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CONTACT INFORMATION	Department of Leadership, Policy, and Organizations Peabody College, Vanderbilt University PMB 414 230 Appleton Place Nashville, TN 37203-5721	Office: (615) 322-0722 E-mail: <a href="mailto:chris.candelaria@vanderbilt.edu">chris.candelaria@vanderbilt.edu</a> Website: <a href="http://chriscandelaria.com">chriscandelaria.com</a> X/Twitter: @chriscandel Bluesky: @chriscandelaria.com
ACADEMIC APPOINTMENT	Assistant Professor of Public Policy and Education Peabody College of Education and Human Development Vanderbilt University, 2016–Present. - Master of Public Policy (MPP) Program Director, August 2024–Present	
RESEARCH AND OTHER AFFILIATIONS	EdFund - Advisory Board Member, March 2024–Present University of California, Irvine, Center for Administrative Data Analysis - Research Affiliate, 2018–Present U.S. Census Bureau Special Sworn Status - Active Researcher Status, 2018–Present	
SPECIALIZATION AREAS	Education Finance Policy, Teacher Labor Markets, Causal Methods in Quantitative Research, Federal and State Accountability Policies, Economics of Education	
EDUCATION	Stanford University, Stanford, CA - Ph.D., Economics of Education and Education Policy, June 2016 Certificate in Quantitative Research Methods - M.A., Economics, June 2014 Coursework: Graduate Econometrics, Microeconomics, Labor Economics, and Public Finance - B.A., Economics, June 2006 Minor in Mathematics	
GRANTS	2022–24 Seeding Success Grant, Office of the Vice Provost for Research at Vanderbilt University. [Awarded \$20,006] 2021–24 Co-PI, National Science Foundation: “Developing the STEM Workforce: Career Pathways of Math and Science Teachers in Texas and Washington” (PI: David Knight, University of Washington; Co-PIs Min Sun and Ana Elfers, University of Washington, and David DeMatthews, University of Texas at Austin). [Subcontract of \$199,970 on \$1.5 million total award] 2021 Co-PI, Gates Foundation & Tennessee Education Research Alliance: “Understanding and Addressing Teacher Shortages in Tennessee” (PI: Matt Kraft, Brown University). [Awarded \$8,382] 2021–22 Co-PI, William T. Grant Foundation, Major Research Grant: Reducing Inequality. “Reducing Inequality through School Finance Reform: Understanding the Mechanisms and Outcomes” (PI: Min Sun, University of Washington; Co-PIs David Knight and Marge Plecki, University of Washington). [Subcontract of \$42,920 on \$249,475 total award]	

- 2021 Principal Investigator, William T. Grant Foundation, Officers' Research Grant: Reducing Inequality. "Rethinking School Budgets: Principals' Resource Allocation Decisions and the Promise of Equity." [\$44,471]
- 2018–23 Consortium PI and Co-Investigator, National Institutes of Health (NICHD R01). "Education and Transition to Adulthood" (PI: Andrew Penner, University of California, Irvine). [Subcontract of \$107,004 on \$3.22 million total award]
- 2017–18 Principal Investigator, Tennessee Education Research Alliance Small Grant (sponsored by Peabody College). "Longer-term teacher effects on student achievement." [Awarded \$13,060]
- 2023 Outstanding Reviewer Award for *Educational Evaluation and Policy Analysis*. Presented by American Educational Research Association.
- 2022 Outstanding Reviewer Award for *Educational Researcher*. Presented by American Educational Research Association.
- 2021 Outstanding Reviewer Award for *Educational Researcher*. Presented by American Educational Research Association.
- 2020–21 Vanderbilt Strong Funding. Awarded \$3,446 to support research and teaching during the COVID-19 Pandemic.
- 2019 Outstanding Reviewer Award for *Educational Researcher*. Presented by American Educational Research Association.
- 2018–19 Provost Research Studio. Awarded \$4,000 to host scholars from other institutions at Vanderbilt for a discussion of school finance research.
- 2017–18 Vanderbilt Junior Faculty Teaching Fellow. Awarded \$2,000 in research funds.
- 2016–17 Emerging Education Policy Scholar Program (Cohort 6): AEI and Fordham Institute.

FELLOWSHIPS  
AND AWARDS

JOURNAL  
PUBLICATIONS

*Key and notes:* ► indicates a current or former student coauthor with whom the majority of collaboration took place while they were a student. Journal impact factors from Journal Citation Reports.

