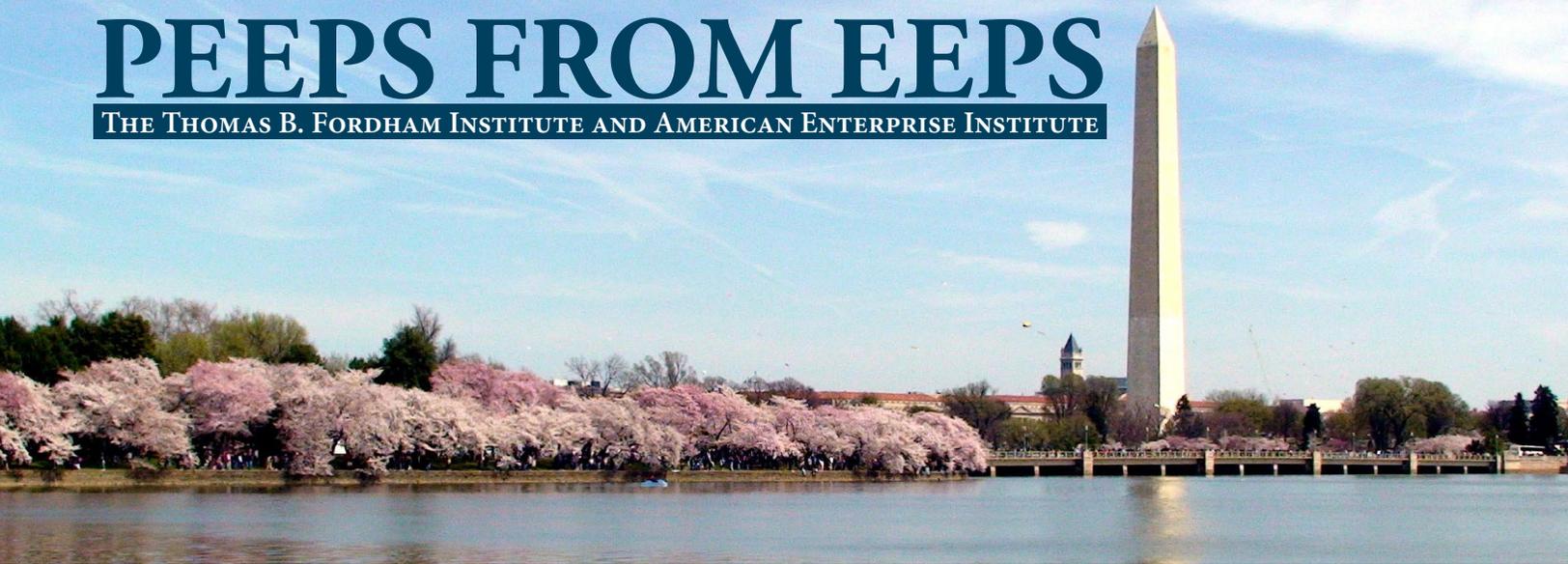


PEEPS FROM EEPS

THE THOMAS B. FORDHAM INSTITUTE AND AMERICAN ENTERPRISE INSTITUTE



GREETINGS FROM FORDHAM AND AEI

Greetings, EEPS! We hope that all of you are having a wonderful spring so far. As usual, this year's newsletter is chock-full of exciting news, projects, and research. We've included some quick updates from Fordham and AEI, as well as a couple of upcoming events that you may find interesting.

In a few months, we'll begin soliciting recommendations for our 2017 cohort of EEPS, so please keep your eyes out for that request. If you know of any fantastic current doctoral candidates (or scholars who received their degrees within the last five years), we welcome your nominations. And many thanks to those of you who joined our cross-cohort happy hour at AERA last month. It's always great to get folks together and catch up in-person.

Current EEPS, we look forward to welcoming you back to D.C. in just a few weeks!

Feel free to contact Sarah DuPre (sarah.dupre@aei.org) or Victoria Sears (vsears@edexcellence.net) with any questions or concerns.

NEXT MEETING

June

9-10

Washington, D.C.

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, promising scholars to connect with their peers in the field, introducing them to key players in the education policy arena.
2. To expand the pool of talent and ideas from which the education policy arena 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 people (a more manageable size for interactive and group discussions).

The EEPS program is made possible through the generous support of the [Ewing Marion Kauffman Foundation](#), the [Walton Family Foundation](#), and our sister organization, the Thomas B. Fordham Foundation.

CAREER AND TECHNICAL EDUCATION IN HIGH SCHOOL: DOES IT IMPROVE STUDENT OUTCOMES?

