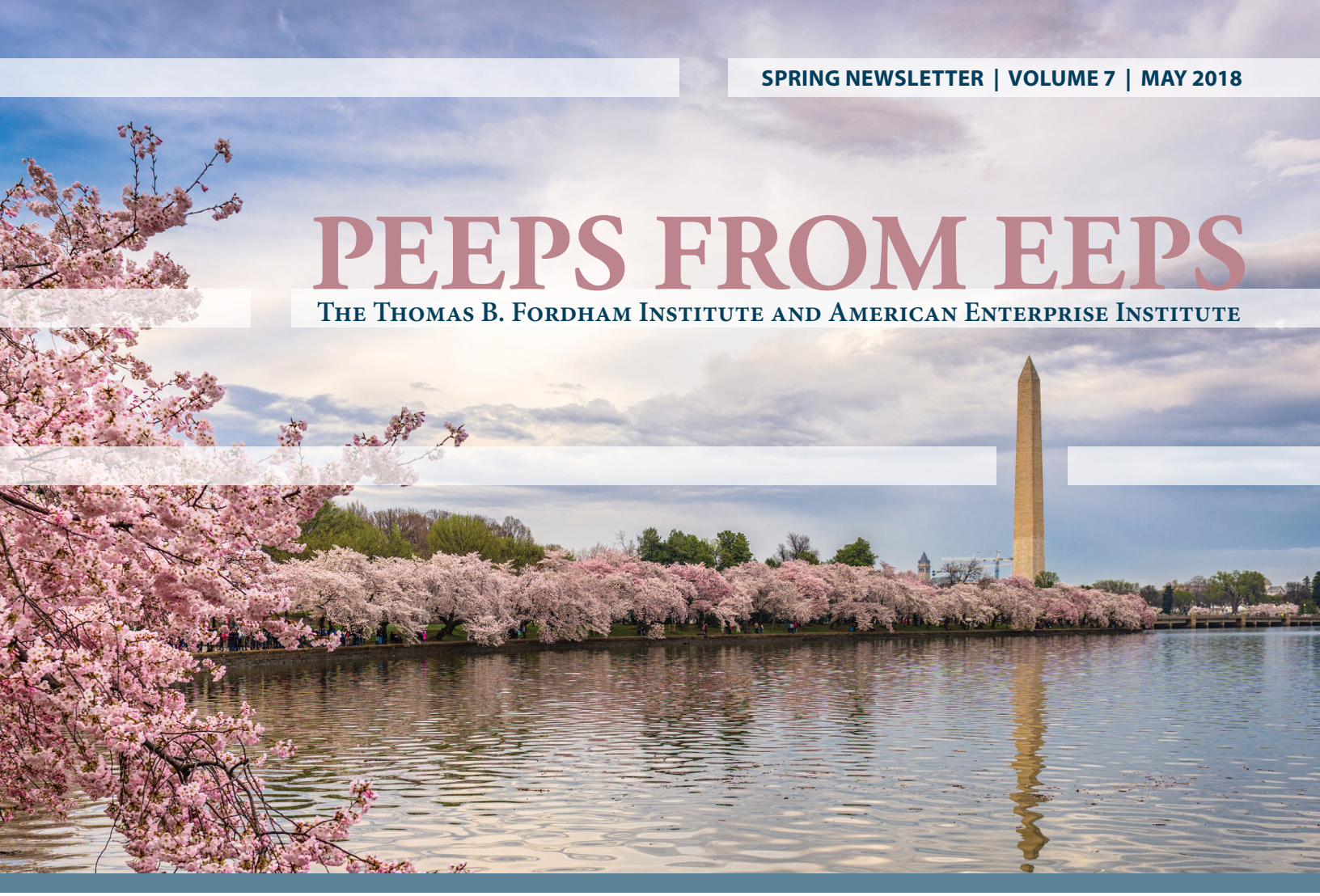
SPRING NEWSLETTER | VOLUME 7 | MAY 2018



PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE AND AMERICAN ENTERPRISE INSTITUTE

GREETINGS FROM FORDHAM & AEI

Greetings and happy spring, EEPS! We at Fordham and AEI greatly enjoyed receiving all of your news and updates, and continue to be impressed with the reach and range of all of your work. Please stay tuned for more details regarding a cross-cohort EEPS reception at APPAM in Washington D.C. this fall.

