

# Erica Harbatkin

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## Education

- Ph.D.** 2020 **Vanderbilt University**, Nashville, TN  
Policy and Leadership Studies, K-12 education;  
Graduate Minor in Quantitative Methods  
*Dissertation:* Low-Performing Schools and School Reform: Three Essays on School Turnaround, the Mechanisms of Low Performance, and Leadership for Reform  
*Committee:* Gary T. Henry (chair), Shaun Dougherty, Jason Grissom, John Papay, Kristopher Preacher
- M.P.P.** 2012 **George Washington University**, Washington, DC  
Public Policy  
*Concentration:* Education policy
- B.S.** 2004 **Emerson College**, Boston, MA  
*Major:* Print and Multimedia Journalism

## Academic Appointments

- 2020–present **Postdoctoral Research Associate**  
**Education Policy Innovation Collaborative, Michigan State University**,  
East Lansing, MI

## Research Interests

Educational policy, school turnaround and reform, educational inequality, accountability policy, school leadership, quantitative methods.

## Peer-Reviewed Publications

- Harbatkin, E.** (2021). Does Student-Teacher Race Match Affect Course Grades? *Economics of Education Review*. 81, 102081. <https://doi.org/10.1016/j.econedurev.2021.102081>
- Henry, G.T. & **Harbatkin, E.** (2020) The Next Generation of State Reforms to Improve their Lowest Performing Schools: An Evaluation of North Carolina’s School Transformation Intervention. *Journal of Research on Educational Effectiveness*, 13(4), 702-730. <https://doi.org/10.1080/19345747.2020.1814464>.
- Bleiberg, J. & **Harbatkin, E.** (2020). Teacher Evaluation Reform: A Convergence of Federal and Local Forces. *Educational Policy*, 34(6), 918–952. <https://doi.org/10.1177/0895904818802105>.  
*[equal authorship, author names in alphabetical order]*

## Manuscripts under Review

Goldhaber, D., Imberman, S., Strunk, K.O., Hopkins, B., Brown, N., **Harbatkin, E.**, & Kilbride, T. To What Extent Does In-Person Schooling Contribute to the Spread of COVID-19? Working paper available at <https://epicedpolicy.org/does-in-person-schooling-contribute-to-the-spread-of-covid-19/>

## Manuscripts in Preparation

Henry, G.T., McNeill, S., & **Harbatkin, E.** Reforming the Lowest Performing Schools: Are There Unintended Effects on Younger Children in Untested Grades?

**Harbatkin, E.** Student Achievement Growth and the Stability of the Low-Performing Schools List: How States Can Target the Lowest Performing Schools.

**Harbatkin, E.** & Henry, G.T. Why Do Schools Fail? An Examination of School-Level Factors Associated with Low Performance.

Henry, G.T. & **Harbatkin, E.** Turnover at the Top: Estimating the Effects of Principal Turnover on Student, Teacher, and School Outcomes. Working paper available at <http://edworkingpapers.com/ai19-95>

**Harbatkin, E.** An Early Warning System for Low-Performing Schools.

Burns, J.A., Strunk, K.O., Torres, C., **Harbatkin, E.**, McIlwain, A., Waldron, S.F. 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.

Gerry, A., Lincove, J., & **Harbatkin, E.** The Dynamic Supply of School Options in Choice-Based Systems.

## Book Chapters

**Harbatkin, E.** (accepted). "Staffing for School Turnaround in Rural Settings" in Meyers & Darwin (eds.) Rural School Turnaround and Reform. Charlotte, NC: Information Age Publishing.

**Harbatkin, E.**, Henry, G.T., & Pham, L. (under contract). "Planning a Quantitative Analysis" in Bickman & Rog (eds.) The Evaluation Handbook: An Evaluator's Companion. New York: Guilford Publications, Inc.

Pham, L., Henry, G.T., & **Harbatkin, E.** (under contract). "Conducting a Quantitative Analysis" in Bickman & Rog (eds.) The Evaluation Handbook: An Evaluator's Companion. New York: Guilford Publications, Inc.