BY SHAUN DOUGHERTY (EEPS COHORT 3) | THOMAS B. FORDHAM INSTITUTE | APRIL 2016



[DOWNLOAD THE PDF](#)

Until the late 1990s, “vocational education” was seen as a last resort for failing students. Today, career and technical education (CTE) includes a host of programs in rapidly expanding fields, such as information technology, health services, and advanced manufacturing. Fordham’s latest study, by the University of Connecticut’s Shaun M. Dougherty, uses data from Arkansas to explore whether students benefit from CTE coursework. Tracking three cohorts of students in Arkansas from ninth grade through high school and into college or the labor force, Dougherty finds that students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages. Even more compellingly, students who “concentrate” their CTE coursework (by taking a sequence of three or more courses in an occupational program of study) are more likely to graduate high school by a whopping 21 percent. The study’s findings add to the growing body of evidence on the impact of high school CTE, suggesting that states other than Arkansas would do well to expand their own offerings around career-focused training in high school.

COMMON CORE IN THE K-8 MATH CLASSROOM: RESULTS FROM A NATIONAL TEACHER SURVEY

UPCOMING EVENT:

Late June

- Early July

[Check our site for updates](#)

Thomas B. Fordham Institute

1016 16th Street, NW, 7th Fl

Washington, D.C. 20036

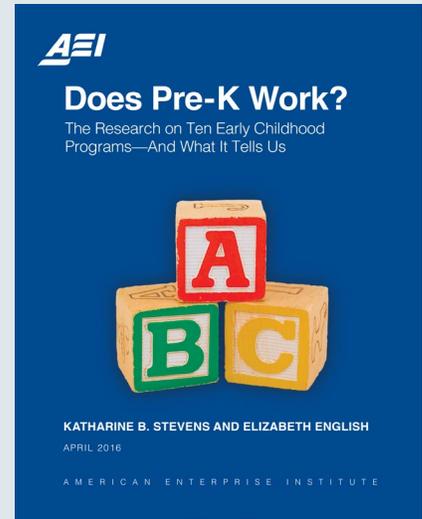
The Common Core math standards were supposed to lay the foundation for a more focused, coherent, and rigorous math curriculum. But has this actually happened? Fordham’s upcoming report “Common Core in the K-8 Math Classroom: Results from a National Teacher Survey” describes how teachers are interpreting and implementing the standards. Analyzing data from over one thousand K-8 math teachers, we find mixed results. While teachers appear to be focusing on the most important grade-level content, many are struggling to incorporate new approaches into their teaching practice.

Join the Fordham Institute in June for an engaging discussion with current teachers and education policy researchers about how Common Core math is being interpreted and implemented in classrooms today.

DOES PRE-K WORK? THE RESEARCH ON TEN EARLY CHILDHOOD PROGRAMS—AND WHAT IT TELLS US

By Katharine Stevens (EEPS Cohort 3) and Elizabeth English | AEI | April 2016

With growing public and political support, the early childhood field is advancing quickly. It is now focused primarily on expanding school-based pre-K. This report examines ten of the best-known, widely cited pre-K programs of the last half-century, along with the corresponding research. It shows neither that “pre-K works” nor that it does not, but rather that some early childhood programs yield particular outcomes, sometimes, for some children. The authors call for a stronger knowledge base to answer the crucial policy question: What early interventions can substantially improve children’s lives? They argue that answering that question, not whether pre-K can increase children’s skills in kindergarten, is imperative to moving the field forward.



[DOWNLOAD THE PDF](#)

EDUCATION SAVINGS ACCOUNTS: THE NEW FRONTIER IN SCHOOL CHOICE

School choice has been central to the American education policy debate for a quarter-century, but the debate has focused on only school choice. In a potentially profound development, education savings accounts (ESAs) give families almost unfettered control over the public funds allocated for their children’s education, upending assumptions that have framed the school choice debate. Today, many questions and potential challenges accompany new ESA programs (which, as of 2015, existed in five states and had been introduced in another sixteen).

AEI and the Foundation for Excellence in Education have commissioned experts to author a series of essays for a first-of-its-kind volume on ESAs. Join us to hear from these authors, in addition to policy makers, practitioners, and advocates, in a timely conversation on ESAs and the future of American education reform.

UPCOMING EVENT:

May

11th

9:30 am – 2:00 pm

American Enterprise Institute

1150 17th Street, NW, 12th Fl

Washington, D.C. 20036

COHORT FIVE UPDATES

DOMINIQUE BAKER has accepted a tenure-track position as an assistant professor of education policy at Southern Methodist University, beginning fall 2016. She has continued her research on federal financial aid policy, institutional policies that support racial/ethnic minority female students in higher education, and student collective action on campuses. Dominique is also designing an experimental study of stereotype threat reduction at a community college.