In the meantime, we hope you enjoy this latest edition of "Peeps from EEPS!" Cohort 7; we can't wait to welcome you all back to D.C. later this month.

As always, please email Victoria McDougald (vmcdougald@edexcellence.net) or Brendan Bell (brendan.bell@aei.org) with any EEPS-related questions or requests.

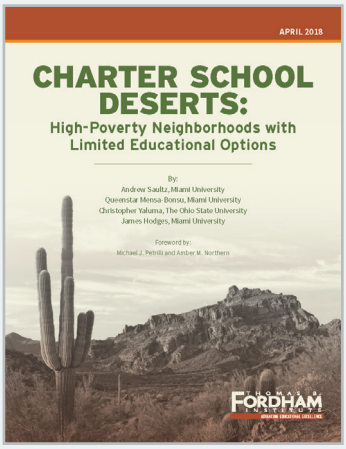
WHAT IS EEPS?

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.



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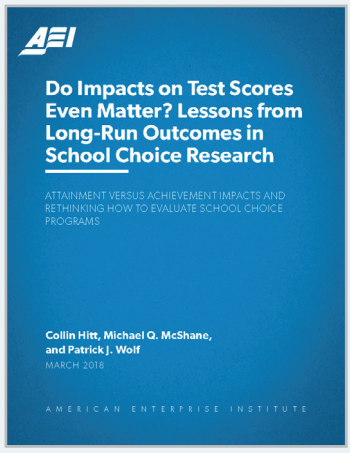
AMERICA'S CHARTER SCHOOL DESERTS: HIGH-POVERTY NEIGHBORHOODS WITH LIMITED EDUCATIONAL OPTIONS

BY ANDREW SAULTZ, QUEENSTAR MENSA-BONSU, CHRISTOPHER YALUMA, AND JAMES HODGE

2016–17 was one of the slowest-growth years for charter schools in recent memory. Nobody is exactly certain why, but one hypothesis is saturation: With charters having achieved market share of over 20 percent in over three dozen cities, perhaps school supply is starting to meet parental demand, making new charters less necessary and harder to launch. But are certain high-poverty, high-population density neighborhoods still overlooked? This study, led by Andrew Saultz (Cohort 2), analyzes the distribution of charter elementary schools across the country to provide parents, policymakers, and educators with information about which communities lack access to charter schools today. The authors find that thirty-nine of forty-two charter states have at least one desert—and a sobering average of nearly eleven deserts per state. These findings suggest that the charter sector needs to move beyond city boundaries and indicate that charter supporters must continue to address the policy and practical barriers that keep charter schools from locating where they are needed.



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DO IMPACTS ON TEST SCORES EVEN MATTER? LESSONS FROM LONG-RUN OUTCOMES IN SCHOOL CHOICE RESEARCH

BY MICHAEL Q. MCSHANE, PATRICK J. WOLF, AND COLLIN HITT

For the past 20 years, almost every major education reform has rested on a common assumption: Standardized test scores are an accurate and appropriate measure of success and failure. This study is a meta-analysis of the effect that school choice has on educational attainment. It shows that, at least for school choice programs, there is a weak relationship between impacts on test scores and later attainment outcomes. Policymakers should therefore be much more humble in interpreting what test scores tell them about the performance of schools of choice, and test scores should not automatically occupy a privileged place over parental demand and satisfaction as short-term measures of school choice success or failure.

EEPS News & Updates

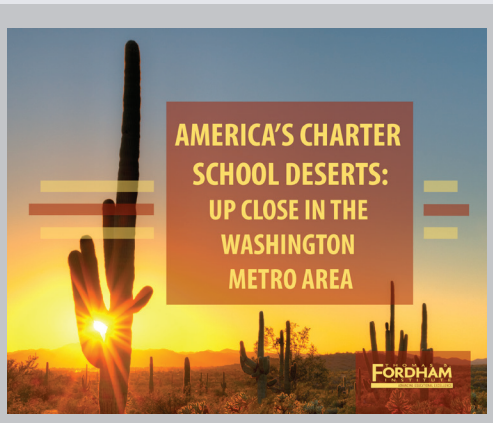
ANJALI ADUKIA (Cohort 6), assistant professor at the University of Chicago Harris School of Public Policy, is expanding her work studying education in developing contexts beyond India to projects in Thailand, Chile, and the U.S. Anjali also recently received grants from the Tata Centre for Development and the Successful Pathways from School to Work Initiative.

