

PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE & THE AMERICAN ENTERPRISE INSTITUTE



GREETINGS EEPS!

We hope this newsletter finds you all well. As always, we at Fordham and AEI greatly enjoyed receiving your wonderful updates and news, particularly during this time of continued, unprecedented challenges for our nation and our nation's schools. We hope you too will enjoy reading about your colleagues' latest research and accomplishments, and we hope you have a great rest of the summer!

Cohort 10, we very much look forward to meeting you all and convening this fall.

Best,

Victoria and Olivia

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 education research. The program aims to:

1. Foster an opportunity for talented scholars to meet and connect with their peers as well as key players in the education policy arena.
2. 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.



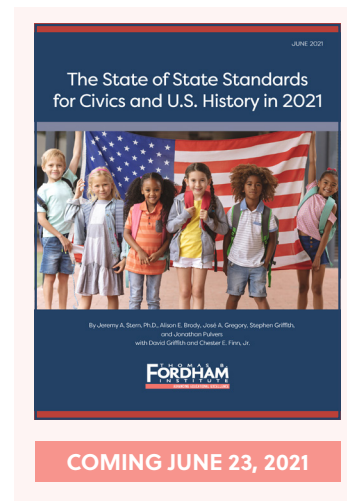
The State of State Civics and U.S. History Standards 2021

JUNE 2021

BY JEREMY A. STERN, PH.D., ALISON E. BRODY, STEPHEN GRIFFITH, JOSÉ A. GREGORY, AND JONATHAN PULVERS

By almost any measure, the state of civic education in the United States today constitutes a national crisis. This study assesses the academic standards for K–12 Civics and U.S. History adopted by the fifty states and the District of Columbia, based on their content, rigor, clarity, and organization. It finds that five jurisdictions earn “exemplary” ratings in both subjects (Alabama, California, Massachusetts, Tennessee, and the District of Columbia) but also that standards in nearly half of all states were “inadequate,” meaning they received a D or F in both subjects (including Illinois and Pennsylvania). As the foreword authors conclude, this “suggests an enormous challenge for the future of American citizenship.... [S]tates just haven’t paid enough attention to ensuring that standards for civics and U.S. History are strong.” Because state standards are the starting point and foundation for what schools teach and children are supposed to learn, it’s critical to get them right. To read more about this analysis and our recommendations for strengthening state standards, download the full study [here](#) starting June 23, 2021.

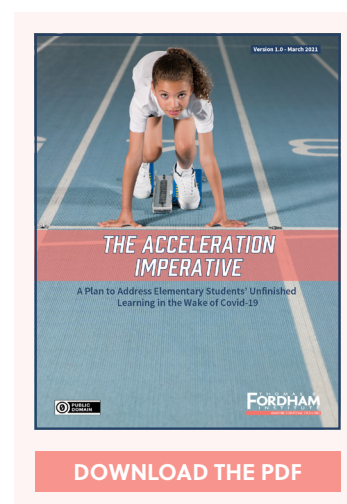
To generate meaningful discussion about what it means to curate an educated and engaged citizenry, we are hosting a [webinar](#) in partnership with Educating for American Democracy on June 28. This event will feature Fordham’s own Michael Petrilli, Danielle Allen of Harvard University, and Mark Bauerlein of Emory University to engage in productive discussion about how to reach bipartisan agreement on the issue of civics education in the classroom and whether—or if—consensus is possible. Register for the event [here](#)!



The Acceleration Imperative: A Plan to Address Elementary Students’ Unfinished Learning in the Wake of Covid-19

MARCH 2021

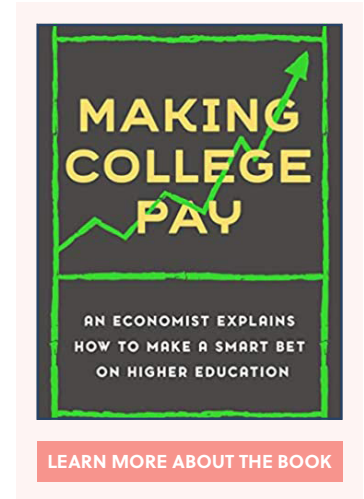
In school districts and charter school networks nationwide, instructional leaders are developing plans to address the enormous challenges faced by their students, families, teachers, and staff over the past year. To help kick-start their planning process, we developed *The Acceleration Imperative*, an open-source, evidence-based document created with input from dozens of current and former chief academic officers, scholars, and others with deep expertise and experience in high-performing, high-poverty elementary schools. This document is hosted on a brand-new wiki-style website, [CAOCentral.wiki](#), “and covers everything from tutoring to social and emotional learning and more.”