10. ►McNeill, S. M., & Candelaria, C. A. (In Press). "Paying for School Finance Reforms: Assessing How States Fund Increases in Elementary-Secondary Education Spending." Available as an EdWorkingPaper: 24-892. <https://edworkingpapers.com/ai24-892>. Forthcoming at *American Educational Research Journal*. (Impact factor: 3.6)
9. Edwards, D. S., Kraft, M. A., ►Christian, A., & Candelaria, C. A. (2024). "Teacher Shortages: A Framework for Understanding and Predicting Vacancies." In Press at *Educational Evaluation and Policy Analysis*. DOI: [10.3102/01623737241235224](https://doi.org/10.3102/01623737241235224). (Impact factor: 3.4)
8. Sun, M., Candelaria, C. A., Knight, D., ►LeClair, Z., Kabourek, S. E. & ►Chang, K. T-C. (2024) "The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover." *Educational Evaluation and Policy Analysis*. DOI: [10.3102/01623737231213880](https://doi.org/10.3102/01623737231213880). (Impact factor: 3.4)
7. Shores, K. A., Candelaria, C. A., & ►Kabourek, S. (2023) "Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014." *Education Finance and Policy*, 18(3): 395-422. DOI:[10.1162/edfp\\_a\\_00360](https://doi.org/10.1162/edfp_a_00360). (Impact factor: 2.1)

6. Knight, D. S., Hassairi, N., Candelaria, C. A., Sun, M., & Plecki, M. L. (2022). “Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policymakers.” *Education Finance and Policy*. DOI: [10.1162/edfp\\_a\\_00356](https://doi.org/10.1162/edfp_a_00356) (Impact factor: 2.1)
5. Shores, K. A. & Candelaria, C. A. (2020). “Get Real! Inflation Adjustments of Educational Finance Data.” *Educational Researcher*, 49(1). DOI: [10.3102/0013189X19890338](https://doi.org/10.3102/0013189X19890338). (Impact factor: 8.2)
4. Candelaria, C. A. & Shores, K. A. (2019). “Court-Ordered Finance Reforms in the Adequacy Era: Heterogeneous Causal Effects and Sensitivity.” *Education Finance and Policy*, 14(1). DOI: [10.1162/EDFP\\_a\\_00236](https://doi.org/10.1162/EDFP_a_00236). (Impact factor: 2.1)
3. Caballero, J., Candelaria, C. A., & Hale, G. B. (2018) “Bank Linkages and International Trade.” *Journal of International Economics*, 115: 30–47. DOI: [10.1016/j.jinteco.2018.08.006](https://doi.org/10.1016/j.jinteco.2018.08.006). (Impact factor: 3.3)
2. Whitney, C. R. & Candelaria, C. A. (2017). “The Effects of No Child Left Behind on Children’s Socioemotional Outcomes.” *AERA Open*, 3(3): 1–21. DOI: [10.1177/2332858417726324](https://doi.org/10.1177/2332858417726324). (Impact factor: 2.8)
1. Candelaria, C. A., Daly, M. C., & Hale, G. B. (2015). “Persistence of Regional Wage Differences in China.” *Pacific Economic Review*, 20(3): 365–387. DOI: [10.1111/1468-0106.12113](https://doi.org/10.1111/1468-0106.12113). (Impact factor: 1.5)

MANUSCRIPTS  
UNDER REVIEW

*Key:* ► indicates a current or former student coauthor with whom the majority of collaboration took place while they were a student.

