

PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE & THE AMERICAN ENTERPRISE INSTITUTE



GREETINGS EEPS!

As always, we hope this newsletter finds you healthy and well. We over at Fordham and AEI are wrapping up a busy spring and are looking forward to welcoming our Cohort 11 members in Washington, D.C., later this month. We also hope to schedule a long-overdue cross-cohort happy hour at an upcoming academic conference, so please stay tuned for more on that.

Thank you so much for sending in all of your recent updates. We hope you enjoy reading about your peers' news, accomplishments, and work!

—Victoria and Gabby

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.



RETURN TO LEARN TRACKER (R2L) MASK EDITION

BY AEI AND THE COLLEGE CRISIS INITIATIVE (C2I)

The "[Return to Learn Tracker \(R2L\) Mask Edition](#)," developed by AEI in partnership with the College Crisis Initiative (C2I) of Davidson College, monitors America's lifting of mask requirements and recovery from the Covid-19 pandemic. Spearheaded by resident fellow Nat Malkus, R2L is the most timely, comprehensive, and reliable data source on district masking during the Covid-19 pandemic. It provides data on masking changes over the course of the school year for over 8,600 districts and insight into the trends behind them, for media, government, and researchers.



THE UNBEARABLE BLEAKNESS OF AMERICAN SCHOOLING

FEBRUARY 2022

BY ROBERT PONDISCIO

"[The Unbearable Bleakness of American Schooling](#)," a recent op-ed written by Senior Fellow Robert Pondiscio, summarizes the uneven and rough road American schooling has been on the past few years. This piece dives into the student mental-health crisis, which predated the pandemic and has been exacerbated by it, and how one polarizing issue after another are shaking classrooms across the country.

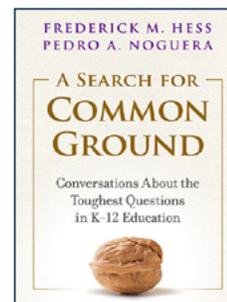


A SEARCH FOR COMMON GROUND: CONVERSATIONS ABOUT THE TOUGHEST QUESTIONS IN K-12 EDUCATION

MARCH 2021

BY FREDERICK M. HESS AND PEDRO A. NOGUERA

In [A Search for Common Ground](#), Frederick M. Hess and USC Dean of Education Pedro A. Noguera, who have often fallen on opposing sides of the ideological aisle over the past couple of decades, candidly talk through their differences on some of the toughest issues in K-12 education today—from school choice to testing to diversity to privatization. They offer a sharp, honest debate that digs deep into their disagreements, enabling them to find a surprising amount of common ground along the way. Written as a series of back-and-forth exchanges, this engaging book illustrates a model of responsible, civil debate between those with substantial, principled differences. It is also a powerful meditation on where twenty-first-century school improvement can and should go next.



CONNECT WITH EEPS, FORDHAM, AND AEI ON TWITTER



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AEI Education [@AEIeducation](#)

Mike Petrilli [@MichaelPetrilli](#)

Rick Hess [@Rickhess99](#)

Victoria McDougald [@V_McDougald](#)

Gabriella Lasso [@lasso_gabriella](#)

Robert Pondiscio [@rpondiscio](#)

Nat Malkus [@natmalkus](#)

FOLLOW THE SCIENCE TO SCHOOL: EVIDENCE-BASED PRACTICES FOR ELEMENTARY EDUCATION

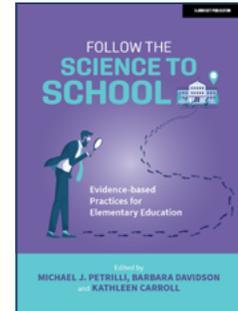
MARCH 2022

EDS. MICHAEL J. PETRILLI, BARBARA DAVIDSON, AND KATHLEEN CARROLL

In March, Fordham published *Follow the Science to School: Evidence-based Practices for Elementary Education*, edited by Michael J. Petrilli, Barbara Davidson, and Kathleen Carroll. The book offers workable, evidence-based answers to key questions such as the following: How can young children make sense of the code that is the alphabet? And what's the best way for teachers to establish a safe and supportive learning environment?

Of course, not everything that makes an elementary school great can be pinned to "evidence." Skillful teaching and inspired leadership are each an art and a science. And sometimes science can't give us a single strong answer to every question. But it often does. The science is out there, and there are good approaches to meeting the challenges that thousands of teachers and students encounter every day.

Follow the Science to School is available for purchase from the [John Catt Bookshop](#) and [Amazon](#).



