

Department of Education Reform Goals and Accomplishments
1/1/2020-5/31/2021
Consolidated by the EDRE Faculty

This document summarizes and lists the Department of Education Reform (EDRE) accomplishments relative to its seven organizational goals for the period of January 1st, 2020 to May 31st, 2021. All but two of these months took place during the COVID-19 pandemic and two EDRE faculty members submitted COVID-19 impact statements at their annual evaluations. These factors should be taken into account when evaluating the productivity of the department during this unusual and difficult time.

The EDRE department includes 10 faculty members (7 of them in tenured or tenure-track positions), and 15 current doctoral students.

The overarching goal of the department is to produce data-driven high quality research that will directly inform policy makers, scholars, parents, teachers, administrators and the general public to advance education and economic development by focusing on the improvement of academic achievement in K-12 education and beyond. To this purpose, the EDRE department hosts the following research initiatives (<https://edre.uark.edu/research-initiatives.php>):

- Arkansas Teacher Corps (ATC)
- Charassein: The Character Assessment Initiative
- Choice Regulation Watch
- National Endowment for the Arts Research Lab
- Office for Education Policy (OEP)
- School Choice Demonstration Project

The mission of the EDRE department is achieved through the pursuit of the following seven goals. A detailed list of accomplishments since January 1st, 2020 corresponding to each of the goals can be found below. Here is a summary of our current strategies to satisfy these goals:

Goal 1: Improve the quality of education provided to Arkansas children.

EDRE faculty and their students improve the quality of education provided to Arkansas children through multiple avenues, including advising stakeholders, conducting research, serving in key positions, and creating solutions. Concerning stakeholders, we advise Arkansas Secretary of Education Johnny Key, members of the Arkansas Legislature, and educators. In terms of research we achieve this goal through three avenues:

- OEP-initiated work that often also involves students and/or faculty at the department
- Faculty-initiated work often involving several faculty members and students
- Student-initiated work supervised by a faculty member.

We also develop solutions to getting a quality teacher in as many Arkansas classrooms as possible. These solutions include:

- ARteachers.org, a common application site for Arkansas public instruction openings
- An Assessment Tool which measures intellectual, relational, introspective, service, and other virtues in students.

Goal 2. Develop & implement demonstration projects in public schools.

EDRE faculty, staff, and students develop & implement field evaluations in public schools. For example, since January 1st, 2020 we have continued our work on the experimental evaluation the effects of college campus visits during eighth grade on students' interest in and preparation for college (<https://news.uark.edu/articles/56021/new-study-suggests-campus-visits-inspire-eighth-graders-to-prepare-for-college>). For this purpose, we partnered with public middle schools in the area and worked with nearly 1,500 students. The campus visits evaluation involved several faculty and students in the department as well as collaborations with several department and resource offices across the University. Other public school demonstration projects we are planning or implementing involve research to evaluate the effect of:

- Art field trips, arts integration, and art programs
- The Hope Academy, a trauma-informed public charter school in Arkansas
- Holocaust education programs
- The Pea Ridge School District STEM curriculum.

Most of these projects require in-person data collection and interactions and therefore have been paused during much or all of the COVID-19 pandemic.

Goal 3: Enhance a positive perception of education quality in Arkansas.

EDRE graduates have moved into many positions that enhance the visibility and demonstrate the quality of education in Arkansas. For example, 2015 graduate Sarah Burks Moore served as the Education Policy Advisor to Governor Asa Hutchinson before being appointed to the Arkansas State Board of Education and 2018 graduate Alexandra Boyd served as Director of School Performance and Evaluation at the Arkansas Department of Education before recently being hired to lead a major public charter school network in New Mexico. Moreover, EDRE faculty are recognized for their expertise. This year the Association for Public Policy and Management awarded Robert Costrell the [Steven D. Gold Award](#) for contributions to public financial management in the field of intergovernmental relations and state and local finance, and Patrick Wolf was co-recipient of the [Best Paper Award](#) of the Association of Private Enterprise Education.