5. Candelaria, C. A., Fazlul, I., Koedel, C., & Shores, K. A. “Weighting for Progressivity? An Analysis of Implicit Tradeoffs Associated with Weighted Student Funding in Tennessee.” Available as an EdWorkingPaper: 23-871. DOI: [10.26300/k6n0-nv14](https://doi.org/10.26300/k6n0-nv14). Revise and resubmit at *Economics of Education Review*.
4. Candelaria, C. A., ►Crutchfield, A., & ►McGill, D. G. “The Impact of Additional Funding on Student Outcomes: Evidence from an Urban District using Weighted Student Funding and Site-Based Budgeting.” Available as an EdWorkingPaper: 24-1006. DOI: [10.26300/kbq5-0b25](https://doi.org/10.26300/kbq5-0b25). Under review at *Educational Evaluation and Policy Analysis*.
3. Candelaria, C. A., ►Nienstedt, L., ►Ainsworth, A., Penner, E. K., & Liu, Y. “Should They Pay, or Should I go? Differential Responses to Base Salary Increases.” Available as an EdWorkingPaper: 24-1003. DOI: [10.26300/jwy5-c233](https://doi.org/10.26300/jwy5-c233). Under review at *Economics of Education Review*.
2. Knight, D. S., Candelaria, C. A., Sun, M., Almasi, P., Shin, J., & DeMatthews, D. “Principal Retention and Turnover During the COVID-19 Era: Do Students Have Equitable Access to Stable School Leadership?” Available via the University of Washington ResearchWorks Archive: <http://hdl.handle.net/1773/51017>. Under review at *Educational Evaluation and Policy Analysis*.
1. Candelaria, C. A., ►Shimozaki, K. K., ►Crutchfield, A. N., ►Chen, J. C., & ►Angileri, S. J. “Principal Spending in COVID-19: Examining Resource Allocation Priorities.” Under review.

MANUSCRIPTS  
IN PROGRESS

*Key:* ► indicates a current or former student coauthor with whom the majority of collaboration took place while they were a student.

3. Candelaria, C. A., Sun, M., Knight, D., Kabourek, S., Almasi, P., & ►Liu, A. “School Finance Reform Implementation and Impacts on Resource Allocation and Student Outcomes: A Case Study of Funding Formula Changes in Washington State.”
2. Knight, D., Candelaria, C. A., Sun, M., Almasi, P., Kabourek, S., & ►Liu, A. “More for the Wealthy? Unintended Consequences of Court-Mandated School Finance Reforms.”

1. Candelaria, C. A., ►McNeil S. M., Shores, K. A., & ►Snipes, J. K. “What is a School Finance Reform? Uncovering the ubiquity and diversity of school finance reforms.”

OTHER  
PUBLICATIONS

6. Candelaria, C. A., McNeill, S. M., & Shores, K. A. (2022). “What drives increases in state funding for education?” Brookings Institution. <https://www.brookings.edu/articles/what-drives-increases-1>
5. Loeb, S. & Candelaria, C. A. (2012). “How stable are value-added estimates across years, subjects, and student groups?” *The Carnegie Knowledge Network*. Website: <http://www.carnegieknowledge.org/briefs/value-added/value-added-stability/>
4. Candelaria, C. A., Lopez, J. A., & Spiegel, M. M. (2011). “Bond Currency Denomination and the Yen Carry Trade.” In Yin-Wong Cheung and Guonan Ma (Eds.), *Asia and the China in the Global Economy*, Singapore: World Scientific, Chapter 9, pp. 245-282. DOI: [10.1142/9789814335270\\_0009](https://doi.org/10.1142/9789814335270_0009).
3. Caballero, J., Candelaria, C. A., & Hale, G. B. (2009). “Bank Relationships and the Depth of the Current Economic Crisis.” *FRBSF Economic Letter* 2009-38.
2. Candelaria, C. A., Daly, M. C. & Hale, G. B. (2009). “Interprovincial Inequality in China.” *FRBSF Economic Letter* 2009-13.
1. Candelaria, C. A. & Hale, G. B. (2008). “Did Large Recalls of Chinese Consumer Goods Lower U.S. Imports from China?” *FRBSF Economic Letter*: 2008-17.

SOFTWARE  
& PROGRAMS

1. Candelaria, C. A., & Shores (2019). “CPIGET: Stata module to construct an annual CPI series based on a user-specified fiscal-year time span.” Statistical Software Components S458682, Boston College Department of Economics. Note: This module should be installed from within Stata by typing “ssc install cpiget”. The module is made available under terms of the GPL v3 (<https://www.gnu.org/licenses/gpl-3.0.txt>).