MAKING COLLEGE PAY: AN ECONOMIST EXPLAINS HOW TO MAKE A SMART BET ON HIGHER EDUCATION

MAY 2021
BY DR. BETH AKERS

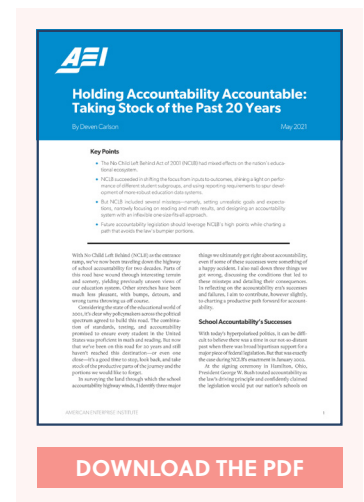
This new book from Dr. Beth Akers explains why college is still a smart investment and reveals how to stack the odds in your favor by employing strategic decision-making. She cuts through the romanticism we often attach to college decision-making and teaches the reader how to make decisions that are grounded in data and fact. Full of practical advice for students and parents, *Making College Pay* reminds us, in practical ways, that higher education remains an engine for opportunity, upward mobility, and prosperity.



HOLDING ACCOUNTABILITY ACCOUNTABLE: TAKING STOCK OF THE PAST 20 YEARS

MAY 2021
BY DEVEN CARLSON

In this new report for AEI's Accountability Series, University of Oklahoma professor Deven Carlson identifies three things No Child Left Behind got wrong—and three things it got right—on K–12 accountability. Carlson argues that NCLB succeeded in shifting the focus from inputs to outcomes, shining a light on the performance of different student subgroups, and using reporting requirements to spur the development of more robust education data systems. But NCLB also set unrealistic goals and expectations, narrowly focused on reading and math results, and designed an accountability system with an inflexible one-size-fits-all approach.



CONNECT WITH EEPS, FORDHAM, AND AEI 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 ([@educationgadfly](#)).

Fordham Institute @educationgadfly
Mike Petrilli @MichaelPetrilli
Victoria McDougald @V_McDougald

AEI Education @AEIeducation
Rick Hess @Rickhess99

COHORT 10 NEWS & UPDATES

Please join us in welcoming our newest cohort of EEPS!

ANDREW BACHER-HICKS joined Boston University in July as an assistant professor of education policy and leadership. His dissertation won an honorable mention from the Association for Public Policy Analysis & Management (APPAM), and he recently coauthored a paper in the *Journal of Public Economics* studying household adaptation to online learning in the wake of Covid-19. In addition to his primary research focus on teacher labor markets and school discipline, Andrew has several ongoing projects to further explore the educational effects of Covid-19, which investigate impacts on bullying, student enrollment, and the teacher workforce.

JOSHUA BLEIBERG recently published a [study](#) in *AERA Open* about the Common Core's initial impact on student achievement and achievement gaps.

This fall, **CARYCRUZ BUENO** will transition to a new role as assistant professor of economics at Wesleyan University in Connecticut.

CHRISTOPHER CLEVELAND has a [working paper](#) out on the legacy of redlining on school funding, diversity, and performance that has received coverage on [The 74](#) and the [CPRE Knowledge Hub](#).

JONATHAN COLLINS was recently awarded a Ford Foundation Postdoctoral Fellowship and a Spencer Foundation Racial Equity Research Grant, was a co-PI for a research team awarded an Institute of Education Sciences (IES) grant by the U.S. Department of Education, and published two articles in the *American Political Science Review* and the *Peabody Journal of Education*.

SARAH KABOUREK is currently engaged in several projects funded by the Administration for Children and Families. As part of this work, she is leading a secondary data analysis focused on understanding the relationship between state consumer education policies and family engagement in early childhood care and education. Closer to home, she is on a team that recently surveyed parents of students in the Chicago Public Schools about their experiences with virtual learning (see her report with Kids First Chicago [here](#)). They found that, as of January 2020, parents expressed overall satisfaction with

the quality of virtual instruction and that 84 percent of parents wanted either a virtual or virtual hybrid learning option for the remainder of the school year. They are currently in the field with a follow-up survey administration focused on parent perceptions for the 2021–22 school year.

DENNIS KRAMER joined the U.S. Department of Education's Office of Federal Student Aid in June 2020 as a senior advisor. In this role, he manages Federal Student Aid's implementation of behavioral science and optimization strategies to support borrowers during the Covid-19 pandemic and as they transition back to repayment. He is also leading FSA's policy and impact evaluation activities around FAFSA Simplification and the FUTURE Act.

