

PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE & AMERICAN ENTERPRISE INSTITUTE



GREETINGS EEPS!

We hope this newsletter finds you all well and that you are enjoying the spring weather. We at Fordham and AEI have been as busy as ever lately writing, publishing reports, and hosting events. We greatly enjoyed receiving all of your news and updates and reading about your latest endeavors. Please enjoy perusing this edition of "Peeps from EEPS"—and Cohort 8, we look forward to welcoming you all back to D.C. later this month!

As always, please email Victoria McDougald (vmcdougald@fordhaminstitute.org) 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.

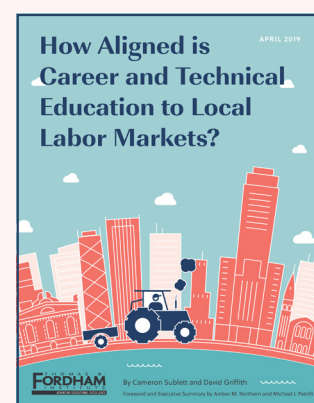


How Aligned is Career and Technical Education to Local Labor Markets?

BY CAMERON SUBLETT AND DAVID GRIFFITH

Co-authored by Cameron Sublett (EEPS Cohort 6) and Fordham's senior research and policy associate David Griffith, "How Aligned is Career and Technical Education to Local Labor Markets?" examines whether students in high school CTE programs are more likely to take courses in high-demand and/or high-wage industries, both nationally and locally. By linking CTE course-taking data from the High School Longitudinal Survey to employment data from the Bureau of Labor Statistics, it seeks to answer: To what extent do national CTE course-taking patterns at the high school level reflect the current distribution of jobs across fields and industries? To what extent is CTE course-taking in high school linked to local employment and industry wages? And how do patterns of CTE course-taking differ by student race and gender?

Overall, the study finds that many fields that support a significant number of U.S. jobs see little CTE course-taking in high school, suggesting the potential for greater alignment in these areas. Students are also more likely to take courses in fields that support more local jobs, but less likely to do so when those jobs are high-paying, suggesting that today's CTE is connecting kids with jobs that are plentiful but low-paying by industry standards. Finally, although *national* CTE course-taking patterns differ significantly by race and gender, all student groups exhibit similar responses to *local* labor market demand. The study also includes CTE course-taking and employment data for ten metropolitan areas, and finds that (while the specifics of CTE differ by location), there's plenty of room for improvement.



[DOWNLOAD THE PDF](#)

Is Career and Technical Education Having an Identity Crisis?

Compared to career training programs in most other advanced nations, CTE in the United States is a mile wide but an inch deep, with most students taking a handful of courses across multiple fields, but just a tiny number doing a years-long course of study that includes apprenticeships and leads to industry credentials. Furthermore, to the extent that CTE course-taking relates to local labor market signals, a new Fordham Institute study found many students take courses in fields with lower wages—hardly the "high quality" routes that many CTE leaders espouse.

What is the purpose of CTE in America's high schools today, and what should it be? Is it to prepare students for good-paying jobs right out of high school? To place students in a pipeline that leads to rigorous programs in technical and community colleges, and valuable credentials? Or to allow students to explore their career interests whether or not they go to college? Join us on May 14 as we pose these and other vexing questions to a panel of CTE experts.

UPCOMING EVENT

May

14th

3:00–5:00PM

K&L Gates
1601 K St. NW #1,
Washington, DC 20006

[OR TUNE IN ONLINE HERE](#)

WHAT SOCIAL AND EMOTIONAL LEARNING NEEDS TO SUCCEED AND SURVIVE

BY CHESTER E. FINN, JR. AND FREDERICK M. HESS

"What Social and Emotional Learning Needs to Succeed and Survive," by Chester E. Finn, Jr. and Frederick M. Hess, offers seven suggestions for social and emotional learning (SEL) advocates and funders as they seek to deliver on SEL's promise and avoid its pitfalls. The case for SEL must not become an excuse to diminish attention to academic skills and knowledge or serve to deflect educators from the centrality of academic instruction. SEL will be counted a dismal failure if it encourages educators to settle for pillowy paeans to "happiness," "self-esteem," and "inclusivity" at the expense of harder things such as character, virtue, civility, and self-discipline.