KAITLIN ANDERSON (Cohort 6) is in her first year as a post-doctoral research associate in the Educational Policy Innovation Collaborative at Michigan State University. Recent accomplishments include guest editing a special issue for the *Peabody Journal of Education* on student discipline policy (May 2018). She also had four papers accepted to the most recent Association for Education Finance and Policy (AEFP) conference. She is excited about new directions in her research, including the impacts of teacher labor market reforms in Michigan and the intersection between teacher characteristics/quality and student disciplinary outcomes.

DANIEL ARAYA (Cohort 3) completed his doctorate in 2014 and is currently an advisor and venture investor to several technology companies in New York City and Silicon Valley. He continues to write for the Brookings Institution in Washington, D.C. and is developing a new edited collection exploring the impact of artificial intelligence on human cognitive capacity. His new book, *Augmented Intelligence: Smart systems and the future of work and learning*, will be published by Peter Lang.

DANIEL BOWEN (Cohort 4) received a grant from the National Endowment for the Arts to expand his ongoing research on the impacts of K–12 school-community arts partnerships in the Houston area. He also has a paper, "Cultivating Interest in Art: Causal Effects of Arts Exposure During Early Childhood," that will be published soon in *Early Childhood Research Quarterly.*

Upcoming Event



MAY 23 - 10:00-11:30AM
PARTNERSHIP FOR PUBLIC SERVICE
1100 NEW YORK AVE. NW
WASHINGTON, DC 20005

Where do charter school deserts exist in the nation's capital, and what might be done by philanthropists, policymakers, and others to irrigate them? Join the Thomas B. Fordham Institute on May 23rd at 10am to discuss findings and recommendations from Fordham's new study, *Charter School Deserts: High-Poverty Neighborhoods with Limited Educational Options*.

TRAVIS J. BRISTOL (Cohort 7) spent summer 2017 in-residence at the Organization for Economic and Cooperative Development (OECD) in Paris. During this time, he supported a working group's effort to identify policy and practice levers for increasing the ethno-racial diversity across the OECD's member states. In September 2017, Boston University's provost selected Travis to receive a termed endowed assistant professorship in recognition of his research. Travis recently accepted a position as an assistant professor at UC Berkeley's Graduate School of Education; his appointment begins July 1st.

EEPS News & Updates, Continued

KATHARINE BROTON (Cohort 4), assistant professor at the University of Iowa, received the 2018 AERA Division J Outstanding Dissertation Award for her dissertation, "The evolution of poverty in higher education: Material hardship, academic success, and policy perspectives."

PATRICK DENICE (Cohort 3) is finishing up his postdoc at Washington University in St. Louis, where he has taught courses in statistics and on racial inequality, and is preparing to move to London, Canada to start in the fall as an assistant professor of sociology at the University of Western Ontario.

TIMOTHY DRAKE (Cohort 6) has transitioned to Principal Investigator of North Carolina State University's grant from the Wallace Foundation, which works with universities and districts to redesign principal preparation. This summer their redesigned program will launch with new cohorts in Wake and Johnston counties. He also began working with the North Carolina Department of Public Instruction to examine chronic teacher absenteeism in the state.

ANNA J. EGALITE (Cohort 3), a third-year assistant professor at North Carolina State University, has been working on two book chapters for edited volumes through Harvard Education Press. She also continues to work on a multi-year evaluation of North Carolina's Opportunity Scholarship program. She was recently awarded a grant from the Spencer Foundation to study teacher diversity in North Carolina, a collaboration with the Urban Institute's Constance Lindsay (Cohort 5). In 2017, she received the Outstanding Young Alumni Award from the University of Arkansas' College of Education and Health Professions. Most importantly, on October 27, 2017, she and her husband CJ were blessed with beautiful baby Fiona!