## Policy Briefs

**Harbatkin, E.** & Henry, G.T. (2019). Impact of the North Carolina Transformation (NCT) Initiative to Reform Low-Performing Schools. Nashville, TN: North Carolina Transformation Initiative. Available at <https://stateboard.ncpublicschools.gov/resources/other-reports/impact-nct.pdf>

**Harbatkin, E.** & Henry, G.T. (2019). Barriers to Improvement in North Carolina's Lowest Performing Schools. Nashville, TN: North Carolina Transformation Initiative. Available at <https://stateboard.ncpublicschools.gov/resources/other-reports/36000barriersbriefbrochure.pdf>

McNeill, S.M., **Harbatkin, E.**, Jenkins, J.M., Penner, E.K., Henry, G.T. (2019). Early Literacy in North Carolina and Its Lowest Performing Schools. Nashville, TN: North Carolina Transformation Initiative. Available at <https://stateboard.ncpublicschools.gov/resources/other-reports/early-literacy.pdf>

Henry, G.T., Pham, L., Guthrie, J.E., & **Harbatkin, E.** (2018). Guiding Principles for Improving the Lowest Performing Schools in Tennessee. Nashville, TN: Tennessee Education Research Alliance. Available at [https://peabody.vanderbilt.edu/TERA/guiding\\_principles\\_turnaround.php](https://peabody.vanderbilt.edu/TERA/guiding_principles_turnaround.php)

## Blog Posts

**Harbatkin, E.** & Henry, G.T. (2019, October 21). The cascading effects of principal turnover on students and schools. Brookings Brown Center Chalkboard. Available at <https://www.brookings.edu/blog/brown-center-chalkboard/2019/10/21/the-cascading-effects-of-principal-turnover-on-students-and-schools/>

## Technical Reports

Strunk, K., Burns, J. Torres, C., McIlwain, A., Waldron, S., & **Harbatkin, E.** (2020). Partnership Turnaround: Year Two Report. East Lansing, MI: Education Policy Innovation Collaborative, Michigan State University.

Park, C., Arshan, N., **Harbatkin, E.**, & Murphy, K. (2014, March). *Evaluation of the College-Ready Writers Program: Baseline Report*. Menlo Park, CA: SRI International.

Wechsler, M., Greenwald, E., Bienkowski, M., Arshan, N., Bosetti, K., Shields, P., **Harbatkin, E.**, Black, A., & Comstock, M. (2013, November). *Innovative Technology Experiences for Students and Teachers (ITEST) Program Evaluation: Final Report*. Prepared for the National Science Foundation. Menlo Park, CA: SRI International.

Keating, K., Young, V., Mitchell, N., Tse, V., Yee, K., Heying, E., Cassidy, L., & **Harbatkin, E.** (2013, June) *Strategies for Preparing At-Risk Youth for Postsecondary Success: Case Study Report*. Prepared for the U.S. Department of Education. Menlo Park, CA: SRI International.

Wechsler, M., Greenwald, E., Bienkowski, M., Arshan, N., Bosetti, K., Shields, P., **Harbatkin, E.**, Black, A., Comstock, M. (2013, March). *Innovative Technology Experiences for Students and Teachers (ITEST) Program Evaluation: Interim Report*. Prepared for the National Science Foundation. Menlo Park, CA: SRI International.

**Harbatkin, E.**, Patel, P., and Jakopic, J. (2011, November). *Job Opportunities for Low-Income Individuals (JOLI) Program Assessment Report*. Prepared for the Office of Community Services, Administration for Children and Families, U.S. Department of Health and Human Services. Fairfax, VA: ICF International.

## Selected Peer-Reviewed Conference Presentations

\***Harbatkin, E.**, Burns, J., & Cullum, S. (2021, March). Do Culture and Climate Mediate School Turnaround? Evidence from Michigan's Partnership Model of School and District Improvement. Paper accepted at the annual research conference of the Association for Education Finance and Policy (AEFP). Online.

Burns, J., Strunk, K.O., Torres, C., **Harbatkin, E.**, McIlwain, A., & Waldron, S. (2021, March). 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. Paper accepted at the annual research conference of the Association for Education Finance and Policy (AEFP). Online.

\***Harbatkin, E.** (2020, November). An Early Warning System for Low-Performing Schools: Developing a Multidimensional Measure of Risk. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Online.

Gerry, A., Lincove, J., & **Harbatkin, E.** (2020, November). The Dynamic Supply of School Options in Choice-Based Systems. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Online.

\***Harbatkin, E.** (2020, March). Are There Turnaround Principals? Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Fort Worth, TX.

\***Harbatkin, E.** & Henry, G.T. (2020, January). What happens to student achievement in low-performing schools after state turnaround supports are substantially scaled back? Poster presented at the Institute of Education Sciences (IES) Annual Principal Investigators Meeting. Washington, DC.