Goal 4: Conduct a comprehensive and coordinated program of research within five priority areas: School Choice, Education Policy, Teacher Quality, Leadership, and Accountability and Transparency.

EDRE faculty, staff, and students conduct a range of research within each of the priority areas, as evidenced through 49 journal articles, 16 book chapters, and 51 working papers published since the start of 2020.

Goal 5: Translate research findings into informational resources useful to school practitioners, policymakers and other interested parties. EDRE faculty, staff, and students leverage a variety of channels to translate research findings into informational resources useful to school practitioners, policymakers, and other interested parties, including op-eds, blog posts, data visualizations, and videos.

Goal 6: Serve as a state and national information source for public education in order to provide knowledge generated by research to a broad audience.

EDRE faculty, staff, and students serve as a state and national information source through invited presentations, expert panels, and policy briefings.

Goal 7: Facilitate the scholarly exchange of views about education reform.

EDRE faculty, staff, and students facilitate scholarly exchanges by presenting academic papers, attending conferences, and serving on editorial and review boards.

**EDRE Mission-Related Accomplishments- 1/1/2020 – 5/24/2021
Detailed List**

EDRE Goal 1: Improve the quality of education provided to Arkansas children

EDRE faculty and their students improve the quality of education provided to Arkansas children through many avenues, including advising stakeholders, conducting research, holding service positions, and developing solutions.

Advising stakeholders:

- On August 19, 2020, Arkansas Secretary of Education Johnny Key reached out to Patrick Wolf asking if there were any reliable public health studies that supported the desirability of re-opening public schools for in-person instruction. Wolf provided links to studies that Secretary Key used to persuade Governor Asa Hutchinson to order all public schools in the state to offer in-person instruction to students whose parents requested it. Initial research suggests that re-opening public schools for the entire 2020-21 academic year was a highly effective educational policy that has greatly benefitted Arkansas children.
- EDRE Ph.D. in education policy program alumna Sarah Burks Moore was appointed by Gov. Hutchinson to the Arkansas State Board of Education in 2018 and is serving through 2025.
- Costrell is well-known as a national information resource on teacher pension policy, and is regularly contacted by such media as the *New York Times*, *Education Week*, *Hechinger Report*, etc. for insights into these issues.
- Costrell is periodically contacted by the Arkansas legislature for expert opinion on the Arkansas Teacher Retirement System.
- Maranto advised LISA Academy, assisting plans for building productive relationships with NWA area school districts.
- Cheng provides advisement and research partnerships with schools: Anthem Classical Academy, Fayetteville (new school scheduled to open Fall 2021); Ozark Catholic Academy, Tontitown, AR; St. Joseph Catholic School, Fayetteville, AR; St. Vincent Catholic School, Rogers, AR; Saeger Classical Academy, Siloam Springs, AR. Wolf serves on the Governing Board of Ozark Classical Academy.
- McKenzie served on a panel of experts at the Arkansas virtual town hall in celebration of National School Choice Week.
- McKenzie provides advisement and research partnerships with Academic Plus and LISA academy regarding Merit Pay programs.

- McKenzie conducted analysis of eSTEM student performance for school finance leaders at the request of Kathy Smith 2/2021.
- McKenzie, though OEP, conducted a re-analysis of the effect of school waivers at the request of Secretary Johnny Key 2/2021.
- McKenzie partnered with DESE's Office for Family Engagement to administer a survey to parents across the state, receiving over 18,000 responses. 11/2020

Conducting research:

