

# Erica Harbatkin

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## Education

- Ph.D.**                      **Vanderbilt University**, Nashville, TN  
2020                      Policy and Leadership Studies, K-12 education;  
                                 Graduate Minor in Quantitative Methods  
*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 Educational 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, school accountability policy, teacher policy, economics of education, quantitative methods.

## Peer-Reviewed Publications

\* denotes student co-author

14. **Harbatkin, E.**, Burns, J.A., & Cullum, S.\* (accepted). The Role of School Climate in School Turnaround. Working paper available at: <https://edworkingpapers.com/index.php/ai23-817>. *Teachers College Record*.
13. **Harbatkin, E.**, Nguyen, T., Strunk, K.O., Burns, J.A., & Moran, A.J.\* (in press). Should I Stay or Should I Go (Later)? Teacher intentions and turnover in low-performing schools. Working paper available at: <https://caldercenter.org/publications/should-i-stay-or-should-i-go-later-teacher-intentions-and-turnover-low-performing> or <https://edworkingpapers.com/ai23-815>. *Education Finance and Policy*.
12. Bleiberg, J., Brunner, E., **Harbatkin, E.**, Kraft, M. & Springer, M. (2024). Taking Teacher Evaluation to Scale: The Effect of State Reforms on Achievement and Attainment. *Journal of Political Economy Microeconomics*. <https://doi.org/10.1086/732837>. Working paper versions available at <https://www.nber.org/papers/w30995> or <https://www.edworkingpapers.com/ai21-496>.

11. **Harbatkin, E.**, Pham, L., Redding, C., & Moran, A.J.\* (2024). What are the Side Effects of School Turnaround? A Systematic Review. *Review of Research in Education*, 48(1), 58-88. <https://doi.org/10.3102/0091732X241248151>.
10. Burrell, N.\* & **Harbatkin, E.** (2024). Beyond the School Building: Examining the Association between Out-of-School Factors and Multidimensional School Grades. *Education Policy Analysis Archives*, 32. <https://doi.org/10.14507/epaa.32.8497>.
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

**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>.

**Harbatkin, E.**, & Moran, A.J.\* Does Teacher Turnover Disrupt Collaboration in Schools? Evidence from Turnaround Districts. *Revise and resubmit*.

## Manuscripts in Preparation

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

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

**Harbatkin, E.**, & Bleiberg, J. The Persistence of School Improvement Effects on Individual Students Through the Pandemic.

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.

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

Watson, C.,\* Singer, J., Bertrand, A.,\* & **Harbatkin, E.** (accepted) “Teacher Well-Being in Michigan’s Turnaround Schools through the COVID-19 Pandemic.” Contemporary Perspectives on School Turnaround and Reform. Charlotte, NC: Information Age Publishing.

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

## Technical Reports and Policy Briefs

Singer, J., Woulfin, S., Lizarraga, L.,\* Strunk, K.O., **Harbatkin, E.**, & Moran, A.\* Round 4 of the Partnership Model: 2023-24 Implementation Report. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/round-4-of-the-partnership-model-2023-24-implementation-report/>.

Cullum, S.,\* Singer, J., Strunk, K.O., Watson, C.,\* Bertrand, A.,\* **Harbatkin, E.**, & Woulfin, S.L. (2024) What Are They Planning? An Analysis of Round 4 Partnership Districts’ Improvement Goals and Plans. East Lansing, MI: Education Policy Innovation Collaborative. Available at <https://epicedpolicy.org/what-are-they-planning-an-analysis-of-round-4-partnership-districts-improvement-goals-and-plans/>

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/>
- 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/>.
- 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/>
- 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/>.
- 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/>
- 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)

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.

### **Blog Posts and Public Writing**

**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/>.

### **Selected Peer-Reviewed Conference Presentations**

**Harbatkin, E.**, Ecton, W., & Ganus, K.\* (2025, March). Teacher Certification in Career and Technical Education: An Investigation of CTE Teachers and Student Absenteeism in Florida. Paper accepted at the annual conference of the Association for Education Finance and Policy (AEFP). Washington, DC.

**Harbatkin, E.**, Ecton, W., & Ganus, K.\* (2024, November). Teacher Certification in Career and Technical Education: An Investigation of CTE Teachers and Student Absenteeism in Florida. Paper presented at the annual conference of the Association for Public Policy Analysis and Management (APPAM). National Harbor, MD.

Burrell, N.\* & **Harbatkin, E.** (2024, September). Beyond the School Building: Examining the Association between Out-of-School Factors and Multidimensional School Grades. Paper presented at the annual conference of the Society for Research in Educational Effectiveness (SREE). Baltimore, MD.