MATTHEW LENARD received an ECMC Foundation Postsecondary Career and Technical Education (CTE) Research Fellowship for the 2021–22 academic year. He will be studying the postsecondary and labor-market returns to earning industry certifications in high school. He also has two recent publications out in the *Journal of Research on Educational Effectiveness* and *AERA Open*.

MELISSA LYON published a new article in *Economics of Education Review* titled "Heroes, villains, or something in between? How 'Right to Work' policies affect teachers, students, and education policymaking" and coauthored work published in the *Journal of Research on Educational Effectiveness* titled "Sustaining a sense of success: The protective role of teacher working conditions during the Covid-19 pandemic." She also received a grant through the Student Experience Research Network for a new collaborative project studying long-term trends in teacher prestige with Matt Kraft (Cohort 2).

JAMES PAUL is a second-year doctoral student in education policy at the University of Arkansas. He and his colleagues recently completed a working paper that explores whether listing collegiate athletics on one's resume has a causal effect on the likelihood of receiving a call back from employers. James is also finalizing a descriptive analysis on the frequency of diversity, equity, and inclusion (DEI) statement requirements for higher education job openings. He will present this paper at the American Political Science Association conference this fall.

COHORT 10 NEWS & UPDATES, CONT'D

CHRISTINE PITTS contributed to the analysis [*The Summer Puzzle: Summer Plans to Date Are Lacking in Key Areas*](#) from the Center for Reinventing Public Education, which looks at one hundred districts' summer plans and finds that most are missing or sparse. For districts with detailed plans, there are a variety of strategies and highlights. Most importantly, high-leverage and common-sense strategies are mostly absent from the plans reviewed.

ANGELA R. WATSON recently accepted a position as an assistant research professor in the School of Education at Johns Hopkins University and completed her second year as a senior research fellow at the Johns Hopkins Institute for Education Policy.

HAISHENG YANG successfully defended his dissertation to receive a doctorate in education policy from the University of Pennsylvania. As of April, he began a new role as a senior analyst at Abt Associates, working on a large-scale evidence review project and a school choice implementation evaluation.

VETERAN EEPS UPDATES

ANJALI ADUKIA (Cohort 6) was elected to the Board of Directors of the Association for *Education Finance and Policy* (AEFP) and joined the editorial board of the *Journal of Research on Educational Effectiveness*. She and fellow EEPS collaborator Alex Eble (Cohort 9) received a research grant from the IES. She has a forthcoming paper, "[*Spillover Impacts on Education from Employment Guarantees*](#)," in *Education Finance and Policy*.

KAITLIN ANDERSON (Cohort 6), assistant professor of Educational Leadership at Lehigh University in Pennsylvania, is continuing work on student discipline policies in Arkansas, school choice in Michigan, and teacher-shortage policies across the country. She recently published a meta-analysis of school voucher programs in *School Effectiveness and School Improvement* and has a forthcoming paper in *Education Finance and Policy* entitled "The Impact of Teacher Labor Market Reforms on Student Achievement: Evidence from Michigan."

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).

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 would 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@fordhaminstitute.org) if you would like to update your email address on file.

DANIEL ARAYA (Cohort 3) is senior partner with the World Legal Summit and senior fellow with the Centre for International Governance Innovation (CIGI). His work contributes to research on autonomous systems in global governance, looking specifically at policy and planning for mitigating the negative effects of new and emerging technologies. He is currently developing a new edited collection for Routledge on the long-term impact of artificial intelligence in restructuring the nature of work and learning.

VETERAN EEPS UPDATES, CONT'D

MEGAN AUSTIN (Cohort 9) was awarded an IES grant to examine the effects of automatic enrollment and notification policies that encourage high school students to enroll in advanced courses. She also recently published three reports for the Regional Educational Laboratory (REL) Midwest and REL Southeast: "Do college and career readiness and early college success in Indiana vary depending on whether students attend public, charter, or private voucher high schools?," "Indiana and Minnesota Students Who Focused on Career and Technical Education in High School: Who Are They, and What Are Their College and Employment Outcomes?," and "District Changes in Student Achievement and Local Practice under Georgia's District and School Flexibility Policy."

ANGELA BOATMAN (Cohort 2) completed a multiyear study of the math achievement and college enrollment effects of the Tennessee SAILS program, a computer-based college remedial math course offered in the senior year of high school. The results are forthcoming in *Education Finance and Policy* and the *Journal of Policy Analysis & Management*. She is also a new associate editor for the *Review of Higher Education*.

DAN BOWEN (Cohort 4) received a grant from the [National Endowment for the Arts](#) to launch the Arts, Humanities & Civic Engagement Lab this summer. He received the AERA Division H Outstanding Publication Award in Applied Research for his RCT investigation of Houston's Arts Access Initiative, a program that aims to increase students' arts learning opportunities through community partnerships with arts organizations and institutions.

