



AEFP

Association for Education Finance and Policy

**Association for
Education Finance and Policy
46th Annual Conference**

*Promoting Equity and Opportunity Through Education
Policy Research*

Held Virtually from March 17-20, 2021

aefpweb.org

AEFP 46th Annual Conference Program

Conference Agenda March 17-19, 2021

Note: all times below are listed in EST

Wednesday, March 17, 2021

All Day Virtual Poster Session

11am – 12pm Concurrent session 1

12pm – 1pm Policy Talks

1pm – 2pm Concurrent session 2

2pm – 3pm Concurrent session 3

3pm – 4pm Concurrent session 4

4pm – 5pm Concurrent session 5

5:30pm – 6:30pm Trivia Night

Thursday, March 18, 2021

All Day Virtual Poster Session

11am – 12pm Concurrent session 6

12pm – 1pm Policy Talks

1pm – 2pm Concurrent session 7

2pm – 3pm Concurrent session 8

3pm – 4pm Concurrent session 9

4:15 – 6 pm General Session: Awards, Presidential Address, Keynote

6:30pm – 7:30pm Charty Party

Friday, March 19, 2021

All Day	Virtual Poster Session
11am – 12pm	Concurrent session 10
12pm – 1pm	Policy Talks
1pm – 2 pm	Concurrent session 11
2pm – 3pm	Concurrent session 12
3pm – 4pm	Concurrent session 13
4pm – 5pm	Concurrent session 14

Virtual Poster Session - Wednesday, March 17, 2021 - 8:00am to Friday, March 19, 2021 - 5:00pm

- Virtual Poster Session

AEFP General Sessions

Room: General Sessions

KIMBERLY STERIN, Drexel University. ***Teacher Sponsors as Change Agents: Examining Extracurricular Activity Funds Management and Advocacy for Equitable Policies.***

CHRISTOPHER FORNARO, Drexel University, KATRINA STRULOEFF, Drexel University

KENNETH SKIDMORE, Texas State University. ***Modern-Day Social Stratification? Exploratory Analysis of Socioeconomic Status and Stagnant College Degree Completion Rates.*** STEVEN DECARLO, Texas State University, KALE TENDICK, Texas State University, GERALDINE WONG, Texas State University, LI FENG, Department of Finance and Economics

PAULINE KHOO, Monash University Malaysia. ***A PEER LIKE ME? PEER EFFECTS AMONG INTERNATIONAL STUDENTS IN DOCTORAL PROGRAMS***

KRISTOPHER HATCHER, Florida State University. ***[Yet-to-be-determined jazzy catch-phrase]: Casing the Financial Aid Fee's Implementation at Florida's State Colleges***

TIMOTHY MATTISON, University of Texas at San Antonio. **TEACHER PREPARATION FOR MAINTAINING MENTAL HEALTH: IDENTIFYING PHILOSOPHIES OF HAPPINESS, MANAGING EMOTIONS AND FULFILLING PSYCHOLOGICAL NEEDS**

BENJAMIN MEADOWS, University of Alabama-Birmingham. **Stop-and-Show Migration Effects: State Immigration Laws and the School Enrollment of Hispanic Children**

MEGAN RAUCH GRIFFARD, University of North Carolina at Chapel Hill. **Governing across systems: State efforts toward alignment in early learning.** JAMES SADLER, University of North Carolina at Chapel Hill, MICHAEL LITTLE, North Carolina State University, LORA COHEN-VOGEL, University of North Carolina at Chapel Hill

DANIEL COLLIER, W.E. Upjohn Institute for Employment Research. **Modeling First Year Stop Out of Kalamazoo Promise Scholars: Mapping Influences of Socioeconomic Advantage and Pre-College Performance to College Performance and Stopping Out.** ISABEL MCMULLEN, W.E. Upjohn Institute for Employment Research

DANIELLE DUFFY-CHIPMAN, University of Kentucky. **What She Says Counts: How Maternal Depression Drives Poor Student Outcomes.** TANYA GARDNER, University of Kentucky

CHANGHEE LEE, University of Wisconsin-Madison. **How does the decentralization affect policy innovation for low-performing schools?**

LI FENG, Department of Finance and Economics. **Transforming Undergraduate STEM Education: An Exploratory Analysis of the Learning Assistant Model and Student Outcomes.** ELEANOR CLOSE, Department of Physics, CYNTHIA LUXFORD, Department of Chemistry, JIWOO AN, Department of Chemistry, ALICE OLMSTEAD, Department of Physics, MAVREEN TUVILLA, Department of Physics, HEATHER GALLOWAY, Texas State University

OLGA CHURKINA, Georgia State University. **The Labor Outcomes of Bilinguals in the United States.** LUISA NAZARENO, Georgia State University, MATTEO ZULLO, Georgia Institute of Technology

JAY PLASMAN, Ohio State. **Promoting Persistence: Can Computer Science Career and Technical Education Courses Support STEM Attitudes for Students with Learning Disabilities?** MICHAEL GOTTFRIED, University of Pennsylvania, JENNIFER FREEMAN, University of Pennsylvania, SHAUN DOUGHERTY, Vanderbilt University

GE WU, University of Tennessee. **Change of Course: Estimating the Alignment of Labor Markets and Enrollment in Career and Technical Education.** CELESTE CARRUTHERS,

University of Tennessee

LUIS OMAR HERRERA PRADA, International Monetary Fund. ***Another brick in the wall... The economic consequences of setting foot in a college in Colombia***

RUI WANG, American University. ***The Patterns and Determinants of Teacher Absenteeism in the U.S.***

LORNA PORTER, University of Oregon. ***Where to Start?: Newcomer Program Participation and Course-Taking Trajectories for Secondary-Age Arriving Immigrant English Learners.***
MANUEL VAZQUEZ CANO, University of Oregon

NIDA KHALEEL, United Arab Emirates University. ***The Role of School Principals in Promoting Inclusive Schools in the UAE: Challenges and Opportunities.*** MOHAMED ALHOSANI, United Arab Emirates University, IBRAHIM DUYAR, United Arab Emirates University

VIKAS GAWAI, University of Wisconsin-Madison. ***Effect of a Minimum Pupil-Teacher Ratio (PTR) on the learning outcome of the school children***

PAULINE KHOO, Monash University Malaysia. ***If You Extend It, They Will Come: The Effects of the STEM OPT extension***

SALIH CEVIK, University of Georgia. ***Teacher Performance on Differentiated Instruction for School Effectiveness***

MINSEOK YANG, University of Wisconsin-Madison. ***The Impact of Teacher Union Reforms on Student Performance: Evidence from the Midwestern States***

ELIZABETH GILLIAM, Florida State University. ***Who helps Black girls achieve?***

MARGARET BLUME-KOHOUT, Gettysburg College. ***Incentivizing STEM Participation: Evidence from the SMART Grant Program***

TING SHEN, Missouri University of Science and Technology. ***Examining Association between Class Size and Student Evaluation of Teaching.*** DEVIN BURNS, Missouri University of Science and Technology

CAROLYN CURTIS, New England College. ***The importance of early detection: Substance***

use prevention training for teachers

WAYNE SANDHOLTZ, Nova School of Business and Economics. ***Primary student responses to Free Secondary Education in Tanzania***

ELIZABETH RIVERA RODAS, Montclair State University. ***Latinx High School Mathematics Achievement in Gentrifying School Zones***

JEFFREY PENNEY, University of Alberta. ***Why the dependent variable in a regression should not be normalized as a z-score***

ALEX CARTER, Texas State University. ***College Completion Rates: What factors have influenced the college completion rates of students?*** SAM GUTIERREZ, Texas State University, MARLENE PULIDO, Texas State University, LI FENG, Department of Finance and Economics

ERIC CHAN, Babson College. ***Gender Differences in Response to Personnel Evaluations: Evidence from Higher Education***

FENG CHEN, Tulane University. ***The Effects of Market-Based School Reforms on Student Outcomes: A National Analysis of Charter Effects on District-Level School Systems.*** DOUGLAS HARRIS, Tulane University

JEREMY SINGER, Wayne State University. ***Socioeconomic Heterogeneity Among Low-Income Black and Hispanic Students in Urban Districts***

JIWON NAM, University of Baltimore. ***Crafting decision and selection bias in public policy: Results from an experimental simulation***

LAUREN COVELLI, Vanderbilt University. ***ACT Testing Policy in Tennessee: Effects on Test-Taking, Scores, and College Enrollment.*** SEAN CORCORAN, Vanderbilt University

JOSHUA BLEIBERG, Brown University. ***The Effect of Teacher Evaluation Reform on Student Achievement.*** ERIC BRUNNER, University of Connecticut, ERICA HARBATKIN, Michigan State University, MATTHEW KRAFT, Brown University, MATTHEW SPRINGER, University of North Carolina

AMY SHELTON, Saint Louis University. ***Who Supports MO Private School Choice? Evidence from Likely Voters.*** ABIGAIL BURROLA, Saint Louis University, CAMERON ANGLUM, Saint Louis University, EVAN RHINESMITH, Saint Louis University

JOSHUA HOLLINGER, University of Rochester. ***Assessing Teacher Quality for Disadvantaged Students***. ALEXIS ORELLANA, University of Rochester

JEONGIM JIN, Arizona State University. ***A Pilot Study for the development of Assessment Literacy Inventory for Korean Teachers***

SAULE ANAFINOVA, Eotvos Lorand University ELTE Faculty of Education and Psychology. ***The role of global rankings in organizational identity change of a large public university in Kazakhstan***. SULUSHASH KERIMKULOVA, Nazarbayev University Graduate School of Education

QI ZHENG, University of Wisconsin-Madison. ***Do teachers' colleges prepare better teachers? Evidence from the best public school district in China***. XIN XIE, University of Wisconsin-Madison, XIAOYANG YE, Brown University, YI WEI, Peking University, XINLIANG ZHANG, Nanjing Normal University

DION LUCAS, Chopping Budget LLC. ***Chopping Budget: Financial Tips for Future Growth***. ELIZABETH RICHARDSON, Chopping Budget

M. DANISH SHAKEEL, Harvard University. ***The Flynn effect in education: Evidence from fifty years of changes in the Performance Levels of Students in U. S.*** PAUL PETERSON, Harvard University

MATTIE HARRIS, University of Arkansas. ***Experimental Estimates of the Impacts of a Study Abroad Program to Israel on Perceptions and Knowledge of Anti-Semitism***. ALBERT CHENG, University of Arkansas, JAY GREENE, University of Arkansas

TOMMASO AGASISTI, Politecnico di Milano. ***State Policy and Efficiency Dynamics in Russian Higher Education Sector***. ALEKSEI EGOROV, National Research University Higher School of Economics, MARGARITA MAXIMOVA, National Research University Higher School of Economics, EKATERINA SHIBANOVA, National Research University Higher School of Economics

BEN CRONKRIGHT, REL Pacific at McREL International. ***Teacher Professional Learning Policies in Palau***. TONIA GIBSON, REL Pacific at McREL International

JAMES ANGLUM, Saint Louis University. ***The Role of State Funding in School Desegregation: Evidence from Saint Louis***. HAISHENG YANG, University of Pennsylvania, AARON PARK, Saint Louis University

SAMUEL KAMIN, University of Connecticut. ***You Can't Get There From Here: Mapping Differences in Access to CTE Programs in New York and Connecticut***

MEINA LIU, University of Rochester. ***The Quantitative Study of the Relationship between the Average Value of Career Preparation Advice and Graduate Students***

TRANG PHAM, University of Missouri. ***What home culture factors explain international instructors' grading behaviors at U.S. research universities?***

SHUAI LI, University of North Carolina at Chapel Hill. ***The Impacts of Alternative Certification on Early-career Teachers' Effectiveness and Retention: A Systematic Review and Meta-analysis.*** MATTHEW SPRINGER, University of North Carolina at Chapel Hill

Concurrent Session I - Wednesday, March 17, 2021 - 11:00am to 12:00pm

1.01 - Demographic Matching and Educational Outcomes

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair: Kyle Arnone, American Federation of Teachers

DAVID BLAZAR, University of Maryland College Park. ***Professional Staff Diversity and Student Outcomes: Extending Our Understanding of Race/Ethnicity-Matching Effects in Education.*** FRANCISCO LAGOS, University of Maryland College Park

CHRISTOPHER CLEVELAND, Harvard University. ***The Effect of Teacher Demographic Match on Social-Emotional Learning.*** ETHAN SCHERER, Center for Education Policy Research at Harvard University, MARTIN WEST, Harvard Graduate School of Education, REBECCA IVESTER, Abt Associates

IKHEE CHO, University of Missouri. ***The Effects of Demographic Factors Between Principal and Teacher on School Climate***

1.02 - Topics in Early Elementary and PreK Education

Early childhood

Room: Room 2

Chair:: Kathryn Chapman, University of Kentucky

MICHAEL GOTTFRIED, University of Pennsylvania. ***Do Early Elementary Classrooms with High Rates of Absenteeism Inhibit Individual Success? Exploring Achievement, Executive Function, and Social Skills Outcomes.*** ARYA ANSARI, The Ohio State University

MICHAEL LITTLE, North Carolina State University. ***The New American Elementary School? A Descriptive Analysis of Pre-K in Public Schools***

1.03 - Long-Run Effects of Postsecondary Education

Long-term outcomes of education (e.g., employment, wages, civic participation)

Room: Room 3

Chair:: Todd Jones

CHRISTOPHER ERWIN, Auckland University of Technology. ***Better late than never? Wage effects of delayed baccalaureate graduation in the United States.*** XIAOXUE LI, University of New Mexico, MELISSA BINDER, University of New Mexico

JONATHAN SMITH, Georgia State University. ***The Economic Impact of Access to Public Four-Year Colleges.*** JOSHUA GOODMAN, Boston University, MICHAEL HURWITZ, College Board

LAUREN RUSSELL, University of Pennsylvania. ***Long-Run Educational Attainment Effects of Local Colleges: Evidence from the Establishment of U.S. Colleges.*** LEI YU, University of Pennsylvania, MIKE ANDREWS, University of Maryland

1.04 - COVID Responses & Unequal Opportunity Part 1

COVID

Room: Room 4

Chair:: Bryant Hopkins

MELISSA LOVITZ, Tufts University. ***The COVID Classroom: How Districts, Schools, and***

Educators Responded to the Pandemic. AMY CUMMINGS, Michigan State University, MEG TURNER, Michigan State University, TARA KILBRIDE, Michigan State University, KATHARINE STRUNK, Michigan State University, QIONG ZHU, Michigan State University

SHIRA HADERLEIN, University of Southern California. ***Educational Experiences of American Families in the Time of COVID: Evidence from a Nationally Representative Panel.*** DANIEL SILVER, University of Southern California, ANNA SAAVEDRA, University of Southern California, MORGAN POLIKOFF, University of Southern California, AMIE RAPAPORT, Gibson Consulting, MARSHALL GARLAND, Gibson Consulting

DOUGLAS HARRIS, Tulane University. ***The Effects of School Re-Opening on COVID Transmission and Hospitalizations.*** ENGY ZIEDAN, Tulane University, SUSAN HASSIG, Tulane University

1.05 - Alternatives to Traditional Schooling

K-12 school choice

Room: Room 5

Chair:: Andrea Bingham

BLAKE HELLER, Harvard University. ***The evolving role of high school equivalency credentials in the 21st century***

DANIELLE SUTHERLAND, Michigan State University. ***Peddle to the Metal: Inconsistencies in Student Advancement in Personalized Learning Environments.*** KATHARINE STRUNK, Michigan State University, JESSE NAGEL, Michigan State University, TARA KILBRIDE, Michigan State University

ALEXANDER POON, ClassLink. ***Use of Instructional Technology and Student Learning.*** MARY BATIWALLA, ClassLink

1.06 - Educational Investments and Policymaking

K-12 school finance

Room: Room 6

Chair:: Larry Picus

EZRA KARGER, University of Chicago. ***The Returns to Public Library Investment.***
GREGORY GILPIN, Montana State University, PETER NENCKA, Miami University

EMILY BRIXEY, University of Colorado. ***Education Spending and Outcomes: Analysis from a Public Finance Perspective***

FIONA HOLLANDS, Teachers College - Columbia University. ***A comparison of three methods for providing local evidence to inform school district budget decisions.***
ROBERT SHAND, American University, BO YAN, Jefferson County Public Schools, STEPHEN LEACH, Jefferson County Public Schools, DENA DOSSETT, Jefferson County Public Schools, FLORENCE CHANG, Jefferson County Public Schools, YILIN PAN, World Bank

1.07 - Special Topics: Community Colleges

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Dave Marcotte

CHENG QIAN, University of Missouri. ***The Potential for Community College Students to Expand and Diversify University Degree Production in STEM Fields.*** CORY KOEDEL, University of Missouri

CASSANDRA HART, University of California. ***COVID-19 and Community College Instructional Responses.*** DI XU, University of California, MICHAEL HILL, University of California, EMILY ALONSO, University of California

JOSHUA DORMAN, University of California. ***Distance of Opportunity: Community College Students and Cross-Enrollment.*** MICHAEL HILL, University of California, ELIZABETH PARK, University of California, MARITZA MORALES-GRACIA, University of California, RACHEL BAKER, University of California

1.08 - The Impacts of Tuition Reduction Programs in Higher Education

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Lesley Turner

DAVÍD MARTÍNEZ, University of South Carolina. ***The Limits of Policy Neutrality for Combatting Persistent Racial Disparities Through Tuition-Free Promise Programs: A Critical Race Theory Perspective.*** DANIEL COLLIER, W.E. Upjohn Institute, W. BYRD, University of Michigan, ISABEL MCMULLEN, W.E. Upjohn Institute

SUZANNE DURYEA, Inter-American Development Bank. ***The Long-Term Effects of a Tuition-Free University on Crime.*** RAFAEL RIBAS, University of Amsterdam, BRENO SAMPAIO, Universidade Federal de Pernambuco, GUSTAVO SAMPAIO, Universidade Federal de Pernambuco, GIUSEPPE TREVISAN, Universidade Federal de Pernambuco

TAYLOR DELANEY, American University. ***The Impact of Merit Aid on Matriculation and Persistence of Non-Needy Students.*** SETH GERSHENSON, American University

1.09 - The Labor Market Value of Specialized Degrees & Athletics Outcomes

Post-secondary general papers

Room: Room 9

Chair:: James Ward

TORBET MCNEIL, University of Arizona. ***Evaluating undergraduate data science curricula: what does a degree in data science actually mean?*** JEFFREY OLIVER, University of Arizona

ALBERT CHENG, University of Arkansas. ***The Value of College Athletics in the Labor Market: Results from a Resume Audit Field Experiment.*** JAMES PAUL, University of Arkansas, JAY GREENE, University of Arkansas, JOSH MCGEE, University of Arkansas

CHRISTOPHER BENNETT, Vanderbilt University. ***Master's for hire: Experimental evidence on employers' perceptions of master's degrees from for-profit institutions***

1.10 - Housing and Education

Causes and consequences of inequity in education

Room: Room 10

Chair:: Daniel Thatcher

ALISHA BUTLER, University of Maryland - College Park. ***There Goes the Neighborhood School: Investigating How Educators Respond to Gentrification in Washington, DC***

AGUSTINA LAURITO, University of Illinois at Chicago. ***Racial/Ethnic Differences in Homeownership and Gaps in Student Achievement***. SARAH CORDES, Temple University

GALIT EIZMAN, HKS. ***Real Estate and Education in America –The Hidden and Revealed Ties***. JULIA ROBINSON-ROSENDORFF, Brandeis

1.11 - Exclusionary Disciplinary Practices

Causes and consequences of inequity in education

Room: Room 11

Chair:: Carolyn Sattin-Bajaj

CHRISTINA LICALSI, American Institutes for Research. ***The Effects of Exclusionary Discipline Type and Length on Student and Peer Educational Outcomes and School Climate in New York City High Schools***. DAVID OSHER, American Institutes for Research, PAUL BAILEY, American Institutes for Research

JING LIU, University of Maryland. ***From Referrals to Suspensions: Unpacking the Origins of Racial Disparities in Exclusionary Discipline***. MICHAEL HAYES, Rutgers University Camden, SETH GERSHENSON, American University

YING SHI, Syracuse University. ***The Many Faces of Bias at School? Racial Disparities in Exclusionary Discipline and Teacher Judgment***. MARIA ZHU, Syracuse University

1.12 - New Perspectives on School Turnaround

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Beth Schueler

ERICA HARBATKIN, Michigan State University. ***Do Culture and Climate Mediate School Turnaround? Evidence from Michigan's Partnership Model of School and District***

Improvement. JASON BURNS, Michigan State University, KATHARINE STRUNK, Michigan State University, SAMANTHA CULLUM, Michigan State University

JOSHUA CHILDS, University of Texas - Austin. ***Can Career Academies Work as a School Turnaround Strategy?***. SHAUN DOUGHERTY, Vanderbilt University, HANNAH KISTLER, Vanderbilt University

VALENTINA MARTINEZ PABON, Tulane University. ***The Effect of No Child Left Behind on Performance-Based School Closure***

Policy Talks - Wednesday, March 17, 2021 - 12:00pm to 1:00pm

Policy Talk #1 - Transforming research in higher education for impact and equity

Causes and consequences of inequity in education

Room: Room 1

Chair:: Carrie Conaway, Harvard University

CARRIE CONAWAY, Harvard University. ***Transforming research in higher education for impact and equity.*** SARAH COHODES, Teachers College Columbia University, ADAM GAMORAN, William T. Grant Foundation, VALERIE KINLOCH, University of Pittsburgh, DAVID PHIPPS, York University

Many of us choose to conduct education policy research because we want our work to promote more equitable policy and practice. Thanks to researchers studying research use and knowledge mobilization, we know more than ever before about how to conduct research that promotes positive change. And in recent years, we have seen investments in mechanisms that increase the chances that research matters for practice and improves equity. These include research-practice partnerships, networked improvement communities, new forms of media making research findings more accessible to practitioners, and federal and state policy that promotes evidence use. And yet, the worlds of research and practice still stand far apart, to the detriment of practitioners who would benefit from greater use of research findings to guide their work and researchers who would benefit from a deeper understanding of the demands of practice as they answer questions with research--and ultimately the students that researchers and practitioners aim to serve.

