

PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE & THE AMERICAN ENTERPRISE INSTITUTE

GREETING EEPS

As always, we hope this newsletter finds you healthy and well. We at Fordham and AEI had a wonderful spring session with our Cohort 12 members in Washington, D.C., last month. We also loved seeing so many of you in Colorado a few months ago at our cross-cohort happy hour, and we look forward to hosting another one soon.

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

—Abigail and Kurt

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 do the following:

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 the summer of 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.

BOOK: THE GREAT SCHOOL RETHINK

May 2023

By Rick Hess

The pandemic exacerbated longtime frailties in American schooling—and provided opportunities to do better. [In this volume](#), Frederick M. Hess, an astute observer of school improvement, shows how our frustrations are a product of routines that no longer make sense. His response isn't about a grand "reinvention" but helps readers explore how they might rethink their schools. Brimming with thought-provoking ideas and exercises, this book is a must read for school leaders, educators, and anyone passionate about the future of American education.



DATA: STUDENT DEBT FORGIVENESS TRACKER

AEI'S [Student Debt Forgiveness Tracker](#) tracks forgiven and forgone federal student loan revenue that is already out the door. As of mid-May, cumulative forgone student loan revenue exceeds \$285 billion.

ARTICLE: TEACHERS AND THE RIGHT

May 2023

By Robert Pondiscio

In response to progressive activism in some public schools in recent years, conservatives have escalated their attacks on public education and called for parents to abandon local public schools. Their alarm is understandable. But conservatives should not abandon traditional public schools and teachers, argues Robert Pondiscio in [this article](#). The problems with those schools are legion, but a simple fact dwarfs all others: They are where the children are.

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](#)).

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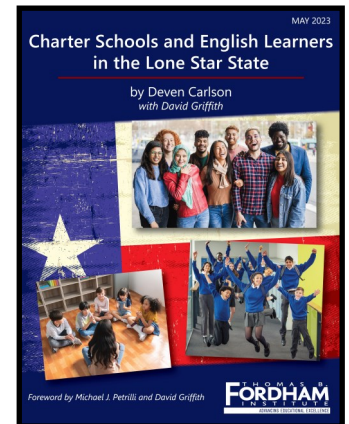
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STUDY: CHARTER SCHOOLS AND ENGLISH LEARNERS IN THE LONE STAR STATE

May 2023

By Deven Carlson with David Griffith

In May, Deven Carlson authored [*Charter Schools and English Learners in the Lone Star State*](#), which used nearly two decades of student-level data to explore how charter school enrollment is related to Texas English learners' achievement, attainment, and earnings. The study finds that charter schools now enroll a disproportionate share of Texas's English learners and that, compared to their traditional public school peers, English learners in Texas's charter schools make somewhat more progress in reading but slightly less progress in math. They are also more likely to graduate high school and enroll in college, and they earn more money after graduating.

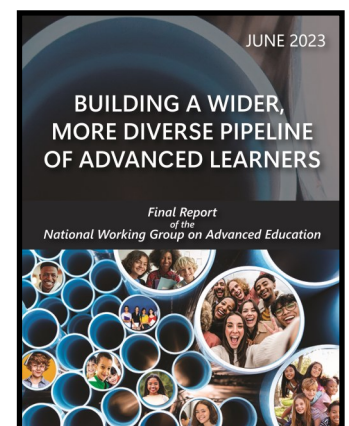


EVENT: On May 22, Fordham hosted an event entitled "[*Charter Schools and English Learners*](#)." In the webinar, study author Deven Carlson summarized findings from his study on charters and English learners, followed by a discussion with charter and national experts about experiences working with English learners in the charter sector, the specific instructional models and strategies used, and the importance of state and local policies in strengthening teaching and learning for this growing population of students.

RELEASE: BUILDING A WIDER, MORE DIVERSE PIPELINE OF ADVANCED LEARNERS: FINAL REPORT OF THE NATIONAL WORKING GROUP ON ADVANCED LEARNERS

June 2023

The National Working Group on Advanced Education was formed in Spring 2022, prompted by longstanding shortcomings in America's handling of "gifted-and-talented" schooling and a rash of high-profile controversies about how best to develop the potential of the nation's most academically talented students. The group's final recommendations, released on June 12, are now [available online here](#).