TRAVIS BRISTOL (Cohort 7) published five peer-reviewed journal articles in 2020: "A tale of two types of schools: An exploration of how school working conditions influence Black male teacher turnover" in *Teachers College Record*; "Black men teaching: Toward a theory of social isolation in organizations" in *Race Ethnicity and Education*; "Curricular contradictions: Negotiating between pursuing national board certification and an urban district's direct instruction mandate" in the *Harvard Educational Review* (with Joy Esboldt); "Supporting ethn racially diverse male preservice teachers of color: Evidence from an alternative teacher certification program" in the *Peabody Journal of Education* (with David Wallace, Sarah Manchanda, and Anthony Rodriguez); and

"'Taking care of your own': Parochialism, pride of place, and the drive to diversify teaching" in *AERA Open* (with first author James Noonan). He was also awarded a 2020 postdoctoral fellowship from the National Academy of Education/Spencer Foundation and the 2021 Early Career Award from the American Educational Research Association (Division-K).

KATHARINE BROTON (Cohort 4) was named Early Career Scholar of the Year by the University of Iowa (UI). The award honors assistant professors at UI who are currently involved in research, scholarship, and/or creative activity and show promise of making a significant contribution to their field.

PAUL BRUNO (Cohort 8) accepted and began a position as an assistant professor of education policy, organization, and leadership at the University of Illinois at Urbana-Champaign. He also has several recent publications out.

ZOË BURKHOLDER (Cohort 1), professor of educational foundations at Montclair State University, has two books coming out this spring. *Integrations: The Struggle for Racial Equality and Civic Renewal in Public Education* (University of Chicago Press, 2021, coauthored with Lawrence Blum) explores the diverse histories of African American, Native American, Asian American, and Latinx struggles for school integration and educational equality. It also explores the philosophical connection between school integration and educational equality, arguing that Americans need to recenter the civic function of integrated public schools in a democracy. Her second book, *An African American Dilemma: A History of School Integration and Civil Rights in the North* (Oxford University Press, 2021), analyzes the history of how northern Black communities have struggled to make sense of competing impulses for school integration versus separate, Black-controlled schools from the 1840s to the present. It offers fascinating new insights on the history of Black educational activism and the long struggle for school integration and civil rights in the north. She's happy to speak to classes or groups about either book!

SARAH COHODES (Cohort 2) was promoted to associate professor with tenure at Teachers College, Columbia University.

F. CHRIS CURRAN (Cohort 5) was named the director of the Education Policy Research Center at the University of Florida. Over the past year, his research on

VETERAN EEPS UPDATES, CONT'D

school safety and law enforcement in schools has been published in outlets including *Educational Evaluation and Policy Analysis* and *Social Problems*, among others. His recent studies include, "Do Interactions with School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence from Two School Districts" and "Protecting the Flock or Policing the Sheep? Differences in School Resource Officers' Perceptions of Threats by School Racial Composition."

CHRISTOPHER DOSS (Cohort 7) coauthored a new paper that is forthcoming in *Educational Evaluation and Policy Analysis* called "The Relationship Between Measures of Preservice Principal Practice and Future Principal Job Performance."

SHAUN DOUGHERTY (Cohort 3) has two recent publications out with EEPS co-authors: "Who's Taking What? 'Applied STEM' Coursetaking for High School Students with Learning Disabilities" with Michael Gottfried (Cohort 3) in *AERA Open* and "Principal Evaluation under the Elementary and Secondary Every Student Succeeds Act: A Comprehensive Policy Review" with Madeline Mavrogordato (Cohort 5) in *Education Finance and Policy*.

TIM DRAKE (Cohort 6) will finish as PI of the Wallace Foundation's University Principal Preparation Initiative (2016–21) this December. In addition to continuing research in principal preparation, he is starting projects on pre-K/early-grades leadership (with Michael Little) and leadership in turnaround settings (with Lam Pham).

ALEX EBLE (Cohort 9) published two articles, one in the *Journal of Development Economics* entitled "[How much can we remedy very low learning levels in rural parts of low-income countries? Impact and generalizability of a multi-pronged para-teacher intervention from a cluster-randomized trial in the Gambia](#)" and one forthcoming in the *Journal of Public Economics* entitled "Large Learning Gains in Pockets of Extreme Poverty: Experimental Evidence from Guinea Bissau."

SETH GERSHENSON (Cohort 3) and co-authors Michael Hansen (Cohort 1) and Constance Lindsay (Cohort 5) recently published a new book, [Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom](#) (Harvard Education Press).