LESLIE FINGER (Cohort 7) is currently working on a project with Michael Hartney (Cohort 1) looking at how elite appeals to local control shape the public's attitudes on education policies, regardless of whether the policy is liberal or conservative.

MICHAEL FORD (Cohort 5) published his first book, *The Consequences of Governance Fragmentation: Milwaukee's School Voucher Legacy*, in September, 2017. He recently published several articles related to charter school governance, school choice, and school board governance in peer-reviewed journals. He has also been quoted in multiple news outlets including the *Washington Post, Milwaukee Journal Sentinel,* and *Houston Chronicle.*

LEESA FOREMAN (Cohort 7) presented "The Education Attainment Effects of Public and Private School Choice" at AERA. She also defended her dissertation at the end of April.

MICHAEL GOTTFRIED (Cohort 3) was a guest editor on a two-issue special edition of *Journal of Education for Students Placed at Risk* focused on chronic absenteeism. EEPS Shaun Dougherty (Cohort 3), Ethan Hutt (Cohort 4), and Lindsay Page (Cohort 3) also contributed to the special edition.

ERICA GREENBERG (Cohort 6) is now a senior research associate at the Urban Institute. Her work on public preferences for preschool was recently published in *AERA Open* and reported by *Education Week* and *Flypaper*. She concluded four additional studies in February and March, resulting in seven reports and policy briefs on preschool access for children of immigrants and subsidized child care.

JASON GRISSOM (Cohort 1) was recently named faculty director of the Tennessee Education Research Alliance (TERA), a research-policy-practice partnership between Vanderbilt and the Tennessee Department of Education that conducts research to support the state's school improvement goals. He is also serving as PI on an IES-funded postdoctoral training grant in the area of school leadership, and continues to work as Co-Editor-in-Chief of *Educational Researcher*.

EEPS News & Updates, Continued

AYESHA HASHIM (Cohort 5) will be leaving her position at USC Rossier School of Education as a postdoctoral scholar for an assistant professor position in Educational Policy and Leadership at the University of North Carolina - Chapel Hill in the fall of 2018.

MICHAEL HAYES (Cohort 6) continues work on the effect of the New Jersey's superintendent salary cap on superintendent turnover, which he recently presented at the Association for Public Policy Analysis and Management conference.

ALICE HUGUET (Cohort 5) recently started a new position as an associate policy researcher at the RAND Corporation. She is enjoying not only conducting research at RAND, but also working with districts to interpret—and apply knowledge from—that research. Alice continues to write with her Northwestern University colleagues (including EEPS alumnus Chris Harrison) in the area of evidence-based decision making in educational policy, and has authored a forthcoming chapter and article on the topic.

CARA JACKSON (Cohort 4) was elected to the Board of Directors of the Association for Education Finance & Policy (AEFP), serving in the government affiliate position.

ROBERT KELCHEN (Cohort 4) had his first book, *Higher Education Accountability*, published by Johns Hopkins University Press. He also was ranked 54th in Rick Hess's annual Edu-Scholar Public Influence Rankings, which was the highest position for an assistant professor on the list.

DONGWOO KIM (Cohort 5) accepted a tenure-track position as an assistant professor of economics at Texas Christian University, beginning fall 2018. He continues his research on educator pension systems.

LESLEY LAVERY (Cohort 3), was granted tenure status by Macalester College, and was promoted to the rank of associate professor.

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.

EEPS News & Updates, Continued

CONSTANCE LINDSAY (Cohort 5) is finishing her first year as a research associate at the Urban Institute. She also received a Spencer Research Grant with Anna Egalite (Cohort 3) to explore the relationship between teacher-principal race matching and teacher turnover. She also published "Diversifying the Classroom: Examining the Teacher Pipeline" with Erica Blom (Cohort 7) and "Will stricter education requirements for early childhood educators hurt teacher diversity?" with Erica Greenberg (Cohort 6) and Erica Blom (Cohort 7).