EVENT: On June 22 at 1 PM EST, Fordham will host an online event discussing the final recommendations of the National Working Group on Advanced Education. Please save the date and [register now](#).

COHORT 12 NEWS & UPDATES

MANUEL VAZQUEZ CANO coauthored [a journal article](#) that examined the impact of English learner identification on the academic outcomes of Alaska Native English learners. He is also leading a strategic development project, working with the Oregon Department of Education Multilingual Department to produce a multiyear strategic plan to improve outcomes for multilingual students.

MEGHAN MACKAY successfully defended her dissertation proposal that focuses on the obstacles to sustaining superintendents in historically underresourced urban school districts. She's looking forward to conducting her qualitative research this summer. On the work front, LeveragED launched a program to support diverse education leaders around the country. They do this by offering opportunities for connection and professional growth, with an emphasis on sustaining leaders and amplifying their unique voices, experiences, and contributions to the field.

JULIA SZABO recently coauthored an article titled, "'I Went There': How Parent Experience Shapes School Decisions," which was [published in *Social Currents*](#) and as a [research brief in *The Conversation*](#).

IWUNZE UGO, research fellow at the Public Policy Institute of California (PPIC), [recently delivered testimony](#) to the California Assembly Budget Committee on student achievement, graduation rates, and chronic absenteeism. He plans to finish his Ph.D. in economics at the University of California–Davis this spring and continue his work on a variety of topics in education policy at PPIC.

SANDY FROST WALDRON recently defended her dissertation titled, "Teachers as Deserving or Undeserving: The Role of Race, Place, and Political Lean in the Social Construction of Teachers on Strike." She also recently copublished the article "Compliance, Chaos, or Coherence? How Superintendents, Districts, and Schools Craft Coherence from School Turnaround Policy" in *Educational Evaluation and Policy Analysis*.

VETERAN EEPS

ANJALI ADUKIA (Cohort 6) was the inaugural recipient of the Association for Education Finance and Policy's Advancing Justice, Equity, Diversity, and Inclusion Award.

HELLA BEL HADJ AMOR (Cohort 1) recently celebrated her one-year anniversary in her position as senior grants and research officer at [Verite Educational Services](#) (VES), where she evaluates a range of programs (e.g., education, early childhood, and violence prevention), offers research services (most recently around education for the incarcerated for a state agency and earlier on [overlooked achievement gaps](#)), writes reports for practitioner use at their request (e.g., [financial opportunities](#) to augment educator salaries, [teacher feedback](#) for principal growth, and upcoming collective-bargaining-agreement analysis), informs policy (e.g., around [career and technical education](#)), and provides technical assistance (most recently to state agencies and universities). Hella has been in touch with a few alumni already, and VES is very interested in partnering with other EEPS to pursue work together.

VETERAN EEPS, CONT'D

CHRISTINE M. ANDERSON (Cohort 11) recently published a paper entitled, "[Collective teacher efficacy and its enabling conditions: A proposed framework for influencing collective efficacy in schools](#)" in *AERA Open*. The Association for Supervision and Curriculum Development (ASCD) also recognized her as an emerging leader. Anderson has accepted a position as the instructional supervisor for multilingual learners in Glenbrook High School District 225 for the 2023–24 school year.

DANIEL ARAYA'S (Cohort 3) new book on augmented education (link below) was recently published with Routledge, and he's currently developing a new documentary discussing the geopolitics of AI and other emerging technologies.

<https://www.routledge.com/Augmented-Education-in-the-Global-Age-Artificial-Intelligence-and-the-Future/Araya-Marber/p/book/9781032137773>

KATHARINE BROTON (Cohort 4) authored a new paper in *Educational Researcher* titled, "Meal Vouchers Matter for Academic Attainment: A Community College Field Experiment." She also published the article "Basic Needs Insecurity and Mental Health: Community College Students' Dual Challenges and Use of Social Support" in *Community College Review*.

DANIELLE EDWARDS (Cohort 11) accepted a position as an assistant professor in the Department of Education Foundations and Leadership at Old Dominion University, which will begin July 2023.