- College visits: RCT study to determine whether visits to a college campus during eighth grade affect students' interest in and preparation for college. (Zamarro, Mills, Greene, and students)
- Arkansas's Academic Challenge Scholarship: Examination of the effect on student outcomes of changes to the timing of disbursements. (McGee, Mills, and students)
- Arkansas's district consolidation policy. Examination of the effect of Arkansas Act 60, passed in 2004, which requires the consolidation of all districts with enrollment of less than 350 students for two consecutive years, on student and financial outcomes. (McGee, Mills, and students)
- Arkansas' Gifted and Talented program: Examination of the identification processes and longer-term academic outcomes for high achieving students identified as G/T. (Wai, McKenzie, and students)
- PreK Outcomes: Examination of the longer-term academic outcomes for students who enroll in state-sponsored Pre-Kindergarten programs (McKenzie and students)
- PreK Outcomes for English Learners: Examination of the longer-term academic and language proficiency outcomes for ELL students who enroll in state-sponsored Pre-Kindergarten programs (McKenzie and students)
- School Discipline: Ongoing analysis of discipline prevalence and disparities throughout the state. (McKenzie and students)
- K-5 discipline policy: Examining the effect of Arkansas Act 1059, which limited out of school suspension for K-5 students, on the demographic gaps in exclusionary discipline. (McKenzie)
- Corporal punishment in Arkansas and how it is used varies by student and district characteristics. (Students supervised by EDRE faculty)
- Arkansas' English Learners: Examining academic growth by linguistic sub-group (McGee and student)
- Arkansas' Marshallese student achievement and school experiences (Students supervised by EDRE faculty)
- Arkansas' School Based Health Centers: An examination of the association between school-based health centers and student attendance and academic achievement. (McKenzie and student)
- Inequities in the funding of public charter schools including those in Little Rock. (Wolf and student)
- Computer Science: Conducted a survey of Computer Science teachers throughout the state. (McGee and McKenzie)
- Research on the relationship between Advanced Placement Course Taking and ACT Outcomes in Arkansas. (McKenzie and student)

- Mobility patterns between traditional and charter schools in NWA. (McKenzie and student)
- Arkansas' high school graduation rate and associations with school characteristics. (McKenzie and student)
- Teacher burnout: Collaborate with Arkansas Teacher Corps to study concepts of place attachment to enhance commitment to teaching in high-needs areas of the state and to alleviate the threat of teacher burnout. (Cheng and student)

Service positions:

- McGee appointed Chief Data Officer for the State of Arkansas; a large part of his work in that role is bringing together workforce and education data to build more and stronger pathways between the two.
- McGee is a Member of the Arkansas K-12 Computer Science Standards Review Committee, 2020.
- McGee and McKenzie served on the Computer Science and Cyber Security Task Force and co-authored the report.
- McGee serves on an ad hoc panel for the National Academies of Sciences, Engineering and Medicine titled "A Vision and Roadmap for Education Statistics in 2030 and Beyond", funded by the U.S. Department of Education, 2021-present.
- McKenzie serves as a Governing Board Member for the U.S. Department of Education's Regional Education Lab (REL) Southwest.
- Wolf serves on the Technical Working Group for the REL Southwest, providing quality control reviews of Lab studies focused on improving public schools in Arkansas.
- McKenzie served as Subject Matter Expert for USDOE Network Report Card Learning communities, which included Arkansas as a participating state.
- McKenzie serves on Arkansas' ESSA Steering Committee, providing insight and technical advice on the state accountability system
- Maranto served on the Fayetteville School Board through March 2020, including crafting the strategic plan that set goals regarding reducing achievement gaps and preserving FPS's leading AP program in Arkansas.

Developing solutions:

- Through Arkansas Teacher Corps, McKenzie places teachers in classrooms in Arkansas districts that have the most difficulty recruiting educators.
- McKenzie continues to develop and promote ARteachers.org, a common application site for teachers, which reduces hiring barriers for teachers and districts.
- Cheng developed the PFS Assessment Tool: A new measurement tool for teachers and administrators to use to measure intellectual, relational, introspective, service, and other virtues in students.
- McKenzie advises charter schools regarding lotteries and conducted 5 enrollment lotteries for open-enrollment charter schools since January 2020.

EDRE Goal 2. Develop & implement demonstration projects in public schools.