INVITED  
PRESENTATIONS  
& WORKSHOPS

- 2024 ▷ Presentation of my school finance research agenda to the school finance caucus of the Education Writers Association. The caucus consists of 15 journalists from across the country, and the members wanted to deepen their knowledge about what happens after school finance reforms. Presentation date: May 21, 2024.
- 2023 ▷ Presentation of School Finance Research in Washington State at New York University, Steinhardt School of Culture, Education, and Human Development on November 27, 2023. Institute of Education Sciences Predoctoral Interdisciplinary Research Training Program (IES-PIRT) Seminar Series.
- 2022 ▷ “The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover.” Presented at University of Pennsylvania, Graduate School of Education on November 30, 2022. Joint work with Min Sun, David Knight, Zach LeClair, Sarah Kabourek, and Katherine Chang.
  - ▷ Presentation to the North Carolina State Board of Education on April 7, 2022. Board session title: “Planning to Achieve Greatness—Practices of Promise: Exploring Resource Allocation.”
  - ▷ “The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover.” Presented at Brown University: Annenberg Seminars on Educational Policy on March 9, 2022. Link to event details: <https://tinyurl.com/candelaria-annenberg-20220309>. Joint work with Min Sun, David Knight, Zach LeClair, Sarah Kabourek, and Katherine Chang.

- 2021 ▷ Partnering in Education Research (PIER) Public Seminar Series, Center for Education Policy Research at Harvard University. Presentation on school finance research. Link to recorded presentation: <https://youtu.be/0M3vpx2fJvQ>.
- 2020 ▷ Teacher Value-Added Modeling Workshop. Two-day online workshop given at College of Education, University of California, Irvine.
- 2017 ▷ “School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990–2014.” Joint work with Sarah Kabourek and Kenneth A. Shores. Presented at Michigan State University.

CONFERENCE  
PRESENTATIONS

- 2024 ▷ “Principal Spending in Covid: Examining Resource Allocation Priorities.” Joint work with Kenton Shimozaki, Jingyi Chen, and Samuel Angileri. Paper presented at AEFPP annual conference.
  - ▷ “Should They Pay, or Should I Go? Differential Responses to Base Salary Increases.” Joint work with Liliane Nienstedt, Aaron Ainsworth, Emily Penner, and Yujia Liu. Paper presented at AEFPP annual conference.
  - ▷ “Private practice contract teachers: Labor markets and a changing teaching profession.” Joint work with Angela Cox and Ellen Goldring. Poster presented at AEFPP annual conference.
- 2023 ▷ “School Finance Reform Implementation and Impacts on Resource Allocation: A Case Study of Funding Formula Changes in Washington State.” Joint work with Min Sun, David S. Knight, Alex Liu, Sarah Kabourek, and Pooya Almasi. Paper presented at APPAM annual conference.
  - ▷ “E. S. S. E. R. 2.0 Allocation Priorities: A School-Level, Intra-District Perspective.” Joint work with Kenton K. Shimozaki. Paper presented at APPAM annual conference.
  - ▷ “Principal resource allocation decision-making under school-based budgeting.” Joint work with Dillon McGill, Kevin Brown, and Angelique Crutchfield. Paper presented at AEFPP annual conference.
  - ▷ “Homeowners’ Preferences for Equity-Driven School Funding Reform: Evidence from Washington State.” Joint work with Anna Moyer. Paper presented at AEFPP annual conference.
  - ▷ “More for the Wealthy? Unintended Consequences of Court-Mandated School Finance Reforms.” Joint work with David S. Knight, Min Sun, Pooya Almasi, Sarah Kabourek, and Alex Liu. Paper presented at AEFPP annual conference.
  - ▷ “Practical Measurement of School Spending Progressivity: Using Census Poverty Estimates with School District Fiscal Data.” Joint work with Kenton K. Shimozaki and Kenneth A. Shores. Poster presented at AEFPP annual conference.
  - ▷ “School Finance Reform Implementation and Impacts on Resource Allocation: A Case Study of Funding Formula Changes in Washington State.” Joint work with Min Sun, David S. Knight, Alex Liu, Sarah Kabourek, and Pooya Almasi. Paper presented at AEFPP annual conference.