While the causes of this persistent problem are myriad, one factor stands above others for researchers based in universities: the incentives and structures of universities themselves. What counts for tenure and promotion is too rarely the work that increases impact and advances equity outside the ivory tower. Faculty face real, tangible pressure to publish

frequently in peer-reviewed journals and, too often, no pressure at all to do the relationship-building and writing for general audiences that would get their research out of libraries and into the hands of practitioners. And work with an equity or community focus is too often marginalized within the academy, relegated to “lower tier” journals and viewed as “less rigorous.” These pressures create strong disincentives for scholars to do the type of research that could result in greater influence on policy and practice and more equitable outcomes for students.

At a time when the value of higher education is increasingly questioned in the public discourse, putting a greater weight within universities on public impact and equity is all the more essential. This policy talk will explore how universities can shift incentives and structures to take on this challenge, from a variety of perspectives within the system. Panelists will include:

- Sarah Cohodes, associate professor of education policy and economics at Teachers College, Columbia University. Sarah was recently tenured and prioritizes public communication and impact in her work.
- Adam Gamoran, president of the WT Grant Foundation (practitioner). The WT Grant Foundation recently created an Institutional Challenge Grant to encourage university-based researchers to build sustained research-practice partnerships around reducing inequity in youth outcomes. A priority in the program is that universities shift their policies and practices to value collaborative research.
- Valerie Kinloch, dean of the school of education, University of Pittsburgh. Valerie has recently spearheaded a successful school-wide academic reorganization and staff restructuring that encourage deep-level collaborations among students, faculty, staff, and community and school district partners. These efforts support and elevate community engagement and research-practice partnerships within equitable educational frameworks.
- David Phipps, assistant VP research strategy & impact, York University and network director, Research Impact Canada. Founded in 2006, RIC is a network of 20 Canadian universities working to build institutional capacity for knowledge mobilization and public impact. RIC works as a community of practice to share institutional policies, tools, and practices (i.e., job descriptions) to help universities more effectively support researchers, students, and their partners seeking to undertake research that has both academic and socioeconomic impact.
- Carrie Conaway, senior lecturer at the Harvard Graduate School of Education, will moderate. From 2007 to 2019, Carrie directed research and strategic planning for the Massachusetts Department of Elementary and Secondary Education.

Policy Talk #2 - Finding Education Dollars in Constrained Times: A Look at State Revenue Options

K-12 school finance

Room: Room 2

Chair: Zahava Stadler, The Education Trust

ZAHAVA STADLER, The Education Trust. ***Finding Education Dollars in Constrained Times: A Look at State Revenue Options.*** GLADRIEL SHOBE, BYU J. Reuben Clark Law School, VICTORIA JACKSON, Center on Budget and Policy Priorities, ZAHAVA STADLER, The Education Trust, GEORGINA MONSALVO, Stand for Children Arizona, DONNIE CHARLESTON, E Pluribus Unum Fund

The 2021 and 2022 legislative sessions will be pivotal ones for school funding. The COVID-19 crisis is squeezing school systems from all sides. Districts face the steep costs either of keeping students safe on buses and in school buildings or of effectively implementing remote learning plans (and in the cases of districts pursuing hybrid models, both). At the same time, state budgets are likely to be hit hard as sales, income, and energy tax receipts decline, threatening the state aid that supports district operations. One projection, from the Center on Budget and Policy Priorities, places the cumulative state budget shortfalls at \$555 billion over the years 2020-2022.

This is an equity issue as much as a solvency issue. High-need districts need increasing support, not cuts, as their students face challenges including family income loss, heightened health risks, connectivity challenges, and mobility. Meanwhile, districts in lower-wealth areas rely more heavily on state support and have less in the way of local funding to compensate for any state cuts. School finance decisions made in the next few years will have huge ramifications—for all students, but especially for our neediest students.

Policy conversations are focusing heavily on the need for federal aid to forestall state aid cuts, but states are not without tools for raising their own additional dollars. This panel will explore potential avenues for states to bolster their education budgets with new state revenues, avoiding cuts and creating the space in state budgets for additional support of high-need students and communities. The discussion will cover the pros and cons of various approaches from the standpoints of policy, practicality, and politics.

Specifically, the panelists will consider commonly proposed revenue sources for education (possibly including ideas such as sales tax increases; excise taxes on cigarettes, alcohol, or marijuana; severance taxes on natural resource extraction; changes to income and estate taxes; and lotteries) and discuss their stability and progressivity. They will also offer a view into practical limitations created by state contexts, such as political cultures and legal strictures, and especially discuss constitutional constraints. They will address the one tax source most heavily associated with school finance but least often tapped by states—property taxes—and consider how states could pool existing property tax dollars across district or county lines to better support high-need students and communities within current resources. The practitioner in the discussion will be Georgina Monsalvo, Organizing Director for Stand for Children Arizona, who will offer an on-the-ground perspective on how to achieve productive change in constrained times, drawing upon recent experience leading a successful advocacy effort to win voter

approval for a new high-income surtax for education.

This discussion will draw upon peer-reviewed scholarship in law and economics; research resources published by EdBuild and the Center on Budget and Policy Priorities; perspectives honed at the Tax Policy Institute; and views from the trenches of advocacy. It will offer immediate and actionable ideas for state actors concerned with education finance and advance the policy conversation past crisis management to look toward the needs of students and school systems going forward.

Policy Talk #3 - Evolution of the Methods and Use of Adequacy Cost Studies

K-12 school finance

Room: Room 3

Chair: Alex Jacobson, WestEd

ALEX JACOBSON, WestEd. *Evolution of the Methods and Use of Adequacy Cost Studies*. JASON WILLIS, WestEd, JUSTIN SILVERSTEIN, Augenblick, TIFFANY STANLEY, Utah State Board of Education

Over the past few decades, the field of education finance research has continued to advance with respect to adequacy cost studies, as the demand for such studies continues to grow. Over the past five years at least 10 cost studies employing typical adequacy study methods have taken place, including two studies that are expected to be published by early 2021. These studies generally leverage one of four methods; Evidence-Based analysis, Professional Judgement Panel engagement, Successful Schools case study analysis, and Cost Function quantitative analysis.

Each method has strengths and limitations, and valid critiques of all have been noted (Hanushek, 2006; Baker & Levin, 2015). Specific improvements have also been proposed, including combining methods to balance limitations with strengths (Baker & Levin, 2015). Accordingly, each method has been refined over time to mitigate limitations (see Gronberg, Jansen, and Taylor (2017); Levin, Brodziak de los Reyes, Atchison, Manship, Arellanes, and Hu (2018), etc.).

As fiscal constraints grow in education, the demand for cost studies is likely to grow. Recent studies offer an opportunity to consider how these methods have advanced and how they address both the questions of how much and how well resources are spent to achieve improvements in student achievement.

POLICY TOPIC

The topic of this proposed policy talk is the evolution of state adequacy cost study methods, and what the future may hold for this area of education school finance analysis.

As a foundation for discussion, the panel will provide an in-depth review of recent cost studies that illustrate this evolution and draw comparisons to identify implications for future work. This includes cost analysis for the North Carolina Sound Basic Education for All Action Plan (WestEd, 2019); the Arkansas School Finance Study (APA & WestEd, 2020); the Utah Funding Study (WestEd, 2020); and the Nevada School Finance Study (APA, Education Commission of the States, Picus Odden and Associates, 2018). All of these studies use a combination of complementary methods to balance strengths and limitations, and in some cases use the results of one analysis to inform others.

NORTH CAROLINA SOUND BASIC EDUCATION FOR ALL ACTION PLAN

As part of the Action Plan prepared by WestEd for the North Carolina Superior Court, the research team conducted a cost study employing two of the common methods; professional judgement panels and cost function analysis. Since the publication of the Action Plan in 2019, the court has formally accepted the report and the parties in the case have submitted joint, formal responses to the court on their near-term plan for its implementation.

This study combined two methods, using the results from one analysis to inform the other and strengthen findings overall. Specifically, panelists were provided with initial estimates from the cost function. This offered an opportunity to mitigate a key critique of the panel method; that it tends to result in an unrealistic list of services and costs. Panelists were asked to consider what specific recommended resources might be strategically abandoned while still maintaining an outcome standard.

ARKANSAS SCHOOL FINANCE STUDY

This study intended to “provide to the members of the Arkansas General Assembly detailed and accurate information concerning the current efficacy of the biennial adequacy study and evaluation undertaken by the Committees, and to provide the Committees with recommendations regarding reform or replacement of the current methods for determining educational adequacy in the State of Arkansas.” The study approach used a variety of methods for the investigation in arriving at its conclusions.

UTAH FUNDING STUDY

In the fall of 2019, the Utah State Board of Education (USBE) partnered with WestEd to produce a comprehensive study of their state funding formula focused on equitable access and employing multiple methods.

Particularly relevant are this study’s cost function and successful schools analyses. Recognizing the cost function’s limitations in understanding the local decisions that produce success, the successful schools analysis examined practices in high-performing settings. Similar to NC, cost function results were used, in this case to identify efficient settings as criteria for selecting case study sites.

NEVADA SCHOOL FINANCE STUDY

In late 2017 the Nevada Department of Education (NDE) partnered with Augenblick, Palaich, and Associates (APA) to conduct an update to the 2012 state finance study (APA et al., 2018). The scope of the study was to estimate resources needed to meet state standards. The study, along with others recently conducted in NV, informed the state funding formula reforms enacted in the summer of 2019 under the title of a “Pupil-Centered Funding Plan.”

The study employs the professional judgement panels and evidence-based analysis to inform recommendations. To allow for various prior analyses in NV to inform policy, this study’s recommendations presented policy scenarios leveraging different aspects of all prior studies.

PANELIST CONTRIBUTIONS

Proposed panelists include:

- Alex Jacobson (WestEd) who was the task lead for the cost analyses in NC, the overall project lead for the UT study, and has been involved in several other recent studies. He will bring his intimate knowledge of these methods to the conversation.
- Justin Silverstein (APA) who was the study lead for both AR and NV and has been involved in other recent studies in this space as well. He will bring his knowledge of these methods and his observations of trends in this space.
- Tiffany Stanley (USBE) as the Chief of Staff for the Office of the State Superintendent at the USBE, Ms. Stanley brings a broad base of knowledge and perspectives. In her role at the USBE she works across departments at the agency, as well as with state leaders from the Governor’s office and the state legislature, to support USBE’s policy agenda at a systems-level. As USBE lead for the Utah Study, she has first-hand knowledge of how cost studies can inform the work of enacting state policy, and opportunities to make such studies more actionable.

Finally, Jason Willis (WestEd) will moderate the panel, leading discussion about the implications of these studies, the trends in this field of education finance, and what the future might hold for the evolution of these methods.

Policy Talk #4 - Influencing Policy Through Partnership: Supporting District-Wide Policy Changes via a Multi-Stakeholder Research-Practice Partnership

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 4

Chair:: Paula Arce-Trigatti, Rice University

PAULA ARCE-TRIGATTI, Rice University. ***Influencing Policy Through Partnership: Supporting District-Wide Policy Changes via a Multi-Stakeholder Research-Practice***

Partnership. STEVEN MCGEE, The Learning Partnership, JOHN WACHEN, The Learning Partnership, TROY WILLIAMS, Chicago Public Schools, ERIN HENRICK, Partner to Improve

Typically defined as long-term, mutually beneficial collaborations between education researchers and practitioners resulting in research focused on key aspects of education practice (Coburn, Penuel, & Geil, 2013), the research-practice partnership (RPP) model has been identified as a promising mechanism to bridge the gap between research and practice (e.g., Tseng, Easton, & Supplee, 2017). Indeed, because of their collaborative nature involving researchers and practitioners at all stages of the research process, RPPs have great potential to study and directly address longstanding problems of practice. This is in contrast to more traditionally produced education policy research, which often aims to inform policy through peer-reviewed journal articles, but typically falls short of this goal (e.g., Penuel, et al., 2018).

In particular, RPPs may be especially valuable in terms of addressing equity-centered aims in education, given the central role practitioners play in partnerships -- this leads to a clear focus on improving practice that oftentimes is lacking in non-RPP produced research. For this policy talk, we propose a case study approach to explore how one RPP has influenced policy through co-production of research that advances equitable access of computer science in one of the largest urban school districts in the U.S. Chicago Public Schools (CPS) enacted computer science (CS) as a high school graduation requirement in 2016. Established in 2017, the Chicago Alliance for Equity in Computer Science (CAFÉCS) RPP was formed to ensure that every high school student in CPS receives a compelling and relevant experience in CS through a high-quality, introductory CS education course (Dettori et al., 2018). CAFÉCS is a multi-stakeholder partnership that includes CPS as a central partner, in addition to a number of research-side partners, and ultimately aims to study how to provide schools with sufficient support and accountability such that the quality of the CS experience is equitable across the entire district. To support this goal, the team has used the borrowing strength policy theory to characterize the manner in which policy entrepreneurs shape the development of the graduation policy (Johnson, Wachen, and McGee, 2020).

POLICY TOPIC TO BE ADDRESSED

In this panel discussion, we will discuss the critical design elements needed to:

1. Support effective partnering between multiple education stakeholders in the context of an RPP;
2. Advance both a collaboratively developed research agenda and specific policy-related goals as they relate to equity;
3. Implement a continuous improvement mechanism so that the RPP can become a learning organization with respect to “what works”; and,
4. Support meaningful engagement with research on the practice/policy front.

Attendees will be invited to share their own questions and experiences related to the above, resulting in a rich exploration of how RPPs can advance equity-related aims through policy

change.

PANELISTS and CONTRIBUTIONS

Panelists:

- Steven McGee, President of The Learning Partnership and co-Director of CAFÉCS
Steven has three decades of expertise in fostering long-term partnerships between researchers and practitioners. As the first Puerto Rican learning scientist in the nation, he studies how to support learning from an individual cognitive perspective as well as from the perspective of systems and social contexts. He will discuss the evolution of the collaborative structures within CAFÉCS that support rigorous research that both informs solutions and contributes to educational theory.
- John Wachen, Postdoctoral Fellow at The Learning Partnership
John is a postdoctoral researcher with experience as both a team member of an RPP and an evaluator of RPPs. As a member of CAFÉCS, John works with district partners to support and study various projects in computer science education, including understanding teacher beliefs about equity, integrating computational thinking across the curriculum, and assessing the effectiveness of teacher coaching. John will discuss his collaborative work with district partners to understand teacher beliefs about issues of equity in computer science and explain how this work is mutually beneficial for all partners.
- Troy Williams, Interim Director, Office of Computer Science, Chicago Public Schools and co-Director of CAFÉCS
Troy is responsible for overseeing implementation of PreK – 12th grade Computer Science education in CPS. This includes all computer science professional learning, curriculum resources, implementation support and instructional support. Troy was born and raised on the south side of Chicago during a time where computer science education was not readily available. He took his first computer class at Olive Harvey College at the age of 12 and has been hooked ever since. Troy will discuss how CAFÉCS research has shaped
- Erin Henrick, Partner to Improve
Erin Henrick is President of Partner to Improve, an education research and consulting group supporting improvement and systemic change in education through partnerships. Erin is an RPP researcher, evaluator, and professional development provider, including serving as the lead investigator of a WT Grant study resulting in a framework for assessing RPP effectiveness; serving as the external evaluator for multiple NSF funded RPPs, including CAFÉCS; serving as a researcher on a 10-year NSF funded RPP (known as MIST) focused on improving math instruction across large urban districts; and finally, co-authoring Systems for Instructional Improvement-Creating Coherence from the Classroom to the District Office. Erin will discuss the ways in which RPPs support improvements to policy and practice.

Moderator:

- Paula Arce-Trigatti, Director of the National Network of Education Research-Practice Partnerships (NNERPP)
NNERPP is a professional learning organization for education RPPs launched in 2016 at Rice University. As director, Paula organizes and coordinates a number of learning opportunities for members across the Network and the RPP field at-large in order to improve both our theoretical understanding of partnerships and how they actually work in practice. She additionally oversees an online repository of RPP-related resources via the “NNERPP RPP Knowledge Clearinghouse,” collaboratively designs RPP tools and resources with members to support RPP development, and edits a quarterly magazine on RPPs (“NNERPP Extra”).

Concurrent Session II - Wednesday, March 17, 2021 - 1:00pm to 2:00pm

2.01 - Issues Concerning School Leaders

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Brendan Bartanen

ELLEN GOLDRING, Vanderbilt University. ***The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership.*** MOLLIE RUBIN, Vanderbilt University, MARIESA HERRMANN, Mathematica

SEIJOON PARK, University of Missouri-Columbia. ***Chronic Principal Turnover: Examination of Statewide Data from Florida.*** SE WOONG LEE, University of Missouri-Columbia

2.02 - International Perspectives on Educational Accountability

K-12 standards, accountability, assessment, and curriculum

Room: Room 2

Chair:: Anjali Adukia

SUSANA CLARO, Pontificia Universidad Católica de Chile. ***Effect of Educational Accountability System in Low Performing Schools: RD Evidence from Chile.*** SADE BONILLA, University of Massachusetts Amherst, JOSE DE AMESTI, Pontificia Universidad Católica de Chile, JOAQUIN RODRIGUEZ, Pontificia Universidad Católica de Chile

CATHERINE MICHAUD LECLERC, University of Toronto. ***Private School Entry, Sorting, and Performance of Public Schools: Evidence from Pakistan***

DAVID JOHNSON, Wilfrid Laurier University. ***Differences between external examination grades and teacher awarded grades in Alberta secondary schools***

2.03 - Elected Officials in K12 Education

K-12 school politics, governance, leadership, and organizations

Room: Room 3

Chair:: Rachel White

ANDREW HILL, Montana State University. ***Partisan vs. Nonpartisan School Board Elections: Impacts on Political and Policy Outcomes.*** DANIEL JONES, University of Pittsburgh, BREYON WILLIAMS, Mathematica

MICHAEL HARTNEY, Boston College. ***School Board Election Timing and Voter Information Levels: Comparing On-Cycle and Off-Cycle Electorates.*** DAVID HOUSTON, George Mason University

STEPHEN BILLINGS, University of Colorado - Boulder. ***The Actions of Elected Officials: Self-Interest Versus the Public Good.*** HUGH MACARTNEY, Duke University, GEUNYONG PARK, University of Rochester, JOHN SINGLETON, University of Rochester

2.04 - Nudging experiments and various outcomes

Methodology, data, and other papers that do are not covered by another topic area

Room: Room 4

Chair:: Lindsay Page

PUNEET ARORA, Ahmedabad University. ***Can a recognition nudge for teachers and principals improve student performance? Evidence from a field experiment in India.*** ISHTIAQUE FAZLUL, University of Missouri, TAREENA MUSADDIQ, University of Michigan

STACEY BROCKMAN, University of Michigan. ***Can nudging mentors weaken student support? Experimental evidence from a virtual communication intervention***

TODD PUGATCH, Oregon State University. ***Nudging Demand for Academic Support Services: Experimental and Structural Evidence from Higher Education.*** NICHOLAS WILSON, Reed College

2.05 - Counseling & Advising Practices in K12 Schooling

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Gary Henry

MATTHEW GIANI, The University of Texas at Austin. ***Those who advise must be wise: Factors that influence educators' college and career knowledge.*** SHRUTI KHANDEKAR, The University of Texas at Austin

YOUJIN CHUNG, Vanderbilt University. ***Counselors' time use before and after the Tennessee Comprehensive School Counseling model implementation***

JOSHUA HYMAN, Amherst College. ***College Counseling in the Classroom: Evidence from a Randomized Experiment in Michigan***

2.06 - Economic Concepts in School Finance: Local Competition, Market Power, and Real Estate Capitalization

K-12 school finance

Room: Room 6

Chair:: Thomas Downes

DIVYA GOPINATH, Vanderbilt University. ***Does Local Control Increase or Limit Districts' Ability to Exercise Market Power?***

JULIEN LAFORTUNE, Public Policy Institute of California. ***School Capital Expenditure Rules, Student Outcomes, and Real Estate Capitalization.*** BARBARA BIASI, Yale School of Management, DAVID SCHONHOLZER, Institute for International Economic Studies

NATHAN FAVERO, American University. ***Local Competition Over School Resources: Does***

It Matter What My Neighboring District Spends?. KARI DALANE, American University, AERIC KOERNER, American University

2.07 - High School Preparation and College Attendance

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Patrice Iatarola

BURHAN OGUT, American Institutes for Research. ***What is the impact of high school coursework on postsecondary outcomes? Evidence from HSLS:09.*** DARRICK YEE, American Institutes for Research, NEVIN DIZDARI, American Institutes for Research

LEON GILMAN, University of Wisconsin-Milwaukee. ***The Relationships between GEAR UP Participation, High School GPA, AP Participation, and ACT Scores with College GPA.*** CURTIS JONES, University of Wisconsin-Milwaukee, G. SCOTT DAVIS, Milwaukee Area Technical College

SAMANTHA HOLQUIST, REL Pacific at McREL International. ***Using High School Data to Predict College Success in Palau.*** BRADLEY RENTZ, REL Pacific at McREL International, SHEILA ARENS, REL Pacific at McREL International

2.08 - Fresh Insights on Financial Aid and College

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Judy Scott-Clayton

BENJAMIN BLEMINGS, West Virginia University. ***No Birthdate Retakes: Evidence on College Merit-Based Aid and Academic Performance From Multiple Discontinuities***

ELIZABETH BURLAND, University of Michigan. ***How Do Students Make Postsecondary Decisions? A Qualitative Analysis of the Role of Financial Aid Interventions in Shaping Student Choices.***

SUSAN DYNARSKI, University of Michigan. ***Large-scale policies to reduce income gaps in***

college enrollment: Evidence from the HAIL Scholarship and the Go Blue Guarantee.