EDRE faculty, staff, and students develop & implement a variety of field evaluations in public schools that link research findings to classroom practice.

- **Campus Visits:** EDRE faculty, staff, and graduate students partnered with middle schools within a 2-hour radius of the University of Arkansas to conduct an RCT to study whether visits to a college campus during eighth grade affect students' interest in and preparation for college. The campus visits intervention involved collaborations with several departments across the University of Arkansas Fayetteville Campus, along with several campus resource offices including the Center for Multicultural and Diversity Education, the Volunteer Action Center, University Recreation, and University Housing. We have currently published short-run impact findings and are in the process of collecting additional data for a long-run impact analysis.
- **“Educar Par Ser”:** Zamarro worked to develop this SEL curriculum that is in place in more than 60 schools in Spain, Argentina, and the U.S.
- **Arts:** Greene and students have conducted research on the effect of art field trips and arts integration. McKenzie is working with LRSD and A+ Arkansas to evaluate an after school arts program.
- **PreK:** McKenzie, McGee, and students are working on a multiyear evaluation of Arkansas' PreKindergarten access, assessment, and efficacy.
- **Hope Academy:** McKenzie is examining the policy considerations and evaluating academic outcomes of Hope Academy, a trauma-informed charter school in Arkansas. In addition, Wolf helped a pair of doctoral students develop a research plan for an evaluation of the Hope Academy.
- **SNAP:** McGee is working on a project to investigate how the state might serve its SNAP population better.
- **Ready For Life:** McGee is actively participating in the Governor's Ready For Life initiative which is a demonstration project to better connect dislocated workers with training and employment opportunities.
- **Arkansas Teacher Corps:** McKenzie works with staff to place approximately 60 teachers annually in classrooms throughout the state.
- **Holocaust Education Project** by Jay Greene and students was awarded a Chancellor's Humanities and Arts grant.
- Pea Ridge School District **STEM curriculum** evaluation.

EDRE Goal 3: Enhance a positive perception of education quality in Arkansas.

EDRE faculty, staff, and students enhance a positive perception of education quality in Arkansas thus contributing to the ability of the state to attract new business and a highly qualified work force.

- The Office for Education Policy annually distributes “OEP Awards” to districts and schools with high academic growth.
- Pre-K research identified positive academic outcomes associated with student participation in state-funded Pre-K programs.
- EDRE Faculty have been granted many awards including:
 - Costrell: Association for Public Policy and Management, [Steven D. Gold Award](#), for contributions to public financial management in the field of intergovernmental relations and state and local finance, [2020](#).
 - Wai: University of Arkansas COEHP Rising Star Award, 2021.

- Wai: American Educational Research Association (AERA) Michael Pyryt Collaboration Award (with Jeff Allen), 2020.
- Wolf and DeAngelis: [Best Article Award of the Association for Private Enterprise Education](#), 2020.
- This year, the International School Choice and Reform Conference co-chairs named the conference's award "The Patrick J. Wolf Best Paper Prize" in appreciation for Wolf's many years of work launching and growing the conference.
- EDRE student and Wai advisee Bich Tran won First Place in the 4th Annual Graduate-Professional Student Congress Research Colloquium, University of Arkansas, 2021, for the OEP reports she led on improving identification and programming for gifted students in Arkansas.
- EDRE graduates have moved into many positions that enhance the visibility and demonstrate the quality of education in Arkansas. See Appendix for a full list of positions for our graduates. Here are the positions of our graduates since January 1st 2020:
 - Lina Anaya ('21) Postdoctoral Research Associate, University of Bradford, UK
 - Molly Beck ('20) Research Associate and Data Fellow, PRiME Center at Saint Louis University
 - Dillon Fuchsman ('20) Post-Doctoral Fellow, The Sinquefeld Center for Applied Economic Research, Saint Louis University
 - Ian Kingsbury ('20) Director of Academic Research, Stride K12
 - Katherine Kopotic ('20) Manager of External Reporting, Saint Louis University Office of Institutional Research
 - Matthew Lee ('21) Director of Research, The Association of Christian Schools International (ACSI).