- 2022 ▷ “What Is a School Finance Reform? Uncovering the Ubiquity and Diversity of State Involvement in Elementary-Secondary Education Funding.” Joint work with Shelby M. McNeill and Kenneth Shores. Paper presented at APPAM annual conference.
- ▷ “Teacher Shortages: A Unifying Framework for Understanding and Predicting Vacancies.” Joint work with Danielle S. Edwards, Matthew A. Kraft, and Alvin Christian. Paper presented at APPAM annual conference.
- 2021 ▷ “Rethinking School Budgets: Principals’ Resource Allocation Decisions and the Promise of Equity.” Joint work with Angelique Crutchfield and Matthew G. Springer. Paper presented at AEFP annual conference.
- ▷ “Assessing the Impact of Washington State’s McCleary School Finance Reforms on the Distribution of Teacher Salaries.” Joint work with Min Sun, David S. Knight, Zach Leclair, Sarah Kabourek, and Katherine Chang. Paper presented at AEFP annual conference.
- ▷ “Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policymakers.” Joint work with David S. Knight, Nail Hassairi, Min Sun, and Margaret L. Plecki. Paper presented at AEFP annual conference.
- 2020 ▷ “Long-Term Progressivity in Educational Spending: Description and Causes of Variation among States.” Joint work with Kenneth A. Shores, Elinor Williams, and Shelby McNeill. Paper presented at AEFP annual conference.
- ▷ “Student-Based Budgeting: A Case Study in Metro Nashville Public Schools.” Joint work with Angelique Crutchfield and Matthew G. Springer. Poster presented at AEFP annual conference.
- 2019 ▷ “Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014.” Joint work with Kenneth Shores and Sarah Kabourek. Paper presented at SREE annual conference.
- ▷ “Medium-term Teacher Effects on Student Achievement.” Joint work with Brendan Bartanen. Paper presented at AEFP annual conference and APPAM annual conference.
- 2018 ▷ “School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990–2014.” Joint work with Sarah Kabourek and Kenneth A. Shores. Paper presented at AEFP annual conference.
- 2017 ▷ “Waivers, Accountability, and School Reform: Evidence from Georgia.” Joint work with Michael L. Crouch and Thomas S. Dee. Paper presented at AEFP annual conference.
- 2016 ▷ “The Sensitivity of Causal Estimates from Court-Ordered Finance Reform on Spending and Graduation Rates.” Joint work with Kenneth A. Shores. Paper presented at the AEFP annual conference.
- 2015 ▷ “Rethinking Teacher Effects on Student Achievement.” Paper presented at the AEFP annual conference.
- 2014 ▷ “The Persistence of Value-Added for Teachers of Special Education Students.” Presented research results at the *Unpacking Value-Added Measures of Teacher Performance: Implications for Disadvantaged Students and the Parents and Teachers Who Support Them* symposium at the AERA annual conference.

- ▷ “Whole-School Reforms under NCLB Waivers: Evidence from Indiana and Oklahoma.” Joint work with Thomas S. Dee, Steven W. Hemelt, and Brian A. Jacob. Paper presented at the AEFP annual conference.
- ▷ “Court-Ordered Finance Reform During the Adequacy Era: Achievement Effects.” Joint work with Kenneth A. Shores. Paper presented at the AEFP annual conference.
- 2013 ▷ “Who Matters for Student Achievement: Examining the Impact of NCLB on School Staff.” Poster presented at the AERA annual conference.
- ▷ “Who Matters for Student Achievement: Examining the Impact of NCLB on School Staff.” Paper presented at the AEFP annual conference.

TEACHING  
EXPERIENCE

*LPO 7860: Research Design and Data Analysis I.* Peabody College, Vanderbilt University (Fall 2024). This course is the first in a two course sequence designed as an introduction to and application of applied statistics in public policy. The course will provide students with a basic understanding of statistical concepts, including common statistical techniques and applications and proper interpretation and analysis. This foundation not only provides the basis for the second course, but it also equips students to conduct the types of public policy and data analyses that are typical in education and public policy jobs.

*ELP 8210: Resource Allocation and Deployment.* Peabody College, Vanderbilt University (Summer 2018, 2019, 2020, 2021, 2022, 2024). This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. “Resource,” in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation.

*LPO 8851: Regression Analysis I.* Peabody College, Vanderbilt University (Spring 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024). The goal of this Ph.D.-level course is to develop an understanding of regression analysis. Topics covered include the simple linear regression model, interval estimation and hypothesis tests on regression parameters, prediction, multiple regression, omitted variable bias, multicollinearity, joint tests of significance, regression with indicator variables, and estimation of limited dependent variable models. Students also gain experience using the software program Stata as a means to estimate regressions.

*HODE 3225: Introduction to Public Finance of Education.* Peabody College, Vanderbilt University (Spring 2017, 2018, 2019, 2020, 2021, 2024). This undergraduate-level course provides a foundation of knowledge for the economics of the public sector. Then the course examines economic models to explain real world government policymaking with a specific focus on education policy.

