

Erica Harbatkin

Department of Educational Leadership and Policy Studies
College of Education, Health, and Human Sciences
Florida State University
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Education

- Ph.D.** **Vanderbilt University**, Nashville, TN
2020 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.** **George Washington University**, Washington, DC
2012 Public Policy
- B.S.** **Emerson College**, Boston, MA
2004 *Major:* Print and Multimedia Journalism

Academic Appointments

- 2022– **Assistant Professor of Education Policy and Evaluation**
Florida State University
Tallahassee, FL
- 2020–2022 **Postdoctoral Research Associate**
Education Policy Innovation Collaborative, Michigan State University,
East Lansing, MI

Research Interests

Educational policy, school turnaround and reform, accountability policy, teacher policy, economics of education, quantitative methods.

Peer-Reviewed Publications

* denotes student co-author

10. **Harbatkin, E.**, Pham, L., Redding, C., & Moran, A.J.* (in press). What are the Side Effects of School Turnaround? A Systematic Review. *Review of Research in Education*.
9. **Harbatkin, E.**, Strunk, K.O., & McIlwain, A.* (2023) School Turnaround in a Pandemic: An Examination of the Outsized Implications of COVID-19 for Low-Performing Schools, Districts, and Their Communities. *Economics of Education Review*. 27, 102484. <https://doi.org/10.1016/j.econedurev.2023.102484>.
8. Burns, J.A., **Harbatkin, E.**, Strunk, K.O., Torres, C., McIlwain, A.*, Waldron, S.F.* (2023). 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. *Educational Evaluation and Policy Analysis*, 45(4), 622–654. <https://doi.org/10.3102/01623737221141415>.

7. **Harbatkin, E.** (2023). Staffing for School Turnaround in Rural Settings. *Leadership and Policy in Schools*, 22(4), 1013–1035. <https://doi.org/10.1080/15700763.2022.2058963>.

6. Wolf, B. & **Harbatkin, E.** (2023). Making Sense of Effect Sizes: Systematic Differences in Treatment Effect Sizes by Outcome Measure Type. *Journal of Research in Educational Effectiveness*, 16(1), 134–161. <https://doi.org/10.1080/19345747.2022.2071364>.

5. Henry, G. T., McNeill, S. M., & **Harbatkin, E.** (2022). Accountability-driven school reform: Are there unintended effects on younger children in untested grades? *Early Childhood Research Quarterly*, 61, 190–208. <https://doi.org/10.1016/j.ecresq.2022.07.005>.

4. Goldhaber, D., Imberman, S., Strunk, K.O., Hopkins, B., Brown, N., **Harbatkin, E.**, & Kilbride, T. (2022). To What Extent Does In-Person Schooling Contribute to the Spread of COVID-19? *Journal of Policy Analysis and Management*, 41(1), 318-349. <https://doi.org/10.1002/pam.22354>.

3. **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>

2. 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>.

1. 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

Bleiberg, J., Brunner, E., **Harbatkin, E.**, Kraft, M. & Springer, M. Taking Teacher Evaluation to Scale: The Effect of State Reforms on Achievement and Attainment. Working paper available at <https://www.nber.org/papers/w30995> or <https://www.edworkingpapers.com/ai21-496>. *Revise and resubmit.*

Harbatkin, E. & Wolf, B. State Accountability Decisions under the Every Student Succeeds Act and the Validity, Stability, and Equity of School Ratings. Working paper available at: <https://edworkingpapers.com/index.php/ai23-863> *Revise and resubmit.*

Burrell, N.* & **Harbatkin, E.** Beyond the School Building: Examining the Impact of Out-of-School Factors on Multidimensional School Grades. *Revise & resubmit.*

Harbatkin, E., Burns, J.A., & Cullum, S.* The Role of School Climate in School Turnaround. Working paper available at: <https://edworkingpapers.com/index.php/ai23-817>

Harbatkin, E., Nguyen, T., Strunk, K.O., Burns, J.A., & Moran, A.J.* Should I Stay or Should I Go (Later)? Teacher intentions and turnover in low-performing schools. Working paper available at: <https://edworkingpapers.com/ai23-815>

Manuscripts in Preparation

Harbatkin, E., Allen, D., & Henry, G.T. Examining the Barriers to School Improvement: A Mixed Methods Approach.