PETER BERGMAN recently presented a joint research paper (coauthored with Isaac McFarlin Jr.) at the University of Arkansas, UC Davis, Stanford, and Harvard. Together, he and Isaac have conducted an audit study of charter schools to assess whether they discriminate against certain types of applicants (e.g., students with disabilities, low grades, or poor behavior). Peter has also appeared on Andy Feldman's *Gov Innovator* podcast to discuss his research on experiments used to engage parents of middle and high school students.

CHRIS CURRAN is currently teaching courses in research methodology, evaluation of educational interventions, and the social context of education at the UMBC School of Public Policy. He has also been working on a number of projects related to school discipline as well as early elementary science instruction. In addition to these two threads of research, he has a forthcoming coauthored work in the *Journal of Educational Administration* that explores the hiring practices of principals in urban environments and the degree to which such practices align with district human capital goals.

In the past six months, **MICHAEL FORD** had eight articles related to school board governance or school choice published or accepted for publication in peer-reviewed journals. The latest, "Board Conflict and Public Performance on Urban and Non-Urban Boards:

Evidence from a National Sample of School Board Members," forthcoming in the *Journal of Urban Affairs*, identifies links between school board governance dynamics, like conflict and academic achievement. In addition, Michael's research has recently been discussed in the *American School Board Journal*, *Milwaukee Journal Sentinel*, *Wisconsin State Journal*, and Wisconsin Public Radio.

Earlier this year, **CHLOE GIBBS** joined the University of Notre Dame's economics department as an assistant professor. She is currently a National Academy of Education/Spender Foundation postdoctoral fellow and continues to study the impact of early childhood policies and programs on children, families, and communities. Chloe recently presented her work on full-day kindergarten at the Institute for Research on Poverty at the University of Wisconsin–Madison and is currently studying the intergenerational transmission of Head Start program effects with Andrew Barr (Texas A&M University).

CHRISTOPHER WEISS HARRISON is a postdoctoral fellow at Northwestern University, working with the National Center for Research in Policy and Practice. He was recently recognized as the runner-up for the Politics of Education Association's (PEA) outstanding dissertation award. A portion of his dissertation--which examines policy narratives surrounding reforms to teacher contracting, evaluation, and compensation policy in three states--will be published as part of the 2016 PEA Yearbook in early 2017. In addition to this work, Chris has a forthcoming article in *Educational Administration Quarterly* exploring cultures of learning and professional behavior in effective high schools, as well as an article under review with the *American Educational Research Journal* unpacking lessons learned from the implementation of a collaborative, partnership-based improvement process in a large urban school district.

COHORT FIVE UPDATES, CONTINUED

AYESHA HASHIM co-authored two studies on the impacts of school turnaround and reconstitution on student and teacher outcomes, which were recently published in *Education Finance Policy* and *Education Evaluation Policy and Analysis*. She is currently working on submitting two additional studies for publication review, one focused on new school openings in Los Angeles and another on the use of e-reader apps to support student reading instruction. She recently defended her dissertation proposal and accepted a postdoctoral position for a Spencer-funded project focused on the implementation of portfolio management model districts in Los Angeles, New Orleans, and Denver.

ALICE MARIE HUGUET is a postdoctoral fellow at Northwestern University. She is working with the National Center for Research in Policy and Practice studying ways that research and other information are used in school- and district-level decision making. On a separate project with Dr. Cynthia Coburn, Alice is developing innovative approaches to examining the role of data and research in the microprocesses of district deliberations. Several empirical and methodological papers associated with these studies are in the pipeline. In addition, Alice is co-teaching a course named “Educational Policy: Design, Implementation, and Effects” this term with Dr. Jim Spillane and fellow EEPS, Chris Harrison.

DONGWOO KIM, a postdoctoral fellow at the University of Missouri’s department of economics, is actively working on several research projects that examine how educator pension systems affect the teacher labor market and student outcomes. Two of the projects are entitled “Labor Market Rigidities and Production Efficiency in Public Education” and “Late Career Teacher Retention.”

MICHAEL MANDERINO recently co-authored *Collaborative Coaching for Disciplinary Literacy: Strategies to Support Teachers* (Guilford, 2016). The book provides an innovative coaching model for helping science, social studies, and English language arts teachers promote the reading, writing, listening, speaking, and thinking skills needed for high-level work in each discipline. Seventeen specific strategies are presented for large-group, small-group, and individual coaching, including step-by-step instructions and implementation tips.