IS CAREER AND TECHNICAL EDUCATION JUST ENJOYING ITS 15 MINUTES OF FAME?

BY FREDERICK M. HESS AND RJ MARTIN

Co-authored by Frederick M. Hess and RJ Martin, "Is Career and Technical Education Just Enjoying Its 15 Minutes of Fame?" examines how much media attention toward career and technical education has grown and how that compares to other prominent twenty-first century education reforms over the past two decades. Since 1998, the number of articles mentioning CTE has increased more than a hundredfold. Since 2012, media mentions have doubled. This heightened interest in CTE is part of a larger trend entailing increased attention to skills training. For example, media mentions of workforce development increased by a factor of thirteen in the past two decades. CTE's rise has been unusually long-running when compared to other twenty-first century education reforms—such as No Child Left Behind and Common Core—and is especially notable for an idea that generates little controversy.



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AEI Education

Rick Hess

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

COHORT 8 UPDATES

SADE BONILLA recently accepted a position as an assistant professor in the College of Education at the University of Massachusetts Amherst.

JOANNE GOLANN, assistant professor at Vanderbilt University's Peabody College, is working on her first book on no-excuses charter schools. She is also finishing data collection for an in-home parenting video study that has amassed over 3,600 hours of data!

DENNIS KRAMER continues his experimental work on understanding the role of default choices on student loan borrowing. He was recently selected as the founding director for the University of Florida's Education Policy Research Center. He also continues to serve as an academic fellow for the Office of Evaluation Sciences within the General Services Administration where he is leading multiple large-scale randomized evaluation across various federal agencies.

TUAN NGUYEN will transition from research assistant professor to assistant professor at Kansas State University.

M. DANISH SHAKEEL is a postdoctoral research fellow in the Program on Education Policy and Governance at the Harvard Kennedy School of Government. Along with Robert Maranto (editor of the Journal of School Choice), he recently edited a special issue of the journal on religion and school choice. He is editing another special issue of the journal on school choice in rural communities. Both special issues will be published later in a book format. He also recently appeared on EdChoice's Researcher Profile Podcast to discuss his research interests and upcoming publications. He is excited about his future research on family and achievement gaps in the U.S. student population.

ELISE SWANSON recently started as a postdoctoral scholar-research associate at the Pullias Center at the University of Southern California. In March, Elise defended her dissertation and is excited to continue her work evaluating interventions aimed at increasing rates of postsecondary enrollment and degree completion. Additionally, she has a forthcoming paper in Educational Policy, entitled "Examining the Impacts of Middle School Disciplinary Policies on Ninth Grade Retention."

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 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 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.

VETERAN EEPS UPDATES

ANJALI ADUKIA (Cohort 6) is an assistant professor at the University of Chicago Harris School of Public Policy. This past year she was selected as a William T. Grant Scholar. Anjali is looking forward to becoming a National Academy of Education/Spencer postdoctoral fellow starting in the fall.

JESSICA ALZEN (Cohort 6), is a research associate at the Center for Assessment, Design, Research, and Evaluation at University Colorado Boulder, and recently published two articles with colleagues at CU. This year she transitioned to serving as a PI on several projects including investigations of academic coaching in higher education and peer-to-peer professional development opportunities for educators.

KAITLIN ANDERSON (Cohort 6) is finishing up her post-doc at the Education Policy Innovation Collaborative at Michigan State University, and is excited to join the faculty at Lehigh University as an assistant professor in educational leadership this fall. Her forthcoming paper "Understanding a Vicious Cycle: The Relationship between Student Discipline and Student Academic Outcomes" will be published soon in *Educational Researcher*.

DOMINIQUE BAKER (Cohort 5) recently published several articles focused on equity and higher education policy, including her work on the policy antecedents to state affirmative action ban adoption, which was published in the *American Educational Research Journal*. She has also recently joined the editorial board of *Educational Evaluation and Policy Analysis* and been named a 2018 Outstanding Reviewer for *AERA Open*. In addition, she was named a semifinalist for the 2018 National Academy of Education and Spencer Foundation postdoctoral fellowship.