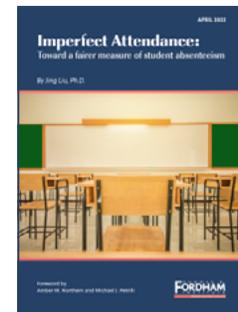
IMPERFECT ATTENDANCE: TOWARD A FAIRER MEASURE OF STUDENT ABSENTEEISM

APRIL 2022

BY JING LIU, PH.D.

In April, Fordham released *Imperfect Attendance: Toward a fairer measure of student absenteeism*, which examined how high schools impact attendance after accounting for students' prior absenteeism rates and other observable characteristics—that is, their "attendance value-added." Using sixteen years of data, author Jing Liu of the University of Maryland (Cohort 9) finds, on average, that attending a high school with high attendance value-added increases a student's attendance by roughly four school days per year.

Attendance value-added is also positively correlated with students reporting that their school is safe and that behavioral expectations are clear. Amid a third pandemic school year, as schools in many parts of the country face chronic absenteeism and increasing behavioral issues, it is fairer to measure what they can control than what they can't. Using only conventional student-attendance measures in accountability systems, such as chronic absenteeism, likely imparts credit or penalty to schools that don't deserve it.



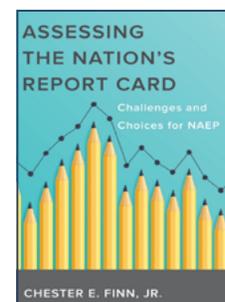
ASSESSING THE NATION'S REPORT CARD: CHALLENGES AND CHOICES FOR NAEP

MAY 2022

BY CHESTER E. FINN, JR.

Assessing the Nation's Report Card: Challenges and Choices for NAEP, published this month and authored by former assistant U.S. secretary of education Chester E. Finn, Jr., examines the history of NAEP, the issues and challenges that it faces today, and ways to strengthen and modernize it for the future. He offers a unique insider's analysis of NAEP's evolution over fifty years and a firsthand perspective on crucial decisions that have shaped it. The result is a revealing look at the country's most influential source of data on K–12 achievement: how it came to be, what's pushing it today, and what it must do tomorrow.

Assessing the Nation's Report Card is now available for purchase [here](#).



COHORT 11 NEWS & UPDATES

BRIAN FITZPATRICK recently accepted a position as a Quantitative Research Scientist at [Gibson Education Consulting](#).

MICHAEL LITTLE was recently awarded a [grant from the Belk Foundation](#) with his Co-PI and EEPS alum Tim Drake (Cohort 6). He also has two papers focusing on pre-K education published in *AERA Open*, a paper on elementary principal leadership published in *Elementary School Journal*, and a paper investigating transition practices between pre-K and Kindergarten published in *Early Education and Development*.

SABRINA LITTLE has accepted a new position for the upcoming year. Starting fall 2022, she will be an assistant professor in the Department of Leadership and American Studies at Christopher Newport University.

VALENTINA MARTINEZ PABON will be starting as a postdoctoral fellow at the Yale Economic Growth Center in the fall. She recently completed a working paper that explores the patterns and predictors of school closures and takeovers across all sectors during the last three decades.

EMILY MORTON recently started a new role as a research scientist at NWEA after completing her Ph.D. at the Stanford Center for Education Policy Analysis. She and a team at NWEA (including EEPS alumnae Andrew McEachin (Cohort 2) and Nate Jensen (Cohort 2) are currently working on a project in partnership with fourteen large districts and researchers at Harvard CEPR (Dr. Tom Kane) and CALDER at AIR (Dr. Dan Goldhaber) to track students' academic progress across the districts' various academic Covid recovery strategies. A white paper taking a deeper dive into the

heterogeneity of the national Covid impacts on achievement and growth related to this project will soon be released.

LAM PHAM was awarded the [Emerging Scholar Award](#) from the AERA School Turnaround and Reform SIG for his work on evaluating school-reform policies in Tennessee and North Carolina. He also has a paper that was recently published in *Teachers College Record* focusing on learner experience in online degree programs.

CARLY ROBINSON recently coauthored a chapter titled, "START communicating effectively: Best practices for educational communications," which was published in the book *Behavioral Science in the Wild*. Additionally, her paper entitled "Parent Engagement Interventions are Not Costless: Opportunity Cost and Crowd Out of Parental Investment" was published in the March 2022 issue of *Educational Evaluation and Policy Analysis*. Carly is currently serving as the chair for the Social and Emotional Learning in Educational Settings section for the SREE 2022 conference.