MADLINE MAVROGORDATO, an assistant professor of K–12 educational administration at Michigan State University, is currently engaged in a project examining how local policy implementation shapes educational opportunities for English learners. She is also preparing to embark on a multi-year study that will investigate the relationship between

CURRENT EEPS ON TWITTER

F. Chris Curran:	@fchriscurran
Michael Ford:	@fordm10
Chloe Gibbs:	@chloergibbs
Alice Marie Huguet:	@Alice_Huguet
Dongwoo Kim:	@DongwooDonKim
Michael Manderino:	@mmanderino
Madeline Mavrogordato:	@MaddyMavro
Andrew Schaper:	@a_schaper
Stephani Wrabel:	@StephaniNoE
Katharine Broton:	@kmbroton

COHORT FIVE UPDATES, CONTINUED

districts' principal evaluation policies and principals' enactment of learning-centered leadership practices. She is looking forward to presenting her research during a session on educating immigrant children for success at the Education Writers Association National Seminar this month.

ANDREW SCHAPER continues to work on evaluative efforts to measure educational improvements at both the organizational and student levels. As part of this research, he is developing implementation fidelity and system challenge measures. The implementation fidelity tool measures the extent to which and how well evidence-based and evidence-informed practices are being implemented at scale. The system challenge measure focuses on organizational-level variables and factors that help or hinder implementation efforts. Once data is collected, Andrew aims to research the validity of these measures and examine the associations with student outcomes.

ADELA SOLIZ has spent the past year working as a fellow at the Brookings Institution in Washington, D.C., connecting with other like-minded professionals in the area and learning a great deal about the

relationship between research and education policy. This fall, Adela will join fellow EEPS Angela Boatman and Brent Evans at Vanderbilt University as an assistant professor of higher education and public policy.

DANIEL STUCKEY recently presented excerpts from his dissertation, "The Careers of Teach for America Corps Members," at this year's Association for Education Finance and Policy conference. He will graduate this month from the University of Pennsylvania's Graduate School of Education with a Ph.D. in education policy.

LINDSAY WEIXLER is a senior research fellow at the Education Research Alliance for New Orleans (ERA), where she is working to build the organization's early childhood research portfolio. She presented the first paper of this work, "The Provision of Public Pre-K in the Absence of Centralized School Management," at the Association for Education Finance and Policy's conference this year. The report, along with two of her other working papers, will be released later this year as part of ERA's Policy Brief series.

STEPHANI WRABEL recently accepted a position with the RAND Corporation as an associate policy researcher and will begin her work with them this July. She recently published research in *Educational Policy* exploring the relationship between state-specific decisions in the ESEA Flexibility Waiver accountability systems and state political environments, resources, and demographic characteristics. This paper was coauthored with colleague Matthew Duque, as well as Andrew Saultz, Morgan Polikoff, and Andrew McEachin (all EEPS Cohort 2). Stephani has also collaborated on an article, forthcoming in *Educational Researcher*, that examines the link between school climate, school violence, and school academic performance.

FORDHAM & AEI ON TWITTER

Fordham Institute:	@educationgadfly
Mike Petrilli:	@MichaelPetrilli
Victoria Sears:	@VictoriaEHSears
AEI:	@AEIeducation
Rick Hess:	@Rickhess99
Katharine Stevens:	@kbstevens
Sarah DuPre:	@sadupre

VETERAN EEPS UPDATES

DANIEL ARAYA (Cohort 3) is a Hult-Ashridge research fellow with the Global Center for Disruptive Innovation at the Hult International Business School in San Francisco and is currently completing two edited collections overlapping education policy. His first collection, *Liberal Arts in the Global Age*, is set for publication through Routledge; the second collection, *Augmented Intelligence: Smart Systems and the Future of Work and Learning*, will be published with Peter Lang.

KATHARINE BROTON (Cohort 4) and her co-authors, Sara Goldrick-Rab and James Benson, have a forthcoming article in *Educational Evaluation and Policy Analysis* titled “Working for College: The Causal Impacts of Financial Grants on Undergraduate Employment.” Using data from a randomized experiment, the authors examine whether offering students from low-income families additional grant aid minimizes the time students spend working. Though financial aid is thought to promote college success by impacting undergraduates’ employment decisions, little research has directly examined this relationship. Results indicate that students offered additional grant aid were 5.88 percentage points less likely to work and worked 1.69 fewer hours per week than similar peers (reductions of 8.56 percent and 14.35 percent respectively). Students offered the grant also improved qualitative aspects of their work experiences; they were less likely to work extensively (twenty-plus hours per week), during the morning hours when many classes are offered, or overnight. Grant aid thus appears to partially offset student employment, possibly improving prospects for academic achievement and attainment.