TRAVIS BRISTOL (Cohort 7) has a forthcoming article "A Tale of Two Types of Schools: An Exploration of How School Working Conditions Influence Black Male Teacher Turnover" in *Teachers College Record*. He also received funding from the Charles and Lynn Schusterman Family Foundation to study a community of practice for education leaders of color; funding from the FEDCO Charitable Foundation to study an affinity group aimed at supporting male teachers of color in the Compton Unified School District; funding from the National Education Association to study an affinity group of black male teachers in Mississippi; and

funding for continued support from the New York City Department of Education to study its teacher diversity initiative, NYC Men Teach.

KATHARINE BROTON (Cohort 4) received the 2018 Thomas N. Urban Research Award for outstanding scholarly contributions to Iowa education. She collaborated with Graham N.S. Miller and Sara Goldrick-Rab on a recent article, "College on the Margins: Higher Education Professionals' Perspectives on Campus Basic Needs Insecurity," forthcoming in *Teachers College Record*.

SUSAN BUSH-MECENAS (Cohort 7) is a postdoctoral fellow at the Northwestern University School of Education and Social Policy. She currently works on the Development and Research in Early Math Education (DREME) study focusing on policy and instructional coherence from preschool to early elementary school. Susan continues her research on continuous improvement and district decision making, and will be presenting an analysis of the politics of educational reform in Los Angeles at the Harvard Education Cities Conference this month.

CHRIS CURRAN (Cohort 5) will be joining the faculty at the University of Florida's College of Education as an associate professor this fall after four years at the UMBC School of Public Policy.

SARA DAHILL-BROWN (Cohort 3) was recently awarded tenure and promoted to associate professor of politics and international relations at Wake Forest University.

SHAUN DOUGHERTY (Cohort 3) recently became an associate professor of public policy and education at Vanderbilt Peabody College. He is also serving as co-PI for the CTE Research Network, an IES funded project to promote high-quality research, and training related to career and technical education.

TIM DRAKE (Cohort 6) continues to work as PI for the Wallace Foundation's University Preparation Program Initiative (UPPI) grant to NC State. As part of this grant, he began working with North Carolina's Department of Public Instruction to both develop and study the implementation of a state-wide leadership dashboard.

VETERAN EEPS UPDATES, CONT'D

ANNA EGALITE (Cohort 3) is in her fourth year as an assistant professor at NC State University, where she teaches causal inference and policy research in education. She is currently working on an analysis of principal-teacher demographic matching and teacher turnover in North Carolina, as well as a competitive effects analysis of Indiana's voucher program. She was recently awarded a grant from the Wallace Foundation for a project collaborating with Jason Grissom (Cohort 1) and Constance Lindsay (Cohort 5) on a knowledge synthesis of the literature on principal effects. She is also a senior consultant on the IES-funded implementation evaluation of the D.C. Opportunity Scholarship Program.

MICHAEL FORD (Cohort 5) published several articles related to school board member conflict, charter school board governance, and school choice in peer-reviewed journals. He also collaborated with the Milwaukee Journal Sentinel on an investigative series entitled "Lessons Lost" related to student mobility and its impacts in Milwaukee, WI.

LEESA FOREMAN (Cohort 7) relocated to Portland, Oregon and is currently working for Portland Public Schools, as well as doing some independent research and contract work. In 2018, she was accepted as a strategic data project fellow for the Center for Education Policy Research at Harvard University (placement deferred). Also in 2018, her dissertation was published through ProQuest, *Localized Teacher Supply and Demand in Arkansas: An Exploration of the Supply and Demand of Teachers in Arkansas School Districts*. This was a multi-method study using regression analysis, interviews, and surveys to determine which districts in Arkansas had a surplus of teachers and which districts had the greatest need for teachers.

SETH GERSHENSON (Cohort 3) was appointed as an associate editor of *AERA Open*, effective February 2019. His article "Teacher Expectations Matter" is forthcoming in the *Review of Economics and Statistics*. He also received a grant from the Spencer Foundation to study "The Impact of Class Absences on Student Achievement in Secondary School" with Jing Liu of Brown University.

CHLOE GIBBS (Cohort 5) received an NSF research grant in the economics program for her work on interactions between parenting investments and preschool inputs in early childhood, and she will give a keynote address at the National Head Start Association's 2019 conference.