ELIZABETH BURLAND, University of Michigan, KATHERINE MICHELMORE, Syracuse University, STEPHANIE OWEN, University of Michigan, SHWETHA RAGHURAMAN, University of Michigan

2.09 - Higher education markets

Causes and consequences of inequity in education

Room: Room 9

Chair: Kevin Stange

RILEY ACTON, Miami University. ***Is a Name Change a Game Change? The Impact of College-to-University Conversions***

JOYDEEP ROY, Columbia University. ***Competition Among Colleges: Private College Response to Tuition Deregulation in Texas***

MINGYU CHEN, Princeton University. ***Are Public Universities Still Public? The Impact of Service Exports on the US Higher Education Market***

2.10 - Gender Differences in Education

Causes and consequences of inequity in education

Room: Room 10

Chair: Cassandra Hart

HUMAIRA KAMAL PASHA, CERDI Universite Clermont Auvergne. ***Gender Differences in Education: Are girls neglected in Pakistani Society?***

FEI YUAN, Harvard Graduate School of Education. ***What We Learn about Girls' Education from Interventions that Do Not Focus on Girls.*** DAVID EVANS, Center for Global Development

BRIANA DIAZ, University of Chicago Consortium on School Research. ***When Girls Outperform Boys: The Gender Gap in High School Math Grades.*** JOHN EASTON, University of Chicago Consortium on School Research, SILVANA FREIRE, University of

Chicago Consortium on School Research, LAUREN SARTAIN, University of North Carolina - Chapel Hill

2.11 - Housing Insecurity & Youth

Causes and consequences of inequity in education

Room: Room 11

Chair:: Amy Ellen Schwartz

ANDREW SULLIVAN, University of Kentucky. ***Youth Housing Insecurity and Long-Term Academic Outcomes***. RAJEEV DAROLIA, University of Kentucky

SOLEDAD DE GREGORIO, University of Southern California. ***Growing up Homeless: Student Homelessness and Educational Outcomes***. TASMINDA DHALIWAL, University of Southern California, ANN OWENS, University of Southern California, GARY PAINTER, University of Southern California

TASMINDA DHALIWAL, University of Southern California. ***A Lever for Improving Student Success? The Causal Effect of LIHTC on Underserved Students***

2.12 - Education Beyond the Core: Arts, Ethnic Studies, & Financial Education

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Brian Kisida

DANIEL BOWEN, Texas A&M University. ***The Effects of Arts Learning Opportunities & Resources on Educational Outcomes***. BRIAN KISIDA, University of Missouri

MARTA CANNISTRÀ, Politecnico di Milano. ***Assessing the effectiveness of a Financial Education intervention in High School: a Randomized Controlled Trial***. TOMMASO AGASISTI, Politecnico di Milano, MARA SONCIN, Politecnico di Milano, DANIELE MARAZZINA, Politecnico di Milano, FRANCESCA DOSSI, Politecnico di Milano

SADE BONILLA, University of Massachusetts Amherst. ***Engagement and Attainment: The Longer-Term Causal Effects of Ethnic Studies***. THOMAS DEE, Stanford University, EMILY

PENNER, University of California Irvine

Concurrent Session III - Wednesday, March 17, 2021 - 2:00pm to 3:00pm

3.01 - Educator Voice and Autonomy in Local and State Policy

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Katrina Bulkley

AYESHA HASHIM, University of North Carolina - Chapel Hill. ***Is more autonomy better? How school actors perceive school autonomy and effectiveness and the role of internal and external contingencies.*** CHRIS TORRES, Michigan State University, JACQUELINE KUMAR, University of North Carolina - Chapel Hill

DANIELLE SUTHERLAND, Michigan State University. ***"It does not feel like they've heard us, and we've been very loud:" The impact of district and school-level decision making on teachers' anxiety during COVID-19.*** EMILY GERMAIN, Michigan State University

RACHEL WHITE, Old Dominion University. ***School District Leaders' Beliefs About and Engagement in State Education Policymaking.*** ANDREW WHITFIELD, Old Dominion University, HEIDI FISCHER, Old Dominion University, MAGDALENA MIHAYLOVA, University of Michigan, JULIA SIEGEL, University of Michigan, SARAH NIEMANN, University of Michigan

3.02 - Different learners, different outcomes: Investigating heterogeneity of preschool program effects by student subgroups

Early childhood

Room: Room 2

Chair:: Gloria Yeomans

ANDREAS FIDJELAND, University of Stavanger. ***Reducing the Gender Gap in Early Learning: Evidence From a Field Experiment in Norwegian Preschools.*** MARI REGE, University of Stavanger, INGEBORG SOLLI, University of Stavanger, INGUNN STØRKSEN, University of Stavanger

EMILY JORDAN, University of Arkansas. ***Investigating Academic Outcomes of English***

Language Learners in Arkansas Better Chance Public Pre-kindergarten

MICHAH ROTHBART, The Maxwell School of Syracuse University. ***Public Pre-Kindergarten Availability and Children's School Readiness: Which Students Benefit?***. TARYN MORRISSEY, American University School of Public Affairs, COLLEEN HEFLIN, The Maxwell School of Syracuse University

3.03 - Teacher Prep

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair:: Tracey Weinstein

CURTIS JONES, University of Wisconsin Milwaukee. ***The edTPA in Wisconsin: For What Purpose and What Cost?***. BARBARA BALES, University of Wisconsin System Administration

KEVIN BASTIAN, UNC Chapel Hill. ***Student teaching environments, performance assessment scores, and the tradeoffs between authenticity and standardization in teacher candidate assessments.*** DIANA LYS, UNC Chapel Hill, WAVERLY WHISENANT, UNC Chapel Hill

MEAGAN COMB, Boston University. ***State Ratings of Educator Preparation Programs: Connecting Program Review to Teacher Effectiveness.*** JAMES COWAN, American Institutes for Research, DAN GOLDHABER, American Institutes for Research, ZEYU JIN, American Institutes for Research, RODDY THEOBALD, American Institutes for Research

3.04 - Effects of COVID on Learning Outcomes

COVID

Room: Room 4

Chair:: Scott Imberman

ANDREW CAMP, University of Arkansas. ***Racial Differences in Learning Choices During the COVID-19 Crisis.*** GEMA ZAMARRO, University of Arkansas

RACHEL COLE, Yonkers Public Schools. ***Unequally Opting Remote: Official and De Facto***

Rates During COVID-19 and Proximal Academic Outcomes

TIM SASS, Georgia State University. **COVID-19 and Student Learning Loss**

3.05 - Policy, Governance, & School Choice

K-12 school choice

Room: Room 5

Chair:: Carolyn Herrington

ZACHARY TOBIN, Arizona State University. **Competition in the Non-Profit Sector: Evidence from a Charter School Expansion in North Carolina**

DANIEL OLIVER, Tulane University. **The Regulation of Charter Schools: National Patterns and Causal Effects.** DOUGLAS HARRIS, Tulane University

AMANDA LU, Stanford University. **Equity through Authorizing? Charter Authorizing and Meeting the Needs of Historically Underserved Students.** KATRINA BULKLEY, Montclair State University, ALICA GERRY, Tulane University, KATE FERNANDEZ, Montclair State University

3.06 - Achieving School Finance Equity through Improved Measurement and Adjustment

K-12 school finance

Room: Room 6

Chair:: John Yinger

SHAWNA GROSSKOPF, Oregon State University. **The role of poverty measurement in achieving equity in student outcomes in Texas.** KATHY HAYES, Southern Methodist University, LAURA ROZZOLINI, University of Alabama, LORIE TAYLOR, Texas A&M University

KIERAN KILLEEN, University of Vermont. **Should Finance Formula Account for Student Mobility: The Independent Effect on Mobility on Child Academics.** THOMAS DOWNES, Tufts University

STEPHEN CORNMAN, U.S. Department of Education NCES. **Applying Geographic Cost**

Adjustments to the Title I Formula and School District Finance Survey (F-33) Data: A New Perspective on Equity. LORI TAYLOR, Texas A&M University, MALIA HOWELL, U.S. Census Bureau

3.07 - Coaching, Advising, and Peers in College

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Rachel Baker

BRIAN KIM, University of Virginia. **Using Natural Language Processing to Investigate Treatment Variation in Education: Evidence from a Large-Scale College Advising Field Experiment.** KATHARINE MEYER, Brown University, ALICE CHOE, University of Virginia

MICHAEL KOFOED, United States Military Academy. **First Generation Students and Peer Effects.** TODD JONES, Mississippi State University

SERENA CANAAN, American University of Beirut. **Keep Me in, Coach: Can Academic Coaching Improve Marginal College Students' Outcomes?.** STEFANIE FISCHER, Monash University and IZA, PIERRE MOUGANIE, American University of Beirut

3.08 - The Influence of Scholarship Specifications and State Policies on College-going

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Emeka Ikegwuonu

CJ LIBASSI, College Board. **The Effect of the New York State Excelsior Scholarship on College Choices.** KATHERINE MICHELMORE, Syracuse University

JENNIFER DELANEY, University of Illinois at Urbana-Champaign. **State-Level Common Application Policies and College Enrollment.** TAYLOR ODLE, University of Pennsylvania

SUSAN DYNARSKI, University of Michigan. **The Effect of reducing complexity and uncertainty in college pricing on the choices of low-income students.** CJ LIBASSI, College Board, KATHERINE MICHELMORE, Syracuse University, STEPHANIE OWEN, University of

Michigan

3.09 - College Majors

Post-secondary general papers

Room: Room 9

Chair:: Daniel Collier

STEVEN HEMELT, University of North Carolina at Chapel Hill. ***The skill content of college majors: Evidence from the universe of online job ads.*** BRAD HERSHBEIN, Upjohn Institute, HAYDEN LE, University of Michigan - Ann Arbor, SHAWN MARTIN, University of Michigan - Ann Arbor, KEVIN STANGE, University of Michigan - Ann Arbor

STEVEN HEMELT, University of North Carolina. ***The Latent Demand for College Majors.*** BRAD HERSHBEIN, Upjohn Institute, HAYDEN LE, University of Michigan, SHAWN MARTIN, University of Michigan, KEVIN STANGE, University of Michigan

MARGARITA PIVOVAROVA, Arizona State University. ***Do Immigrants Experience Labor Market Mismatch? New Evidence from the US PIAAC.*** JEANNE POWERS, Arizona State University

3.10 - Schooling for Students with Special Needs

Causes and consequences of inequity in education

Room: Room 10

Chair:: Roddy Theobald

CHRISTOPHER CLEVELAND, Harvard University. ***The Impacts of Gifted Education Program Participation***

SCOTT IMBERMAN, Michigan State University. ***School Choice for Students with Disabilities.*** ANDREW JOHNSON, Michigan State University

JAMES CARTER, III. ***Gifted Education and Advanced Course-taking: A National Perspective.*** SCOTT PETERS, University of Wisconsin-Whitewater

3.11 - Housing Policies & Educational Outcomes

Causes and consequences of inequity in education

Room: Room 11

Chair: Tasminda Dhaliwal

BENJAMIN SKINNER, University of Florida. ***Digital redlining: the relevance of HOLC neighborhood classifications on broadband access.*** HAZEL LEVY, University of Florida, TAYLOR BURTCH, University of Florida

CORA WIGGER, Northwestern University. ***Exploring the Impact of School Attendance Boundaries on Neighborhoods***

RICHARD DISALVO, Princeton University. ***The Housing Costs Associated with School Quality in the United States, 2009-2016.*** JIA YU, Princeton University

3.12 - Strategies for Reducing Student Absenteeism

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair: Sara Kerr

KIMBERLY STOKES, Wayne State University. ***Complicating the Role of Relationships in Reducing Student Absenteeism.*** SARAH LENHOFF, Wayne State University, JEREMY SINGER, Wayne State University, BEN POGODZINSKI, Wayne State University

JACOB KIRKSEY, Texas Tech University. ***Familiar Faces in High School: How Having the Same Peers from Year-to-Year Links to Student Absenteeism.*** JOSEPH ELEFANTE, Texas Tech University

TAREENA MUSADDIQ, University of Michigan. ***Can competitive attendance games reduce absenteeism? Experimental evidence from India.*** PUNEET ARORA, Ahmedabad University

Concurrent Session IV - Wednesday, March 17, 2021 - 3:00pm to 4:00pm

4.01 - Special Topics: Teacher Labor Markets and Outcomes

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Katharine Strunk

STEPHEN PONISCIAK, University of Notre Dame. *Trade-Offs in the Implementation of Observational Ratings Systems II: Middle School and High School*. ROBERT MEYER, Education Analytics

MATTHEW KRAFT, Brown University. *More than teaching: The long-run effects of teachers' mentoring relationships with students*. ALEXANDER BOLVES, Brown University

LAUREN BAILES, University of Delaware. *Disappearing Diversity and the Probability of Hiring a Nonwhite Teacher: Evidence from Texas*. SARAH GUTHERY, Texas A&M--Commerce

4.02 - Student-focused Accountability Policies: Retention, Remediation, and Exit Exams

K-12 standards, accountability, assessment, and curriculum

Room: Room 2

Chair:: Lam Pham

AMY CUMMINGS, Michigan State University. *All the Other States are Doing It: The Development of Michigan's Read by Grade Three Law*. KATHARINE STRUNK, Michigan State University, CRAIG DEVOTO, University of Illinois at Chicago

ZACHARY MCDERMOTT, New York University. *High School Exit Exams and Educational Attainment: Are Students with Disabilities Differentially Affected in Massachusetts?*

MATTHEW LARSEN, Lafayette College. *Peer Effects of Retention Policies: Evidence from Louisiana*

4.03 - Race & Ethnicity in Teacher Prep

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair: Li Feng

JEREMY LANDA, University of Connecticut. ***Minority Teacher Scholarships: A Case Study of a Low-Cost State Policy for Racial Justice***

KEVIN BASTIAN, UNC Chapel Hill. ***The Contributions of Minority Serving Institutions to the Staffing of High Priority Schools***. JACQUELINE KUMAR, UNC Chapel Hill

ROLF STRAUBHAAR, Texas State University. ***Reframing latinidad: Teach For America's use of Latinx personal narratives to promote their #TFAFamilia policy initiative***.

ORLANDO HINOJOSA, Texas State University

4.04 - Assessing the Effects of Virtual Education and the Covid-19 Pandemic

COVID

Room: Room 4

Chair: Martin West

ISHTIAQUE FAZLUL, University of Missouri. ***Measuring test-score growth in 2021 for districts and schools with the Covid-induced gap year in testing***. CORY KOEDEL, University of Missouri, ERIC PARSONS, University of Missouri, CHENG QIAN, University of Missouri

MELINDA MORRILL, North Carolina State University. ***Which Students are Most Impacted by Extended School Closures?***. JOHN WESTALL, North Carolina State University

ROBERT MEYER, Education Analytics. ***Learning Loss and Recovery in Student Achievement and Student Wellbeing During the Coronavirus Pandemic: Evidence from Multiple Districts and States***. MICHAEL CHRISTIAN, Education Analytics, JEFF DOMINITZ, Education Analytics, CAROLINE WANG, Education Analytics

4.05 - The effects of scale in K12 schooling

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair: Josh Hyman

MARISSA THOMPSON, Stanford University. ***The Effect of School District Secession on School Finance and Achievement Gaps***

STACEY RUTLEDGE, Florida State University. ***From zero to forty-eight: Understanding scaling in urban secondary schools***. MARISA CANNATA, Vanderbilt University, ELIZABETH GILLIAM, Florida State University, BRITTANY CLOSSON-PITTS, Florida State University, CARLA WELLBORN, Vanderbilt University, RAVEN POWELL, Vanderbilt University

SARAH SMITH, University of Kentucky. ***The Impacts of School District Consolidation on Rural Communities: Evidence from Arkansas Reform***. RON ZIMMER, University of Kentucky

4.06 - Education Finance During Economic Downturns

K-12 school finance

Room: Room 6

Chair: Thomas Downes

MOONTAE HWANG, University at Albany. ***In the Wake of the Storm: Assessing Education Budgetary Responses to the Great Recession***. LUCY SORENSEN, University at Albany

CORRINNE FAHL, University of Pennsylvania. ***A New and More Eth(N)ically Diverse Legacy: Counterfactual Evidence on Stoppage of Preferential Admissions***. MANUEL GONZALEZ CANCHE, University of Pennsylvania

ISHARA CASELLAS CONNORS, Texas A&M University. ***Advancing Racial Equity through HSI Diversity, Equity, and Inclusion Plans***

WALTER ECTON, Vanderbilt University. ***Earning to Learn: Working While Enrolled in Tennessee Colleges and Universities***. CAROLYN HEINRICH, Vanderbilt University

JOSH MCGEE, University of Arkansas. ***Did Spending Cuts During the Great Recession Really Cause Student Outcomes to Decline?***. JESSICA GOLDSTEIN, University of Arkansas

JULIEN LAFORTUNE, Public Policy Institute of California. ***Funding California Schools When Budgets Fall Short***. RADHIKA MEHLOTRA, Public Policy Institute of California, JENNIFER PALUCH, Public Policy Institute of California

4.08 - Understudied Areas of Financial Aid: Surprise Billing, Blocks, and the Administrative Role

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Paco Martorell

BRADLEY CURS, University of Missouri. ***The Prevalence, Correlates, and Consequences of Registration Holds at a Flagship Public University.*** CASANDRA HARPER MORRIS, University of Missouri, JUSTIN KUMBAL, University of Missouri

APRÍ MEDINA, University of Nebraska - Lincoln. ***The Implications of the Return to Title IV (R2T4) Federal Aid Withdrawal Policy on Time to Degree***

SARALYN MCKINNON-CROWLEY, The University of Texas at Austin. ***"COVID's Everything:" Financial Aid Practice During the Coronavirus Pandemic***

4.09 - Developmental Education in College

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Christina Whitfield

PEI HU, Florida State University. ***Examining the Effect of Developmental Education Reform on Student Enrollment in Florida College System Institutions.*** CHRISTINE MOKHER, Florida State University, KAI ZHAO, Florida State University, TOBY PARK-GAGHAN, Florida State University, SHOUPING HU, Florida State University

ELISE SWANSON, University of Southern California. ***The Cost-Effectiveness of Developmental Math Pathways in California.*** ELIF YUCEL, University of Southern California, TATIANA MELGUIZO, University of Southern California

MATTHEW FINSTER, Westat. ***The Cost-Effectiveness of an Alternative Approach to Developmental Mathematics Education.*** JILL FELDMAN, Westat

4.10 - Policing & School Discipline

Causes and consequences of inequity in education

Room: Room 10

Chair: Kaitlin Anderson

LUCY SORENSEN, University at Albany. ***The Thin Blue Line in Schools: New Evidence on School-Based Policing Across the U.S.*** SHAWN BUSHWAY, RAND Corporation, JOHN ENGBERG, RAND Corporation

MAITHREYI GOPALAN, The Pennsylvania State University. ***Civil Rights Complaints Against School Districts in the US: A Descriptive Exploration of Structural Factors Driving Complaints.*** MARIA LEWIS, The Pennsylvania State University

ANDREW BACHER-HICKS, Boston University. ***Social Costs of Proactive Policing: The Impact of NYC's Stop and Frisk Program on Educational Attainment.*** ELIJAH DE LA CAMPA, Harvard University

4.11 - Policy Shifts & Educational Opportunity

Causes and consequences of inequity in education

Room: Room 11

Chair: Carrie Conaway

MARK MURPHY, University of Hawai'i at Mānoa. ***Heightened Immigration Enforcement and School Enrollment: Evidence from 2012-18.*** THOMAS DEE, Stanford University

TARSHA VASU, University of Rochester. ***The Impact of the Right to Education Act on Enrolments and Test Scores in India: An Empirical Analysis***

4.12 - Free School Meal Programs, Universal provision, and Pandemic-EBT

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair: Kristin Butcher

JEEHEE HAN, Syracuse University. ***The Cost of Feeding Students: Unintended Consequences of South Korea's Free School Meal Program***

LAUREN BAUER, Brookings Institution. ***The Effect of Pandemic-EBT on Food Insecurity and Family Well-being***. DIANE SCHANZENBACH, Northwestern University, ABIGAIL PITTS, Northwestern University, KRISTA RUFFINI, Minneapolis Federal Reserve Bank

REBECCA DAVIS, University of Pennsylvania. ***No More Free Lunch: The Effects of Departure from a Universal Free School Meal Program***

Concurrent Session V - Wednesday, March 17, 2021 - 4:00pm to 5:00pm

5.01 - Teacher Knowledge and Understanding

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Jennifer Darling Aduana

DILLON FUCHSMAN, Saint Louis University. ***Teacher Knowledge and Preparedness for Retirement: Results from a Nationally Representative Teacher Survey***. JOSH MCGEE, University of Arkansas, GEMA ZAMARRO, University of Arkansas

MICHAEL PODGURSKY, University of Missouri - Columbia. ***How Teachers Value Pension Wealth: A Reexamination of the Illinois Experience***. SHAWN NI, University of Missouri - Columbia, FANGDA WANG, University of Missouri - Columbia

ROOPA TRILOKEKAR, York University. ***"It is like the Wild Wild West": How do Ontario teachers understand and enact the K-12 international education strategy?***. NANCY BELL, York University

5.02 - Access to early childhood education

Early childhood

Room: Room 2

Chair:: Lindsay Weixler

STACY EHRLICH, NORC at the University of Chicago. ***Equity-Focused Policy Changes and the Relationship of Pre-K Access and Enrollment to Academic Outcomes.*** JOHN FRANCIS, NORC at the University of Chicago, SARAH KABOUREK, NORC at the University of Chicago, MAIA CONNORS, Start Early, AMANDA STEIN, Start Early, JOHN EASTON, The University of Chicago Consortium on School Research

ANNA SHAPIRO, University of Virginia. ***Early Learning in the Context of COVID: Understanding Racial & Economic Disparities in Child Care Access & Early Elementary Enrollment.*** LAURA BELLOWS, University of Virginia, DAPHNA BASSOK, University of Virginia, MEGHAN CLANCY, University of Virginia

PHILIP SIRINIDES, Penn State Harrisburg. ***Local Variation in Early Childhood Subsidy Gaps and Its Association with Access to High-quality Care.*** GREG COLLINS, Muhlenberg University

5.03 - Racial Match in Educator Prep

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 3

Chair:: Constance Lindsay

MICHAEL GOTTFRIED, University of Pennsylvania. ***Do High School Students with Same-Race Teachers Attend School More Frequently? Evidence from California.*** JACOB KIRKSEY, Texas Tech University, TINA FLETCHER, University of Pennsylvania

ELIF OZ, University of Notre Dame. ***Teacher Characteristics and Students' High School Course-taking in Mathematics and Science***