MATTHEW CHINGOS (Cohort 1) left the Brookings Institution last July to take a job as a senior fellow at the Urban Institute.

SARA DAHILL-BROWN (Cohort 3) recently published a study in a special issue of the *Russell Sage Foundation Journal of the Social Sciences* focusing on higher education, which earned a small amount of press coverage from *MarketWatch*.

PATRICK DENICE (Cohort 3) will be defending his dissertation in sociology this June and continues his work at the University of Washington’s Center on Reinventing Public Education. He has several papers under review, including one examining long-term trends in the return to college by older students. Patrick has also started a new project looking at the intersection of public transportation and public school choice. In this project, he utilizes geocoded student and school data to investigate whether and how public transit systems provide students—especially traditionally disadvantaged students—with a viable means of accessing higher-performing and in-demand schools.

ANNA EGALITE (Cohort 3) recently started a tenure-track position at North Carolina State University, where she teaches applied quantitative research methods and policy research in education. She has enjoyed the transition to Raleigh and is super-excited to welcome fellow EEPS peep Brooks Bowden to her department next fall! In terms of new research projects, Anna is the PI on two grants to evaluate the North Carolina Opportunity Scholarship Program and is looking forward to beginning that research this summer!

Over the last six months, **CAITLIN CHRISTINE FARRELL** (Cohort 4) had several papers accepted at *Educational Policy*, *Educational Administration Quarterly*, and *Educational Leadership*. Additionally, the National Center for Research in Policy and Practice recently shared results from a national

VETERAN EEPS UPDATES, CONTINUED

survey of school and district leaders' use of research conducted by Caitlin and fellow EEPS Alice Huguet and Chris Harrison.

MICHAEL GOTTFRIED (Cohort 3) co-edited a book that was published by Harvard Ed Press this spring: *When School Policies Backfire*. Several of the chapters were written by EEPS alums, including Carolyn Sattin-Bajaj, Shaun Dougherty, Allison Atteberry, and Andrew McEachin.

JASON GRISSOM (Cohort 1) co-edited a book on teacher evaluation, *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures*, which was recently published by Teachers College Press. The book pulls together the latest research on what we know (and what remains to be known) about evaluation measures themselves, the implementation of evaluation systems, and the use of evaluation data.

MICHAEL HANSEN (Cohort 1) was recently appointed as a senior fellow and deputy director of the Brown Center on Education Policy at the Brookings Institution. He helps to run the *Brown Center Chalkboard*, a blog featuring analysis and commentary on education policy with a heavy emphasis on research; those interested in contributing guests can reach out to Mike for more information.

HURIYA JABBAR (Cohort 4) continues to present and publish research related to school choice policy. Her most recent publication explored the role of two different governing agencies regulating school choice and competition between schools in New Orleans, forthcoming in the *Harvard Educational Review*. She's also recently published work in the *American Educational Research Journal* and the *American Journal of Education*. This year, Huriya presented research at

AERA and UCEA on how charter school leaders recruit and retain teachers, how the tools of sociology can be used to study market behaviors in education, intentionally diverse charter schools (with Terri Wilson at the University of Colorado-Boulder), and the implications of market-driven reforms for gender disparities in education. She was recently awarded the National Academy of Education/Spencer Postdoctoral Research Fellowship, which will support a new study examining the changing nature of teacher labor markets in three charter-dense school districts.

CARA JACKSON (Cohort 4) recently received the Exemplary Paper Award from the Classroom Observation SIG at the American Educational Research Association's 2016 meeting for

VETERAN EEPS ON TWITTER

Sara Dahill-Brown:	@_SaraDB
Shaun Dougherty:	@doughesm
Anna Egalite:	@annaegalite
Caitlin Christine Farrell:	@ccfarrell
Seth Gershenson:	@SethGershenson
Jason Grissom:	@JasonAGrissom
Michael Hansen:	@DrMikeHansen
Cara Jackson:	@caragerber
Robert Kelchen:	@rkelchen
Matthew Kraft:	@MatthewAKraft
Ryan McCarty:	@RyanP_McCarty
Andrew Saultz:	@andysaultz

VETERAN EEPS UPDATES, CONTINUED

“Raising the Reliability of Classroom Observations” (co-authored with Andrew Ho). In addition, a paper she co-authored with colleagues from the University of Maryland, “Administrator Reactions to Financial Incentives: Evidence and Insights from a TIF Program,” is forthcoming in *Leadership & Policy in Schools*.