MICHAEL MANDERINO (Cohort 5) accepted the director of curriculum and instruction position at Leyden High School District 212 just outside of Chicago.

BRADLEY MARIANNO (Cohort 7) will complete his PhD in urban education policy at the University of Southern California's Rossier School of Education this month, and will join the faculty at UNLV's College of Education as an assistant professor of educational leadership and policy this fall. He presented new work on the productive efficiency effects of teacher collective bargaining at AEFP and presented work on the micropolitics of teacher collective bargaining negotiations at AERA. Bradley is also wrapping up work as the head research assistant on a large grant project focused on teacher collective bargaining agreements in California, Michigan, and Washington with Drs. Katharine Strunk (Cohort 1), Joshua Cowen, and Dan Goldhaber. He also had three articles published in *Educational Policy* in January focused on teachers' unions and collective bargaining (see publications section for more).

ANNA J MARKOWITZ (Cohort 7), postdoctoral research associate at EdPolicyWorks at the University of Virginia, recently presented on her new project, which explores teacher turnover in Head Start, at this year's AEFP conference. She also presented work on racial-ethnic match in Head Start as an AERA-SRCD Early Career Early Childhood Education Fellow at AERA's annual conference.

RYAN MCCARTY (Cohort 4) is an assistant professor at National Louis University in Chicago, Illinois. His current work focuses on design-based research to encourage the enrollment and success of Latino students in advanced coursework. He received a faculty research residency and a seed grant to collaborate with an area high school in this effort. Ryan is also helping to lead an initiative to transform his university's teacher preparation program through practice-based teacher education. Faculty members are using design-based research to study their use of high leverage practices such as leading an effective discussion.

MORGAN POLIKOFF (Cohort 2) was named co-director of the new USC Rossier Center on Education Policy, Equity, and Governance, which focuses on research-policy-practice partnerships in Southern California schools.

COURTNEY PRESTON (Cohort 7) is collaborating with Peter Goff (Cohort 3) on a project examining teacher and school leadership labor markets in Wisconsin. They have an article forthcoming in Leadership and *Policy in Schools* together with Maida Finch, called "Language, Gender, and School Leadership Labor Markets" that looks at the extent to which male and female principal candidates use language to signal their perceived values specific to open leadership positions.

CAROLYN SATTIN-BAJAJ (Cohort 1) will be spending the 2018–2019 academic year as a Visiting Researcher in the School of Education and Social Work at the University of Sydney (Australia). Carolyn is working with Matt Chingos (Cohort 1) on a set of reports about school transportation and school choice as part of the Transportation Working Group. She is also collaborating with Michael Gottfried (Cohort 3) on a series of papers that examine the impacts of immigration enforcement on a range of student outcomes including absenteeism, achievement and social-emotional skills.

EEPS News & Updates, Continued

JIM SOLAND (Cohort 4) has a forthcoming paper, "Are Achievement Gap Estimates Biased by Differential Student Test Effort? Putting an Important Policy Metric to the Test," in *Teachers College Record* showing that achievement gap estimates can be sensitive to differential test engagement across subgroups.

ELIZABETH LEISY STOSICH (Cohort 6) recently guest-edited a special issue of *Education Policy Analysis Archives* with two colleagues focused on redesigning assessment and accountability. The online issue includes a co-authored study on how states are integrating performance assessment in their systems of assessment and, in the spirit of public scholarship, includes commentaries from policymakers, educators, and scholars on accountability redesign.

JESSICA SUTTER (Cohort 6) recently presented findings from her dissertation, "Market Conditions and Political Forces: Charter School Restarts in Washington, DC," at the 2018 AEFP Conference. She is currently running for the Ward 6 Seat on the D.C. State Board of Education.

RACHEL S. WHITE (Cohort 6) will join the faculty at Old Dominion University this fall as an assistant professor of educational foundations and leadership. Rachel was also recently awarded the Division L Outstanding Dissertation Award, as well as the Politics of Education Association Outstanding Dissertation Award. A piece of Rachel's dissertation that focuses on whose voices are valued in the state education policymaking process will be published in this month's issue of *Kappan* magazine.