Harbatkin, E., Strunk, K.O., & Cullum, S.* Did the COVID-19 Pandemic Exacerbate Staffing Challenges in Turnaround Schools? Evidence from Michigan.

Cullum, S.* & **Harbatkin, E.** Choosing the Goalposts: District-Defined Accountability Under the Every Student Succeeds Act.

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

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

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>.

Book Chapters

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

Cullum, S.*, **Harbatkin, E.**, & Strunk, K.O. (2023). Student Enrollment in the First Two Cohorts of Partnership Schools. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/student-enrollment-in-the-first-two-cohorts-of-partnership-schools/>.

Cullum, S.* & **Harbatkin, E.** (2023). Student Achievement in the First Two Cohorts of Partnership Schools. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/student-achievement-in-partnership-schools/>.

McIlwain, A.* & **Harbatkin, E.** (2021). Human Capital in Michigan's Partnership Schools and Other Low-Performing Schools During the COVID-19 Pandemic. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/human-capital-in-michigans-partnership-schools-and-other-low-performing-schools-during-the-covid-19-pandemic/>.

Hatch, E.* & **Harbatkin, E.** (2021). COVID-19 and Michigan's Lowest Performing Schools. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/covid-19-and-michigans-lowest-performing-schools/>.

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

Blog Posts

Harbatkin, E. & Nguyen, T.D. (2023, October 19). The relationship between teacher intentions, turnover behavior, and school conditions. Brookings Brown Center Chalkboard. Available at <https://www.brookings.edu/articles/the-relationship-between-teacher-intentions-turnover-behavior-and-school-conditions/>.

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

Singer, J., Strunk, K.O., Woulfin, S.L., Lizarraga, L.,* Watson, C.,* & **Harbatkin, E.** (2024). Student Attendance and Well-Being in Round 4 Partnership Districts. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/student-attendance-and-well-being-in-round-4-partnership-districts/>.

Woulfin, S.L., Singer, J., Strunk, K.O., Cullum, S.,* Watson, C.,* & **Harbatkin, E.** (2024). The Infrastructure for Instructional Improvement in Round 4 Partnership Districts. Available at <https://epicedpolicy.org/the-infrastructure-for-instructional-improvement-in-round-4-partnership-districts/>.

Singer, J., Woulfin, S.L., Strunk, K.O., Watson, C., Bertrand, A.,* Lizarraga, L.,* Moran, A.J.,* & **Harbatkin, E.** (2023). Human Capital Challenges in Round 4 Partnership Districts. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/human-capital-challenges-in-round-4-partnership-districts/>.

Harbatkin, E., Strunk, K.O., Watson, C.,* Bertrand, A.,* Cullum, S.,* Singer, J., & Woulfin, S. (2023) Teacher Mobility in Turnaround Schools: A Summative Report From the First Two Cohorts of Partnership. East Lansing, MI: Education Policy Innovation Collaborative, Michigan State University. Available at: <https://epicedpolicy.org/teacher-mobility-in-turnaround-schools/>

Strunk, K.O., **Harbatkin, E.**, McIlwain, A.,* Cullum, S.,* Torres, C., & Watson, C.* (2022). *Partnership Turnaround: Year Four Report*. East Lansing, MI: Education Policy Innovation Collaborative, Michigan State University. Available at: <https://epicedpolicy.org/partnership-turnaround-year-four-report/>

Strunk, K.O., **Harbatkin, E.**, Torres, C., McIlwain, A.,* Cullum, S.,* & Griskell, C.* (2021). *Partnership Turnaround: Year Three Report*. East Lansing, MI: Education Policy Innovation Collaborative, Michigan State University. Available at: <https://epicedpolicy.org/partnership-turnaround-year-three-report/>

Strunk, K.O., 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. Available at: <https://epicedpolicy.org/partnership-turnaround-year-two-report/>

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. & Bleiberg, J. (2024, March). The Persistence of School Improvement Effects on Individual Students Through the Pandemic. Paper accepted at the annual research conference of the Association for Education Finance and Policy (AEFP). Baltimore, MD.