ASHLEY JOCHIM (Cohort 2) has just relocated to the San Francisco Bay Area, where she’s working remotely for the Center on Reinventing Public Education and basking in the California sunshine. She is currently leading a study of alternative approaches to state-led turnaround, writing a paper on the impact of ESSA on state policy, and launching an evaluation of how personalized support to families improves school choice outcomes. In addition, she has a forthcoming publication in *Education Next* studying Baltimore’s implementation of principal autonomy under Alonso.

ROBERT KELCHEN (Cohort 4) is currently writing a book on the landscape of higher education accountability, along with several articles examining colleges’ responses to federal and state accountability policies. He was also featured in the *Chronicle of Higher Education* as one of “15 Indispensable Academics on Twitter.”

LESLEY LAVERY (Cohort 3) has been hard at work with her AIR colleagues Dan Goldhaber and Roddy Theobald. In “Uneven Playing Field: Assessing the Inequity of Teacher Characteristics and Measured Performance Across Students (*Educational Researcher*, 2015) and “Inconvenient Truth? Do Collective Bargaining Agreements Help Explain the Inequitable Distribution of Teachers Tenure Within School Districts?” (*Journal of Policy Analysis and Management*, forthcoming), they question how and whether seniority provisions in districts’ collective bargaining agreements influence the distribution of teacher experience and effectiveness. In work from her

dissertation, “What Parents Still Do Not Know about No Child Left Behind and Why it Matters” (*Journal of Education Policy*, 2015) Lesley demonstrates parents’ lack of policy acumen and calls for greater parental involvement in future iterations of ESEA.

RYAN MCCARTY (Cohort 4) earned his Ph.D. in literacy, language and culture from the University of Illinois at Chicago on May 5, 2016. His dissertation used design-based research and mixed methods to design an effective intervention to improve historical argumentative writing for adolescents.

MORGAN POLIKOFF (Cohort 2) was recently promoted to associate professor with tenure at the University of Southern California.

ANDREW SAULTZ (Cohort 2) continues to enjoy life as an assistant professor at Miami University. Andrew received a Spencer Foundation Grant with Andrew McEachin and Lance Fusarelli to study the use of waivers by the executive branch across education, welfare, and healthcare. He has also recently published work on the Atlanta cheating scandal, where charter schools locate in New York City relative to parental satisfaction, homeschooling, parent trigger policy, and charter policy in Washington State.

JEFFREY W. SNYDER (Cohort 3) is currently a postdoctoral research fellow at Michigan State University and the University of Michigan but is transitioning to become an assistant professor at Cleveland State University’s Levin College of Urban Affairs beginning in the fall. He authored a chapter on education granting differences among old and new philanthropies for *The New Education Philanthropy: Politics, Policy, and Reform* (Ed: Frederick M. Hess and Jeffrey Henig, Harvard Education Press, 2015) and recently published an article in the *Journal of Urban*

VETERAN EEPS UPDATES, CONTINUED

Affairs investigating foundation education granting to cities and examining whether certain determinants (e.g., need, capacity reform environment) predict granting and whether the explanations change over time.

KATHARINE STEVENS (Cohort 3) is continuing her research in early childhood as a research fellow in education policy studies at AEI. In addition to publishing blogs and op-eds on a range of topics, she's produced two major reports over the past six months: "Renewing childhood's promise: The history and future of federal early care and education policy" and "Does pre-K work? The research on ten early childhood programs—and what it tells us." Her next report will focus on the cost and quality of child care for disadvantaged children from birth through age four.

CHRIS TORRES (Cohort 2) is currently an assistant professor of educational leadership at Montclair State University but will move to Michigan State University this fall to serve as an assistant professor of K–12 educational administration in the department of educational administration.

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'd like to use.
3. Fill out the short form (we recommend receiving emails as a "daily summary" or one email per post).
4. Click "Apply to join this group."

Please email Victoria Sears (vs Sears@edexcellence.net) if you would like to update your email address on file.

RECENT PUBLICATIONS

CHRIS CURRAN AND ANN KELLOGG

“Sense-making of Federal Education Policy: Analyzing Social Media Discourse around the Every Student Succeeds Act.”

Chris Curran has recently released work exploring the early discourse around the Every Student Succeeds Act. His work, completed in conjunction with one of his graduate students, explores public sentiment towards the law as expressed by Twitter users in the week after the law’s passage. Findings indicate a generally favorable view of ESSA, but a number of users do express negative feelings towards the law. They find that advocacy organizations and individuals identifying as advocates were among the most active and most retweeted users on Twitter. Discussion of policy issues such as teacher preparation and equity were common, as were discussions of local implementation and comparisons to NCLB. The authors discuss the implications for the implementation of ESSA. The preliminary results are publicly available through an interactive website: www.hashtagessa.com.