CHLOE GIBBS (Cohort 5) has been on leave from Notre Dame to serve a one-year appointment as a senior economist with the President's Council of Economic Advisers (CEA). In March, the CEA released the [Economic Report of the President](#), in which she authored chapter four on the market for early childhood care and education. Her paper "[Breaking the Cycle? Intergenerational Effects of an Antipoverty Program in Early Childhood](#)," coauthored with Andrew Barr, was published in the *Journal of Political Economy* in December 2022.

Have you joined the EEPS Google Group?

If not, you could be missing out on important EEPS event announcements, job postings, and opportunities to collaborate with colleagues.

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

VETERAN EEPS, CONT'D

ALLISON GILMOUR (Cohort 9) is leaving Temple University and will join the American Institutes for Research as a principal researcher in September.

JOANNE GOLANN (Cohort 8) was promoted to associate professor of public policy and education at Peabody College at Vanderbilt University. She also received the 2022 Bourdieu Best Book Award in the Sociology of Education from the American Sociological Association.

PATRICK GRAFF (Cohort 9) is currently completing his dissertation titled "Trust in Teachers: The Role of Teacher Experience and Relational Trust in Schools," which was awarded an AERA/NSF Dissertation Grant. As of last fall, he accepted an offer as director of legislative policy with the American Federation for Children to work on improving school-choice policy. This past January, he also published a policy brief through AEI outlining a novel teacher policy called [Teacher Spending Accounts](#), which aims to increase direct support for all teachers.

JASON GRISSOM (Cohort 1) completed his term as president of the Association for Education Finance and Policy (AEFP) in March. With Kelly Slay and Matt Ronfeldt, he was recently awarded a new grant from the Institute of Education Sciences for a four-year, mixed-methods study of the pipelines into teaching for teachers of color in Tennessee.

MICHEL GROSZ (Cohort 8) began a position as senior advisor to the chief economist at the U.S. Department of Education.

MICHAEL S. HAYES (Cohort 6) coauthored a new paper that is forthcoming in *Economics of Education Review* titled, "The effects of teacher characteristics on disciplinary office referrals."

CARA JACKSON (Cohort 4) became president-elect of the Association for Education Finance and Policy in February 2023. She hopes to see fellow EEPS in Baltimore next March.

KATE KENNEDY (Cohort 10) completed her Ph.D. in urban education policy at the University of Southern California in December 2022. She is now working as an associate policy researcher at the RAND Corporation and is based in Pittsburgh. Kate's dissertation study, *Care and Social-Emotional Well-Being: Organizational Conditions for Policy and Practice*, was recognized as outstanding by AERA Division A (as an honorable mention for dissertation of the year), the Leadership for School Improvement Special Interest Group (SIG) (as a runner-up for dissertation award of the year), and the Systems Thinking in Education SIG (winning an outstanding dissertation award). Kate coauthored four publications in 2022 and 2023.

MATTHEW LENARD (Cohort 10) recently published an analysis of teacher screening scores and hiring in *Educational Evaluation and Policy Analysis* with fellow alum Olivia Chi (Cohort 8). He also published a study exploring how peer composition induced by student assignment impacts academics and behavior in the *Economics of Education Review*, with coauthors who include EEPS alum Lindsay Page (Cohort 3). Matthew

VETERAN EEPS, CONT'D

received an AERA/NSF Dissertation Grant for his work on the impacts of industry-recognized certifications on labor market outcomes.

MELISSA "MIMI" ARNOLD LYON (Cohort 10) transitioned into a job in the Rockefeller College of Public Affairs and Policy at the University at Albany as an assistant professor of public policy in the fall of 2022. Her ongoing research on teacher strikes has received a considerable amount of national attention from outlets including CNN, the TODAY Show, MSNBC, and *The Boston Globe*. Most recently she also wrote a paper titled "The Effect of 'Right to Work' Laws on Union Membership and School Resources, 1943–2017" that is forthcoming in *Educational Researcher*.

MICHAEL MANDERINO (Cohort 5) returned to Northern Illinois University after serving for five years as the director of curriculum for a high school district in the Chicago Metropolitan region. He returned to Northern Illinois University as an associate professor in the Department of Curriculum and Instruction. Starting in summer of 2023, he will also serve as the associate department chair.

BRADLEY D. MARIANNO (Cohort 7) received tenure and was promoted to the rank of associate professor at the University of Nevada–Las Vegas. He is also faculty director of the Center for Research, Evaluation, and Assessment.