EDRE Goal 4: Conduct a comprehensive and coordinated program of research within five priority areas: School Choice, Education Policy, Teacher Quality, Leadership, and Accountability and Transparency.

EDRE faculty, staff, and students conduct a wide range of research within each of the priority areas, as evidenced through books, journal articles, book chapters, and working papers.

School Choice:

Book:

- Maranto, R. & Shakeel, M.D., editors. (2020). *Educating Believers: Religion and School Choice*. New York: Routledge.
- Bedrick, J., Greene, J., & Lee, M.H., editors. (2020). *Religious Liberty and Education*. Maryland: Rowman & Littlefield.

Journal Articles:

- Erickson, H.H., Mills, J.N., & Wolf, P.J. (2021). The effects of the Louisiana Scholarship Program on student achievement and college entrance. *Journal of Research on Educational Effectiveness*, forthcoming.
- Shakeel, M.D., Anderson, K.P., & Wolf, P.J. (2021). The participant effects of private school vouchers around the globe: A meta-analytic and systematic review. *School Effectiveness and School Improvement*, Online First.
- Egalite, A. J. & Mills, J. N. (2021). [Competitive impacts of means-tested vouchers on public school performance: Evidence from Louisiana](#). *Education Finance and Policy*.

- Cheng, A., & Peterson, P.E. (2021). Experimentally Estimated Effects of School Vouchers on Educational Attainment of Moderately and Severely Disadvantaged Students. *Sociology of Education*.
- Hamlin, D., & Cheng, A. (2021). Are homeschoolers socially isolated? *Sociology of Education*.
- DeAngelis, C.A., Burke, L.M., & Wolf, P.J. (2020). [When being regulated is a choice: The impact of government policies on private school participation in voucher programs](#). *Journal of School Choice*, Online First.
- Lee, M.H., Mills, J.N., & Wolf, P.J. (2020). [Heterogeneous achievement impacts across schools in the Louisiana Scholarship Program](#). *Journal of School Choice*, 14(2), 228-253.
- DeAngelis, C.A., & Wolf, P.J. (2020). [Private school choice and character: More evidence from Milwaukee](#). *Journal of Private Enterprise*, 35(3), 13-48.
- Kingsbury, I., Maranto, R & D. Beck, D (2020). [Road Weary? Testing Whether Long Commutes to Testing Sites Explain Deficient Cyber Charter School Academic Performance](#). *Journal of School Choice*.
- Kingsbury, I., Maranto, R. & Karns. N. (2020). [Charter School Regulation as a Disproportionate Barrier to Entry](#). *Urban Education*.
- Maranto, R. (2020) Between Elitism and Populism: A case for pluralism in schooling and homeschooling. *Journal of School Choice*.
- Beck, D., Tran, B., Maranto, R., & Clark, T. Why they come and go: Comparing special education and general education students in cyber schools. *Journal of Online Learning Research*, submitted May 2021.
- Beck, D., Maranto, R., Tran, B., & Clark, T. Relationships between student-student, student-teacher interactions and academic achievement for special education students in virtual schools. *Educational Technology and Society*, submitted April 2021.
- Beck, D., Maranto, R., Tran, B., & Clark, T. Exploring the relationship between student-student and student-teacher interaction and student achievement in virtual schools. *Journal of Open, Flexible, and Distance Learning*, submitted May 2021.
- Cheng, A., & Donnelly, M. (2019). New Frontiers in Research and Practice on Homeschooling. *Peabody Journal of Education*, 94(3), 259-262.