Harbatkin, E., & Park, S.* (2024, March). Do Teacher Working Conditions Matter for Teacher Turnover? Evidence from Kentucky. Poster accepted at the annual research conference of the Association for Education Finance and Policy (AEFP). Baltimore, MD.

Harbatkin, E., Nguyen, T., Strunk, K.O., Burns, J.A., & Moran, A.J.* (2023, November). Should I Stay or Should I Go (Later)? Teacher intentions and turnover in low-performing schools before and during the COVID-19 pandemic. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Atlanta, GA.

Harbatkin, E. & Wolf, B. (2023, November). State Accountability Decisions under the Every Student Succeeds Act and the Validity, Stability, and Equity of School Ratings. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Atlanta, GA.

Cullum, S.* & **Harbatkin, E.** (2023, April). Do the Stakes Matter? The Impact of Differential School Accountability Provisions on Student Achievement. Paper presented at the annual research conference of the American Education Research Association (AERA). Chicago, IL.

Harbatkin, E., Nguyen, T., Strunk, K.O., Burns, J.A., & Moran, A.* (2023, March). Should I Stay or Should I Go (Later)? Teacher intentions and turnover in low-performing schools before and during the COVID-19 pandemic. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Denver, CO.

Harbatkin, E., Strunk, K.O., Cullum, S.* (2023, March). Did the COVID-19 Pandemic Exacerbate Teacher Staffing Challenges in Turnaround Schools? Evidence from Michigan. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Denver, CO.

Harbatkin, E., Cullum, S.,* & Strunk, K.O. (2022, November). Did the COVID-19 Pandemic Exacerbate Teacher Staffing Challenges in Turnaround Schools? Evidence from Michigan. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Denver, CO.

Cullum, S.* & **Harbatkin, E.** (2022, November). Do the Stakes Matter? the Impact of Differential School Accountability Provisions on Student Achievement. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Washington, D.C.

Harbatkin, E., Burns, J., & Cullum, S.* (2022, March). The Role of Culture and Climate in School Turnaround. Paper presented at the annual research conference of the Association for Education Finance and Policy (AEFP). Denver, CO.

Harbatkin, E., McIlwain, A.,* & Strunk, K.O. (2022, March). School Turnaround in a Pandemic: An Examination of the Outsized Implications of COVID-19 for Low-Performing Schools and Their Communities. Paper presented at the annual research conference of the Association for Public Policy Analysis and Management (APPAM). Austin, TX.

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 presented 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 presented 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). Online.

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.

Other Invited Presentations

“Third-Year Evidence from an Evaluation of the Partnership Model.” Presentation to the Michigan Department of Education (MDE) Office of Partnership Districts (OPD). Online, September 2021. (with Katharine O. Strunk)

“Second-Year Evidence from an Evaluation of the Partnership Model.” Presentation to the Michigan Department of Education (MDE) Office of Partnership Districts (OPD). Online, September 2020. (with Katharine O. Strunk, Jason Burns, and Chris Torres)

“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.