MICHAEL GOTTFRIED (Cohort 3) just co-edited a new book, *Absent from School*, with Ethan Hutt (Cohort 4), published by Harvard Education Press. The book also includes contributions from other EEPS members: Kaitlin Anderson (Cohort 6); Joshua Childs (Cohort 8); Sarah Cordes (Cohort 6); Shaun Dougherty (Cohort 3); Anna Egalite (Cohort 3); Seth Gershenson (Cohort 3); Jacob Kirksey (Cohort 8); Lindsay Page (Cohort 3); and Carolyn Sattin-Bajaj (Cohort 1).

ERICA GREENBERG (Cohort 6) recently joined the new Center on Education Data and Policy at the Urban Institute with EEPS Matt Chingos (Cohort 1), Constance Lindsay (Cohort 5), and Erica Blom (Cohort 7). She recently published a national study of preschool participation among children of immigrants as part of the US 2050 Initiative. She also submitted informational testimony to the Connecticut General Assembly on measures of student poverty and completed projects on early care and education in the District of Columbia, Illinois, and New York. She continues to organize the education policy brown bag series at the Urban Institute and extends an open invitation to all EEPS seeking feedback on policy-relevant work.

JASON GRISSOM (Cohort 1) continues to serve as 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. With colleagues at Vanderbilt and Mathematica, he is evaluating the Principal Supervisor Initiative for the Wallace Foundation, with a final report due out in the coming months. He is also serving as PI on grants to study school leadership from IES and the Bill and Melinda Gates Foundation. Jason's term as (co-) editor-in-chief of *Educational Researcher* wraps up this summer.

VETERAN EEPS UPDATES, CONT'D

MÓNICA HERNÁNDEZ (Cohort 7) recently joined the Tennessee Education Research Alliance (TERA) at Vanderbilt University as a research associate. She successfully completed her postdoctoral fellowship at the Education Research Alliance for New Orleans (ERA-New Orleans) at Tulane University.

CARA JACKSON (Cohort 4) recently joined Bellwether Education Partner's policy and evaluation team as an associate partner in the evaluation practice, as well as began teaching research methods at American University. She's also co-editing a forthcoming book, *Linking Teacher Preparation Program Design and Implementation to Outcomes for Teachers and Students*.

ROBERT KELCHEN (Cohort 4) received a grant from the William T. Grant Foundation to conduct research on performance-based funding policies in higher education. He also was ranked thirty-second in Rick Hess's annual Edu-Scholar Public Influence Rankings, which was the highest position for an assistant professor on the list.

ANNA MARKOWITZ (Cohort 7) is preparing to move to Los Angeles to start this fall as an assistant professor at the Graduate School of Education and Information Studies at the University of California, Los Angeles. She also was recently recognized as an Outstanding Reviewer for the journal *Education Researcher*, published by the American Educational Research Association.

MADELINE MAVROGORDATO (Cohort 5) was granted tenure and promoted to associate professor at Michigan State University. She also became an associate editor for the *American Educational Research Journal*.

RYAN MCCARTY (Cohort 4) presented his research at AERA this spring. In his spare time, he is completing an internship in Chicago Public Schools to earn his Principal Endorsement.

LINDSAY PAGE (Cohort 3) and colleagues' article, "The Impact of the Dell Scholars Program on College Access, Persistence and Degree Attainment" is forthcoming this summer in the *Journal of Human Resources*.

AMELIA PETERSON (Cohort 7) was recently awarded the Best Comparative Public Policy Paper award by the public policy section of the American Political Science Association (APSA).

JAY PLASMAN (Cohort 7) accepted a tenure-track position in the Department of Educational Studies at the Ohio State University beginning in August 2019.

MORGAN POLIKOFF (Cohort 2) took over as co-editor of *Educational Evaluation and Policy Analysis* with Julie March, Joe Cimpian, and Paco Martorell. He is serving in this role from 2018 to 2021.

KAREN RAMBO-HERNANDEZ (Cohort 1) has accepted a position at Texas A&M University as an associate professor in the Teaching, Learning, and Culture Department in STEM education. She will continue her research lines in evaluating the impact of STEM interventions and improving educational outcomes for talented underrepresented students. Additionally, she will be part of a team focused on preparing the next generation of STEM researchers.