**Harbatkin, E.** & Bleiberg, J. (2024, March). The Persistence of School Improvement Effects on Individual Students Through the Pandemic. Paper presented 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 presented 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**

“Should I Stay or Should I Go (Later)? Teacher intentions and turnover in low-performing schools.” Presentation to EdPolicyForward Research Seminar at George Mason University. Online, October 2024.

“Educator Mobility: Overview, Correlates, and Levers for Teacher Retention.” Presentation to Florida State University Educational Leadership and Administration Advisory Board Annual Meeting. Tallahassee, FL, February 2024.

“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.

### **External Funding**

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| 2024-2028 | Co-Principal Investigator, “Career Development Opportunities in a Midsize Florida School District.” U.S. Department of Education Institute of Education Sciences: \$3.1 million. (PI: Walter Ecton)  |
| 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. (PI: Walter Ecton)   |
| 2021-2025 | Co-Principal Investigator, “EPIC Partnership Evaluation.” Michigan Department of Education: \$337,500. FSU share: \$77,117. (PI: Katharine O. Strunk)  |
| 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. (PI: Gary T. Henry)  |
| 2019-2020 | Principal Investigator, “An Early Warning System for Low-Performing Schools.” American Educational Research Association Dissertation Grant: \$25,000.  |

### **Internal Funding**

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| 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      | Florida State University Provost’s Travel Award (\$1,000)  |
| 2023      | Florida State University Marvalene Hughes Travel Award (\$2,000)   |
| 2015–2020 | Graduate Honor Scholarship, Vanderbilt University (\$10,000 annually, 5 years)   |
| 2015      | Peabody Dean’s Fellowship, Vanderbilt University (\$5,000)   |

### **Honors and Awards**

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| 2024–2026 | William T. Grant Foundation Early Career Reviewer  |
| 2024      | Spencer Foundation Large Grant Program Finalist (review ongoing), The Implications of Federal Policy Changes and State Design Decisions on the Equity and Effects of School Accountability Policy (Principal Investigator) |
| 2024      | Emerging Scholar Award, American Educational Research Association (AERA) Innovative School Transformation and Reform SIG.  |

- 2024 American Educational Research Association (AERA) Outstanding Reviewer Award, *Educational Evaluation and Policy Analysis* (EEPA)
- 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
- 2017 Association for Public Policy & Management (APPAM) 2nd Place Poster, 2017 Fall Research Conference, Friday poster session (with David Woo)
- 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:**
  - Economics of Education (graduate level). Florida State University, fall 2024.
  - Policy Studies in Education (graduate level). Florida State University, fall 2023.
  - Introduction to Large Datasets (graduate level). Florida State University, spring 2023, spring 2024, spring 2025.
  - Teacher Policy and Reform (graduate level), Florida State University, fall 2022.
  - Introduction to Quantitative Methods summer workshop (Ph.D. level), Michigan State University, summer 2020, summer 2021.
  - Program Evaluation (master’s level), Vanderbilt University, spring 2020.
- **Teaching Assistant:**
  - 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. 2024 AERA Dissertation Award recipient.
- Seunghee Park, PhD expected in 2027
- Kevin Ganus, PhD expected in 2027
- Jiwon Baek, PhD expected in 2028

*Additional PhD committees*

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

- Xiaonan Jiang, FSU
- Sungkyum Kim, FSU

## 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*
- 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      2023–2024  
Kera Collective (statistical consulting)      Ad hoc from 2018–2022

## Professional & University Service

### Professional Service

- Editorial boards      • Educational Researcher (2024–)  
• Journal of Research on Educational Effectiveness (2023–)  
• Yale State and Local Policy Review (2018–)
- Referee      • **Journals:** Educational Evaluation and Policy Analysis; Education Finance and Policy; AERA Open; Educational Researcher; Economics of Education Review; Oxford Bulletin of Economics and Statistics; Policy Studies Journal; School Effectiveness and School Improvement; Education Policy Analysis Archives; Education Economics; British Journal of Educational Psychology  
• **Conferences:** AEFPP program committee (2021, 2022, 2023, 2024), APPAM annual conference (2023, 2024), SREE annual conference (2019, 2021, 2022, 2023, 2024); AERA annual conference (2018, 2020)

- **Awards:** AERA Division L Awards Committee, 2023
- Professional org. leadership and committees
- Secretary/Treasurer, AERA Innovative School Transformation and Reform Special Interest Group (SIG), 2024–2026

### **Department, College, and University Service**

Florida State University      College of Education, Health, and Human Sciences

- Committee on Research Excellence (2024–present)

Department of Educational Leadership and Policy Studies

- Faculty Development Committee (2023–present)
- Faculty Search Committee (2024)
- Educational Leadership and Policy Program Exam Committee (2023–present)
- Educational Leadership and Policy Program PhD Admissions Committee (2022–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)