WILLIAM DELGADO, University of Chicago. ***Heterogenous Teacher Effects, Comparative Advantage, and Match Quality: Evidence from Chicago Public Schools***

5.04 - Contours of COVID in Higher Education

COVID

Room: Room 4

Chair:: Abigail Payne

DANIEL SILVER, University of Southern California. ***Higher Education Experiences in the Time of COVID: Evidence from a Nationally Representative Panel.*** SHIRA HADERLEIN, University of Southern California, MORGAN POLIKOFF, University of Southern California, ANNA SAAVEDRA, University of Southern California, AMIE RAPAPORT, Gibson Consulting, MARSHALL GARLAND, Gibson Consulting

KELLI BIRD, University of Virginia. ***Negative Impacts From the Shift to Online Learning During the COVID-19 Crisis: Evidence from a Statewide Community College System.*** BENJAMIN CASTLEMAN, University of Virginia, GABRIELLE LOHNER, University of Virginia

RENE KIZILCEC, Cornell University. ***The Surprising Effect of Pandemic Response Policies on People Learning How to Code.*** CHRISTOS MAKRIDIS, Massachusetts Institute of Technology Sloan, KATHARINE SADOWSKI, Cornell University

5.05 - Private School Choice

K-12 school choice

Room: Room 5

Chair:: Sarah Lenhoff

ELISA TAVERAS, Binghamton University. ***Unintended Effect of School Entrance Age: The Role of Private School***

FEI YUAN, Harvard Graduate School of Education. ***The impacts of private school choice during a recession on student achievement. Evidence from Colombia.*** FELIPE BARRERA-OSORIO, Vanderbilt University,, CATHERINE RODRIGUEZ ORGALES, Universidad de los Andes

CASSIDY SYFTESTAD, University of Arkansas. ***Movements Towards Homeschooling During the COVID-19 Crisis.*** GEMA ZAMARRO, University of Arkansas

5.06 - Equity in School Finance and Resource Allocation

K-12 school finance

Room: Room 6

Chair:: Leanna Stiefel

JESSE NAGEL, Michigan State University. ***Promoting Equity in Michigan Special Education Finance: The Role of Intermediate School District Financial Policy***

CHRISTOPHER CANDELARIA, Vanderbilt University. ***Rethinking School Budgets: Principals' Resource Allocation Decisions and the Promise of Equity***. ANGELIQUE CRUTCHFIELD, Vanderbilt University, MATTHEW SPRINGER, University of North Carolina

DAVID KNIGHT, University of Washington. ***Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policymakers***. NAIL HASSAIRI, University of Washington, CHRISTOPHER CANDELARIA, Vanderbilt University, MIN SUN, University of Washington, MARGARET PLECKI, University of Washington

5.07 - Policies to Propel Postsecondary Persistence

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Jennifer Delaney

DORA GICHEVA, University of North Carolina at Greensboro. ***The Effects of Completing an Introductory Course on Persistence for Community College Students***. JULIE EDMUNDS, University of North Carolina at Greensboro, BETH THRIFT, University of North Carolina at Greensboro, MARIE HULL, University of North Carolina at Greensboro

NICHOLAS WRIGHT, Florida Gulf Coast University. ***What Are My Chances? Incomplete Information and College Students' Effort***. PUNEET ARORA, Ahmedabad University

TAREK AZZAM, UCSB. ***Do Learning Communities Increase First Year College Retention? Testing Sample Selection and External Validity of Randomized Control Trials***. MICHAEL BATES, UC Riverside, DAVID FAIRRISS, UC Riverside

5.08 - Working Your Way Through College

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Michal Kurleander

DREW ANDERSON, RAND Corporation. ***Disincentives for Students to Work: Implicit Taxes in the FAFSA***

SHOGHER OHANNESSIAN, University of Illinois at Chicago. ***Do EITC eligibility rules encourage college enrollment?***. BEN OST, University of Illinois at Chicago

SOOJI KIM, University of Michigan. ***Unpacking the Mechanisms of the Federal Work-Study Program to Better Serve Low-Income Students***

5.09 - Old Dog, New Tricks: Strategies to Improve Post-Secondary Outcomes

Post-secondary general papers

Room: Room 9

Chair:: Drew Atchison

EKATERINA ABALMASOVA, National Research University Higher School of Economics. ***Efficiency-based funding allocation for universities in Russia***

HUEIYI LAI, The City University of New York. ***College Now: Staying Engaged while Going Remote***. LJUBICA DEPOVIC, The City University of New York, BIRUNDA CHELLIAH, The City University of New York, VANESSA FRANCISCO, The City University of New York, CHRISTOPHER VIERA, The City University of New York, KATE SOLINGER, The City University of New York

THOMAS KNIGHT, University of Florida. ***Peer Evaluations: Exploring the Effect of Gender Pairs***. PERIHAN SAYGIN, University of Florida

5.10 - Parental Investments in Education

Causes and consequences of inequity in education

Room: Room 10

Chair:: Seth Gershenson

CARLY ROBINSON, Brown University. ***Parent Engagement Interventions are Not Costless:***

Opportunity Cost and Crowd Out of Parent Investment. RAJ CHANDE, Behavioural Insights Team, SIMON BURGESS, University of Bristol, TODD ROGERS, Harvard University

CHUANYI GUO, University of Kentucky. **Teacher Quality, Family Inputs, and Student Outcomes: Evidence from Random Assignment of Students to Teachers**

NICOLÁS BADARACCO, University of Wisconsin-Madison. **Time Investment Responses of Parents and Students to School Inputs**

5.11 - Teachers & Educational Inequity

Causes and consequences of inequity in education

Room: Room 11

Chair:: Dan Goldhaber

KATE LARNED, Harvard University. **The relationship between teacher absenteeism and suspensions.** CARLY ROBINSON, Brown University

MARY LASKI, Harvard University. **Measuring Equity and Teacher Effectiveness: Evidence from Rhode Island**

CURTIS JONES, University of Wisconsin Milwaukee. **Race, Relational Trust, and Teacher Retention in Wisconsin Schools.** MARLO REEVES, University of Wisconsin Milwaukee, KATHARINE RAINEY, Wisconsin Department of Public Instruction

5.12 - Learning to Read: Teaching, Policy, & Intervention

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Brian Jacob

QIONG ZHU, Michigan State University. **Early Implementation and Effects of Michigan's Read by Grade Three Law.** KATHARINE STRUNK, Michigan State University, AMY CUMMINGS, Michigan State University, TARA KILBRIDE, Michigan State University

WALTER HERRING, University of Virginia. **The Promise of Longitudinal Data Systems and**

Machine Learning for Targeting Reading Intervention

XINJIE ZHANG, Vanderbilt University. ***Reforming How Reading Is Taught: Experimental Evidence on the Effects of Systematic Phonics Instruction for Low-SES Early Readers.***

LU WANG, Northwest A&F University, XIAOYANG YE, Brown University

AEFP Trivia Night - Wednesday, March 17, 2021 - 5:30pm to 6:30pm

AEFP Trivia Night - AEFP Trivia Night

Other

Room: General Sessions

Know a bunch of random facts? This one is for you - join us for #AEFPTrivia, called by our former Executive Director, Angie Hull. We'll put you into teams and let you get to know other AEFP members while showing off your trivia knowledge!

Concurrent Session VI - Thursday, March 18, 2021 - 11:00am to 12:00pm

6.01 - Equity Issues in Educator Labor Markets

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Cara Jackson

JOHN WESTALL, North Carolina State University. ***The Labor Market Consequences of Principal Performance Pay***

MATTHEW KRAFT, Brown University. ***Classrooms without Teachers: Addressing Inequity in Students' Exposure to Unfilled Teacher Absences.*** MEGAN LANE, Chicago Public Schools, GRACE FALKEN, Brown University

RYAN VEIGA, Education Analytics. ***School Heterogeneity in Selective Teacher Retention and the Distribution of Teacher Quality.*** ROBERT MEYER, Education Analytics

6.02 - Early childhood education markets

Early childhood

Room: Room 2

Chair: Daphna Bassok

QING ZHANG, University of California - Irvine. ***A Rising Tide that Lifted All Boats? Effects of Competition on Child Care Quality and Medium-term Student Outcomes.*** JADE JENKINS, University of California

OLIVIA HEALY, Northwestern University. ***The Effect of Targeted Public Pre-K on the Broader Child Care Landscape in Illinois***

JESSICA BROWN, University of South Carolina. ***Child Care Over the Business Cycle.*** CHRIS HERBST, Arizona State University

6.03 - Majors & Earnings: Gaps in Outcomes

Long-term outcomes of education (e.g., employment, wages, civic participation)

Room: Room 3

Chair: Tatiana Melguzio

AIMEE CHIN, University of Houston. ***The Impact of DACA on College Major and Occupation Choices of Undocumented Migrants.*** KALENA CORTES, Texas A&M University, CAMILA N. MORALES, The University of Texas at Dallas

SAI LUO, Shanghai University of Finance and Economics. ***Racial Gaps in the Early Careers of Two Cohorts of American Men***

SHAWN MARTIN, University of Michigan - Ann Arbor. ***College Graduates Earnings Inequality***

6.04 - Strategies to Learn More from RCTs

Methodology, data, and other papers that do are not covered by another topic area

Room: Room 4

Chair: Robert Meyer

DAHLIA REMLER, Baruch College City University of New York. ***Instructor Crossover vs. Randomized Cluster Trial: A Practical Route to Power and Internal Validity.*** JOHN ORELLANA, Graduate Center

CATHERINE ASHER, Harvard University. ***Improving Inference in Sequential Multiple Assignment Randomized Trials (SMARTs) with Principal Stratification***

LARISSA CAMPUZANO, Mathematica Policy Research. ***Education Experiments in Latin America: Empirical Evidence to Guide Evaluation Design.*** STEVE GLAZERMAN, Innovations for Poverty Action

6.05 - The Impacts of Schooling Policies in International Contexts

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Susanna Claro

LILAC ZIHUI ZHAO, Cornell University. ***Does Compulsory Schooling Skew the Sex Ratio? Evidence From China***

FABIO SANCHEZ, Universidad de los Andes. ***The Returns to College for Low-Income Students: Evidence from a Student Loan Program in Colombia.*** TATIANA VELASCO, Teachers College, DIANA PEREZ, Universidad de los Andes

IFEATU OLIQBI, Columbia University Teachers College. ***Female Schooling and Marriage Outcomes: Evidence from Nigeria's Universal Primary Education Policy***

6.07 - Dilemmas, Information, and Goals: Major Choice in College

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Cory Koedel

ARPITA PATNAIK, University of Wisconsin-Madison. ***Pricing, Income and College Major Choice***

XIAOYANG YE, Brown University. ***Why do low-income students prefer majors in the public service profession? A randomized experiment on (un)informed college major choices.***

QIUXIANG WU, Renmin University of China, LIANG ZHANG, New York University

ADAM ALTMEJD, Stockholm School of Economics. ***O Brother, Where Start Thou? Sibling Spillovers on College and Major Choice in Four Countries***

6.08 - Student Loans' Short- and Long-Term Effects

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Rajashri Chakrabarti

CUICUI SONG, Tulane University. ***In Debt and Alone? How Student loans Shape Marriage and Childbearing in Young Adulthood.*** FENG CHEN, Tulane University

LESLEY TURNER, Vanderbilt University. ***The Impact of Student Loans on Enrollment, Attainment, Credit, and Earnings.*** BENJAMIN MARX, University of Illinois at Urbana Champaign

6.09 - Institutional finances and tuition

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Adela Soliz

JORGE ENCINAS, Harvard University. ***How Do Institutions Respond to Changes in State Appropriations?*** ALEXIS GABLE, Harvard University, SUSHA ROY, Harvard University

JAMES WARD, Ithaca S+R. ***Resetting Prices: Estimating the Effect of Tuition Reset Policies on Institutional Finances and Enrollment.*** DANIEL CORRAL, University of Toronto

MEREDITH BILLINGS, Sam Houston State University. ***Institutional Spending Priorities at Community Colleges after Promise Program Adoption.*** AMY LI, Florida International University, DENISA GANDARA, Southern Methodist University

6.10 - Inequity in the Curriculum

Causes and consequences of inequity in education

Room: Room 10

Chair: Ayesha Hashim

ANJALI ADUKIA, University of Chicago. ***Measuring Inequality and Intersectionality in Representation: Evidence from Children's Books***. ALEX EBLE, Teachers College, EMILEIGH HARRISON, University of Chicago, HAKIZUMWAMI RUNESHA, University of Chicago, TEODORA SZASZ, University of Chicago

JENNIFER DARLING-ADUANA, Georgia State University. ***Representation Is Not Enough: Teacher Identity and Discretion in an Asynchronous, Scripted Online Learning Environment***. KRISTIN HEMINGWAY, Georgia State University

LAURA HAMILTON, Educational Testing Service. ***Civic Education in the Era of Truth Decay: Insights from the American Teacher Panel***. JULIA KAUFMAN, RAND Corporation, LYNN HU, Pardee RAND Graduate School

6.11 - Parental Effects on Student Outcomes

Causes and consequences of inequity in education

Room: Room 11

Chair: Sarah Cohodes

AIDAY SIKHOVA, N/A. ***Better Parents or Richer Parents: Understanding the Effect of Parental Education and Financial Resources on the Intergenerational Transmission of Income***

AYSE COBANOGLU, University at Buffalo. ***Using Structural Equational Modeling to Understand the Relationship between Children's Self-regulatory Skills and Parents' Concerted Cultivation Practices***

LUIS RODRIGUEZ, New York University. ***The Ties that Bind: Understanding the Relationship Between School-Family Ties and School Discipline Patterns in New York City***. RICHARD WELSH, New York University

6.12 - Special Education & Integration

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Nate Jones

KAITLYN O'HAGAN, New York University. ***Benefits and Costs of Moving to Middle School for Students with Disabilities***. LEANNA STIEFEL, New York University, AMY ELLEN SCHWARTZ, Syracuse University

MICHELLE YIN, American Institutes for Research. ***Impact of Special Olympics Unified Champion Schools Program on Student Academic and Behavioral Outcomes***. GARIMA SIWACH, American Institutes for Research, DAJUN LIN, American Institutes for Research, ADITI PATHAK, American Institutes for Research

JENNIFER FREEMAN, University of Pennsylvania. ***Receipt of Special Education Services and Associated Changes in Parental Involvement of Immigrant and non-Immigrant Families of High School Students***. JACOB KIRKSEY, Texas Tech University

Policy Talks - Thursday, March 18, 2021 - 12:00pm to 1:00pm

Policy Talk #1 - Black Motherschooling in Dual American Pandemics: Considerations to Inform Policy

Causes and consequences of inequity in education

Room: Room 1

Chair:: Kaja Dunn, University of North Carolina Charlotte

KAJA DUNN, University of North Carolina Charlotte. ***Black Motherschooling in Dual American Pandemics: Considerations to Inform Policy***. JANAKA LEWIS, University of North Carolina Charlotte, TEHIA STARKER GLASS, University of North Carolina Charlotte, KENDRA JASON, University of North Carolina Charlotte, CANDACE BROWN, University of North Carolina Charlotte

1. Background/Justification of policy relevance

The COVID-19 2020 pandemic caused an unexpected shift in educational delivery and uncovered truths about the U.S. educational system. The first- our system was not built, nor

prepared, to offer effective online, emergency teaching to the more than 55 million school children (2. Statement of the policy topic to be addressed

As well-educated Black mothers of children who have been identified as gifted, and as women who work and study racial bias in different ways, we are uniquely poised to ask questions that often go unexamined. Even with higher socioeconomic status, our children still experience a deficit educational model. Black students, parents, caregivers, teachers, and administrators need allies at the state-level policy making table to assist in the agenda setting for our children's educational future. Because our voices have not been heard, a comprehensive lens of what the educational deficit model looks like, has not been exposed.

Our children are not considered for FRPL but have had experiences regarding the underlying interpretations of our children's cognitive skills. For example, in a suburban district near Charlotte, even with only a 6% FRPL rate and high income families, Black boys are still showing large deficits in reading and math test scores. These numbers leave us to question whether it is the testing or those interpreting the tests. Unlike those who may not be fiscally able, the pandemic provided an opportunity for us to step in the learning gap and teach our children what they were not able to receive from their teachers. But, we will not be in this pandemic forever and need to know that when we send out children back to school, their currently developing cognitive and soft skills (e.g. affirmation, creativity, motivation, perseverance, social skills, and tenacity) which together, demonstrate the capability to shape positive economic outcomes, will not be suspended.⁸

3).Contributions to be made by each panelist (Biographies attached in Supporting File)

While our policy talk does not include a policy maker or practitioner it is relevant and timely to said persons because of the needed advocacy to address the current educational policy gaps.

Dunn and Jason- Racial bias and children in crisis (pipeline culture), poor outcomes and discrimination in "the best"schools and the efficacy of arts education for improved outcomes.

Brown- Black and Brown students in predominantly White private schools: curriculum and IQ testing issues

Lewis and Glass--Advocacy for creative and representative literature for Black and brown students. How is funding being allocated? How are texts being chosen and taught and what are external resources to support implementation? How are teachers prepared for affirming diverse children?g Nantz. (2016). The Hamilton Project: Fourteen Economic Facts on Education and Economic Opportunity." Economic Facts. (March 2016).

Policy Talk #2 - First-Ever Release of School-by-School Spending Data: What it Means for Education Finance Research, Policy and Decision Making

K-12 school finance

Room: Room 2

Chair:: Marguerite Roza, Edunomics Georgetown University

MARGUERITE ROZA, Edunomics Georgetown University. ***First-Ever Release of School-by-School Spending Data: What it Means for Education Finance Research, Policy and Decision Making.*** DAAREL BURNETTE II, Education Week, GINI PUPO-WALKER, Education Trust, JON FULLERTON, Harvard University, PHILLIP CALDWELL II, Eastern Michigan University

The first-ever large set of school-by-school spending data emerged this past June, making data available on some 45 states. With its June 2020 deadline, the Every Student Succeeds Act (ESSA) now requires states to make these data available for every school in the country for the first time. Up to now, researchers using school-by-school financials had to forensically cobble data together, and were usually constrained to a particular locale and often an incomplete picture of the finances.

This proposed panel offers an opportunity for researchers, policymakers, analysts, practitioners, and journalists to explore how this unprecedented data release can spur financial research and analyses, and inform decisions in a way that wasn't possible before. Proposed panelists cover a cross-section of relevant roles representing education finance research, district leadership, advocacy, journalism (covering ed finance beat), data fellows (in SEAs, LEAs), and development of a financial data archive.

The opportunity presented by the sudden availability of financial data on the nation's 98,000 public schools is particularly significant because these data come at a time when schools (versus districts) are increasingly recognized as the unit of change and when so many other non-financial datasets (including student outcomes data) are already available by the unit of the school (Burnette II, 2018).

This panel will explore how the field can tap these new data to:

- Inform, reshape, and transform education finance research going forward;
- Explore and address inequities;
- Understand how to make money matter more for students, particularly high-need students;
- Panelists:

Dr. Marguerite Roza is a Research Professor at Georgetown University and Director of the Edunomics Lab, a research center focused on exploring and modeling complex education finance decisions to inform education policy and practice. Dr. Roza's research traces the effects of fiscal policies at the federal, state, and district levels for their implications on resources at the school and classroom levels. Dr. Roza has previously used school-by-school financial data to explore intradistrict equity. She will highlight the School Spending Data Archive, a forthcoming national normed dataset of the ESSA-required per-pupil expenditures.

Daarel Burnette II serves as Assistant Managing Editor at Education Week where he has been covering the ed finance beat. Recently, he was awarded an Education Writers Association (EWA) fellowship to explore school-by-school financial data in the context of student outcomes, with a focus on those students already disenfranchised and left behind. Mr. Burnette will share his thinking about how the data can be used by journalists in their coverage of education finance topics.

Gini Pupo-Walker is an elected school board member of the Metro Nashville Public Schools, and the State Director for Tennessee at the Education Trust where she works alongside advocacy organizations and stakeholders to increase educational opportunity and achievement among historically underserved students. Ms. Pupo-Walker will speak to her experience using school-by-school financial data both in her school board role and her advocacy role to explore intradistrict inequities and to engage stakeholders in policy changes.

Dr. Jon Fullerton is the Executive Director of the Center for Education Policy Research at Harvard University. Dr. Fullerton has extensive experience working with policymakers and executives in designing and implementing organizational change and improvements. Dr. Fullerton served the Board of Education's director of budget and financial policy for the Los Angeles Unified School District. His center houses the Strategic Data Project which includes data analysts placed in dozens of SEAs and LEAs throughout the country. Dr. Fullerton will speak to the implications of this dataset for ongoing SEA and LEA analyses.

Dr. Phillip Caldwell II is an Assistant Professor at Eastern Michigan University. His expertise lies at the intersection of education finance, data science, research methods, education policy, and leadership. Recent related research focuses on identifying key learning opportunities for educational leaders as they use resource allocation strategies to drive equitable student outcomes. He will speak to the utility of the data for equity and decision-making.

Policy Talk #3 - The early childhood education long-game: Community-driven policy initiatives for equitable, accessible, and quality preschool

Early childhood

Room: Room 3

Chair: Christine Pitts, Portland Public Schools

CHRISTINE PITTS, Portland Public Schools. ***The early childhood education long-game: Community-driven policy initiatives for equitable, accessible, and quality preschool.***
MEGAN IRWIN, Preschool for All, NICOLE RALSTON, University of Portland, ANGELA

JOHNSON, NWEA

High-quality early childhood education is critical for addressing systemic inequities in early learning resources and opportunities. The global health pandemic and economic insecurity widened the chasms between the haves and have nots in our communities making early childhood a key lever rebuilding social trust and community care. As of fall 2020, enrollment counts are still tentative, but communities across the country are beginning to report missing up to thousands of expected incoming kindergartners. Furthermore, it is unclear the extent to which economic security is moderating the situation, sending some students into costly preschools and others into environments with fewer learning opportunities. Identifying how to re-engage students during the 2020-21 school year will be an enormous feat for state and district leaders, one that will have tremendous implications for local enrollment counts, budgets, and require an eye for the long game and community-organizing.