CAROLYN SATTIN-BAJAJ (Cohort 1) recently completed a fellowship at the Sydney Social Sciences and Advanced Humanities Research Centre (SSSHARC) at the University of Sydney. She is continuing as a visiting researcher at the University of Sydney in the School of Education and Social Work where she is conducting a study of school leaders' responses to xenophobia and discrimination in schools in the Australian state of New South Wales. This study is part of a larger comparative project with the U.S. where she is examining principals' responses to changing immigration enforcement policies and its impacts on students. Carolyn was named a 2018 Outstanding Reviewer for *Educational Evaluation and Policy Analysis*.

ANDREW SAULTZ (Cohort 2) accepted a position as the director of the PhD Program in Education and Leadership at Pacific University in Forest Grove, Oregon in the fall of 2018. The interdisciplinary program is jointly housed in the College of Education and College of Health Professions. Andy also announced his candidacy for the Oregon House of Representatives for the 2020 election to represent HD 33, where both he and his wife grew up (NW Portland).

VETERAN EEPS UPDATES, CONT'D

ARNOLD SHOBER (Cohort 1) wrote a chapter, "Can Equity Survive Governance? Politics, Accountability and Local Control," to be published in the forthcoming 2020 *World Yearbook of Education: Schooling, Governance, and Inequalities*.

MIN SUN (Cohort 6) was promoted to associate professor with tenure in September 2018. Her publication on black teacher turnover has been recognized by *The 74* as one of the eleven charts that change the way we think about schools in 2018.

JESSICA SUTTER (Cohort 6) earned her PhD in education policy studies in May 2018 from the University of Maryland, College Park. She was elected to the D.C. State Board of Education in November 2018 and will represent the thirty-six public schools and more than 90,000 residents of Ward 6 for the next four years. She presented "Missing from the Room Where it Happens: Parents and Families in Charter School Restart Decisions" at the International School Choice and Reform Conference in Lisbon, Portugal in January 2019.

RACHEL WHITE (Cohort 6) had an article, co-authored by Madeline Mavrogordato (Cohort 5) that was featured in *Education Week's* Learning the Language Blog.

RECENT PUBLICATIONS

Anderson, Kaitlin (Cohort 6), Anna J. Egalite (Cohort 3), and Jonathan N. Mills (Cohort 6). "Tackling Truancy: Findings from a State-Level Policy Banning Suspensions for Truancy." In M. A. Gottfried (Cohort 3) and E. L. Hutt (Cohort 4) (eds.), *Absent from School: Understanding and Addressing Student Absenteeism*. Cambridge, MA: Harvard Education Press (February 2019):149–164.

Alzen, Jessica L. (Cohort 6), Laurie S. Langdon, and Valerie K. Otero. "A Logistic Regression Investigation of the Relationship Between the Learning Assistant Model and Failure Rates in Introductory STEM Courses." *International Journal of STEM Education* 5, no.1 (December 2018).

Baker, Dominique J. (Cohort 5). "Pathways to Racial Equity in Higher Education: Modeling the Antecedents of State Affirmative Action Bans." *American Education Research Journal* (March 6, 2019).

Bartanen, Brendan, Jason A. Grissom (Cohort 1), Ela Joshi, and Marc Meredith. "Mapping Inequalities in Local Political Representation: Evidence from Ohio School Boards." *AERA Open* 4, no.4 (December 14, 2018): 1–19.

Bassok, Daphna (Cohort 1), Chloe R. Gibbs (Cohort 5), and Scott Latham. "Preschool and Children's Outcomes in Elementary School: Have Patterns Changed Nationwide Between 1998 and 2010?" *Child Development* (April 17, 2018).

Briggs, Derek C. and Jessica L. Alzen (Cohort 6). "Making Inferences About Teacher Observation Scores Over Time," *Educational and Psychological Measurement* (January 30, 2019).

Bristol, Travis J. (Cohort 7) and Ramon B. Goings. "Exploring the Boundary-Heightening Experiences of Black Male Teachers: Lessons for Teacher Education Programs." *Journal of Teacher Education* 70, no.1 (2019): 51–64.