VETERAN EEPS

NJALI ADUKIA (Cohort 6) joined the editorial board of the *Journal of Social Computing*, an IEEE journal. Along with coauthors (Teodora Szasz, Emileigh Harrison, Ping-Jung Liu, Ping-Chang Lin, and Hakizumwami Birali Runesha), she published the paper "Measuring Representation of Race, Gender, and Age in Children's Books: Face Detection and Feature Classification in Illustrated Images" in the computer science outlet *Proceedings of the IEEE/CVF Winter Conference on Applications*

VETERAN EEPS, CONT'D

of Computer Vision in January 2022. Her project "What We Teach About Race and Gender: Representation in Images and Text of Children's Books" (joint with coauthors Alex Eble, Emileigh Harrison, Hakizumwami Birali Runesha, and Teodora Szasz) was named one of the ten most significant education studies of 2021 by George Lucas Foundation's Edutopia. It also received the Early Career Product Award from the Education Policy Collaborative and the first-place poster prize at APPAM 2021. Her paper "[Religion and Sanitation Practices](#)" (joint with [Marcella Alsan](#), [Kim Babiarz](#), [Jeremy Goldhaber-Fiebert](#), and Lea Prince) was published in May 2021 in the *World Bank Economic Review*.

MEGAN AUSTIN (Cohort 9) was promoted to principal researcher at the American Institutes for Research. She also coauthored a recent article in *Educational Researcher* titled, "The effects of losing postsecondary student grant aid: Results from a systematic review."

SADE BONILLA (Cohort 8) recently accepted a job at Penn in the Graduate School of Education as an assistant professor of education policy for the fall of 2022.

KATHARINE BROTON (Cohort 4) had two recent works published. The first is an article titled "Deconstructing Assumptions about College Students with Basic Needs Insecurity: Insights from a Meal Voucher Program," which was published in the *Journal of College Student Development*. The second is a chapter titled, "Poverty in American Higher Education: The Relationship between Housing Insecurity and Academic Attainment," which was published in the *Journal of Postsecondary Student Success*.

CHRISTOPHER CLEVELAND (Cohort 10) recently published a paper titled, "The Lingering Legacy of Redlining on School Funding, Diversity, and Performance" through the Annenberg Institute at Brown University. He also cowrote a paper titled, "The Effects of Teacher-Student Demographic Matching on Social-Emotional Learning," which was also published through the Annenberg Institute.

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.

VETERAN EEPS UPDATES, CONT'D

SETH GERSHENSON (Cohort 3) recently published a paper in the Harvard Education Press titled, "Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom." He also published a paper titled, "The short-and long-run impacts of secondary school absences" in the *Journal of Public Economics*.

ALLISON GILMOUR (Cohort 9) cowrote three papers, two of which were published in *Exceptional Children*, titled, "Moderators of the association between teaching students with disabilities and general education teacher turnover" and "Disparities in access to well-qualified, well-supported special educators across higher versus lower poverty schools over time." The third paper, "Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management," was published in the *Journal of Emotional and Behavioral Disorders*.

JOANNE GOLANN (Cohort 8) wrote a paper titled, "Scripting the Moves: Culture and Control in a 'No-Excuses' Charter School," which was published by Princeton University Press. She also coauthored a paper titled, "How Principals Balance Control and Care in Urban School Discipline," which was published in *Urban Education*.

MICHAEL S. HAYES (Cohort 6) coauthored a new paper that is forthcoming in the *Journal of Urban Economics* called, "From referrals to suspensions: New evidence on racial disparities in exclusionary discipline."

KATE KENNEDY (Cohort 10) cowrote an article titled, "How district leaders create caring organizations," which was published in *Phi Delta Kappan*.

ELIZABETH LEISY STOSICH (Cohort 6) was recently awarded the Division A 2022 Emerging Scholar Award in recognition of her scholarship and service in the field of educational leadership. She also recently published an article in *Leadership and Policy in Schools* entitled, "Are we an advisory board or a decision making entity? Teachers' involvement in decision making in instructional leadership teams."

MATTHEW LENARD (Cohort 10) and coauthors—including EEPS alumni Deven Carlson (Cohort 2) and Andrew McEachin (Cohort 2)—recently published a study of the impacts of diversity-driven school reassignments in the *Journal of Policy Analysis and Management*. The paper received the journal association's annual Raymond Vernon Memorial Award.

RYAN MCCARTHY (Cohort 4) was granted tenure and promoted to associate professor at National Louis University in Chicago, Illinois. He is the chair of the Formative Experiments & Design-Based Research Innovative Community Group of the Literacy Research Association. He has recently published book chapters on increasing equity through family engagement and on conducting design-based research with multilingual students.