KIRSTEN SLUNGAARD MUMMA (Cohort 11) will be finishing their postdoctorate at Boston University's Wheelock Educational Policy Center and will start as an assistant professor of economics and education at Teachers College at Columbia University in Fall 2023.

CARLY ROBINSON (Cohort 11) recently started a new role as a senior research scientist at Stanford University, where she serves as the director of research for the Stanford Accelerator for Learning Policy Initiative.

AMANDA RUTHERFORD (Cohort 9) recently became the chair of the Governance & Management faculty in the [O'Neill School of Public and Environmental Affairs](#) and was awarded an [Inclusive Excellence Award](#) by Indiana University–Bloomington. In the last year, her research on vacancies in the public sector as well as female representation in campus police departments was accepted or published in [Public Administration Review](#), [Governance](#), and [Local Government Studies](#). Forthcoming work highlights original data from a national survey of school resource officers.

CAROLYN SATTIN-BAJAJ (Cohort 1) has three new papers accepted for publication, including one with EEPS alumni Ayesha Hashim (Cohort 5). She also has an ongoing collaboration with Jacob Kirksey (Cohort 8) exploring the effects of immigration enforcement workplace raids on students and school communities in Texas.

VETERAN EEPS, CONT'D

ANDY SAULTZ (Cohort 2) has been appointed as the interim dean of the College of Education at Pacific University.

JESSICA SUTTER (Cohort 6) completed her term on the D.C. State Board of Education in December 2022 as president. In October 2022, she began a new role as portfolio partner for Youth Civic Development at the Institute for Citizens & Scholars, where she is proud to be working on building the field of civic learning and increasing access to civic learning in out-of-school time settings.

SIVAN TUCHMAN (Cohort 7) is celebrating two years of independently consulting for her business [Datability Education Consulting](#). She currently spans work from charter schools, special education, and CTE for clients funded by philanthropy and the Department of Education. She looks forward to building new partnerships with educators across the country to improve outcomes for students.

JESSICA WALKER (Cohort 3) was recently promoted to the position of senior director of science and research for quantitative methods at Abt Associates.

ANGELA R. WATSON (Cohort 10) and the Johns Hopkins Institute for Education Policy in partnership with EdChoice are creating the Hopkins Homeschool Hub, a one-stop homeschool participation database where state-level data that can be easily accessed and downloaded. The database is scheduled to be operational by the end of 2023 and will

contain information about state homeschool regulation, across-sector participation comparisons, and longitudinal participation data, with the goal of increasing the awareness and study of homeschooling.

RACHEL S. WHITE (Cohort 6) transitioned into the position of assistant professor of K–12 educational leadership and policy at the University of Tennessee. Her research on superintendent diversity and turnover was recently highlighted in [Education Week](#) and [EdSurge](#) and was also [highlighted](#) by a popular teacher TikTok influencer, reaching over 37,000 viewers. Rachel is collaborating with fellow EEPS member Anjali Adukia on research focused on diversity in the superintendency.

XIAOYANG YE (Cohort 11) had several papers recently published, including “Improving College Choice in Centralized Admissions: Experimental Evidence on the Importance of Precise Predictions” (in *Education Finance and Policy*), “When Information Conflicts with Obligations: The Role of Motivated Cognition” (in *Economic Journal*, with Ao Wang and Shaoda Wang), and “College-major choice to college-then-major choice: Experimental evidence from Chinese college admissions reforms” (in *Economics of Education Review*, with Liping Ma, Xin Li, and Qiong Zhu). He works as an economist at Amazon.

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RHSU Edu-Scholar Influence Rankings

Congratulations to our EEPS who made it on the 2023 RHSU Edu-Scholar Public Influence Rankings!

Robert Kelchen: Cohort 4

Matt Kraft: Cohort 2

Morgan Polikoff: Cohort 2

Jason Grissom: Cohort 1

Katharine Strunk: Cohort 1

Lindsay Page: Cohort 3

Dominique Baker: Cohort 5

Daphna Bassok: Cohort 1

Deven Carlson: Cohort 2

Sarah Cohodes: Cohort 2

Jonathan Collins: Cohort 10

Julie Jackson Cohen: Cohort 4