STEPHANI WRABEL (Cohort 5) coauthored *Welcoming Practices: Creating Schools that Support Students and Families in Transition* (Oxford University Press, 2018). The book summarizes the research on student mobility and school transitions, captures the innovative practices institutions are using to connect with new students, and provides practical strategies that all schools can use to make students and parents feel a part of the school and community. Stephani has also focused much of the last year on the Every Student Succeeds Act (ESSA), coauthoring systematic reviews on social and emotional learning interventions as well as school leadership interventions that meet ESSA standards.

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.

Fordham Institute:	@educationgadfly
Mike Petrilli:	@MichaelPetrilli
Victoria McDougald	@V_McDougald
AEI:	@AEIeducation
Rick Hess:	@Rickhess99
Brendan Bell:	@BrendanMBell11

RECENT PUBLICATIONS

Bassok, Daphna (Cohort 1), Preston Magouirk, Anna J. Markowitz (Cohort 7), and Daniel Player. "Are There Differences in Parents' Preferences and Search Processes across Preschool Types? Evidence from Louisiana." *Early Childhood Research Quarterly* 44 (2018): 43–54.

Bassok, Daphna (Cohort 1), Anna J. Markowitz (Cohort 7), Daniel Player, and Michelle Zagardo. "Are Parents' Ratings and Satisfaction With Preschools Related to Program Features?" *AERA Open* 4, no. 1 (January 2018).

Blagg, Kristin, Matthew Chingos (Cohort 1), Sean P. Corcoran, Sarah A. Cordes (Cohort 6), Joshua Cowen, Patrick Denice (Cohort 3), Betheny Gross, Jane Arnold Lincove, Carolyn Sattin-Bajaj (Cohort 1), Amy Ellen Schwartz, and Jon Valant (Cohort 2). "The road to school: How far students travel to school in the choice-rich cities of Denver, Detroit, New Orleans, New York City, and Washington, DC." Washington, D.C.: The Urban Institute (March 2018).

Bristol, Travis J. (Cohort 7), and Marcelle Mentor. "Policing and Teaching: The Positioning of Black Male Teachers as Agents in the Universal Carceral Apparatus." *The Urban Review* (March 2, 2018).

Cohodes, Sarah (Cohort 2). "Charter Schools and the Achievement Gap." Princeton, NJ: Princeton University (Winter 2018).

Curran, F. Chris (Cohort 5). "Estimating the Relationship between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Science Achievement Gaps." *Education Finance and Policy* (September 13, 2017): 1–53.

Curran, F. Chris (Cohort 5), and James Kitchin. "Estimating the Relationship between Corporal Punishment Use and School Suspensions: Longitudinal Evidence from the Civil Rights Data Collection." *Peabody Journal of Education* (February 9, 2018).

Doss, Christopher (Cohort 7), Erin M. Fahle, Susanna Loeb, and Benjamin N. York. "More than Just a Nudge: Supporting Kindergarten Parents with Differentiated and Personalized Text-Messages." *Journal of Human Resources* (January 4, 2018): 0317–8637R.

Dougherty, Shaun (Cohort 3), and Todd Grindal (Cohort 1). "The Impact of Career and Technical Education on Students with Disabilities." *Journal of Disability Policy Studies*. In press.

Foreman, Leesa M (Cohort 7). "Educational Attainment Effects of Public and Private School Choice." *Journal of School Choice* 11, no. 4 (October 2, 2017): 642–54.

Foreman, Leesa M. (Cohort 7), Kaitlin P. Anderson (Cohort 6), Gary W. Ritter, and Patrick J. Wolf. "Using 'Broken' Lotteries to Check the Validity of Charter School Evaluations Using Matching Designs." *Educational Policy* (November 21, 2017).

Foreman, Leesa M. (Cohort 7), and Robert Maranto. "Why Mission Matters More for (Some) Charter Principals." *School Leadership & Management* (July 18, 2017): 1–17.

Gershenson, Seth (Cohort 3), and Michael S. Hayes (Cohort 6). "Police Shootings, Civic Unrest and Student Achievement: Evidence from Ferguson." *Journal of Economic Geography* (June 12, 2017).