ALLISON GILMOUR (Cohort 9) published three papers and had a baby in 2020.

JOANNE W. GOLANN (Cohort 8) published a new book, [Scripting the Moves: Culture and Control in a "No-Excuses" Charter School](#) (Princeton University Press).

MICHAEL GOTTFRIED (Cohort 3) has moved to a position in the University of Pennsylvania's Graduate School of Education as associate professor in the education policy division, along with Brooks Bowden (Cohort 3).

JASON GRISSOM (Cohort 1) received the Patricia and Rodes Hart Endowed Chair in Public Policy and Education at Vanderbilt and became president-elect of the AEFPP. In February, he published major report for the Wallace Foundation titled *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* with fellow EEPS Anna Egalite (Cohort 3) and Constance Lindsay (Cohort 5).

MICHAEL S. HAYES (Cohort 6) was recently granted tenure and promoted to associate professor at Rutgers University–Camden. He recently published a journal article called "Tax and expenditure limitations, salary reduction, and public employee turnover" in *Public Budgeting & Finance*. His article was influential in the New Jersey State Legislature's decision to end a 2011 law that placed salary caps on school superintendent salaries.

CARA JACKSON (Cohort 4) transitioned from her position as associate partner at Bellwether Education Partners to working at Abt Associates as a senior associate in April.

JULIA KAUFMAN (Cohort 1), senior policy researcher at RAND and co-director of American Educator Panels, has published several reports and journal articles over the past year. She leads RAND's [Covid-19 surveys](#) and the [American Instructional Resources Survey](#) project. She also published [a final report](#) on the efficacy, implementation, and cost of TNTP's alternative teacher pipelines with her RAND colleagues, as well as [a series of reports](#) on the state of civic education in K–12 schools with Laura Hamilton.

JACOB KIRKSEY (Cohort 8) recently completed his first year as an assistant professor at the College of

VETERAN EEPS UPDATES, CONT'D

Education at Texas Tech University. He received the inaugural award for best graduate student paper from the School Effectiveness and School Improvement AERA SIG, which recognizes the best paper from a scholar who published a paper in an academic peer-reviewed journal during their graduate studies. His most recent paper, "[The Effect of Serving "Breakfast After-the-Bell" Meals on School Absenteeism: Comparing Results From Regression Discontinuity Designs](#)," with Michael Gottfried (Cohort 3), was published in *Educational Evaluation and Policy Analysis* this spring. He is expanding his line of research concerned with the ripple effects of immigration enforcement to focus on different contexts and events in Texas with Carolyn Sattin-Bajaj (Cohort 1).

MATTHEW KRAFT (Cohort 2) was recently awarded the [SREE Early Career Award](#).

LESLEY LAVERY (Cohort 3) recently published a [brief](#) with co-authors Ashley Jochim (Cohort 2) and Sean Gill, titled *Toward Understanding Unionization's Impacts on Charter School Students*, which includes twenty-nine interviews across eight schools that unionized four to six years ago.

MADLINE MAVROGORDATO (Cohort 5) currently serves as coeditor of the *American Educational Research Journal*. She and co-author Rachel White (Cohort 6) recently won the 2020 William J. Davis Award for the most outstanding article published in *Educational Administration Quarterly* for their piece entitled "[Leveraging Policy Implementation for Social Justice: How School Leaders Shape Educational Opportunity When Implementing Policy for English Learners](#)." In addition, she recently led a team that wrote a research brief in partnership with the Annenberg Institute and Results for America on serving English learners in an instructional context transformed by Covid-19.

ANDREW MCEACHIN (Cohort 2) joined NWEA as the director of the Collaborative for Student Growth in April.

AMELIA PETERSON (Cohort 7) recently published her new book, *Thrive: The Purpose of Schools in a Changing World* (Cambridge University Press). She will also be starting as an assistant professor at the London Interdisciplinary School in July.

MORGAN SCOTT POLIKOFF'S (Cohort 2) first book, *Beyond Standards*, was published this May. It focuses on the failures of the standards movement and the path forward for improving instruction at scale. Mike Petrilli is a blurber! Folks can buy it [here](#) with code BSSP21 for 20 percent off.

DAVID QUINN (Cohort 7) has several recent papers out, including "[Bias in the Air: A Nationwide Exploration of Teachers' Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes](#)" in *Educational Researcher* and "[Experimental Evidence on Teachers' Racial Bias in Student Evaluation: The Role of Grading Scales](#)" in *Educational Evaluation and Policy Analysis*.