Bristol, Travis J. (Cohort 7) and Matthew Shirrell. "Who is Here to Help Me? The Work-Related Social Networks of Teachers of Color." *American Educational Research Journal* (October 2018).

Broton, Katharine M. (Cohort 4). "Rethinking the Cooling Out Hypothesis: The Impact of Need-based Financial Aid on Students' Educational Goals." *Community College Review* 47, no.1 (2019): 79–104.

Conger, Dylan, Chloe R. Gibbs (Cohort 5), Yuuko Uchikoshi, and Adam Winsler. "New Benefits of Public School Pre-Kindergarten Programs: Early School Stability, Grade Promotion, and Exit from ELL Services." *Early Childhood Research Quarterly* 48, no.3 (2019): 26–35.

RECENT PUBLICATIONS, CONT'D

Cordes, Sarah A. (Cohort 6), Michele Leardo, Christopher Rick, and Amy Ellen Schwartz. "Can School Buses Drive Down (Chronic) Absenteeism?" In M. A. Gottfried (Cohort 3) and E. L. Hutt (Cohort 4) (eds.), *Absent from School: Understanding and Addressing Student Absenteeism*. Cambridge, MA: Harvard Education Press (February 2019): 121–136.

Cordes, Sarah A. (Cohort 6), Amy Ellen Schwartz, and Leanna Stiefel. "The Effect of Residential Mobility on Student Performance: Evidence From New York City." *American Educational Research Journal* (January 17, 2019).

Cordes, Sarah A. (Cohort 6) and Amy Ellen Schwartz. "Does Pupil Transportation Close the School Quality Gap?" Urban Institute (October 18, 2018).

Curran, F. Chris (Cohort 5). "Does the Chicago Safe Passage Program Reduce Reported Crime Around Elementary Schools? Evidence From Longitudinal, Geocoded Crime Data." *Criminal Justice Policy Review* (November 2018).

Curran, F. Chris (Cohort 5) and James Kitchin. "Why Are the Early Elementary Race/Ethnicity Test Score Gaps in Science Larger than Those in Reading or Mathematics? National Evidence on the Importance of Language and Immigration Context in Explaining the Gaps-in-Gaps." *Science Education* (December 31, 2018).

Dahill-Brown, Sara (Cohort 3). "Challenging, Building and Changing Capacity in State Education Agencies." In Frederick M. Hess and Michael Q. McShane (Cohort 2) (eds.), *Bush-Obama School Reform*. Cambridge, MA: Harvard Education Press (September 2018): 145–166.

Dahill-Brown, Sara (Cohort 3). "Education, Equity, and the States: How Variations in State Governance Make or Break Reform." Cambridge, MA: Harvard Education Press (February 2019).

Dahill-Brown, Sara (Cohort 3) and Ashley E. Jochim (Cohort 2). "The Power of Place in Rural Schooling." *School Administrator* (October 2018).

Dahill-Brown, Sara (Cohort 3) and Ashley Jochim (Cohort 2). "The Power of Place: Rural Identity and the Politics of Rural School Reform." In Michael Q. McShane (Cohort 2) and Andy Smarick (eds.), *No Longer Forgotten: The Triumphs and Struggles of Rural Education in America*. Lanham, MD: Rowman & Littlefield Publishers (November 2018).

Dougherty, Shaun M. (Cohort 3) and Joshua Childs (Cohort 8). "Attending to Attendance: Why Data Quality and Modeling Assumptions Matter When Using Attendance as an Outcome." In M. A. Gottfried (Cohort 3) and E. L. Hutt (Cohort 4) (eds.), *Absent from School: Understanding and Addressing Student Absenteeism*. Cambridge, MA: Harvard Education Press (February 2019): 53–66.

Egalite, Anna J. (Cohort 3). "Federal Support for Charter Schooling." In Frederick M. Hess and Michael Q. McShane (Cohort 2) (eds.), *Bush-Obama School Reform*. Cambridge, MA: Harvard Education Press (September 2018): 125–144.

Egalite, Anna J. (Cohort 3) and Jonathan N. Mills (Cohort 6). "Competitive Impacts of Means-Tested Vouchers on Public School Performance: Evidence from Louisiana." *Education Finance and Policy* (March 11, 2019): 1–45.