KATHARINE MEYER (Cohort 9) will transition this summer to the Brookings Institution Brown Center on Education Policy as a fellow in governance studies.

LINDSAY PAGE (Cohort 3) moved from the University of Pittsburgh to Brown University in the summer of 2021. She is now the Annenberg Associate Professor of Education Policy at Brown.

VETERAN EEPS UPDATES, CONT'D

CHRISTINE PITTS (Cohort 10) worked on research focusing on virtual learning, spending plans, and best practices from all fifty states and Washington, D.C.; wrote an [op-ed](#) about child vaccination rates; published a new [evaluation of PISA](#) measures of global competency for the *Globalisation, Societies, and Education* journal; took on service roles for advisory boards for the National Charter School Resource Center, Qualtrics, and the Region 16 Comprehensive Center; and established and reported on [a new database of all fifty states' and Washington, D.C.'s assessment databases](#).

AMANDA RUTHERFORD (Cohort 9) is completing work as a PI on a grant regarding the role of school resource officers. She recently published research on hiring transparency in and vacancies among postsecondary presidents in *Public Administration Review* and the *American Review of Public Administration*.

M. DANISH SHAKEEL (Cohort 8) recently published a [paper in *Educational Psychology Review*](#) which evaluates the fifty-year trend in U.S. student performance. He is currently a professor and director of the E. G. West Centre for Education Policy at the University of Buckingham in the UK.

KATHARINE STEVENS (Cohort 3) launched a new policy research organization, the [Center on Child and Family Policy](#). CCFP is dedicated to improving early-childhood policy through advancing a more robust competition of ideas, promoting better use of science, and increasing focus on the critical role of children's families.

JESSICA SUTTER (Cohort 6) was elected president of the D.C. State Board of Education in January 2022. She also coauthored a [piece in the September 2021 *NASBE Standard*](#) on the process to update D.C.'s social studies standards.

ANGELA R. WATSON (Cohort 10), assistant research professor at the Johns Hopkins School of Education and senior research fellow at the Institute for Education Policy, recently contributed a chapter in *Covid-19 and the Classroom: How Schools Navigated the Great Disruption* on learning-pod formation during the pandemic. She also has a forthcoming article on culturally enriching field trips in the *Journal of Human Resources* with coauthors Heidi H. Erickson and Jay P. Greene entitled, "[An Experimental Evaluation of Culturally Enriching Field Trips](#)."

RACHEL WHITE (Cohort 7) was awarded an IES grant, in collaboration with researchers at UVA and Virginia Department of Education, to examine the relationships between teacher working conditions, teacher turnover, and equitable student outcomes. She is finishing up a research study, funded by the Spencer Foundation, focused on superintendents' beliefs about and engagement in state education policy-making processes. Rachel also recently published/copublished four papers. Finally, she accepted a position as an assistant professor of K–12 educational leadership and policy studies at the University of Tennessee–Knoxville, which will begin August 2022.

RECENT PUBLICATIONS

Broton, Katharine M., "Poverty in American Higher Education: The Relationship between Housing Insecurity and Academic Attainment." *Journal of Postsecondary Student Success* 1, no. 2 (2021): 18–45. doi:10.33009/fsop_jpss129147.

Broton, Katharine M., Milad Mohebbi, and Sara Goldrick-Rab. "Deconstructing Assumptions about College Students with Basic Needs Insecurity: Insights from a Meal Voucher Program." *Journal of College Student Development* 63, no. 2 (2022).

Bezdek, K., Foster, T., Little, M., Bratsch-Hines, M., Burchinal, M. and Cohen-Vogel, L. (2022). "Unequal opportunities? School transition practices in the Pre-K and Kindergarten year." *Early Education and Development* (forthcoming).

Little, M., Drake, T., Cohen-Vogel, L., and Eagle, J. "When School Doesn't Start at Age 5: Elementary Principal Leadership of Pre-K Programs in Schools." *Elementary School Journal* (forthcoming).

Little, Michael. "Nationally Representative Evidence on the Association Between Preschool and Executive Function Skills Throughout Elementary School." *AERA Open* 7, no. 1 (2021): 1–16. doi:10.1177/23328584211048399.

Cohen-Vogel, Lora, Michael Little, Wonkyung Jang, Margaret Burchinal, and Mary Bratsch-Hines. "A Missed Opportunity? Instructional Content Redundancy in Pre-K and Kindergarten." *AERA Open* 7, no. 1 (2021): 1–15. doi:10.1177/23328584211006163.

Gilmour, Allison F., Sabina R. Neugebauer, and Lia Sandilos. "Moderators of the Association Between Teaching Students With Disabilities and General Education

Teacher Turnover." *Exceptional Children*. Advance online publication March 22, 2022. doi:10.1177/00144029221081239.