AMANDA RUTHERFORD (Cohort 9) was recently promoted to associate professor with tenure at the O'Neill School of Public and Environmental Affairs at Indiana University and named to the editorial boards of *Research in Higher Education and Public Administration Review*. She received a grant from the Racial Justice Research Fund at Indiana University to study School Resource Officers across the country. Her work has recently been published in *Educational Researcher*, *The Stata Journal*, and the *Journal of Behavioral Public Administration*.

ANDREW SAULTZ (Cohort 2) is an associate professor of educational policy and director of the Education and Leadership Ph.D. program at Pacific University. He was recently awarded a three-year Spencer Foundation Grant with Drs. Domina, Penner, Shifrer, Swain, and Zdrozny to study the relationship between school-based health centers and academic outcomes. He has also recently published papers on the opt-out movement in Ohio (*Teachers College Record*), standards-based accountability (*Harvard Education Review*), and preservice teacher understanding of educational policy (*Teacher Education Quarterly*).

ELIZABETH SETREN (Cohort 7) is currently finishing her third year at Tufts University in the Department of Economics. She received grants from the U.S. Department of Education, IES, Russell Sage Foundation, and the Spencer Foundation to study the impact of the METCO school desegregation bussing program in Massachusetts. She recently published "[Can Successful Schools Replicate? Scaling Up Boston's Charter School Sector](#)" with Sarah Cohodes (Cohort 2) and Chris Walters in the *American Economic Journal: Economic Policy*.

VETERAN EEPS UPDATES, CONT'D

ELIZABETH LEISY STOSICH (Cohort 6) recently published an article in *Teachers College Record* on district administrators' approaches to developing instructional leadership in schools.

ELISE SWANSON (Cohort 8) will soon be starting a new position as senior research manager at the Center for Education Policy Research. Recent publications include "Expanding student success: The impact of a comprehensive college transition program on psychosocial outcomes" in the *Journal of Research on Educational Effectiveness* and "Examining the relationship between psychosocial and academic outcomes in higher education: A descriptive analysis" in *AERA Open*. Through the Pullias Center for Higher Education, she has also released a series of policy and practice briefs summarizing the work of the Promoting At-Promise Student Success Project. Elise was also recognized as an Outstanding Reviewer for *AERA Open* at the AERA Annual Conference.

SIVAN TUCHMAN (Cohort 7) is starting her own independent consulting business that focuses on school-level research practice partnerships primarily for special education after four years at the Center on Reinventing Public Education (CRPE). One of the current consulting projects is as the evaluator of the Department of Education's Rural Tech Project, in which five finalist teams are piloting tech-focused CTE programs for two years to win a competition prize.

SAMANTHA VIANO (Cohort 8) published two articles in *Educational Evaluation and Policy Analysis* over the last year: "Kindergarten Cop: A Case Study of How a Coalition Between School Districts and Law Enforcement Led to School Resource Officers in Elementary Schools" and "Do Interactions with School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence from Two School Districts."

JENNIFER WALLNER (Cohort 1) was named the Jean Luc Pepin Research Chair in Canadian Politics.

RECENT PUBLICATIONS

- Adukia, Anjali. "Spillover Impacts on Education from Employment Guarantees." *Education Finance and Policy* (forthcoming). <https://bfi.uchicago.edu/working-paper/spillover-impacts-on-education-from-employment-guarantees>
- Bartanen, Bartanen, and Jason A. Grissom. "School Principal Race, Teacher Racial Diversity, and Student Achievement." *Journal of Human Resources* (forthcoming). <http://jhr.uwpress.org/content/early/2021/02/03/jhr.58.4.0218-9328R2.refs>
- Broton, K., Katsumoto, S., and Monaghan, D. "Food for Thought: Assessing the Experimental Impact of Providing Food Prior to Placement Testing at a Community College." *Journal of College Student Development* (forthcoming).
- Boatman, A. & Bennett, C. "The academic effects of shifting math remediation from college to high school." *Education Finance and Policy* (forthcoming).
- Bruno, Paul. "OPEB Accounting and Teacher Diversity." *Journal of Education Human Resources* 39, no. 2 (2021): 214–238.
- Bruno, Paul. "Teacher Screening and Hiring: Lessons from the Los Angeles Unified School District." Policy Brief. East Lansing, MI: Education Policy Innovation Collaborative, Michigan State University, April 2020. <https://epicedpolicy.org/teacher-screening-and-hiring-lessons-from-the-los-angeles-unified-school-district/>
- Bruno, Paul, Sarah J. Rabovsky, and Katharine O. Strunk. "Taking Their First Steps: The Distribution of New Teachers in School and Classroom Contexts and Implications for Teacher Effectiveness." *American Educational Research Journal* 57, no. 4 (2019): 1688–1729. <https://doi.org/10.3102/0002831219882008>
- Cannata, Marisa, and Tuan D. Nguyen. "Collaboration versus Concreteness: Tensions in Designing for Scale." *Teacher College Record* 122, no. 12 (2020): 1–34. <https://www.tcrecord.org/Content.asp?ContentId=23494>