\***Harbatkin, E.** & Henry, G.T. (2019, March). Why Do Schools Fail? An Examination of School-Level Factors Associated with Low Performance. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Kansas City, MO.

\***Harbatkin, E.** & Henry, G.T. (2019, March). Stumbling at the Starting Block: How Baseline School Characteristics Hinder School Turnaround Efforts. Paper presented at the annual research conference of the Society for Research in Educational Effectiveness (SREE). Washington, DC.

\***Harbatkin, E.** & Henry, G.T. (2019, January). Stumbling at the Starting Block: How Baseline School Characteristics Hinder School Turnaround Efforts. Paper presented at the annual research conference of the International School Choice and Reform Conference (ISCRC). Lisbon, Portugal.

\*Henry, G.T. & **Harbatkin, E.** (2018, November). The Next Generation of School Turnaround: Improving the Lowest Performing Schools without Disrupting the Status Quo. Paper presented at the annual research conference of the Association for Public Policy Analysis & Management (APPAM). Washington, DC.

\***Harbatkin, E.** & Henry, G.T. (2018, March). Examining the Effects of Principal Turnover: A Within- and Between-Year Analysis. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Portland, OR.

Bleiberg, J., **Harbatkin, E.**, & Springer, M. (2018, March). Teacher evaluation across the United States: Does using student data matter for student achievement? Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Portland, OR.

\*Johnston, W.R., **Harbatkin, E.**, Herman, R., Migacheva, K., & Henry, G.T. (2018, January). Measuring Fidelity of Implementation of a Statewide School Turnaround Intervention: The Development of a Valid and Reliable Measure. Poster presented at the Institute of Education Sciences (IES) Annual Principal Investigators Meeting. Arlington, VA.

**Harbatkin, E.**, & Woo, D. (2017, October). The Color of Consequences: An Exploration of the Role of Student and Administrator Race in Disciplinary Severity. Poster presented at the annual research conference of the Association for Public Policy Analysis & Management (APPAM). Chicago, IL.

\***Harbatkin, E.** (2017, March). The Effect of Student-Teacher Race Congruence on Teacher Assessment of Students. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Washington, DC.

\*Bleiberg, J., & **Harbatkin, E.** (2016, November). The Innovation and Diffusion of Teacher Evaluation Reform: A Story of Federalism and Foundations. Paper presented at the annual research conference of the Association for Public Policy Analysis & Management (APPAM). Washington, DC.

\***Harbatkin, E.,** & Wiseman, M. (2012, November). State Policy and Supplemental Security Income for Children. Paper presented at the annual research conference of the Association for Public Policy Analysis & Management (APPAM). Baltimore, MD.

\***Harbatkin, E.,** & Wiseman, M. (2012, August). State Policy and Supplemental Security Income for Children. Paper presented at the annual research conference of the National Association of Welfare Research Statistics (NAWRS). Baltimore, MD.

*\*Denotes presentations as presenter*

### **Other Invited Presentations**

“Barriers to Improvement in the Lowest Performing Schools.” Presentation at the biannual briefing of the North Carolina Transformation (NCT) project for the NCT Principal & Teacher Advisory Committee. Raleigh, NC., April 2019.

“NC Transformation Project Preliminary Results Report and Presentation.” Presentation to the North Carolina Board of Education. Raleigh, NC., May 2018. (with Gary T. Henry)

“North Carolina Transformation Preliminary Outcomes.” Presentation to North Carolina Department of Public Instruction (DPI) leadership. Raleigh, NC., March 2018. (with Gary T. Henry)

“North Carolina Transformation Semiannual Briefing on Preliminary Outcomes.” Presentation at the biannual briefing of the North Carolina Transformation (NCT) project for the NCT Principal & Teacher Advisory Committee and the Educator Support Services (ESS) leadership team. Raleigh, NC., March 2018. (with Gary T. Henry)

“Fit of Supports to School Needs.” Presentation at the biannual briefing of the North Carolina Transformation (NCT) project for the NCT Principal & Teacher Advisory Committee and the District and School Transformation (DST) team. Raleigh, NC., July 2017. (with Gary T. Henry)

“Teacher and School Leader Turnover.” Presentation at the biannual briefing of the North Carolina Transformation (NCT) project for the NCT Principal & Teacher Advisory Committee and the District and School Transformation (DST) team. Raleigh, NC., February 2017. (with Gary T. Henry & J. Edward Guthrie)

“Understanding Reporting Requirements.” Presentation at the plenary session of the CED/JOLI Annual Grantee Conference. Washington, DC., February 2012.