Dr. Pitts will situate pandemic related early childhood education challenges within the context of a recently published study examining the academic skills at kindergarten entry between 2010-2017 [<https://journals.sagepub.com/doi/abs/10.3102/0013189X20931078>]. The results indicate that kindergartners in 2017 exhibited moderately lower math and reading outcomes compared to 2010, but gaps by race/ ethnicity and school-level poverty narrowed modestly. These findings are somewhat consistent with the most recent National Assessment of Education Progress (NAEP) scores that indicate the performance of U.S. 4th graders flattened or declined between 2015 and 2017. Notably, some policy leaders suggest that these trends may be explicative of residual effects of the Great Recession, lasting from 2007 to 2009, having to do with the economic health and wealth of our country's families. In turn, the education research and policy community must think holistically, early on about how we are investing in early childhood education in response to the pandemic and our current economic downturn. Together we can evaluate the efforts we are taking to mitigate the impact from the potential for increased financial insecurities on early childhood outcomes.

Dr. Johnson will present findings from a recent study on the impacts of school entry age on academic growth through second grade [<https://www.nwea.org/research/publication/impacts-of-school-entry-age-on....>]. In recent years, many parents and policymakers have favored a trend to enroll young students in kindergarten at later ages to benefit from students' skill development and maturity. Johnson's study results indicate that students entering kindergarten at later ages experienced early advantages that faded, somewhat, by grade two. Costs are associated with delaying school start, for example with actual financial impact on families to pay for private preschool programs for an additional year and the impact of this decision on potential inequities in school-entry outcomes. In the context of thousands of kindergartners not enrolling this fall due to the global health pandemic, it will be critical for education leaders and state and local policymakers to consider ways to document and mitigate these tradeoffs happening within our own communities.

In response, Megan Irwin, policy leader in Multnomah County representing County

Commissioner Jessica Vega Pederson, will describe a community-driven initiative, Preschool for All [<https://www.nytimes.com/2020/11/06/upshot/oregon-universal-preschool-ele...> from Portland, Oregon. The Preschool for All program, led by Commissioner Vega Pederson, was developed by a coalition of nearly 3 dozen diverse community-serving organizations. The coalition facilitated a two-year exploration, design, and proposal process with key leaders across the community. The result was an evidence-based policy solution that would create a countywide funding proposal to improve access to quality preschool. This proposal is on the November ballot in Multnomah County and if passed will tax high-earning households to increase county preschool seats by nearly 7,000 openings and improve wages for preschool workers. At a time when communities are asking how they can support Black, Indigenous, Latinx and other diverse communities, how they can mitigate the longstanding underinvestment in our communities of color across the country, this proposal answers the broad call to action. More importantly, it was researched, designed, and developed by and for the community to be served.

The panel will conclude with a conversation about curriculum alignment with Dr. Ralston. Many evaluative frameworks of preschool programs center on the question of developmentally appropriate and quality curriculum to support learning in preparation for the transition to kindergarten. Yet, these critical skills do not stop once students enter kindergarten and the approaches to teaching and learning between preschool and kindergarten can often become disjointed, leaving our youngest learners and their families grasping for tangible support to quality learning opportunities. Dr. Ralston will present findings and recommendations from a working study on the extent to which kindergarten curriculum aligns with preschool curriculum.

Policy Talk #4 - Pandemic-Driven Adoption of Test Optional Admission Policies: Research Design Challenges, Considerations, and Implications

Post-secondary access, admissions, and success

Room: Room 4

Chair:: Ty Cruce, ACT Inc.

TY CRUCE, ACT Inc.. ***Pandemic-Driven Adoption of Test Optional Admission Policies: Research Design Challenges, Considerations, and Implications.*** DONALD HOSSLER, University of Southern California, BRADLEY CURS, University of Missouri, MANUEL GONZÁLEZ CANCHÉ, University of Pennsylvania

Background/Justification and Policy Topic

Colleges in the United States are facing numerous logistic and financial challenges due to the COVID-19 pandemic. Among these challenges is the potential for the pandemic to disrupt the number of students within the enrollment pipeline, which provides a critical source of revenue.

To help address this challenge, hundreds of colleges have elected to alter or suspend admission requirements for the next few enrollment cycles. One of the more common policy changes that colleges have adopted is to make standardized test scores either optional or unnecessary for admission. For this proposal, we will refer to these admission policies by the umbrella term “test optional.”

The reasoning behind such an abrupt shift in admission policies may be justified. Given temporary closures and capacity restrictions placed on test centers across the country, the number of ACT tests taken in the 2019-2020 school year decreased by 34% over the previous year. Nevertheless, the adoption of a test optional policy could have academic and non-academic consequences that extend well beyond the short-term maintenance of enrollment levels and tuition revenues. We firmly believe that college administrators should elect to continue, modify or discontinue their test optional policy post-pandemic based on evidence obtained from their local contexts. We also believe that colleges should document this evidence as part of an effort to provide greater transparency to prospective students about the college admission process. Conducting local research on the impact of these policies, however, can present many challenges, some of which are only exacerbated by the pandemic. The goal of this session is to provide a space to discuss with college administrators and educational researchers the data requirements and model specification challenges associated with conducting rigorous research aimed to assess the impact of test optional policies.

Presenter Contributions

Defining the test optional policy and policy context (led by Hossler & Cruce)

Admission policies that fall under the test optional label are not the same, and this can create a lack of transparency for prospective students. We will discuss why researchers should go beyond the label to include a rich description of the admission criteria that were used, how admission decisions were made (e.g., formula or holistic review), and the ways in which the new policy was communicated to prospective students. Studying the effectiveness of a new admission policy requires a comparison between that policy and some alternative. We'll discuss why researchers should choose the alternative admission criteria that would have been in place in absence of the test optional policy, and we'll argue that this prior admission policy should also be described in detail to help contextualize research findings. Finally, since neither admission policy operated in a vacuum, we will discuss ways that researchers can identify and address both the local and global “history threats” to the internal validity of their inferences about the effectiveness of their test optional policy.

Defining the targets of the test optional policy (led by Curs)

For research purposes, the targets of a test optional policy could range in scope from all new applicants, to only those applicants who are eligible to forgo the submission of test scores, to only those applicants who opted not to submit test scores. We will discuss how the choice of a target group is essential for the selection of a comparison group, for the proper interpretation

and contextualization of the research findings, and for the generalizability of those findings to future admitted classes and other college settings. We will also discuss what criteria need to be in place for the comparison group's outcomes to serve as an unbiased representation of the target group's counterfactual outcomes, and we will address ways that researchers can identify and potentially minimize "selection threats" and "attrition threats" to the internal validity of their inferences about the effectiveness of their test optional policy.

Defining the outcomes of the test optional policy (led by González Canché)

In addition to studying the impact of the test optional policy on outputs such as enrollment size and the baseline characteristics of an entering class, we will recommend that local research include a study of the relationship between the adoption of the policy and subsequent student success measures such as college grades and persistence. We will also discuss why researchers should craft hypotheses based on a shared understanding of whether the test optional policy was intended to improve or simply maintain student success levels, as the analytic approach and thus the inferences that can be drawn from the research findings will hinge on this choice. Finally, given the potential changes to college course delivery and grading in response to the pandemic, we will discuss ways that researchers can identify and address potential "instrumentation threats" to the internal validity of their inferences about the effectiveness of their test optional policy.

Presenter Bios

- Policymaker/Practitioner*Dr. Donald Hossler is a Senior Scholar at the Center for Enrollment Research, Policy, and Practice at USC and a Distinguished Provost Professor at IU Bloomington. He has previously served as vice chancellor for student enrollment services, and as executive associate dean of the School of Education at Indiana University. Areas of specialization include college choice and enrollment management.
- Dr. Ty Cruce is a Principal Research Scientist at ACT, Inc. His research uses experimental and quasi-experimental designs to study the efficacy of products, services, and initiatives for prospective college students who have been historically underserved by higher education.
- Dr. Bradley Cursis Associate Professor of Educational Leadership and Policy Analysis at the University of Missouri. His research focuses on issues of education access, equity, and success across three broad areas: the efficacy of financial aid programs, the behaviors of educational institutions, and pre-college readiness behaviors.
- Dr. Manuel González Canché is Associate Professor in the Higher Education division of the University of Pennsylvania Graduate School of Education. His research focuses on providing estimates of expected outcomes associated with a variety of decisions students make, effects of state- and federal-level policy changes, and spatial and social spillovers and outcome dependence.

Concurrent Session VII - Thursday, March 18, 2021 - 1:00pm to 2:00pm

7.01 - Teacher Labor Supply: External Context and Teacher Labor Market Decisions

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Morgaen Donaldson

CAITLIN KEARNEY, University of North Carolina Chapel Hill. ***The ecology of leaving teaching: Multi-level model analyses of former teachers' post-exit wages and opportunities.*** MEGAN RAUCH GRIFFARD, University of North Carolina Chapel Hill, THURSTON DOMNA, University of North Carolina at Chapel Hill

ELIZABETH HUFFAKER, Stanford University. ***Preliminary Evidence on the Role of Gender and Family Structure in Changes to the Teacher Labor Force During COVID-19.*** ANNA MOYER, Vanderbilt University

JEROME GRAHAM, University of Cincinnati. ***Race, Climate, and Turnover: An Examination of the Teacher Labor Market in Rural Georgia.*** SHENEKA WILLIAMS, Michigan State University, WALKER SWAIN, University of Georgia

7.02 - Unintended Consequences of School Accountability

K-12 standards, accountability, assessment, and curriculum

Room: Room 2

Chair:: David Figlio

BENJAMIN AROLD, LMU Munich. ***The Unintended Effects of the Common Core of State Standards on Student Achievement.*** M. SHAKEEL, Harvard University

MAGDALENA BENNETT, The University of Texas at Austin. ***Beyond Exclusion: The role of the causal effect of testing on attendance on the day of the test.*** CHRISTOPHER NEILSON, Princeton University, NICOLAS ROJAS, Teachers College

SARAH RABOVSKY, University of Southern California. ***The Impact of Mainstream School Accountability Measures on Alternative School Enrollment.*** ADAM KHO, University of Southern California, MORGAN POLIKOFF, University of Southern California

7.03 - Educator Specialization

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair:: Tara Kilbride

JAMES COWAN, American Institutes for Research. ***Teacher Licensure Tests: Barrier or Predictive Tool?***. DAN GOLDHABER, American Institutes for Research, ZEYU JIN, American Institutes for Research, RODDY THEOBALD, American Institutes for Research

JULIE EDMUNDS, University of North Carolina at Greensboro. ***Improving Teachers' STEM Instructional Practices: The Impact of Project EQUiPD***. VICTORIA COYLE, University of North Carolina at Greensboro, ROBERT HENSON, University of North Carolina at Greensboro, BRYAN HUTCHINS, University of North Carolina at Greensboro

NAYOUNG HWANG, University of Missouri-Columbia. ***Division of Labor in Elementary Schools: Does Elementary School Teacher Specialization Help or Hurt Teacher Effectiveness?***. BRIAN KISIDA, University of Missouri-Columbia

7.04 - Remote and Online Learning

COVID

Room: Room 4

Chair:: Matthew Springer

ALEXANDER WISEMAN, Texas Tech University. ***Disrupted by the Disease: Lessons for Policymakers on the Effects of Remote Learning on Low-Income, English Language Learner (ELL) Student Achievement during COVID-19***. GUADALUPE BRIGHT, Texas Tech University

JESSICA GOTTLIEB, Texas Tech University. ***Policy Narratives and COVID-19 School Closures***. JOSEPH ELEFANTE, Texas Tech University

MICHAEL KOFOED, United States Military Academy. ***Zooming to Class?: Evidence from a Randomized Control Trial on the Effects of Online Learning on College Student Academic Achievement***. LUCAS GEBHART, United States Military Academy, DALLAS

GILMORE, United States Military Academy, RYAN MOSCHITTO, United States Military Academy

7.05 - Equity and School Choice in Different Locations

K-12 school choice

Room: Room 5

Chair:: Jon Valant

BETSY WOLF, Institute of Education Sciences. ***School Choices Across Different Groups in the Most Gentrified City: The Case of Washington, DC.*** ERIN ROTH, Office of the DC Auditor

HELEN LADD, Duke University. ***Equity-oriented accountability for charter schools: The Case of Massachusetts.*** EDWARD FISKE, Education writer

JARED SCHACHNER, University of Chicago. ***Immigrants' School Choice Disadvantage: Evidence from Los Angeles County***

7.06 - School Funding, Diversity and the Promise of Equity

K-12 school finance

Room: Room 6

Chair:: Chris Candelaria

ESMERALDA SALAZAR, Rice University. ***Race, Religion and Education Policy: Unexamined Dimensions of Support for National Educational Spending and Interest in Local School Issues.*** ROBERT THOMSON, The University of Alabama in Huntsville, ELAINE ECKLUND, Rice University

LORNA PORTER, University of Oregon. ***The Impact of English Learner Funding, Technical Support, and Increased Accountability***

STEPHEN CORNMAN, National Center for Education Statistics. ***Highlights of School-Level Finance Data: Selected Findings From the School-Level Finance Survey.*** OSEI AMPADU, United States Census Bureau, STEPHEN WHEELER, United States Census Bureau, MALIA

HOWELL, United States Census Bureau, LAURA D'ANTONIO, United States Census Bureau

7.07 - Strategies to (Re-)Engage Students in College

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Rajeev Darolia

MARIA FERREYRA, The World Bank. ***Entry and Competition in the Market for Short-Cycle Programs***

ODED GURANTZ, University of Missouri. ***Connecting College Dropouts to Support and Reentry Services***. LESLEY TURNER, Vanderbilt University

ISABEL MCMULLEN, W.E. Upjohn Institute. ***A Path of More Persistence: An Examination of the Effects of The Kalamazoo Promise on the Postsecondary Success of Stop Outs***.

DANIEL COLLIER, W.E. Upjohn Institute

7.08 - Volatility in Merit Aid

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Nicholas Wright

JESSICA GOLDSTEIN, University of Arkansas. ***Does the Timing of Money Matter?: A Case Study of the Arkansas Academic Challenge Scholarship on College Outcomes***.

JONATHAN MILLS, University of Arkansas, ALBERT CHENG, University of Arkansas, COLLIN HITT, Southern Illinois University School of Medicine

YOUNGWAN SONG, Georgia State University. ***How Does Reducing Merit-Aid Generosity and Certainty Affect Post-Secondary Outcomes? Evidence from Georgia's HOPE Scholarships***. ROSS RUBENSTEIN, Georgia State University

7.09 - Special Topics in Higher Education

Post-secondary general papers

Room: Room 9

Chair:: Frederick Ngo

URBASHEE PAUL, Northeastern University. ***What's In a Job? Evaluating the Effect of Private Sector Job Experience on Students' Academic Outcomes.*** ALICIA MODESTINO, Northeastern University, JOSEPH MCLAUGHLIN, Boston Private Industry Council

KUBRA SAY, University at Buffalo. ***College Access and Success: Impacts of the Excelsior Scholarship***

PRIYA GILL, Texas Tech. ***Impact of Governing Political Party in number and scope of policies related to Higher Education Funding and Access***

7.10 - Transportation, Busing, and Equity in K12 Education

Causes and consequences of inequity in education

Room: Room 10

Chair:: Meryle Weinstein

DANIELLE EDWARDS, Michigan State University. ***Another One Rides the Bus: The Effects of Transportation Eligibility on Student Outcomes in Urban and Suburban Michigan***

CAROLYN SATTIN-BAJAJ, University of California-Santa Barbara. ***Equity Logics in Policy Actors' Narratives of Student Transportation Policies as a Driver of (In)equity in School Choice***

ELIZABETH SETREN, Tufts University. ***The Impact of Increased Exposure of Diversity on Suburban Students' Outcomes: An Analysis of the METCO Voluntary Desegregation Busing Program***

7.11 - Race & Segregation in Education

Causes and consequences of inequity in education

Room: Room 11

Chair:: Jeanne Powers

ANDREW MCEACHIN, RAND Corporation. ***Trading Places: Reassignment and Desegregation in Wake County Public Schools.*** THURSTON DOMINA, UNC Chapel Hill, JAMES CARTER, UNC Chapel Hill, RACHEL PERERA, RAND Corporation, DEVEN CARLOS, University of Oklahoma, MATTHEW LENARD, Harvard University, VITALY VITALY RADSKY, UNC Chapel Hill

HEEWON JANG, Stanford University. ***Racial Economic Segregation among U.S. Public Schools, 1991-2018***

OSCAR JIMENEZ-CASTELLANOS, Trinity University. ***Intersection of Anti-Black Racism and School Finance: Slavery to Post Civil Rights (1619-2020).*** TAYLOR ENOCH-STEVENS, USC Rossier, PRESTON GREEN, University of Connecticut

7.12 - Culture, Climate, & Discipline

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Rebecca Hinze-Pifer

MATTHEW DUQUE, Maryland State Department of Education. ***The impact of PBIS training on student outcomes in Maryland: An event study***

RACHEL PERERA, Pardee RAND Graduate School. ***Estimating the Impact of Federal Civil Rights Investigations on Racial Disproportionalities in Discipline***

ASHLEY GRANT, University at Buffalo. ***Are Teachers Actually Getting Restorative? Variation in Restorative Practices Implementation and Its Impact on School Climate and Teachers' Turnover Intentions***

Concurrent Session VIII - Thursday, March 18, 2021 - 2:00pm to 3:00pm

8.01 - Teacher Labor Supply: Job Demands and Teacher Turnover

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Peter Tang

ADAM KHO, University of Southern California. ***Do They Stay or Do They Go? Teachers in Tennessee's Lowest-Performing Schools.*** LAM PHAM, North Carolina State University

JESSICA NADZAM, Texas Tech University. ***Arkansas Teachers' Attrition Predicted by Increased Job-Demands and Mediated by Self-Efficacy during the 2020 COVID-19 Pandemic.*** KIRSTYN WYATT-SALEHI, University of Arkansas

DAEBUM JUNG, Jinju Health College. ***The K-12 Revolving Door: A Study on the Beginning Teachers Career Decision.*** SE WOONG LEE, University of Missouri-Columbia

8.02 - Early childhood retention & supply

Early childhood

Room: Room 2

Chair:: Chloe Gibbs

DAPHNA BASSOK, University of Virginia. ***Teacher Turnover in Early Childhood Education: Longitudinal Evidence from the Universe of Publicly-Funded Programs in Louisiana.*** LAURA BELLOWS, University of Virginia, ANNA MARKOWITZ, University of California

DAPHNA BASSOK, University of Virginia. ***The Effects of Financial Incentives on Teacher Retention in Early Childhood Education: New Evidence from Virginia.*** JUSTIN DOROMAL, University of Virginia, MOLLY MICHIE, University of Virginia, VIVIAN WONG, University of Virginia

QING ZHANG, University of California - Irvine. ***Impacts of COVID-19 on Child Care Supply: Evidence from the Stay-at-Home Order in North Carolina.*** JADE JENKINS, University of California

8.03 - Teacher Activism & Strikes

K-12 school politics, governance, leadership, and organizations

Room: Room 3

Chair:: Tom Zembar

BRADLEY MARIANNO, University of Nevada - Las Vegas. ***Power in a Pandemic: Teachers' Unions and their Response to School Reopening.*** ANNIE HEMPHILL, Michigan State University, ANA LOURES-ELIAS, University of Nevada, LIBNA GARCIA, University of Nevada

SANDY FROST WALDRON, Michigan State University. ***Media Portrayal of Teachers on Strike and its Relation to Policy.*** REBECCA JACOBSEN, Michigan State University

TUAN NGUYEN, Kansas State University. ***Examining the Causes and Consequences of Contemporary Teacher Strikes: Twenty Years of Teacher Activism.*** LUIS RODRIGUEZ, New York University

8.04 - Summer School and Learning Outcomes

COVID

Room: Room 4

Chair:: Andrew McEachin

ALEXA PRETTYMAN, Georgia State University. ***Putting Summer School to the Test: The Impact of Summer School in the Era of COVID-19.*** TIM SASS, Georgia State University

JEFF DOMINITZ, Education Analytics. ***Learning loss and COVID-19 slide: Evidence from Academic Recovery Camp in South Carolina.*** SOOBIN KIM, Education Analytics, ROBERT MEYER, Education Analytics

ALEKSANDRA HOLOD, American Institutes for Research. ***In-Person vs. Virtual Instruction in a Summer Reading Remediation Program: Implications for Teaching and Learning***

8.05 - Special Topics: Career and Technical Education

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Daniel Kreisman

ANTHONY PERRY, Texas Tech University. ***Organizational Habitus and Postsecondary Career and Technical Pathways.*** MISTI JEFFERS, University of Tennessee

WALTER ECTON, Vanderbilt University. ***Framing Public Opinion Towards Career and Technical Education: Results from a Survey-Based Experiment***

CATHERINE DUGGAN, Vanderbilt University. ***Employment Outcomes for Students with Disabilities in Postsecondary Career and Technical Education***

8.06 - Impacts of School Finance Policies

K-12 school finance

Room: Room 6

Chair:: Stephanie Levin

JESSICA GOLDSTEIN, University of Arkansas. ***Under the Influence: A Multi-State Analysis of Marijuana Legalization on Education Spending***. JOSH MCGEE, University of Arkansas, JOSHUA HESS, University of South Carolina

JOSH MCGEE, University of Arkansas. ***Pursuing Intergenerational Equity in Pension Finance***. ROBERT COSTRELL, University of Arkansas

YING SHI, Syracuse University. ***The Long-Run Effects of Tax and Expenditure Limits***. ALLAN HATCH, University of Arkansas, DANIEL JONES, University of Pittsburgh

8.07 - Student Success in College and Graduate School

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Kelly Rosinger

AMANDA GRIFFITH, Wake Forest University. ***If at First One Does not Succeed, Try Try Again: The impact of access to course retaking for low-income students***. VERONICA SOVERO, San Francisco State University

DOMINIQUE BAKER, Southern Methodist University. ***Excess in Texas: An investigation of the effect of state policies concerning excess credit hours on student success***

XUAN JIANG, Ohio State University. ***A Second Chance at Success? Effects of College Grade Forgiveness Policies on Student Outcomes.*** KELLY CHEN, Boise State University, ZEYNEP HANSEN, Boise State University, SCOTT LOWE, scottlowe@boisestate.edu