*EDP-6140: Economics of Education/Education Policy.* Peabody College, Vanderbilt University (Fall 2016, 2017, 2018, 2020). This M.P.P.-level course focuses on problems of the American educational system. The goals of the course are to study what economists have said about the problems of American education and to understand (and use) economic tools of analysis.

*EDUC 255C: Applied Quasi-Experimental Research in Education.* Teaching Assistant for Dr. Sean F. Reardon. Stanford University 2014. Fielded student inquiries, held office hours, prepared and lead weekly discussion sections, taught advanced Stata techniques, and graded problem sets.

*Stanford Graduate School of Education Math Camp.* Co-Founder, Coordinator and Instructor. Stanford University 2012, 2013, 2014, and 2015. Taught a review of pre-calculus, calculus, probability theory, statistics, regression, matrix algebra, and Stata to incoming graduate students at the Stanford Graduate School of Education. Developed lecture review notes and problem sets.

#### ADVISING

##### *Current Doctoral Advisees*

- Kenton Shimosaki (Primary Adviser)
- Emily Hatch (Primary Adviser)

##### *Dissertation Committees*

- Tucker Smith, Economics Department (Dissertation Committee, Defended March 19, 2024)
- Angelique Crutchfield (Primary Adviser and Dissertation Committee Chair, Defended November 2023)
- Michael Crouch (Primary Adviser and Dissertation Committee Chair, Defended September 2023)
- Shelby McNeill (Primary Adviser and Dissertation Committee Chair, Defended March 2022)
- Sara E. Kabourek (Dissertation Committee, Defended July 11, 2019)
- Sy Doan (Dissertation Committee, Defended July 8, 2019)
- Brendan Bartanen (Dissertation Committee, Defended May 20, 2019)
- Adam Kho (Dissertation Committee, Defended June 28, 2018)
- Tuan D. Nguyen (Dissertation Committee Co-Chair, Defended April 2, 2018)

#### PROFESSIONAL EXPERIENCE

##### **Center for Education Policy Analysis, Stanford, CA**

###### *Project Manager*

August 2015–July 2016

Manage the design and implementation of a large-scale randomized text-messaging experiment. Collaborate with partner organizations and co-principal investigators Susanna Loeb and Benjamin N. York.

###### *Graduate Student Researcher*

September 2010–June 2016

Produce academic research, participate in student seminars, and collaborate on projects with faculty members and other graduate students.

##### **San Francisco Federal Reserve Bank, San Francisco, CA**

###### *Economic Research Associate*

June 2006–June 2010

Managed multiple research and policy based projects for three economists; assisted with econometric analyses and data management. Participated directly in economic research by coauthoring economic letters and papers with economists. Prepared briefing materials and assisted with special topics for the Federal Open Market Committee meetings. Fact checked speeches for Dr. Janet Yellen, former President and CEO of the Federal Reserve Bank of San Francisco.

#### SERVICE

##### *Editorial Board*

Educational Researcher: 2018–19 to Present

##### *Professional Organizations*

- AEFPP Program Committee: School Finance Section Chair, 2022 Spring Conference
- APPAM Program Committee: Education Policy Section Chair, 2022 Fall Conference



*Reviewer*

AERA Open; American Educational Research Journal; Economics of Education Review; Education Finance and Policy; Educational Assessment Evaluation and Accountability; Educational Evaluation and Policy Analysis; Educational Researcher; Journal of Labor Economics; Journal of Policy Analysis and Management; National Tax Journal; Review of Economics and Statistics; Sociology of Education

*Departmental Service*

- MPP Program Director: 2024–25 to Present
- Faculty Search Committee Member for Education Leadership: 2021–22
- Leadership, Policy, and Organizations Colloquium Co-Organizer: 2017–18, 2019–20, 2020–21
- Ph.D.-level admissions committee: 2017–18, 2019–20
- MPP admissions committee: 2019–20, 2020–21, 2021–22
- ELP admissions committee: 2020–21, 2021–22, 2022–23, 2023–24

*College and University Service*

- Advanced Computing Center for Research and Education (ACCRE): Faculty Advisory Board Member: 2020–21 to Present

PROFESSIONAL  
MEMBERSHIPS

American Economic Association (AEA)  
American Education Research Association (AERA)  
Association for Education Finance and Policy (AEFP)  
Association for Public Policy Analysis and Management (APPAM)  
Society for Research in Educational Effectiveness (SREE)