RECENT PUBLICATIONS, CONT'D

- Chin, Mark J., David M. Quinn, Tasminda K. Dhaliwal, and Virginia S. Lovison. "Bias in the Air: A Nationwide Exploration of Teachers' Implicit Racial Attitudes, Aggregate Bias, and Student Outcomes." *Educational Researcher* 49, no. 8 (2020): 566–78. <https://journals.sagepub.com/doi/full/10.3102/0013189X20937240>
- Crouch, Michael, and Tuan D. Nguyen. "Examining Teacher Characteristics, School Conditions, and Attrition Rates at the Intersection of School Choice and Rural Education." *Journal of School Choice* (2020). doi:10.1080/15582159.2020.1736478
- Dhaliwal, Tasminda K., and Paul Bruno. "The Rural/Nonrural Divide? K–12 District Spending and Implications of Equity-Based School Funding." *AERA Open* 7, no. 1: 1–21 (2021). doi:10.1177/2332858420982549
- Donaldson, Morgaen, Madeline Mavrogordato, Shaun M. Dougherty, Reem Al Ghanem, and Peter Youngs. "Principal Evaluation under the Elementary and Secondary Every Student Succeeds Act: A Comprehensive Policy Review." *Education Finance and Policy* 16, no. 2 (2021): 347–61. doi:10.1162/edfp_a_00332
- Donaldson, Morgaen, Madeline Mavrogordato, Peter Youngs, Shaun Dougherty, and Reem Al Ghanem. "Doing the 'Real' Work: How Superintendents' Sensemaking Shapes Principal Evaluation Policies and Practices in School Districts." *AERA Open* 7, no. 1 (2021): 1–16. doi:10.1177/2332858420986177
- Gilmour, Allison F., and Nathan D. Jones. "Policies that Define Instruction: A Systematic Review of States' and Districts' Recommendations for Evaluating Special Educators." *Educational Researcher* 49, no. 9 (2020): 645–55. doi:10.3102/0013189X20935039
- Gilmour, Allison F., and Joseph H. Wehby. "The Association between Teaching Students with Disabilities and Teacher Turnover." *Journal of Educational Psychology* 112, no. 5 (2020): 1042–60. <https://eric.ed.gov/?id=EJ1259051>
- Gilmour, Allison F. "Teacher Certification Area and the Academic Outcomes of Students with Learning Disabilities or Emotional/Behavioral Disorders." *Journal of Special Education* 54, no. 1 (2019): 40–50. doi:10.1177/0022466919849905.
- Gottfried, Michael A., Jay Plasman, Jennifer A. Freeman, J., and Shaun Dougherty. "Who's Taking What? 'Applied STEM' Coursetaking for High School Students with Learning Disabilities." *AERA Open* 7, no. 1 (2021). doi:10.1177/2332858421999078
- Grissom, Jason A., Jennifer D. Timmer, Jennifer L. Nelson, and Richard S. L. Blissett. "Unequal Pay for Equal Work? Unpacking the Gender Gap in Principal Compensation." *Economics of Education Review* (forthcoming).
- Kane, Thomas J., Angela Boatman, Whitney Kozakowski, Christopher Bennett, Rachel Hitch, and Dana Weisenfeld. "Is College Remediation a Barrier or a Boost? Evidence from the Tennessee SAILS Program." *Journal of Policy Analysis and Management* (forthcoming). doi:10.1002/pam.22306.
- Keele, Luke, Matthew Lenard, Lindsay Page. "Matching Methods for Clustered Observational Studies in Education." *Journal of Research on Educational Effectiveness*. doi:10.1080/19345747.2021.1875527.
- Lukes, Dylan, and Christopher Cleveland. "The Lingering Legacy of Redlining on School Funding, Diversity, and Performance." EdWorkingPaper: 21-363. Retrieved from Annenberg Institute at Brown University. doi:10.26300/qeer-8c25.
- Marianno, Bradley D., Paul Bruno, and Kathrine O. Strunk. "The Effect of Teachers' Union Contracts on School District Efficiency: Longitudinal Evidence from California." *SAGE Open* 11, no. 1 (2021). doi:10.1177/2158244020988684.
- Markowitz, Anna J., Daphna Bassok, and Jason A. Grissom. "Teacher-Child Racial/Ethnic Match and Parental Engagement with Head Start." *American Educational Research Journal* 57, no. 5 (2020): p. 2132–74. doi:10.3102/0002831219899356.
- Mavrogordato, Madeline, Rebecca Callahan, David DeMatthews, and Elena Izquierdo. "Supports for Students Who Are English Learners." Research brief for the EdResearch for Recovery Project. Annenberg Institute, Brown University. https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_15.pdf
- Nguyen, Tuan D. "Examining the Teacher Labor Market in Different Rural Contexts: Variations by Urbanicity and Rural States." *AERA Open* 6, no. 4 (2020): 1–24. doi:10.1177/2332858420966336.