8.08 - Financial Aid and Human Capital

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Elizabeth Bell

RONG CHEN, Seton Hall University. ***Effects of Loans on College Student Retention, Transfer, and Dropout.*** KATIE SMITH, Seton Hall University

DAVID RIBAR, Georgia State University. ***Dynamics of Merit-Based Scholarships in Georgia.*** ROSS RUBENSTEIN, Georgia State University

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York. ***Tuition, Debt, and Human Capital.*** VYACHESLAV FOS, Boston College, ANDRES LIBERMAN, NYU, CONSTANTINE YANNELIS, University of Chicago

8.09 - State performance-based funding and financial aid

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Denisa Gandara

ROBERT KELCHEN, Seton Hall University. ***The Effects of State Performance Funding Policies on Student Debt and Labor Market Outcomes.*** JUSTIN ORTAGUS, University of Florida, KELLY ROSINGER, Pennsylvania State University, ALEXANDER CASSELL, Pennsylvania State University

CLINT HARRIS, University of Wisconsin-Madison. ***Estimating the Perceived Returns to College***

NATHAN ABDELMALEK, University of Missouri. ***The Effect of Performance Funding Policy on Graduation Rates at Missouri Public Two- and Four-Year Institutions of Higher***

Education

8.10 - Social, Health, and Institutional Influences on Educational Attainment

Causes and consequences of inequity in education

Room: Room 10

Chair:: Jonathan Smith

AARON PHIPPS, United States Military Academy. ***The Cost of Bad Timing: The Effect of Military Exit Timing on Veteran Educational Attainment.*** CARL WOJTASZEK, United States Military Academy

NHU NGUYEN, University of Illinois at Chicago. ***Violent crime exposure and student achievement***

RAJEEV DAROLIA, University of Kentucky. ***The Opioid Crisis and Postsecondary Education.*** RODNEY HUGHES, West Virginia University

8.11 - Pollution & Education

Causes and consequences of inequity in education

Room: Room 11

Chair:: Tim Sass

CLAUDIA PERSICO, American University. ***The Spillover Effects of Pollution: How Exposure to Lead Affects Everyone in the Classroom.*** LUDOVICA GAZZE, University of Warwick, SANDRA SPIROVSKA, University of Wisconsin-Madison

SAM TREJO, University of Wisconsin-Madison. ***The Health and Social Effects of the Flint Water Crisis on Educational Outcomes.*** BRIAN JACOB, University of Michigan, GLORIA YEOMANS-MALDONADO, University of Michigan

SARAH KOMISAROW, Sanford School of Public Policy. ***Are Power Plant Closures a Breath of Fresh Air? Air Pollution, Absences, and Achievement.*** EMILY PAKHTIGIAN, Penn State University

8.12 - CTE, Career Academies, & Industry Certifications

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair: Shaun Dougherty

JAY PLASMAN, Ohio State. ***Can Coursetaking Improve Low-Income High Schoolers' Attendance and Engagement? Evidence from Career and Technical Education.*** MICHAEL GOTTFRIED, University of Pennsylvania, DANIEL KLASIK, University of North Carolina - Chapel Hill

ELIZABETH GLENNIE, RTI International. ***Student characteristics and school implementation practices: Who's trying and succeeding in earning industry certifications in high school.*** SIRI WARKENTIEN, RTI International, ELIZABETH PARISH, RTI International, ERICH LAUFF, RTI International, BEN DALTON, RTI International

KATHERINE SHIELDS, EDC. ***Do career academies offer academic advantages over other career technical education experiences? A mixed methods quasi-experimental study.*** DAVID BAMAT, EDC, LYNN GOLDSMITH, EDC, TRACY MCMAHON, EDC, KRISTIN ROSEKRANS, EDC, CLARE IRWIN, EDC, ILENE KANTROV, EDC

Concurrent Session IX - Thursday, March 18, 2021 - 3:00pm to 4:00pm

9.01 - Teacher Recruitment and Hiring

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair: Katie Kurjakovic

JESSALYNN JAMES, Brown University. ***The Temporal Dynamics of Teacher Hiring.*** MATTHEW KRAFT, Brown University, JOHN PAPAY, Brown University

JONATHAN DAVIS, University of Oregon. ***The Short and Long Run Impacts of the Deferred Acceptance Algorithm: Evidence from Matching Teach For America Teachers to Schools***

NICOLÁS AJZENMAN, São Paulo School of Economics-FGV. ***Altruism or Money? Reducing Teacher Sorting using Behavioral Strategies in Peru.*** ELEONORA BERTONI, Inter-

American Development Bank, GREGORY ELACQUA, Inter-American Development Bank, LUANA MAROTTA, Inter-American Development Bank, CAROLINA MÉNDEZ VARGAS, Inter-American Development Bank

9.02 - Impacts of early childhood interventions: New approaches and new contexts

Early childhood

Room: Room 2

Chair:: Anna Markowitz

CRYSTAL ZHAN, University of South Carolina. ***Book matters: The Effect of Cocky's Reading Express on Student Performance.*** JOHN RYAN, University of South Carolina

DIANA LEYVA, University of Pittsburgh. ***A Strengths-Based, Culturally Responsive Family Intervention Improves Latino Kindergarteners' Vocabulary and Approaches to Learning.*** CHRISTINA WEILAND, University of Michigan, ANNA SHAPIRO, University of Virginia, GLORIA YEOMANS-MALDONADO, The University of Texas - Health Science Center at Houston, ANGELA FEBLES, N/A

IRMA ARTEAGA, University of Missouri. ***Can technology narrow the early childhood stimulation gap in rural Guatemala? Results from an experimental approach.*** JULIETA TRIAS, The World Bank

9.03 - Leadership & Professional Learning

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair:: Aliza Husain

ROBERT SHAND, American University. ***Toward More Inclusive Professional Learning Communities.*** JACQUI BATTIS, American University

ROLF STRAUBHAAR, Texas State University. ***How Teach For All conceptualizes educational leadership: A discourse analysis of the TFAI Talks series***

STEPHANIE LEVIN, Learning Policy Institute. ***Elementary School Principals' Professional***

Learning: Current Status and Future Needs. MELANIE LEUNG, Learning Policy Institute, ADAM EDGERTON, Learning Policy Institute, CAITLIN SCOTT, Learning Policy Institute

9.04 - Special Session: 2020 Awardees

AEFP General Sessions

Room: Room 4

Chair:: Cassandra Hart, UC Davis

XIAOYANG YE, Princeton University. ***Personalized Advising for College Match: Experimental Evidence on the Use of Human Expertise and Machine Learning to Improve College Choice***

ERIC TAYLOR, Harvard University. ***Schooling versus Training, and the Importance of Learning Skills at Work***

LAURA BELLOWS, University of Virginia. ***Thrown Off the Bus: “Bus Suspensions” and Equitable Access to Schooling***

9.05 - Parental Choice & Preference

K-12 school choice

Room: Room 5

Chair:: Jane Friesen

JEANNE POWERS, Arizona State University. ***Immigrant Parents’ Participation in Public School Choice from 2007-2016: Evidence from the Parent and Family Involvement Survey.*** MARGARITA PIVOVAROVA, Arizona State University

SHANJUKTA NATH, University of Maryland. ***Preference Estimation in Deferred Acceptance with Partial School Rankings***

JASON SALTMARSH, University of Maryland College Park. ***Waitlisted: Seat Availability and School Preference Structures in Washington, D.C.’s Unified School Lottery***

9.06 - Alternative School and District Revenue Sources: Implications for Equity

K-12 school finance

Room: Room 6

Chair:: Patrice Iatarola

ANGIE NGA LE, Florida International University. ***Education Grants and Local Education Administration in Miami-Dade School District, Florida.*** HAI GUO, Florida International University

CLAIRE MACKEVICIUS, Northwestern University. ***Investigating How School-Specific Nonprofit Fundraising Organizations Deepen Inequitable Resource Provision***

LISA BARROW, Federal Reserve Bank of Chicago. ***School Fundraising Efforts: The Great Unequalizer?***. LAUREN SARTAIN, University of North Carolina at Chapel Hill

9.07 - Mobility and Interrelationships Across Sectors in Higher Education

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Veronica Minaya

ANDREA CHAMBERS, Michigan State University. ***Nontraditional Patterns of Student Mobility in Higher Education: Reverse Transfer & Enrollment Swirl***

MICHAEL BLOEM, Georgia State University. ***The Effect of Minimum Transfer Admissions Requirements: Evidence from Georgia***

MICHAEL HILL, University of California. ***The forgotten pathway: Understanding student beliefs and preferences related to cross-enrollment.*** ELIZABETH PARK, University of California, RACHEL BAKER, University of California, KASSANDRA FLORES, University of California, JOSHUA DORMAN, University of California, MARITZA MORALES-GRACIA, University of California

9.08 - Tuition-Setting Policy in Higher Education

Post-secondary financial aid and student debt

Room: Room 8

Chair: Drew Anderson

DANIEL KREISMAN, Georgia State University. ***Tuition price shocks, graduation and earning.*** JONATHAN SMITH, Georgia State University, JENNIFER MA, The College Board, MATEA PENDER, The College Board

LOIS MILLER, University of Wisconsin - Madison. ***Making College Affordable? The Impacts of Tuition Freezes and Caps.*** MINSEON PARK, University of Wisconsin - Madison

RACHEL WORSHAM, North Carolina State University. ***A Differences-in-Differences Analysis of the Impact of the North Carolina Tuition Guarantee on College Costs***

9.09 - Nudges, Nourishment, and Support in College

Post-secondary general papers

Room: Room 9

Chair: Josh Goodman

JENNA KRAMER, RAND. ***A Systematic Review and Meta-Analysis of Nudge Interventions in Postsecondary Education.*** KELLY ROSINGER, Penn State University, TUAN NGUYEN, Kansas State University, CHRISTOPHER DOSS, RAND

NICK VOORHEES, University of Florida. ***SNAP benefits? National study of the effects of the Supplemental Nutritional Assistance Program on student outcomes.*** GARAM CHU, University of Florida

ASHLEY DONALDSON BURLE, Saint Louis University. ***Food for Thought: Campus Meals as a Nudge Intervention for Increasing Postsecondary Applications and Enrollment.*** GARY RITTER, Saint Louis University, EVAN RHINESMITH, Saint Louis University

9.10 - Families & long-term educational outcomes

Causes and consequences of inequity in education

Room: Room 10

Chair:: Helen Ladd

MIKKO SILLIMAN, Harvard University. ***Sibling spillovers, from education to the labor market.*** HANNA VIRTANEN, The research institute for the Finnish economy (ETLA)

THOMAS CORNELISSEN, Department of Economics. ***The Multigenerational Impacts of Educational Expansion: Evidence from Vietnam.*** THANG DANG, Department of Economics

FEDERICK NGO, University of Nevada Las Vegas. ***Are DREAMS Contagious? Peer Effects to Undocumented Community College Students***

9.11 - Socioemotional Health Issues in Education

Causes and consequences of inequity in education

Room: Room 11

Chair:: Dara Zeehandelaar Shaw

AYSE COBANOGLU, University at Buffalo-SUNY. ***Ego-resiliency of Syrian children in Turkey: An exploratory work for kindergartners' psychosocial well-being.*** EDANUR ARSLAN, Istanbul University-Cerrahpasa, FAHRETDIN ADAGIDELI, Istanbul University-Cerrahpasa

JANELLE FOUCHE, Harvard University. ***Peer Death Exposure & High School Outcomes.*** JOSHUA GOODMAN, Boston University

JEROME GRAHAM, University of Cincinnati. ***Explaining the Racial School Climate Gap: Evidence from Georgia***

9.12 - Supports & Pathways for At-Risk Students

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Steven Hemelt

ZITSI MIRAKHUR, University of Kentucky. ***Three Models for Supporting Students Who Experience Homelessness: Evidence from New York City.*** KATHRYN HILL, The Research Alliance for New York City Schools

JANE ARNOLD LINCOVE, UMBC School of Public Policy. ***A Bridge to Graduation: Testing the Effects of an Alternative Pathway for Students Who Fail Exit Exams.*** CATHERINE MATA, UMBC School of Public Policy, KALENA CORTES, The Bush School

THOMAS DEE, Stanford University. ***Staying on Track: Comprehensive Case Management to Prevent High School Dropout.*** CHLOE GIBBS, University of Notre Dame, JAMES SULLIVAN, University of Notre Dame

General Session - Thursday, March 18, 2021 - 4:15pm to 6:00pm

General Session - General Session (keynote, awards, and presidential address)

AEFP General Sessions

Room: General Sessions

Chair:: Patrice Iatarola, President of AEFP - Florida State University

Keynote, awards, and presidential address.

The Gary B. Right to Literacy Case and the role of Impact Litigation in Education Policy and Advocacy

Panelists:

Jamarria Hall

Student plaintiff in the lawsuit

Dr. Elizabeth Moje

George Herbert Mead Collegiate Professor of Education, Arthur F. Thurnau Professor and Dean, School of Education, University of Michigan College of Education

Mark Rosenbaum

Lead Legal Counsel

Dr. Nikkolai Vitti

Superintendent, Detroit Public Schools Community District

Moderated by:

Kristine Bowman, Professor of Law and Education Policy, Michigan State University

Charity Party - Thursday, March 18, 2021 - 6:30pm to 7:30pm

Charity Party - Virtual Charity Party

Other

Room: General Sessions

Past-president Carrie Conaway will host a virtual Charity Party - think Apples to Apples or Cards Against Humanity, but with charts (we know, perfect for #AEEPers, right?).

Concurrent Session X - Friday, March 19, 2021 - 11:00am to 12:00pm

10.01 - Non-Labor Policy Effects on Teacher Labor Markets

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Michael Podgursky

ELC ESTRERA, University of North Carolina at Chapel Hill. ***School Desegregation and Teacher Retention: Evidence from a Contemporary Student Reassignment Plan.*** JAMES CARTER, University of North Carolina at Chapel Hill

CAMERON ANGLUM, St. Louis University. ***The Effects of School Finance Reforms on Teacher Turnover: Evidence from National Data.*** MICHAEL CROUCH, Vanderbilt University, TUAN NGUYEN, Kansas State University

DANIELLE DUFFY-CHIPMAN, University of Kentucky. ***The Impact of Common Core on Teacher Labor Markets***

10.02 - New evidence from international contexts on the effects of parents in the early childhood period

Early childhood

Room: Room 2

Chair:: Christina Weiland

VANIKA GROVER, Michigan State University. ***Parental involvement in early childhood care and education across five African countries***

MAYA ESCUETA, Teachers College. ***The Intergenerational Transmission of Trauma: The effect of a mother's childhood exposure to armed conflict***

ALEXANDER WILLEN, Norwegian School of Economics. ***Postpartum Job Loss: Transitory Effect on Mothers, Long-Run Damage to Children***. BARTON WILLAGE, Louisiana State University

10.03 - The Intersection Between Education and Employment

Long-term outcomes of education (e.g., employment, wages, civic participation)

Room: Room 3

Chair:: Mike Kofoed

DAN FITZPATRICK, University of Michigan. ***Initial Validation of a Job Search Quality Scale for U.S. Undergraduates***. IAN BAKER, University of Michigan, KARMIN MAZZOCCHI, University of Michigan

KENDALL KENNEDY, Mississippi State University. ***Education, Crowding-out, and Black-White Employment Gaps in Youth Labor Markets: Evidence from No Pass, No Drive Policies***. DANQING SHEN, Shandong University

ALEXIS GABLE, Harvard University. ***The Effects of Positive Employment Shocks on Student Achievement***. MARY LASKI, Harvard University

10.04 - Teacher Coaching in K12

Educator preparation, professional development, performance, and evaluation

Room: Room 4

Chair:: Matthew Kraft

YUJIA LIU, University of California. ***Does Mentoring Impact Beginning Teacher Retention? A Longitudinal Program Evaluation.*** EMILY PENNER, University of California

DAVID BLAZAR, University of Maryland College Park. ***Scaling and Sustaining Teacher Coaching Programs: Coaches Are the Intervention.*** DOUG MCNAMARA, University of Maryland College Park

ADAM KHO, University of Southern California. ***The Effects of Instructional Leadership Coaching on Leader and Teacher Practices and Student Achievement.*** TONG TONG, University of Southern California

10.05 - School Improvement & Housing Markets

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Camila Morales

TUCKER SMITH, Vanderbilt University. ***Turning around Schools (and Neighborhoods?): The Effects of School Improvement Grants on Housing Markets.*** CAMERON FRIDAY, Vanderbilt University

GENNARO ROSSI, University of Strathclyde - Glasgow. ***School Performance, Noncognitive Skills and House Prices.***

BETH SCHUELER, University of Virginia. ***A Meta-Analysis of Causal Evidence on Post-NCLB Efforts to Improve Low-Performing Schools.*** CATHERINE ASHER, Harvard University, KATE LARNED, Harvard University, SARAH MEHROTRA, Education Trust, CYNTHIA POLLARD, Harvard University

10.06 - Bang for the Buck: The Returns to Education Spending

K-12 school finance

Room: Room 6

Chair:: Bruce Baker

SHAUN DOUGHERTY, Vanderbilt University. ***Estimating the Returns to Educational Expenditures on Technical Education***. MARY SMITH, Vanderbilt University, COLBY WOODS, Vanderbilt University

MATTHEW SPRINGER, University of North Carolina - Chapel Hill. ***Money, Money, Money: A Systematic Review and Meta-Analysis of the Effects of School Spending on Student Outcomes***. CHRISTOPHER BROOKS, University of North Carolina - Chapel Hill, LAM PHAM, North Carolina State University, TUAN NGUYEN, Kansas State University

RILEY ACTON, Miami University. ***Returns to School Spending in Rural America***. CODY ORR, Michigan State University, SALEM ROGERS, Michigan State University

10.07 - International Exchanges and Higher Education

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Tommaso Agasisti

MELISSA WHATLEY, North Carolina State University. ***A Quasi-Experimental Approach to Understanding Study Abroad's Impact on Academic Success Among Community College Students***

LI ZHU, Cornell University. ***Comparative Immigration Policies and the Role of International Students in U.S. Higher Education***

SUHONG YANG, Central University of Finance and Economics. ***Going Global: Simulating Policy-Induced Shocks in the Supply of International Graduate Students from China***.

XIAOYANG YE, Brown University Annenberg Institute for School Reform, DEAN HE, Columbia University Teachers College

10.08 - Effects of Grant Aid Structures on College Outcomes

Post-secondary financial aid and student debt

Room: Room 8

Chair:: Celeste Carruthers

ELIZABETH BELL, Miami University. ***The Effects of School Counselors on Access to Oklahoma's Promise: Evidence from a Regression Discontinuity***. KATHARINE MEYER, Brown University

DANIEL MANGRUM, Federal Reserve Bank of New York. ***Impacts from Financial Aid Shocks: Regression Discontinuity Evidence from Changes to Automatic-Zero EFC Eligibility***

EKATERINA SHIBANOVA, National Research University Higher School of Economic. ***The causal effect of merit-based scholarships on students' educational and job-market outcomes: evidence from an elite Russian university***. TOMMASO AGASISTI, Politecnico di Milano School of Management Department of Management, SERGEY MALINOVSKIY, National Research University Higher School of Economics

10.09 - Colleges as economic and workforce engines

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Daniel Klasik

ADELA SOLIZ, Vanderbilt University. ***Building Collaborations to Improve Workforce Development***. CARA DELOACH, Vanderbilt University, HIDAHIS MESA, Vanderbilt University

DONGYANG CHEN, Peking University. ***Universities and Regional Economic Growth: Evidence from New Campuses in Major Chinese Cities***. WEI HA, Peking University, XIAOYANG YE, Brown University)

JOHNATHAN CONZELMANN, University of North Carolina at Chapel Hill. ***Grads on the Go: Defining College Labor Markets***. STEVEN HEMELT, University of North Carolina at Chapel Hill, BRAD HERSHBEIN, W.E. Upjohn Institute for Employment Research, HAYDEN LE, University of Michigan, SHAWN MARTIN, University of Michigan, ANDREW SIMON, University of Michigan, KEVIN STANGE, University of Michigan

10.10 - Child Health and Educational Outcomes

Causes and consequences of inequity in education

Room: Room 10

Chair:: Claudia Persico

TINE ERIKSEN, VIVE The Danish Center for Social Science Research. ***Sibling Spillovers of a Chronic Health Condition in Childhood***. AMANDA GAULKE, Kansas State University, NIELS SKIPPER, Aarhus University, JANNET SVENSSON, Copenhagen University Hospital, PETER THINGHOLM, Aarhus University

OPINDER KAUR, University of California. ***Does Making Mothers Literate Improve Their Little One's Health? Evidence from India***

10.11 - Mental and Physical Health Policies and Student Outcomes

Causes and consequences of inequity in education

Room: Room 11

Chair:: Laura Hamilton

CHRISTINE DICKASON, Vanderbilt University. ***Mandating Our Way Out of the Counselor Crisis? The Effects of State Mandates on Student-to-Counselor Ratios***

HEATHER SCHWARTZ, RAND Corporation. ***Early Lessons from Schools and Out-of-School Time Programs Implementing Social and Emotional Learning***

CLAIRE HOLLEMAN, Amherst College. ***School-Based Health Centers and Their Impact on Student Achievement***

10.12 - STEM Education

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Ying Shi

JACOB KIRKSEY, Texas Tech University. ***Demographic Representation in Gatekeeping Courses: How Race and Gender Matching in 9th Grade Math Courses Relates to Later Academic Outcomes***. JESSICA GOTTLIEB, Texas Tech University, LEVI JOHNSON, Texas Tech University

ABBY QUIRK, Center for American Progress. ***Early High School STEM Perceptions Associated With Postsecondary Outcomes.*** NEIL CAMPBELL, Center for American Progress, ULRICH BOSER, Center for American Progress

FABIOLA ALBA VIVAR, Columbia University. ***Creating future female scientists: experimental evidence on improving STEM skills and attitudes in Peru.*** MARIA ROSALES RUEDA, Rutgers University, MARIA SVIATSCHI, Princeton University

Policy Talks - Friday, March 19, 2021 - 12:00pm to 1:00pm

Policy Talk #1 - State and institutional policy levers to drive greater equity: Scaling debt-forgiveness for today's students

Post-secondary financial aid and student debt

Room: Room 1

Chair:: Leanne Davis, Institute for Higher Education Policy

LEANNE DAVIS, Institute for Higher Education Policy. ***State and institutional policy levers to drive greater equity: Scaling debt-forgiveness for today's students.*** MELANIE D'EVELYN, Detroit Regional Chamber, JUANA SANCHEZ, HCM Strategists

The devastation from COVID-19 is layered on top of an already stratified education and workforce landscape. Black adults with a high school diploma earn \$28,439 annually, while those with a bachelor's degree take home over double that amount at \$59,027.[1] For students who start college but leave prior to earning a degree, debt accumulation further constrains their earnings. The average college dropout leaves school with almost \$14,000 in outstanding student loans.[2] Stopped out students confront the worst of both worlds: they are burdened with debt but lack the degree or credential that would facilitate economic mobility. The long-term impact of this debt load is more damaging for Black students, who default on student loans at a rate of almost 49% compared to 21% of white borrowers.[3] Many stopped out students owe small balances to the college they left. These relatively small amounts of debt can harm students' credit scores, and the resulting financial holds on their transcripts can prevent them from re-enrolling or transferring.