Evans, Brent J. and Tuan D. Nguyen (Cohort 8). "Monetary Substitution of Loans, Earnings and Need-based Aid in Postsecondary Education: The Impact of Pell Grant Eligibility." *Economics of Education Review* (February 2019).

Foote, Andrew and Michel Grosz (Cohort 8). "The Effect of Local Labor Market Downturns on Postsecondary Enrollment and Program Choice." *Education Finance and Policy* (March 19, 2019): 1–50.

Foreman, Leesa M. (Cohort 7). "Educational Attainment Effects of Public and Private School Choice." In Patrick J. Wolfe (ed.), *School Choice: Separating Fact from Fiction*. Abingdon-on-Thames, United Kingdom: Routledge (November 8, 2018).

RECENT PULICATIONS, CONT'D

Gershenson, Seth (Cohort 3), Jessica Rae McBean, and Long Tran. "The Distributional Impacts of Student Absences on Academic Achievement." In M. A. Gottfried (Cohort 3) and E. L. Hutt (Cohort 4) (eds.), *Absent from School: Understanding and Addressing Student Absenteeism*. Cambridge, MA: Harvard Education Press (February 2019): 67–82.

Golann, Joanne W. (Cohort 8). "Conformers, Adaptors, Imitators, and Rejecters: How No-excuses Teachers' Cultural Toolkits Shape Their Responses to Control." *Sociology of Education* 91, no.1 (2018): 28–45.

Golann, Joanne W. (Cohort 8), and A. Chris Torres. "Do No-Excuses Disciplinary Practices Promote Success?" *Journal of Urban Affairs* (2018): 1–17.

Golann, Joanne W. (Cohort 8), Mira Debs, and Anna Lisa Weiss. "'To Be Strict on your Own': Black and Latinx Parents Evaluate Discipline in Urban Choice Schools." *American Educational Research Journal* (March 7, 2019).

Greenberg, Erica (Cohort 6), Victoria Rosenboom, and Gina Adams. "Preparing the Future Workforce: Early Care and Education Participation among Children of Immigrants." Washington, D.C.: Urban Institute (March 2019).

Grissom, Jason A. (Cohort 1), and Brendan Bartanen. "Strategic Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems." *American Educational Research Journal* 56, no.2 (September 27, 2018): 514–555.

Grissom, Jason A. (Cohort 1), Hajime Mitani, and David Woo. "Principal Preparation Programs and Principal Outcomes." *Educational Administration Quarterly* 55, no.1 (2019): 73–115.

Grissom, Jason A. (Cohort 1), Richard S.L. Blissett (Cohort 7), and Hajime Mitani. "Evaluating School Principals: Supervisor Ratings of Principal Practice and Principal Job Performance." *Educational Evaluation and Policy Analysis* 40, no.3 (2018): 446–472.

Hernández, Mónica (Cohort 7). "The Effects of the New Orleans School Reforms on Exclusionary Discipline Practices." New Orleans, LA: Education Research Alliance for New Orleans (March 19, 2019).

Hoch, Mary L., Ryan McCarty (Cohort 4), Debra Gurtvitz, and Ivy Sitkoski. "Five Key Principles: Guided Inquiry with Multimodal Text Sets." *The Reading Teacher* (November 18, 2018).

Jackson, Cara (Cohort 4), and J. Cowan. "Assessing the Evidence on Teacher Evaluation Reforms." Washington, D.C.: National Center for Analysis of Longitudinal Data in Education Research. CALDER Policy Brief No.13-1218-1 (2018).

Jochim, Ashley (Cohort 2). "The Limits of Policy for School Turnaround." In Frederick M. Hess and Michael Q. McShane (Cohort 2) (eds.), *Bush-Obama School Reform*. Cambridge, MA: Harvard Education Press (September 2018): 33–50.

Kraft, Matthew A. (Cohort 2). "Federal Efforts to Improve Teacher Quality." In Frederick M. Hess and Michael Q. McShane (Cohort 2) (eds.), *Bush-Obama School Reform*. Cambridge, MA: Harvard Education Press (September 2018): 69–86.

Kraft, Matthew A. (Cohort 2). "Teacher Effects on Complex Cognitive Skills and Social-Emotional Competencies." *Journal of Human Resources* 54, no.1 (2019): 1–36.

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