Grissom, Jason A. (Cohort 1), and Brendan Bartanen. "Principal Effectiveness and Principal Turnover." *Education Finance and Policy* (January 18, 2018): 1–63.

Grissom, Jason A. (Cohort 1), Demetra Kalogrides, and Susanna Loeb. "Strategic Staffing? How Performance Pressures Affect the Distribution of Teachers Within Schools and Resulting Student Achievement." *American Educational Research Journal* 54, no. 6 (December 2017): 1079–1116.

RECENT PUBLICATIONS, CONTINUED

Hashim, Ayesha K. (Cohort 5), Katharine O. Strunk (Cohort 1), and Tasminda K. Dhaliwal. "Justice for All? Suspension Bans and Restorative Justice Programs in the Los Angeles Unified School District." *Peabody Journal of Education* (February 9, 2018).

Hashim, Ayesha K. (Cohort 5), Katharine O. Strunk (Cohort 1), and Julie A. Marsh. "The New School Advantage? Examining the Effects of Strategic New School Openings on Student Achievement." *Economics of Education Review* 62 (February 2018): 254–66.

Jensen, Nate (Cohort 2), Andrew Rice, and James Soland (Cohort 4). "The Influence of Rapidly Guessed Item Responses on Teacher Value-Added Estimates: Implications for Policy and Practice." *Educational Evaluation and Policy Analysis* (March 2, 2018).

Kaufman, Julia H. (Cohort 1), V. Darleen Opfer, Lindsey E. Thompson, and Joseph D. Pane. "Connecting What Teachers Know About State English Language Arts Standards for Reading and What They Do in Their Classrooms: Findings from the American Teacher Panel." Santa Monica, CA: RAND Corporation (2018).

Kaufman, Julia H. (Cohort 1), Elaine Lin Wang, Laura S. Hamilton, Lindsey E. Thompson, and Gerald Hunter. "U.S. Teachers' Support of Their State Standards and Assessments: Findings from the American Teacher Panel." Santa Monica, CA: RAND Corporation (2017).

Kaufman, Julia H. (Cohort 1), Susan M. Gates, Melody Harvey, Yanlin Wang, and Mark Barrett. "What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources." Santa Monica, CA: RAND Corporation (2017).

Kaufman, Julia H. (Cohort 1), John S. Davis II, Elaine Lin Wang, Lindsey E. Thompson, Joseph D. Pane, Katherine Pfrommer, and Mark Harris. "Use of Open Educational Resources in an Era of Common Standards: A Case Study on the Use of EngageNY." Santa Monica, CA: RAND Corporation (2017).

Kelchen, Robert (Cohort 4). "Do Performance-Based Funding Policies Affect Underrepresented Student Enrollment?" *The Journal of Higher Education* (March 2018): 1–26.

Kelchen, Robert (Cohort 4), and Douglas A. Webber. "Examining the Interstate Mobility of Recent College Graduates." *Educational Researcher* (January 18, 2018).

RECENT EEPS AWARDS

JOSHUA HYMAN (Cohort 4)
AEFP Thomas A. Downes Award

KATHARINE BROTON (Cohort 4)
2018 AERA Division J Outstanding Dissertation Award

ANNA J. EGALITE (Cohort 3)
University of Arkansas' College of Education and Health Professions Outstanding Young Alumni Award

RACHEL S. WHITE (Cohort 6) Division L Outstanding Dissertation Award & Politics of Education Association Outstanding Dissertation Award

Kisida, Brian, Daniel H. Bowen (Cohort 4), and Jay P. Greene. "Cultivating Interest in Art: Causal Effects of Arts Exposure during Early Childhood." *Early Childhood Research Quarterly* (December 2017).

Kraft, Matthew A. (Cohort 2), David Blazar (Cohort 4), and Dylan Hogan. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." *Review of Educational Research* (February 22, 2018).

RECENT PUBLICATIONS, CONTINUED

Kramer, Dennis A., Michael R. Holcomb, and Robert Kelchen (Cohort 4). "The Costs and Consequences of Excess Credit Hours Policies." *Educational Evaluation and Policy Analysis* 40, no. 1 (March 2018): 3–28.