Institutional debt forgiveness is one approach to address the affordability barrier for returning students. Debt forgiveness strategies bring students back to higher education by offering partial or full cancellation of the past-due balance owed to the institution. Implementing a debt forgiveness program in conjunction with a reengagement strategy for adults while offering focused student support services supports students in gaining a post-secondary credential and generates a positive return on investment for the institution.

Initiatives in the Detroit area sparked a national interest in debt forgiveness. The Detroit Regional Chamber conducted an inventory with five regional higher education institutions to identify students who stopped out before earning a degree or credential in the last ten year and found that one in four of these nearly 250,000 students had financial holds on their accounts. The prospect of meaningfully addressing this issue had unique implications for the Chamber's goal of reducing Detroit's racial equity gap in education attainment: while African American students accounted for only 21% of the overall population of stopped outs, they accounted for 45% of the stopped-out students with financial holds. In 2018 the Chamber partnered with Wayne State University in launching the Warrior Way Back debt-forgiveness initiative.

One year later, Detroit launched a first-of-its-kind multi-institutional debt-forgiveness compact [<https://www.detroitchamber.com/new-program-to-help-former-students-elim...> with Wayne State University, Oakland University, and Henry Ford Community College. These three institutions agreed on three common tenets that governed this partnership that related to debt-forgiveness 1) being available to an unlimited number of students; 2) offered to students at an amount that met a minimum floor; and 3) facilitating the release of transcripts if students preferred to attend a different institution than where they attended previously.

This work helped spur a national movement around debt-forgiveness-- Wayne State University and Detroit partners have fielded over 100 inquiries from communities and states across the country wanting to replicate this model. To date at least forty institutions, communities or entire states like Missouri are now implementing some sort of debt-forgiveness.

While debt-forgiveness as an innovative strategy has generated a lot of attention, there are still key policy questions to consider:

- What are the early indications of the impact of debt-forgiveness as an intervention both in promoting re-enrollment and credential completion among the nation's 36 million adults with some postsecondary experience, no credential? What are the limitations of this strategy?
- How can policymakers leverage the aligned interests of returning students and institutions (which stand to benefit from a demonstrated ROI from debt-forgiveness initiatives) to promulgate this intervention? How should they navigate the potential moral hazards involved?
- What are state policy barriers that prevent this intervention from being scaled? For example, Ohio state law requires that institutions send student debt to the Ohio Attorney General's Office, effectively stymieing debt-forgiveness offerings.
- How can institutional debt forgiveness programs complement potential federal loan forgiveness initiatives if President-elect Biden follows through on some of his policy proposals from the campaign?

Panelists will address these key policy considerations in the implementation and scaling of debt forgiveness strategies, while lending their unique perspective to the conversation: (1) key personnel who spearheaded Detroit's Regional Debt Forgiveness Compact, (2) policymakers

involved in debt forgiveness program design and implementation, and (3) researchers documenting the landscape of debt forgiveness programs and state policy context. The goal of this panel is to offer different perspectives on debt forgiveness policies and opportunities for future evaluation.

[1] Office of Planning, Evaluation and Policy Development, Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices [<http://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion...>], Office of the Under Secretary, U.S. Department of Education, Washington, D.C., 2016.

[2] Brown, Mike, College Dropouts and Student Debt [<https://lendedu.com/blog/college-dropouts-student-loan-debt>], LendEDU Report, November 2, 2017.

[3] Scott-Clayton, Judith, What Accounts for Gaps in Student Loan Default, and What Happens After [<https://www.brookings.edu/research/what-accounts-for-gaps-in-student-loa...>], Brookings Report, June 21, 2018.

Policy Talk #2 - Equity, efficacy, and cost-efficiency: Making broken systems work to support the whole child

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 2

Chair:: Courtney Pollack, Center for Optimized Student Support Boston College

COURTNEY POLLACK, Center for Optimized Student Support Boston College. ***Equity, efficacy, and cost-efficiency: Making broken systems work to support the whole child.***

MARY WALSH, Center for Optimized Student Support Boston College, EDVERETTE BREWSTER, Holmes Innovation Elementary School, A. BROOKS BOWDEN, University of Pennsylvania, JOAN WASSER GISH, Center for Optimized Student Support Boston College

Policy Talk #3 - Using Costing-Out Studies to Develop Actionable State School Finance Policy

K-12 school finance

Room: Room 3

Chair:: Jesse Levin, American Institutes for Research

JESSE LEVIN, American Institutes for Research. ***Using Costing-Out Studies to Develop Actionable State School Finance Policy.*** DREW ATCHISON, American Institutes for

Research, BRUCE BAKER, Rutgers University, DANIEL FRENCH, State of Vermont Agency of Education, TAMMY KOLBE, University of Vermont, DAVID LUNEAU, New Hampshire House of Representatives

The need for costing-out studies is clear given the clauses found in virtually all state constitutions that dictate that the state has a responsibility to provide an education that is considered adequate, sufficient or some other term that represents a level that allows all students an opportunity to achieve the outcomes expected of the public education system (Baker & Green, 2014). If states are to follow through on this obligation then it is necessary to understand both the amount of effort involved in terms the public funding required to offer educational adequacy and how to appropriately distribute this funding. More formally stated, the main objectives of educational costing-out studies are to answer what have been referred to as the two fundamental questions of educational adequacy (Chambers & Levin, 2009):

- 1) What does it cost to enable a public school system to provide all students with an adequate education?
- 2) How can state school finance systems allocate their resources equitably, such that all students are afforded an adequate education regardless of their need or circumstance?

Costing-out studies over the past several decades have often been included directly under court cases brought about by plaintiff claims that states have not met their constitutional obligation to provide an adequate education, some of which have prevailed (Rebell, 2005). However, it should be noted that the effectiveness of these studies to result in the implementation of sustained policy reform has been less than impressive. Other studies have not been conducted directly as part of a lawsuit, but instead commissioned by state governmental bodies including departments of education and legislative commissions with a specific charge to investigate their state's school finance systems (Chambers et al., 2008; Kolbe et al., 2019; Atchison et al., 2020).

The focus of the proposed panel is to showcase how the results of two recent costing-out studies have been used to support policy makers in developing actionable plans to reform their school finance systems. The panel will focus on the experience of New Hampshire and Vermont in 1) commissioning rigorous studies of their respective school finance systems to better understand the existing adequacy and equity with which their schools are funded and 2) using the results to develop actionable policy intended to improve the mechanisms used to fund schools. Interestingly, given the fact that both states are among the highest in the country in terms of funding levels offered to schools, much of the emphasis of the policy deliberations that have followed these studies has been on how to best improve the distributive properties of their formula in order to promote greater funding and taxpayer equity.

Attendees of this policy talk will hear first-hand from both study leaders and top-level policy makers about the investigation approaches taken, how findings were communicated to support the decision making process, and how the results are currently being used in these two states to develop significant policy that stand to significantly improve school. Specifically, the panelists

will speak to the following points:

- The motivation(s) for commissioning a school finance study in New Hampshire and Vermont, the specific issues each state was grappling with and key policy questions that needed to be answered.
- The research approaches taken to speak to key issues of interest and address the research questions.
- What was learned from the findings of the investigations and the subsequent key policy recommendations.
- How the study findings are currently being used put to use to develop and implement significant policy changes.
- How the study researchers and policy makers have worked together to build and sustain state capacity for ongoing analysis that will help support current policy decisions and inform further policy development.
- Implications for how other states go about costing-out studies and developing changes in their funding mechanisms that adjust for educational cost differentials.

Panelist Roster

The proposed panel will be moderated by Dr. Jesse Levin (Principal Research Economist at American Institutes for Research) and include two high-profile policy makers who are currently at the center of the school funding policy debate within their respective states. In addition, it will include three leading education finance researchers with vast knowledge about the application of costing-out studies to drive school funding policy, all of whom served as leaders of the studies conducted in New Hampshire and Vermont. Note that all panelists have confirmed they will attend the proposed policy talk.

Policy Makers

1. Dr. Daniel French, Secretary of Education, State of Vermont Agency of Education□
2. Representative David Luneau, New Hampshire State Representative and Vice Chairman of Legislative Education Committee

Researchers

1. Dr. Drew Atchison, Senior Researcher, American Institutes for Research□
2. Dr. Bruce Baker, Professor, Rutgers University□
3. Dr. Tammy Kolbe, Professor, University of Vermont

Policy Talk #4 - Using Data to Target Special Education Teacher Shortages in Varying Contexts across Mississippi

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 4

Chair: Kelly Acosta, University of Florida

KELLY ACOSTA, University of Florida. ***Using Data to Target Special Education Teacher Shortages in Varying Contexts across Mississippi***. KELLY ACOSTA, University of Florida, CORLIS SNOW, Delta State University

Background/Justification of Policy Relevance

Shortages of special education teachers (SETs) across the United States has been a persistent problem for decades (Boe & Cook, 2006; Cook & Boe, 2007; Sutchter, et al., 2016). For the 2020-2021 school year, most every state, the District of Columbia, and U.S. territories reported a shortage of special educators (U.S. Department of Education, 2020). Reasons for shortages of SETs range from lower enrollment in teacher preparation programs (Sutchter, et al., 2019), to poor working conditions, and low pay (Billingsley & Bettini, 2019; Sutchter, et al., 2019).

Shortages and reasons for them however, are not uniform and vary depending upon state and local context (Dee & Goldhaber, 2017). Mississippi is no exception and continually faces critical shortages of SETs (Mississippi [MDE], 2020). Root causes of shortages within Mississippi however, are quite complex and multifaceted. To address shortages of SETs thus requires a collaborative and targeted approach involving various stakeholders (Dee & Goldhaber, 2017).

In partnership with the Collaboration for Educator Effectiveness, Accountability, and Reform (CEEDAR) Center [<https://cedar.education.ufl.edu/>], a team of state policy makers, faculty from educator preparation programs (EPPs), and district-level school administrators from varying contexts across Mississippi developed a partnership to address SET shortages. This team meets regularly using the Shortages Toolkit [<https://cedar.education.ufl.edu/shortage-toolkit/>] developed by the CEEDAR Center in partnership with the Center on Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) to guide our efforts to identify and address SET shortages in Mississippi.

To address SET shortages, the team has taken the following steps:

- Identified the landscape of shortages in Mississippi using state-level data
- Identified district-level Special Education Directors from rural and urban regions across Mississippi
- Collected and reviewed district-level data on the SET pipeline to identify gaps and potential root causes of shortages within each context
- Brainstormed potential strategies to address SET shortages within each district

The first step conducted was to identify the landscape of statewide SET shortages through the collection of state data for the 2019-2020 school year, on items such as the number of EPPs that confer SET degrees and the number of graduates from these programs. The team then used this data and developed an infographic that was disseminated statewide to various stakeholders to inform partners about SET shortages in Mississippi. Local school district data was then shared by special education directors and subsequently analyzed by the team. Based

upon our ongoing data analysis and use of prior research on effective recruitment and retention strategies, the team brainstormed potential targeted approaches on recruitment and retention efforts for SETs within each partnering district. Targeted strategies include cultivating relationships between local educator preparation programs and school districts, supporting induction and mentoring, and using monetary and non-monetary incentives. For next steps, the team continues to meet regularly to develop differentiated plans for developing and implementing one or two of the potential strategies within each district to address their local needs.

This policy talk proposed is relevant to state and local school districts across the nation as it provides an example of how education stakeholders can collaborate to address the persistent problem of SET shortages within varying contexts. We also hope this policy talk will provide local school administrators, educator preparation program faculty, and policy makers with additional resources they can employ to target SET shortages.

Clear Statement of the Policy Talk to be Addressed

In this policy talk, we plan to share our work in Mississippi as an example of how to target SET shortages according to local needs through the development of collaborative partnerships and the use of available resources and tools.

Description of the panel and panelists

Kelly Acosta, M.Ed., is a doctoral candidate at the University of Florida studying teacher education and special education. She works as a graduate assistant at the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center, where she supports Mississippi with addressing SET shortages.

Corlis Snow, EdD, is an Associate Professor in the College of Education and Human Sciences (COEHS) at Delta State University. She serves as the CEEDAR Liaison for the COEHS and works to fully engage the COEHS in college-wide activities that promote cultural competence and equity for all.

Contributions to be made by each panelist

As a CEEDAR Center staff member, Kelly Acosta will contribute to the policy talk by sharing how to use data and resources, such as the CEEDAR Center Shortages Toolkit, to analyze teacher shortages statewide and locally. In addition, from her work at the CEEDAR Center, she will be able to provide broad national context on SET shortages and discuss broadly how other states are engaging in similar efforts.

Dr. Corlis Snow will contribute to the policy talk by sharing her expertise on developing local partnerships between educator preparation programs and school districts in addressing teacher shortages. She also has experience and knowledge on structuring an educator preparation program to support non-traditional students with becoming educators.

Concurrent Session XI - Friday, March 19, 2021 - 1:00pm to 2:00pm

11.01 - Career Decisions: Whether and Where to Enter Teaching

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Margarita Pivovarova

DAN GOLDBERGER, American Institutes for Research. ***Lost to the System: Supply, Demand, and Where STEM Teacher Candidates Go.*** JOHN KRIEG, Western Washington University, RODDY THEOBALD, American Institutes for Research

EMILY COADY, University of Arkansas. ***Service, Activism, and Identity: Where do Historically Black College and University Graduates Choose to Teach?*** ALBERT CHENG, University of Arkansas

JENNIFER RICE, University of Maryland. ***Advancing Equity: Expanding and Diversifying the Teacher Workforce.*** BETTY MALEN, University of Maryland, AMANDA BOWSER, University of Maryland, KAYLA BILL, University of Maryland

11.02 - Access to Coursetaking

K-12 standards, accountability, assessment, and curriculum

Room: Room 2

Chair:: Morgan Polikoff

ILANA UMANSKY, University of Oregon. ***A Statewide Examination of English Learners' Access to English Language Arts: Effects of Conscripted Access***

JESSICA CARDICHON, Learning Policy Institute. ***Inequitable Opportunity to Learn: Lack of Advanced Mathematics and Science Courses.*** LINDA DARLING-HAMMOND, Learning Policy Institute, CAITLIN SCOTT, Learning Policy Institute, MELANIE LEUNG, Learning Policy Institute

KAITLIN ANDERSON, Lehigh University. ***Documenting Inequality: Racial/Ethnic Gaps in Advanced Placement Science and Math Courses Across the United States.*** BASHIR

11.03 - Teacher Evaluation Systems

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair:: Eric Taylor

SETH HUNTER, George Mason University. ***Identifying the Effects of Next-Generation Teacher Evaluation on Student Achievement in Rural Districts: Evidence from Missouri.***

KATHERINE BOWSER, George Mason University

DAVID BLAZAR, University of Maryland College Park. ***Are Some Teaching Practices Easier versus Harder to Improve? Regression Discontinuity Evidence from a Teacher Evaluation System.*** XINYI ZHONG, University of Maryland College Park

SETH HUNTER, George Mason University. ***Time to Change? Switching from One Next-Generation Teacher Evaluation System to Another and its Association with Student Achievement Scores.*** KATHERINE BOWSER, George Mason University

11.04 - COVID Responses & Unequal Opportunity Part 2

COVID

Room: Room 4

Chair:: Gema Zamarro

TARA CHIATOVICH, Panorama Education. ***Racial and Ethnic Disparities in Student Survey Responses on Distance Learning***

SUSAN PATRICK, Vanderbilt University. ***Explaining Inequities in Opportunities for Digital Learning During the COVID-19 School Closures.*** JASON GRISSOM, Vanderbilt University, COLBY WOODS, Vanderbilt University, URLEAKA NEWSOME, Tennessee State University

ANDREW BACHER-HICKS, Boston University. ***Inequality in Household Adaptation to Schooling Shocks: Covid-Induced Online Learning Engagement in Real Time.*** JOSHUA GOODMAN, Boston University, CHRISTINE MULHERN, RAND Corporation

11.05 - School Choice, Desegregation, and Social Reproduction

K-12 school choice

Room: Room 5

Chair:: Umut Ozek

FRANCISCA DONOSO, The University of Queensland. ***Parental School Choice and Parental Engagement: Evidence from Chile.*** JENNY POVEY, The University of Queensland, WOJTEK TOMASZEWSKI, The University of Queensland, MARK WESTERN, The University of Queensland

JANE LINCOVE, University of Maryland. ***Integration by algorithm: Do schools change after entering unified enrollment systems?***. JON VALANT, Brookings Institution

RADKA SMITH SLÁMOVÁ, Charles University. ***Social Reproduction through Specialized Classes in Urban Czechia: Why do Middle-class Parents Dodge their Local School?***

11.07 - College and Graduate School Admissions

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Oded Gurantz

LENA SHI, Harvard. ***Clearing Up Transfer Admissions Standards: The Impact On Access And Outcomes***

TAYLOR ODLE, University of Pennsylvania. ***The Effect of the Uniform Bar Examination on Admissions, Diversity, Affordability, and Employment across Law Schools in the United States.*** JI YEON BAE, University of Pennsylvania, MANUEL GONZÁLEZ CANCHÉ, University of Pennsylvania

YANG SONG, Colgate University. ***Matching Mechanisms, Justified Envy, and College Admissions Outcomes.*** LE KANG, Peking University, WEI HA, Peking University, SEN ZHOU, Peking University

11.08 - Grab Bag: Random Cool Papers in Education

K-12 standards, accountability, assessment, and curriculum

Room: Room 8

Chair:: Dominic Brewer

ZIHAN HU, Cornell University. *How Competition Shapes Peer Effects: Evidence from a University in China*. SIYU CHEN, Jinan University

MARGARITA PIVOVAROVA, Arizona State University. *Is Youth Pessimism Good for the Environment?*. JEANNE POWERS, Arizona State University, KETEVAN CHACHKHIANI, Arizona State University

CORINNE ALFELD, National Center for Education Research. *Education Systems and Policy Research at IES*

11.09 - International Higher Education Outcomes

Post-secondary general papers

Room: Room 9

Chair:: Dylan Conger

ALICE BERTOLETTI, Politecnico di Milano. *Higher education systems and regional economic development in Europe: A combined approach using econometric and machine learning methods*. JASMINA BERBEGAL-MIRABENT, Universitat Internacional de Catalunya, TOMMASO AGASISTI, Politecnico di Milano

LELYS DINARTE, The World Bank. *What makes a program good? Evidence from short-cycle higher education programs in Latin America and the Caribbean*. MARIA MARTA FERREYRA, The World Bank, MARINA BASSI, The World Bank, SERGIO URZUA, University of Maryland

SHIYU CHENG, University of Kentucky. *High-Speed Rail Network and Brain Drain: Evidence from College Admission Scores in China*

11.10 - Thinking Differently About Strategies to Improve Equity

Causes and consequences of inequity in education

Room: Room 10

Chair:: Joydeep Roy

SARAH ASSON, Penn State University. ***Data Access and the Study of Educational Equity: The Limitations of a National School Boundary Data Collection Effort.*** IAN BURFOOT-ROCHFORD, Penn State University, ERICA FRANKENBERG, Penn State University, ANNIE MASELLI, Penn State University

DEREK GOTTLIEB, University of Northern Colorado. ***Can Evidence-Based Policy Facilitate Social Justice?***

KRISTINE BOWMAN, Michigan State University. ***Theorizing Education Reform Through Impact Litigation.*** JESSICA LANDGRAF, Michigan State University

11.11 - English Learners & Education

Causes and consequences of inequity in education

Room: Room 11

Chair:: Paula Arce-Trigatti

ELISABETH DAVIS, American Institutes for Research. ***English learner in high school students and opportunities to take advanced courses: Lessons from a researcher practitioner partnership.*** RYAN EISNER, American Institutes for Research, JOSE GONZALEZ, Cleveland Metropolitan School District

CHRISTINE MOKHER, Florida State University. ***Does developmental education reform help or hinder non-native English speakers? An exploration by language minority, ESOL, and foreign-born status.*** TOBY PARK-GAGHAN, Florida State University, SHOUPING HU, Florida State University

KIRSTEN SLUNGAARD MUMMA, Harvard University. ***How do immigrants learn English? Explaining patterns in the English ability of immigrants in the United States***

11.12 - K-12 Peer Effects: Part I

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair: Ezra Karger

MATTHEW LENARD, Harvard University. *Informal social interactions, behavior, and academic achievement: Evidence from bus-peers*. MIKKO SILLIMAN, Harvard University

MARIA PADILLA-ROMO, University of Tennessee. *Violence-Induced Migration and Peer Effects in Academic Performance*. CECILIA PELUFFO, University of Florida

Concurrent Session XII - Friday, March 19, 2021 - 2:00pm to 3:00pm

12.01 - Teacher Labor Market Options and Labor Supply

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair: Jane Lincove

JORDAN BERNE, University of Michigan. *Causes and Effects of Teacher Moonlighting: Evidence from School Finance Reforms*. BRIAN JACOB, University of Michigan

JONIADA MILLA, Saint Mary's University. *Is teaching profession a safe port?*. DIANA ALESSANDRINI, St. Francis Xavier University

MARY PENN, Tulane University. *Charter School Reforms and the Supply of Certified Teachers*. DOUGLAS HARRIS, Tulane University

12.02 - The ECE workforce: Who enters and who stays and why

Early childhood

Room: Room 2

Chair: Jessica Brown

JESSICA HORST, American University. *Who Enters the Early Childhood Education Workforce? Evidence from the National Longitudinal Survey of Youth*

TODD HALL, University of Virginia. ***Predictors of Within-Year Teacher Turnover in Child Care Settings: New Evidence from Virginia***. JUSTIN DOROMAL, University of Virginia, DAPHNA BASSOK, University of Virginia

JUSTIN DOROMAL, University of Virginia. ***Following the Leader: Supportive Leadership and Teacher Retention in Child Care Settings***. ANNA MARKOWITZ, University of California

12.03 - Teachers' Unions and Policymaking

K-12 school politics, governance, leadership, and organizations

Room: Room 3

Chair:: Tina Collins

JASON COOK, University of Utah. ***Rent-Seeking through Collective Bargaining: Teachers Unions and Education Production***. STEPHANE LAVERTU, The Ohio State University, CORBIN MILLER, U.S. Treasury

BRADLEY MARIANNO, University of Nevada - Las Vegas. ***Collective Bargaining Agreement Strength in Charter Schools and Traditional Public School Districts***. DAVID WOO, University of Utah, KATE KENNEDY, University of Southern California

MELISSA LYON, Brown University. ***Progressive Coalition Building: Long Term Effects of Labor Policies on Teachers, Schools, and Social Policymaking***

12.04 - Can We Learn More from New and Improved Methodologies?