Research Grants and External Funding

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| 2023-2025 | Principal Investigator, “Teacher Certification in Career and Technical Education: An Investigation of CTE Teacher Mobility and Student Outcomes in Florida.” American Educational Research Association and National Science Foundation Research Grant: \$35,000. |
| 2023-2024 | Co-Principal Investigator, “Strengthening Career and Technical Education for the 21st Century.” Florida Department of Education: \$200,000. |
| 2021-2025 | Co-Principal Investigator, “EPIC Partnership Evaluation.” Michigan Department of Education: \$337,500. FSU share: \$77,117. |
| 2021 | Researcher, “An Evaluation of Turning Around North Carolina’s Lowest Performing Schools.” Institute of Education Sciences, U.S. Department of Education. Share: \$20,000. |
| 2019-2020 | Principal Investigator, “An Early Warning System for Low-Performing Schools.” American Educational Research Association Dissertation Grant: \$25,000. |

Honors, Awards, & Internal Funding

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| 2024 | Emerging Scholar Award, American Educational Research Association (AERA) Innovative School Transformation and Reform SIG. |
| 2024 | American Educational Research Association (AERA) Outstanding Reviewer Award, <i>Educational Evaluation and Policy Analysis</i> (EEPA) |
| 2023 | Principal Investigator, “Has the Pandemic Weakened the Most Fragile Teacher Labor Markets? Teacher Turnover in Low-Performing Turnaround Schools” First Year Assistant Professor Award, Council on Research and Creativity, Florida State University: \$20,000. |
| 2023 | Robert M. Gagne Outstanding Faculty Research Award for “Did the COVID-19 Pandemic Exacerbate Teacher Staffing Challenges in Turnaround Schools? Evidence From Michigan” (\$1,000) |

- 2022 American Educational Research Association Division L Outstanding Policy Report. Awarded for Strunk, K.O., Harbatkin, E., Torres, C., McIlwain, A., Cullum, S., & Griskell, C. (2021). Partnership Turnaround: Year Three Report. \$1,000.
- 2021 Emerging Education Policy Scholar (EEPS), Thomas B. Fordham Institute and the American Enterprise Institute (AEI)
- 2019 UCEA/AERA David L. Clark Scholar in K-12 Educational Administration and Policy
- 2015–2020 Graduate Honor Scholarship, Vanderbilt University: \$10,000 annually, 5 years.
- 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,

University Teaching

- **Instructor:** Policy Studies in Education (graduate level). Florida State University, fall 2023.
- **Instructor:** Introduction to Large Datasets (graduate level). Florida State University, spring 2023, spring 2024.
- **Instructor:** Teacher Policy and Reform (graduate level), Florida State University, fall 2022.
- **Instructor:** Introduction to Quantitative Methods summer workshop (Ph.D. level), Michigan State University, summer 2020, summer 2021.
- **Instructor:** 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.

Advising and PhD Student Committees

PhD chair, Florida State University

- Alex J. Moran, PhD expected in 2025
- Seunghee Park, PhD expected in 2027

Additional PhD committees

- Amogh Basavaraj, FSU
- Samantha Cullum, University of Pennsylvania

Additional Professional Experience

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

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)

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.

Consulting

Strategic Data Project Faculty Advisor, Harvard University
Kera Collective (statistical consulting)

2023–present
Ad hoc from 2018–2022

Professional & University Service

Professional Service

Editorial Boards

- Educational Researcher (2024–)
- Journal of Research on Educational Effectiveness (2023–2026)
- Yale State and Local Policy Review (2018–present)

Referee

- **Journals:** Educational Evaluation and Policy Analysis; AERA Open; Educational Researcher; Economics of Education Review; Oxford Bulletin of Economics and Statistics; Education Policy Analysis Archives; Education Economics; British Journal of Educational Psychology
- **Conferences:** AEFPP program committee (2021, 2022, 2023), APPAM annual conference (2023), SREE annual conference (2019, 2021, 2022, 2023); AERA annual conference (2018, 2020)

Awards committees

- AERA Division L Awards Committee, 2023

University Service

Florida State
University

Department of Educational Leadership and Policy Studies
• Faculty Development Committee (2023–present)

- Educational Leadership and Policy Program Exam Committee (2023–present)
- Educational Leadership and Policy Program PhD Admissions Committee (2023–present)

Vanderbilt
University

Department of Leadership, Policy, and Organizations

- Faculty search student representative (2018-19)
- Ph.D. recruitment weekend admissions representative (2016-17)

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)