## University Teaching

**Instructor:** Introduction to Quantitative Methods summer workshop (Ph.D. level), Michigan State University, summer 2020.

**Instructor of Record:** EDP 7880: Program Evaluation (master's level), Vanderbilt University, spring 2020.

**Teaching Assistant:** LPO 7860: Research Design & Data Analysis 1 (master's level), Vanderbilt University | Teaching assistant to Dr. Xiu Cravens, fall 2018; teaching assistant to Dr. Brent Evans, fall 2018.

## Research Grants and External Funding

2019-20                    American Educational Research Association Dissertation Grant (\$25,000)

## Honors & Awards

2019                    UCEA/AERA David L. Clark Scholar in K-12 Educational Administration and Policy

2015–2020              Graduate Honor Scholarship (\$10,000 annually, 5 years)  
*Vanderbilt University*

2017                    Association for Public Policy & Management (APPAM) 2nd Place Poster, 2017 Fall Research Conference, Friday poster session (with David Woo)

2015                    Peabody Dean's Fellowship (\$5,000)  
*Vanderbilt University*

2012                    Pi Alpha Alpha, national honor society for public affairs and administration

2006                    New Jersey Press Association (NJPA) Better Newspaper Contest, Editorial, Daily: Responsible Journalism Category: Enterprise Reporting, for "Women Lag in NJ Politics" in the *Home News Tribune*, East Brunswick, NJ

## Research Experience

July 2020–present    **Michigan State University**, East Lansing, MI  
**Postdoctoral Research Associate**  
**Education Policy Innovation Collaborative**

- Conduct quantitative analyses and manage project activities related to mixed methods evaluation of the Michigan Partnership Model of school reform

August 2015–  
June 2020              **Vanderbilt University**, Nashville, TN  
**Graduate Research Assistant**  
*Institute of Education Sciences (IES) grant evaluating the effects of school turnaround in North Carolina*

- Lead development of manuscripts, policy briefs, and presentations to state educational leaders
- Manage team of researchers across four partner organizations

September 2012–  
August 2015      **SRI International**, Arlington, VA  
**Researcher**  
*Center for Education Policy*

- Managed data collection and analyses for two-year randomized control trial measuring the impact of the College-Ready Writers Program (CRWP), a teacher professional development program aimed at improving student writing, on 18,000 students and 1,100 teachers across 106 schools in 44 districts nationwide
- Conducted analysis of National Science Foundation (NSF) STEM education program using quantitative data derived from project documents, including grant proposals, annual reports, and final reports
- Supported development, administration, and analysis of survey of 1,000 district administrators responsible for federal Rural Education Achievement Program (REAP) funds.

August 2011–  
July 2012      **George Washington Institute of Public Policy**, Washington, D.C.  
**Graduate Research Assistant**  
*for Dr. Michael Wiseman and the U.S. Social Security Administration (SSA)*

- Conducted analysis and coauthored manuscript examining the association between state Temporary Assistance for Needy Families (TANF) dollars and flows of Supplemental Security Income (SSI) for children
- Supported development of guide to conducting counterfactual impact evaluations for the European Social Fund (ESF)

## Other Professional Experience

April 2009–  
September 2012      **ICF International**, Fairfax, VA  
**Associate**  
Consultant on U.S. government contracts through the Department of Health and Human Services (HHS) and the Department of Housing and Urban Development (HUD).

August 2006–  
April 2009      **Home News Tribune & Courier News**, East Brunswick, N.J.  
**Reporter**  
Education and news reporter for daily newspapers with combined circulation of about 85,000.

January 2005–  
January 2006      **Tracy Press**, Tracy, CA  
**Reporter**  
Reporter for daily newspaper with circulation of about 20,000.

## Professional & University Service

### Professional Service

2018–present      Editorial Board, Yale State and Local Policy Review

Referee      Education Evaluation and Policy Analysis (EEPA); Educational Researcher; Education Economics; SREE Annual Conference (2019); AERA annual conference (2018, 2020)

**University Service**

2018-19 Faculty search student representative: Vanderbilt University Leadership, Policy and Organizations (LPO)

2016-17 Admissions representative: Vanderbilt University Leadership, Policy and Organizations (LPO) Ph.D. recruitment weekend

**Professional Affiliations**

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