Gilmour, Allison F., Lia E. Sandilos, William V. Pilny, Samantha Schwartz, and Joseph H. Wehby. "Teaching Students With Emotional/Behavioral Disorders: Teachers' Burnout Profiles and Classroom Management." *Journal of Emotional and Behavioral Disorders* 30, no. 1 (2022): 16–28. doi:10.1177/10634266211020258.

Bettini, Elizabeth, Tuan D. Nguyen, Allison F. Gilmour, and Christopher Redding. "Disparities in Access to Well-Qualified, Well-Supported Special Educators Across Higher- Versus Lower-Poverty Schools Over Time." *Exceptional Children* 88, no. 3 (2022): 283–301. doi:10.1177/00144029211024137.

Gershenson, Seth, Michael Hansen, and Constance A. Lindsay. *Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom* (Cambridge, MA: Harvard Education Press, 2021).

Liu, Jing, Monica Lee, and Seth Gershenson. "The Short- and Long-Run Impacts of Secondary School Absences." *Journal of Public Economics* 199, no. C (2021): 104441. doi:10.1016/j.jpubeco.2021.104441.

Golann, Joanne W. *Scripting the Moves: Culture and Control in a "No-Excuses" Charter School*. (Princeton, NJ: Princeton University Press, 2021).

Golann, Joanne W., and Ashley Jones. "How Principals Balance Control and Care in Urban School Discipline." *Urban Education* (published online December 14, 2021). doi:10.1177/00420859211046824.

RECENT PUBLICATIONS, CONT'D

Pham, Lam D., Gage F. Matthews, and Xiu Cravens. "What Students Value Most: A Qualitative Examination of Learner Experiences in a Fully Online Degree Program." *Teachers College Record* 124, no. 2 (2022), <https://www.tcrecord.org/LIBRARY/abstract.asp?contentid=23967>.

Harris, Douglas N., and Valentina Martinez Pabon. "Extreme Measures: A National Descriptive Analysis of Closure and Takeover of Traditional Public, Charter, and Private Schools." National Center for Research on Education Access and Choice (under review).

White, Rachel S. "What's in a first name? America's K–12 public school district superintendent gender gap." *Leadership and Policy in Schools* (published online September 2, 2021), doi:10.1080/15700763.2021.1965169.

White, Rachel S., and Mark Y. Lineburg. "Backtalk: School boards and superintendents should work in concert." *Phi Delta Kappan* 103, no. 1 (2021): 67–68. doi:10.1177/00317217211043639.

Schneider, Jack, Peter Piazza, Rachel S. White, and Ashley Carey. "Student Experience Outcomes in Racially Integrated Schools: Looking Beyond Test Scores in Six Districts." *Education and Urban Society* 54, no. 3 (2022): 330–60. doi:10.1177/00131245211004569.

Schneider, Jack, James Noonan, Rachel S. White, Douglas Gagnon, and Ashley Carey. "Adding 'Student Voice' to the Mix: Perception Surveys and State Accountability Systems." *AERA Open* 7 (2021). doi:10.1177/2332858421990729.

LaSota, Robin R., Joshua R. Polanin, Laura W. Perna, Megan J. Austin, Rebecca R. Steingut, and Melissa A. Rodgers. "The Effects of Losing Postsecondary Student Grant Aid: Results From a Systematic Review." *Educational Researcher* 51, no. 2 (2022): 160–68. doi:10.3102/0013189X211056868.

Lukes, Dylan, and Christopher Cleveland. "The Lingering Legacy of Redlining on School Funding, Diversity, and Performance." Ed Working Paper 21-363. doi:10.26300/qaer-8c25.

Scherer, Ethan, and Christopher Cleveland. "The Effects of Teacher-Student Demographic Matching on Social-Emotional Learning." Ed Working Paper: 21-399. doi:10.26300/3xq6-4k05.

RHSU EDU-SCHOLAR PUBLIC INFLUENCE RANKINGS

Congratulations to our EEPS who made it on the 2022 RHSU Edu-Scholar Public Influence Rankings!

Daphna Bassok: Cohort 1

Sarah R. Cohodes: Cohort 2

Anna J. Egalite: Cohort 3

Jason A. Grissom: Cohort 1

Cory Koedel: Cohort 1

Matthew A. Kraft: Cohort 2

Lindsay C. Page: Cohort 3

Morgan S. Polikoff: Cohort 2

Katharine O. Strunk: Cohort 1

Eric S. Taylor: Cohort 2