Methodology, data, and other papers that do are not covered by another topic area

Room: Room 4

Chair:: John Engberg

AMANDA WEISSMAN, University of Michigan. ***Is machine learning a substitute for causal methods in education research?***. SUSAN DYNARSKI, University of Michigan

MAGDALENA BENNETT, The University of Texas at Austin. ***A Difference-in-Differences Approach using Mixed-Integer Programming Matching: An Application for the Effect of a***

Preferential School Voucher on Segregation

SOPHIE LITSCHWARTZ, Harvard Graduate School of Education. ***Characterizing Cross-Site Variation in Local Average Treatment Effects in Multisite RDD contexts with an Application to Massachusetts High School Exit Exam.*** LUKE MIRATRIX, Harvard Graduate School of Education

12.05 - Factors Affecting Student Persistence in Kindergarten through Postgraduate Education

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Mimi Engel

SETH GERSHENSON, American University. ***The impact of extracurricular activities on bar exam pass rates.*** CHRIS BIRDSALL, Boise State University

ZITSI MIRAKHUR, University of Kentucky. ***Examining the Importance of School Context for Persisting Students.*** KATHRYN HILL, The Research Alliance for New York City Schools, EDGAR RIVERA-CASH, The Research Alliance for New York City Schools

FULYA ERSOY, Loyola Marymount University. ***Effects of Perceived Productivity on Study Effort: Evidence from a Field Experiment***

12.06 - Navigating Special Education Funding

K-12 school finance

Room: Room 6

Chair:: Elizabeth Setren

ANDREW WADE, Victoria University (Australia). ***Estimating the number of students with disability in schools: A school-level prediction methodology.*** D STEEL, University of Wollongong

ELIZABETH DHUEY, University of Toronto. ***When Money Shouldn't Matter: The Effect of Education Spending on Special Education Identification.*** TAMMY KOLBE, University of

Vermont

TAMMY KOLBE, University of Vermont. ***Inequities in the Distribution of Federal Aid for State and Local Special Education Programs***. ELIZABETH DHUEY, University of Toronto

12.07 - Non-tuition costs of college and supports

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Katherine Michelmore

CHUKWUEMEKA (EMEKA) IKEGWUONU, St.Cloud State University. ***Do attitudes towards and knowledge of mandatory fees predict college student engagement in fee supported services?***. LYDIA ROSS, Arizona State University

NICK VOORHEES, University of Florida. ***SNAP on campus: A national study of prevalence and financial impact of the Supplemental Nutritional Assistance Program on campuses***. GARAM CHU, University of Florida

TATIANA MOCANU, University of Illinois at Urbana-Champaign. ***Beyond tuition: College cost accuracy and student outcomes***

12.09 - State Higher Education Spending Choices

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Robert Kelchen

DENISA GÁNDARA, Southern Methodist University. ***Reconsidering the “Balance Wheel” Analogy: Decisions on State Funding of Higher Education during the COVID-19 Pandemic***. MEREDITH BILLINGS, Sam Houston State University, PAUL RUBIN, University of Utah, LINDSEY HAMMOND, North Carolina State University

JACOB FOWLES, University of Kansas. ***No Man Is an Island: The Impact of Racial and Ethnic Amity on State Higher Education Spending***. JOHN FOSTER, Southern Illinois University Edwardsville

REGINALD HIGH, Campbell University. ***The Relationship Between State Merit- and Need-Based Aid and African American Enrollment in U.S. Higher Education Institutions.***
TAMARA YOUNG, North Carolina State University

12.10 - School Attendance & Inequity

Causes and consequences of inequity in education

Room: Room 10

Chair:: Erica Harbatkin

WALTER COOK, Wayne State University. ***The Causal Effect of Attendance on Achievement in Detroit: An Instrumental Variables Approach.*** SARAH LENHOFF, Wayne State University, BEN POGODZINSKI, Wayne State University, JEREMY SINGER, Wayne State University

JENNIFER ASH, Harvard Graduate School of Education. ***Every Day Counts Everywhere: Examining Attendance Trends Across Rural and Urban Settings.*** SIDRAH BALOCH, Insight Education Group, DEAN KAPLAN, Harvard Graduate School of Education, KATHERINE KIENINGER, Harvard Graduate School of Education, LISA SANBONMATSU, Harvard Graduate School of Education, KELLIE SOLOWSKI, Harvard Graduate School of Education

JAMES MAHOWALD, Wayne State University. ***The Empirical and Conceptual Relationship Between Suspensions and Chronic Absenteeism.*** SARAH LENHOFF, Wayne State University, JEREMY SINGER, Wayne State University

12.12 - K-12 Peer Effects: Part II

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Sean Corcoran

EUNHYE KWAK, Korea Labor Institute. ***Expanding Private Tutoring of Local Peers and Students' Study Time***

JIAN ZOU, UIUC - Economics Department. ***Understanding Spillover of Peer Parental Education: Randomization Evidence and Mechanisms.*** BOBBY CHUNG, UIUC - School of Labor and Employment Relations

JONATHAN PRESLER, Saint Louis University. ***Obesity Peer Effects in NYC Elementary Schools***

Concurrent Session XIII - Friday, March 19, 2021 - 3:00pm to 4:00pm

13.01 - The Effects of School Leaders

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Jason Grissom

BRENDAN BARTANEN, Texas A&M University. ***Examining the Properties of Connected Networks in Principal Value-Added Models***. ALIZA HUSAIN, University at Buffalo

DAVID LIEBOWITZ, University of Oregon. ***Are estimates of school principals' effects on student outcomes stable and unbiased?***. LORNA PORTER, University of Oregon

HEASUN CHOI, Rockefeller College of Public Affairs and Policy. ***Raising Expectations: Estimating the Effect of School Leadership on Teacher Bias***. STEPHEN HOLT, Rockefeller College of Public Affairs and Policy, LUCY SORENSEN, Rockefeller College of Public Affairs and Policy

13.02 - Measuring & Monitoring School Improvement

K-12 standards, accountability, assessment, and curriculum

Room: Room 2

Chair:: Doug Harris

ALEX BOWERS, Teachers College Columbia University. ***Using Hierarchical Linear Growth Modeling to Identify Longitudinally Outperforming School Districts in the United States, 2009-2013***. ELIZABETH MONROE, Teachers College

MATTHEW COURTNEY, Kentucky Department of Education. ***Monitoring School Improvement with Non-Academic Indicators***

MICHAEL CHRISTIAN, Education Analytics. ***Using Aggregated, Publicly Available Data to Estimate School Growth Given Student Mobility.*** ROBERT MEYER, Education Analytics

13.03 - Who has a choice or a voice in public school choice?

K-12 school choice

Room: Room 3

Chair:: Laura Hill

ANDREA BINGHAM, University of Colorado Colorado Springs. ***“Learning can’t occur in chaos:” A critical analysis of student representations in the discourse on No Excuses schools***

SARAH CORDES, Temple University. ***Who Participates in Public School Choice? Evidence from Pennsylvania.*** SOPHIA SEIFERT, Temple University

SARAH LACOUR, University of Kentucky. ***Who Has a Choice?: Barriers and access in a statewide school choice system***

13.04 - Campus openings during COVID

COVID

Room: Room 4

Chair:: Riley Acton

KRISTIN BARNETT, Virginia Polytechnic Institute and State University. ***Policy Diffusion and Mimetic Isomorphism in Postsecondary Education during COVID-19.***

MADISON DELL, Stanford University. ***College Decisionmakers Don’t Fear the Reaper: Using Structural Equation Modeling to Uncover the Influences of COVID-19, Local Sociopolitical Features, and Institutional Characteristics on In-Person Instruction in Fall 2020.*** DANIEL COLLIER, W.E. Upjohn Institute for Employment Research, SAMUEL SNIDEMAN, Ball State University, DAN FITZPATRICK, University of Michigan, ROBERT KELCHEN, Seton Hall University, CHRIS MARSICANO, Davidson College

MELISSA WHATLEY, North Carolina State University. ***For the Love of Money: Non-Resident***

Student Enrollment and Reopening Plans at US Higher Education Institutions Amid the COVID-19 Pandemic. SANTIAGO CASTIELLO-GUTIÉRREZ, University of Arizona

13.05 - Changes in Schooling Intensity: A Four Day School Week and Math Curriculum

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Tom Dee

PAUL THOMPSON, Oregon State University. ***Impacts of Four-Day School Weeks on Academic Achievement and Achievement Gaps***

SARAH PARSONS, University of Missouri. ***Who is affected by intensification of middle school mathematics curriculum?***

EMILY MORTON, Stanford University. ***Can Four Equal Five? Estimating the Effect of Four-Day School Weeks on High School Students' Achievement, Attendance, and Behavior***

13.06 - School Finance and School Staffing

K-12 school finance

Room: Room 6

Chair:: James Wyckoff

CHRISTOPHER CANDELARIA, Vanderbilt University. ***Assessing the Impact of Washington State's McCleary School Finance Reforms on the Distribution of Teacher Salaries.*** DAVID KNIGHT, University of Washington, MIN SUN, University of Washington, ZACH LECLAIR, University of Washington, SARAH KABOUREK, NORC at the University of Chicago, KATHERINE CHANG, University of Washington

TONI TEMPLETON, University of Houston. ***In Schools, Out of Classrooms: Exploratory Analysis of School Finance Related to the Expansion of Non-classroom Roles in Texas Public Schools.*** CHRISTOPHER BURNETT, University of Houston

VIRGINIA LOVISON, Harvard University. ***Strategic School Staffing: What personnel investments do teachers favor?*** CECILIA MO, UC- Berkeley

13.07 - Effects of High Schools on Postsecondary Outcomes

Post-secondary access, admissions, and success

Room: Room 7

Chair:: Meredith Billings

SARAH CORDES, Temple University. ***The Effects of Charter High Schools on Student Achievement, Attainment, and Post-Secondary Enrollment: Evidence from Pennsylvania***

JOSEPH FERRARE, University of Washington Bothell. ***The Mediating Effects of High School Course Taking and the Voucher Impacts on Educational Attainment***. BRIAN FITZPATRICK, University of Notre Dame, MARK BERENDS, University of Notre Dame, R. JOSEPH WADDINGTON, University of Kentucky, RON ZIMMER, University of Kentucky

JOSEPH WADDINGTON, University of Kentucky. ***Understanding the Impacts of High Schools on Student Achievement and College Outcomes across a Statewide System of K-12 Choice Policies***. RON ZIMMER, University of Kentucky, RUI JIN, University of Kentucky, JOSEPH FERRARE, University of Washington-Bothell, MARK BERENDS, University of Notre Dame

13.09 - Efficiency in higher education

Post-secondary finance, governance, and accountability

Room: Room 9

Chair:: Sue Dynarski

RICHARD KASMIN, Rutgers University. ***Using National Data to Estimate the Marginal Cost of Community College Completions***

TOMMASO AGASISTI, Politecnico di Milano School of Management Department of Management. ***Autonomy, performance and efficiency: an empirical analysis of Russian universities in 2014-2018***. EKATERINA SHIBANOVA, National Research University Higher School of Economics

TOMMASO AGASISTI, Politecnico di Milano School of Management. ***How do the characteristics of the environment influence universities' efficiency? Evidence from a***

conditional efficiency approach. ALEKSEI EGOROV, National Research University Higher School of Economics, PAVEL SEREBRENNIKOV, National Research University Higher School of Economics

13.10 - Discipline and Inequity in Education

Causes and consequences of inequity in education

Room: Room 10

Chair:: Chris Curran

FIONA HOLLANDS, Teachers College - Columbia University. **Restorative Practices: using local evidence on costs and student outcomes to inform cycle-based budget decisions.** STEPHEN LEACH, Jefferson County Public Schools, ROBERT SHAND, American University, LAURA HEAD, Teachers College, YIXIN WANG, Teachers College, DENA DOSSETT, Jefferson County Public Schools, FLORENCE CHANG, Jefferson County Public Schools KY

HA EUN (GRACE) KIM, University of California - Irvine. **Which Schools Disproportionately Refer and Arrest Non-White Students?.** GEORGE FARKAS, University of California

LUCY SORENSEN, University at Albany. **Thrown Off the Bus: “Bus Suspensions” and Equitable Access to Schooling.** LAURA BELLOWS, University of Virginia

13.12 - School Turnaround: Efficacy, Mediators, and Long-term Effects

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Adam Kho

JASON BURNS, Seton Hall University. **The Efficacy and Implementation of Michigan’s Partnership Model of School and District Turnaround: Mixed-Methods Evidence from the First Two Years of Reform Implementation.** KATHARINE STRUNK, Michigan State University, CHRIS TORRES, Michigan State University, ERICA HARBATKIN, Michigan State University, ALIYAH MCILWAIN, Michigan State University, SANDY WALDRON, Michigan State University

LAM PHAM, North Carolina State University. **Do the Effects Last? An Examination of the**

Long-Term Academic Effects of School Turnaround. SEAN CORCORAN, Vanderbilt University, GARY HENRY, University of Delaware, RON ZIMMER, University of Kentucky

ALIZA HUSAIN, University at Buffalo. **School Turnaround Lessons for Policy and Practice: A Systematic Review of Research and Evaluation.** COBY MEYERS, University of Virginia, CORRIE STONE-JOHNSON, University at Buffalo

Concurrent Session XIV - Friday, March 19, 2021 - 4:00pm to 5:00pm

14.01 - Teacher Satisfaction

Educator labor markets (e.g., compensation, pensions, mobility, supply and demand)

Room: Room 1

Chair:: Nate Schwartz

LAUREN SARTAIN, University of North Carolina at Chapel Hill. **Teacher Satisfaction with Teacher Evaluation: Factors that Explain the Variation.** WESLEY MORRIS, University of North Carolina at Chapel Hill

MATTHEW KRAFT, Brown University. **Sustaining a Sense of Success: The Importance of Teacher Working Conditions During the COVID-19 Pandemic.** NICOLE SIMON, CUNY, MELISSA LYON, Brown University

TOMMASO AGASISTI, Politecnico di Milano. **Teachers' practices and satisfaction with digital learning during the COVID-19 emergency – evidence from Italy.** ALICE BERTOLETTI, Politecnico di Milano, MARTA CANNISTRÀ, Politecnico di Milano, MARA SONCIN, Politecnico di Milano

14.02 - Topics in ECE: Philanthropy, literacy skill gaps, and math and EF growth

Early childhood

Room: Room 2

Chair:: Anna Shapiro

BITNARA PARK, American Institutes for Research. **Parallel Growth Analysis of Mathematics and Working Memory: An Analysis of National Longitudinal Study of Young Children.** AYSE COBANOGLU, University at Buffalo, YUAN ZHANG, American Institutes for Research,

XIAYING ZHENG, American Institutes for Research, MENGYI LI, American Institutes for Research

EMILY PENNER, University of California. ***Gaps in early elementary literacy skills: Seasonal comparisons using statewide data from North Carolina.*** SHELBY MCNEILL, Vanderbilt University, GARY HENRY, University of Delaware, ERICA HARBATKIN, Michigan State University, JADE JENKINS, University of California

KATHRYN CHAPMAN, University of Kentucky. ***The Importance of Financial Networks, Partnerships, and Pooled Funds in Early Childhood Philanthropy***

14.03 - Teachers of Students with Disabilities

Educator preparation, professional development, performance, and evaluation

Room: Room 3

Chair:: Sivan Tuchman

RODDY THEOBALD, American Institutes for Research. ***Teacher Preparation, District Practice, and Special Education Teacher Effectiveness.*** DAN GOLDHABER, American Institutes for Research, KRISTIAN HOLDEN, American Institutes for Research, MARCY STEIN, University of Washington Tacoma

W JESSE WOOD, Michigan State University. ***Are Effective Teachers for Students with Disabilities Effective for All?*** IJUN LAI, Mathematica, SCOTT IMBERMAN, Michigan State University, NATHAN JONES, Boston University, KATHARINE STRUNK, Michigan State University

ARZANA MYDERRIZI, Rockefeller College of Public Affairs and Policy. ***Teacher Qualifications and Student Achievement in Special Education.*** LUCY SORENSEN, Rockefeller College of Public Affairs and Policy, STEPHEN HOLT, Rockefeller College of Public Affairs and Policy

14.05 - Topics related to class size and configuration

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 5

Chair:: Eric Hanushek

SARAH FULLER, University of North Carolina at Chapel Hill. ***Where the Children are: School Enrollment Changes during the COVID-19 Pandemic.*** KEVIN BASTIAN, University of North Carolina at Chapel Hill

MARKUS GEHRSTZ, University of Strathclyde. ***Multi-grade Classes and Pupil Attainment.*** DANIEL BORBELY, University of Dundee, STUART MCINTYRE, University of Strathclyde, GENNARO ROSSI, University of Strathclyde, GRAEME ROY, University of Strathclyde

QI ZHENG, University of Wisconsin-Madison. ***Class Size, Classroom Process, and Science Learning: an Investigation on Class Size Effects and Mechanisms.*** PO YANG, Peking University

14.06 - Intersection of School Finance & Charter Schools

K-12 school finance

Room: Room 6

Chair: Sarah Pingel

KYLE ABBOTT, University of North Carolina - Chapel Hill. ***Out of Bounds: The Implications of Non-Resident Charter Attendees for North Carolina Educational Policy and Finance.*** DOUGLAS LAUEN, University of North Carolina - Chapel Hill, ERIC HOUCK, University of North Carolina - Chapel Hill

PAUL BRUNO, University of Illinois at Urbana-Champaign. ***How Do Weighted Funding Formulas Affect Charter School Enrollments?***

AMELIA MILNE, Barnard College. ***But that's in the states with the bad charter school policies.*** RANDALL REBACK, Barnard College

14.07 - The Transition to College

Post-secondary access, admissions, and success

Room: Room 7

Chair: Christine Mokher

CELESTE CARRUTHERS, University of Tennessee. ***“Free College” Promises, High School Achievement, and College Enrollment.*** JONATHON ATTRIDGE, Tennessee Office of Evidence and Impact

FATIH UNLU, RAND Corporation. ***How Long is Long Enough? The Relationship Between the Length of Exposure to and the Impact of Early Colleges.*** JULIE EDMUNDS, SERVE Center at University of North Carolina at Greensboro, ELIZABETH GLENNIE, RTI International, BRIAN PHILLIPS, RAND Corporation

ZEYU XU, American Institutes for Research. ***The Impact of Transition Intervention in High School on Pathway Through College.*** BEN BACKES, American Institutes for Research

14.09 - Gaps in Postsecondary Outcomes

Post-secondary general papers

Room: Room 9

Chair: Dominique Baker

FEDERICK NGO, University of Nevada Los Vegas. ***Is AB705 Closing the College Racial Equity Gap? Early Evidence from the Los Angeles Community College District.*** ELISE SWANSON, University of Southern California, TATIANA MELGUIZO, University of Southern California, CHERYL CHING, University of Massachusetts Boston, DEBORAH HARRINGTON, Los Angeles Community College District, JESSICA CRISTO, Los Angeles Community College District, RYAN CORNNER, Los Angeles Community College District

MICHAL KURLAENDER, University of California. ***Understanding Disparities in Four-Year College Enrollment in California.*** SARAH REBER, University of California, IWUNZE UGO, University of California

VERONICA MINAYA, Teachers College at Columbia University. ***Equitable Higher Education: Closing the White-Black Opportunity Gap in Dual Enrollment.*** SOUMYA MISHRA, Teachers College at Columbia University

14.10 - Family & Educational Outcomes

Causes and consequences of inequity in education

Room: Room 10

Chair:: Richard Welsh

CHARLENE KALENKOSKI, Texas Tech University. ***Parental Disability and Teenagers' Time Allocation***. SABRINA PABILONIA, U.S. Bureau of Labor Statistics

PAUL PETERSON, Harvard University. ***Differential impacts of of the post 1990 surge in imports from China on educational outcomes among localities in the United States.*** M. DANISH SHAKEEL, Harvard University

TOMMASO AGASISTI, Politecnico di Milano (Milan). ***Aspiration failure, socio-economic background and future outcomes of young people***. KONSTANTINA MARAGKOU, Economic and Social Research Institute (Dublin)

14.12 - Remediation, Retention, & Promotion Policies

K-12 interventions and short-term outcomes (academic and non-academic)

Room: Room 12

Chair:: Julien Lafortune

MADHURI AGARWAL, NOVA SBE. ***Retain or not to retain: Automatic promotion and student outcomes***

HEIDI ERICKSON, Kennesaw State University. ***Understanding the Growth in Remedial Education Programs in Georgia, 2010-2020***. BENJAMIN SCAFIDI, Kennesaw State University

UMUT OZEK, American Institutes for Research. ***The Effects of Middle School Remediation on Postsecondary Success: Regression Discontinuity Evidence from Florida***