BETHENY GROSS AND ASHLEY JOCHIM

“The SEA of the Future: Building Agency Capacity for Evidence-Based Policymaking,” (San Antonio: Building State Capacity and Productivity Center, 2015).

This is the fifth volume of the SEA of the Future series published by the Building State Capacity and Productivity Center (BSCP Center). Edited by CRPE’s Betheny Gross and Ashley Jochim, the essays explore how state education agencies can bolster their ability to use research and data to drive key spending, policy, and program decisions. They draw on the experiences of agency staff from Massachusetts, Michigan, and

Tennessee, as well as the work of the Regional Comprehensive Centers.

MICHAEL DEARMOND, PATRICK DENICE, BETHENY GROSS, JOSE HERNANDEZ, ASHLEY JOCHIM, AND ROBIN LAKE

“Measuring Up: Educational Improvement and Opportunity in 50 Cities,” (Seattle: Center on Reinventing Public Education, University of Washington, 2015).

This report provides a new resource for understanding the state of urban public schools in the United States. Geared specifically toward city leaders who want to evaluate how well traditional district and charter schools are serving all their city’s children and how their schools compare to those in other cities, the report measures outcomes for all public schools, based on test scores and non-test indicators, in fifty mid-sized and large cities.

BETHENY GROSS AND ASHLEY JOCHIM

“The SEA of the Future: Uncovering the Productivity Promise of Rural Education,” (San Antonio: Building State Capacity and Productivity Center, 2015).

This is the fourth volume of the SEA of the Future series published by the Building State Capacity and Productivity Center (BSCP Center). Edited by CRPE’s Betheny Gross and Ashley Jochim, the essays detail how rural schools and districts are innovative in how they deliver services, recruit teachers, use technology, and serve special populations.

RECENT PUBLICATIONS, CONTINUED

ASHLEY JOCHIM

“Carrots, Sticks, and Sermons: How Policy Shapes Educational Entrepreneurship,” Frederick Hess and Michael McShane (eds.), *Educational Entrepreneurship Today* (Cambridge, MA: Harvard Education Press, 2015).

This essay begins by considering how different kinds of policy tools—“carrots, sticks, and sermons”—shape entrepreneurship. It then considers how changes to the post-No Child Left Behind policy landscape, including Common Core, charter schools, teacher evaluation, and test-based accountability, have influenced the opportunities and obstacles entrepreneurs face, including their access to resources, demand for their services, and oversight of their work. It concludes with recommendations about how public policy can more effectively encourage entrepreneurship in education.

ARNOLD SHOBER

In Common No More: The Politics of the Common Core State Standards, (2016).

Arnold Shober’s new book, *In Common No More: The Politics of the Common Core State Standards*, examines the explicitly political component of the widespread adoption of the standards. The book documents the severe challenge that the Common Core posed to American education’s tenuous left-right comity on major education policy issues. The Common Core is likely to remain, and with it the real improvements to most states’ standards. Yet the overselling of the standards’ virtues, frequent conflation with PARCC or SBAC tests, and subsequent frustration of parents and teachers with aligned curriculum all contributed to a major political risk for test- and standards-based accountability. The book

details attacks—and responses—from academics, conservatives, progressives, parents, and representatives from public and private schools.

MEGHAN CONDON

“Voice Lessons: Rethinking the Relationship between Education and Political Participation,” (*Political Behavior*, 2015) 37(4): 819–843.

Related blog post at London School of Economics U.S. Centre: <http://bit.ly/1MhuOIQ>.

SHAUN M. DOUGHERTY

“Career and Technical Education in High School: Does It Improve Student Outcomes?,” (Thomas B. Fordham Institute, 2016).

Available at <http://edexcellence.net/publications/career-and-technical-education-in-high-school-does-it-improve-student-outcomes>.

SHAUN M. DOUGHERTY AND TAMAR JACOBY

“The New CTE: New York City as Laboratory for the Nation,” (The Manhattan Institute, 2016).

Available at <https://www.manhattan-institute.org/html/new-cte-new-york-city-laboratory-america-8688.html>.

JASON A. GRISSOM AND PETER YOUNGS

Improving Teacher Evaluation Systems: Making the Most of Multiple Measures, (New York: Teachers College Press, 2016).

Available at <http://www.amazon.com/Improving-Teacher-Evaluation-Systems-Multiple-dp/080775739X>.