RECENT PUBLICATIONS, CONT'D

- Nguyen, Tuan D., Lam D. Pham, Michael Crouch, and Matthew G. Springer. "The Correlates of Teacher Turnover: An Updated and Expanded Meta-Analysis of the Literature." *Educational Research Review* 31 (2020). doi:10.1016/j.edurev.2020.100355.
- Page, Lindsay C., Matthew A. Lenard, and Luke Keele. "The Design of Clustered Observational Studies in Education." *AERA Open* 6, no. 3 (2020): 2332858420954401. doi:10.1177/2332858420954401.
- Mann, Bryan A., and Paul Bruno. "The Effects of Charter School Enrollment Losses and Tuition Reimbursements on School Districts: Lifting Boats or Sinking Them?" *Educational Policy* (forthcoming). doi:10.1177/0895904820951124.
- Pham, Lam D., Tuan D. Nguyen, and Matthew G. Springer. "Teacher Merit Pay: A Meta-Analysis." *American Educational Research Journal* 59, 3 (2020): 527–66. doi:10.3102/0002831220905580.
- Quinn, David M., and Andrew D. Ho. "Ordinal Approaches to Decomposing Between-Group Test Score Disparities." *Journal of Educational and Behavioral Statistics*. doi:10.3102/1076998620967726.
- Quinn, David M. "Experimental Evidence on Teachers' Racial Bias in Student Evaluation: The Role of Grading Scales." *Educational Evaluation and Policy Analysis* 42 (2020): 375–92.
- Quinn, David M. "Experimental Effects of 'Achievement Gap' News Reporting on Viewers' Racial Stereotypes, Inequality Explanations, and Inequality Prioritization." *Educational Researcher* 49, no. 7 (2020): 482–92. doi:10.3102/0013189X20932469.
- Redding, C., and Grissom, J. A. "Do Students in Gifted Programs Perform Better? Linking Gifted Program Participation to Achievement and Nonachievement Outcomes." *Educational Evaluation and Policy Analysis*. doi:10.3102/01623737211008919.
- Redding, Christopher, and Tuan D. Nguyen. "Recent Trends in the Characteristics of New Teachers, the Schools in which They Teach, and Their Turnover Rates." *Teacher College Record* 122, no. 7 (2020): 1–36. <https://eric.ed.gov/?id=EJ1271626>
- Redding, Christopher, and Tuan D. Nguyen. "The Relationship between School Turnaround and Student Outcomes: A Meta-Analysis." *Educational Evaluation and Policy Analysis*. doi:10.3102/0162373720949513.
- Goulas, Sofoklis, and Rigissa Megalokonomou. "School attendance during a pandemic." *Economics Letters* 193 (2020): 109275. doi:10.1016/j.econlet.2020.109275.
- Goulas, Sofoklis, and Rigissa, Megalokonomou. "Knowing who you actually are: The effect of feedback on short-and longer-term outcomes." *Journal of Economic Behavior & Organization* 183 (2021): 589–615. doi:10.1016/j.jebo.2021.01.013.
- Stosich, Elizabeth L. "Central Office Leadership for Instructional Improvement: Developing Collaborative Leadership among Principals and Instructional Leadership Team Members." *Teachers College Record* 122, no. 9 (2020). <https://eric.ed.gov/?id=EJ1275763>
- Viano, Samantha, Lam D. Pham, Gary Henry, Adam Kho, and Ron Zimmer. "What Teachers Want: School Factors Predicting Teachers' Decisions to Work in Low-Performing Schools." *American Educational Research Journal* 58, no. 1 (2020), 201–33. doi:10.3102/0002831220930199.
- Viano, Samantha and Dominique J. Baker. "How Administrative Data Collection and Analysis Can Better Reflect Racial and Ethnic Identities." *Review of Research in Education* 44, no. 1 (2020): 301–31. doi:10.3102/0091732X20903321.
- Youngs, Peter, and Jihyun Kim, Madeline Mavrogordato. *Exploring Principal Development and Teacher Outcomes: How Principals Can Strengthen Instruction, Teacher Retention and Student Achievement*. New York, NY: Routledge, 2021.