Manderino, Michael (Cohort 5), and Jill Castek. "Digital Literacies for Disciplinary Learning: A Call to Action." *Journal of Adolescent & Adult Literacy* 60, no. 1 (July 2016): 79–81.

Marianno, Bradley D. (Cohort 7) "Down but Not Out: The National Education Association in Federal Politics." *Educational Policy*, 32.2 (2018): 234-254.

Markowitz, Anna J (Cohort 7). "Changes in School Engagement as a Function of No Child Left Behind: A Comparative Interrupted Time Series Analysis." *American Educational Research Journal* (February 22, 2018).

Miratrix, Luke, Jane Furey, Avi Feller, Todd Grindal (Cohort 1), and Lindsay C. Page (Cohort 3). "Bounding, An Accessible Method for Estimating Principal Causal Effects, Examined and Explained." *Journal of Research on Educational Effectiveness* 11, no. 1 (January 2, 2018): 133–62.

COHORT 7, SESSION 1: JANUARY 2018

Marianno, Bradley D. (Cohort 7), Tara Kilbride, Roddy Theobald, Katharine O. Strunk (Cohort 1), Joshua Cowen, & Dan Goldhaber. "Cut from the Same Cloth? Comparing Urban District CBAs Within States and Across the U.S." *Educational Policy*, 32.2 (2018): 334-359.

Strunk, Katharine O. (Cohort 1), Joshua Cowen, Dan Goldhaber, Bradley D. Marianno (Cohort 7), Tara Kilbride & Roddy Theobald. "It's in the Contract: How the Policies Set in Teachers' Unions Collective Bargaining Agreements Vary Across States and Districts." *Educational Policy*, 32.2 (2018): 280-312.

Page, Lindsay C. (Cohort 3), Stacy S. Kehoe, Benjamin L. Castleman, and Gumilang A. Sahadewo. "More than Dollars for Scholars: The Impact of the Dell Scholars Program on College Access, Persistence and Degree Attainment." *Journal of Human Resources* (December 5, 2017): 0516–7935r1.

Polikoff, Morgan (Cohort 2), Q. Tien Le, Robert W. Danielson, Gale M. Sinatra, and Julie A. Marsh. "The Impact of Speedometry on Student Knowledge, Interest, and Emotions." *Journal of Research on Educational Effectiveness* (October 13, 2017): 1–23.

Recent Publications, Continued

Quinn, David M. (Cohort 7), Thomas J. Kane, Miriam Greenberg, and Daniel Thal. "Effects of a Video-Based Teacher Observation Program on the De-Privatization of Instruction: Evidence From a Randomized Experiment." *Educational Administration Quarterly* (March 14, 2018).

Quinn, David M. (Cohort 7). "Racial Attitudes of PreK–12 and Postsecondary Educators: Descriptive Evidence From Nationally Representative Data." *Educational Researcher* 46, no. 7 (October 2017): 397–411.

Quinn, David M. (Cohort 7), and James S. Kim. "Experimental Effects of Program Management Approach on Teachers' Professional Ties and Social Capital." *Educational Evaluation and Policy Analysis* (December 2017).

Quinn, David M. (Cohort 7), and James S. Kim. "Scaffolding Fidelity and Adaptation in Educational Program Implementation: Experimental Evidence From a Literacy Intervention." *American Educational Research Journal* 54, no. 6 (December 2017): 1187–1220.

Quinn, David M. (Cohort 7), and Joe McIntyre. "Do Learning Rates Differ by Race/Ethnicity over Kindergarten? Reconciling Results across Gain Score, First-Difference, and Random Effects Models." *Economics of Education Review* 59 (August 2017): 81–86.

Sattin-Bajaj, Carolyn (Cohort 1), Jennifer L. Jennings, Sean P. Corcoran, Elizabeth Christine Baker-Smith, and Chantal Hailey. "Surviving at the Street Level: How Counselors' Implementation of School Choice Policy Shapes Students' High School Destinations." *Sociology of Education* 91, no. 1 (January 2018): 46–71.

York, Benjamin N., Susanna Loeb, and Christopher Doss (Cohort 7). "One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers." *Journal of Human Resources* (January 4, 2018): 0517–8756R.