FORTHCOMING RESEARCH

SETH GERSHENSON AND JIMMY ELLIS

"LATE for the Meeting: Gender, Peer Advising, and College Success," (forthcoming 2016).

Many male and first-generation college goers struggle in their first year of post-secondary education. Mentoring programs have been touted as a potential solution to help such students acclimate to college life, yet causal evidence on the impact of such programs (as well as the factors that influence participation in them) is scant. This study leverages a natural experiment in which peer advisors (PA) were quasi-randomly assigned to first-year university students to show that: (i) Male students were significantly more likely to voluntarily meet their assigned PA when that PA was also male, and (ii) these compliers were significantly more likely to persist into the second year of post-secondary schooling. We find no effect of being assigned to a same-sex PA on female students' use of the PA program, nor do we find any evidence that the PA program affected subsequent academic performance (GPAs).

SETH GERSHENSON AND MICHAEL S. HAYES

"Short-Run Externalities of Civic Unrest in Ferguson, Missouri," (forthcoming 2016).

The protests, riots, and general civic unrest experienced in Ferguson, Missouri in the aftermath of the police shooting of an unarmed black teenager potentially created a variety of indirect costs over and above the widely reported costs of first responders' overtime pay and property damage. This paper documents an additional, policy-relevant externality of the civic unrest in Ferguson: a negative, significant, arguably causal decline in average student performance on math and reading state assessments.

Specifically, difference-in-difference regression models that condition on school fixed effects and school time trends find that Ferguson-area schools experienced 15.5 and 7.8 percentage point average increases in the percentages of students who rate as "below basic" in math and reading, respectively. There is no evidence that these effects are driven by pre-existing differential trends. These effects are substantively large, as they represent changes of 65 and 41 percent and are almost entirely driven by changes in third- and fifth-grade scores.

There were also modest, statistically significant effects on student attendance in Ferguson-area schools, suggesting that attendance is one mechanism through which civic unrest affected achievement. We find no evidence that the civic unrest in Ferguson led to systematic changes in school enrollments or in the demographic composition of Ferguson-area schools.

CLASSIFIEDS

Executive Director of the Trustees' Education Initiative (TEI), University of Wyoming

The successful candidate will be a strategic and visionary leader with exceptional interpersonal and collaborative skills who will work closely and collaboratively with the TEI Board of Directors and the Dean of the UW College of Education to elevate the College to national preeminence in Professional Educator Preparation. To review the requirements of this position as well as the details of submitting an application, please [click here](#).

FORTHCOMING RESEARCH, CONTINUED

JOHN P. PAPAY AND MATTHEW A. KRAFT

"The Productivity Costs of Inefficient Hiring Practices: Evidence from Late Teacher Hiring," (*Journal of Policy Analysis and Management*, forthcoming 2016).

We use matched employee-employer records from the teacher labor market to explore the effects of late teacher hiring on student achievement. Hiring teachers after the school year starts reduces student achievement by 0.042SD in mathematics and 0.026SD in reading. This reflects, in part, a temporary disruption effect in the first year. In mathematics, but not in reading, late-hired teachers remain persistently less effective, evidence of negative selection in the teacher labor market. Late hiring concentrates in schools that disproportionately serve disadvantaged student populations, contributing to challenges in ensuring an equitable distribution of educational resources across students.

MEGHAN CONDON, ALEXANDRA FILINDRA, AND AMBER WICHOWSKY

"Immigrant Inclusion in the Safety Net: A Framework for Analysis and Effects on Educational Attainment," (*Policy Studies Journal*, forthcoming 2016).

Related blog post at London School of Economics U.S. Centre: <http://bit.ly/1VFixxd>.

LINDSAY PAGE AND J. SCOTT-CLAYTON

"Improving College Access in the United States: Barriers and Policy Responses," (*Economics of Education Review*, forthcoming 2016).

SHARE THE RESEARCH LOVE

Remember, you can send the Thomas B. Fordham Institute updates on your publications throughout the year, not just at newsletter time! We're happy to help spread the word through our weekly newsletters, podcasts, and blogs year-round (assuming your work is relevant to ours!).

If you would like to share recent and forthcoming research with the Thomas B. Fordham Institute, please contact: Victoria Sears (vsears@edexcellence.net).



This year's newsletter was made possible thanks to the efforts, oversight, and feedback of Victoria Sears from the Fordham Institute and Sarah DuPre of the American Enterprise Institute. Gratitude also goes to Jonathan Lutton, who was responsible for the document's production and layout; Kevin Mahnken, who copy edited its contents; and WesAlbers of Getty Images, from whom our banner image originated.