Book Chapters:

- Wolf, P. J. (2021). Conclusions and recommendations. In Sinacola, C., & Candel, C. S. (Eds.), *A vision of hope: Catholic schooling in Massachusetts*. Boston, MA: Pioneer Institute.
- Wolf, P.J. (2020). The political perspective on school choice. In M. Berends, A. Primus, & M. G. Springer (Eds.), *Handbook of research on school choice* (pp. 17-31). New York: Routledge.
- Wolf, P. J. (2020). Myth: Public schools are necessary for a stable democracy. In C.A. DeAngelis & N.P. McCluskey (Eds.), *School choice myths: Setting the record straight on education freedom* (39-57). Washington, DC: Cato Institute.
- Cheng, A. (2020). Myth: School choice only helps the rich get richer. In C.A. Deangelis & N. McCluskey *School Choice Myths*, pp. 113-129. Washington DC: CATO Institute.

Policy Reports and Working Papers:

- Wolf, P. J., Greene, J.P., Ladner, M., & Paul, J.D. (2021). [Education freedom and student achievement: Is more school choice associated with higher state-level performance on the NAEP?](#) School Choice Demonstration Project, University of Arkansas, Fayetteville, AR.
- Varga, S., Cheng, A., Coady, E., Huang, Y, Martin, S., Donahue, C., Skubel, A., Zaff, J., Cole, M., & Hynes, M. (2021). Choices and Challenges: Florida Parents' Experiences with the State's McKay and Gardiner Scholarship Programs for Students with Disabilities. Boston University: The Center for Promise
- DeAngelis, C.A., Wolf, P.J., Syftestad, C., Maloney, L.D., & May, J.F. (2021). [Making it Count: The productivity of public charter schools in seven U.S. cities.](#) School Choice Demonstration Project, University of Arkansas, Fayetteville, AR.
- DeAngelis, C.A., Wolf, P.J., Maloney, L.D., & May, J.F. (2020). [Charter school funding: Inequity surges in the cities.](#) School Choice Demonstration Project, University of Arkansas, Fayetteville, AR.
- Paul, J.D., & Wolf, P.J. (2020). [Moving on Up? A virtual school, student mobility, and achievement.](#) EdWorkingPapers. Annenberg, Brown University, Providence, RI.
- Cheng, A., Wolf, P.J., Wang, W., & Wilcox, W.B. (2020). [The Protestant family ethic: What do Protestant, Catholic, private, and public schooling have to do with marriage, divorce, and non-marital childbearing?](#) Institute for Family Studies, American Enterprise Institute, Washington, DC.
- Wolf, P.J. (2020). [Private school choice programs: What do we know about their effects on outcomes for disadvantaged students?](#) A background paper for the Hoover Education Success Initiative, Stanford University, Palo Alto, CA.
- Lee, M. H., & McKenzie, S. C. (2020). [Charter Schools in Northwest Arkansas: Patterns in Enrollment and Characteristics of Student Movers.](#) *Arkansas Education Reports*.
- Beck, D., Clark, T., Tran, B., & Maranto, R. Student-Teacher Interaction, Student-Peer interaction, and achievement in cyber schools. *Computers and Education*, (submitted June 2021).
- Kingsbury, I., Bradley-Dorsey, M., & Maranto, R. Charter School Closing Inequities: Do automatic closure laws target Black charter entrepreneurs and Black students? *Educational Policy* (submitted May 2021).

Education Policy:

Journal Articles:

- Swanson, E., Kopotic, K., Zamarro, G., Mills, J. N., Greene, J. P. & Ritter, G. R. (2021). An evaluation of the educational impact of college campus visits: A randomized experiment. *AERA Open*.
- Cheng, A. & Djita, R. (2021). Volunteering and Charitable Giving among Australian Young Adults and the Mediating Role of Community Service Emphasis in Secondary Schools. *International Journal of Educational Research*.
- Smith, D.I., Green, B., Kurkechian, M., & Cheng, A. (2021). Assessing Christian learning: Towards a practices-based approach to faith, vocation, and assessment. *International Journal of Christianity and Education*.

- Brown, M. I., Wai, J., & Chabris, C. F. (2021). [Can you ever be too smart for your own good? Comparing linear and nonlinear effects of cognitive ability on life outcomes.](#) *Perspectives on Psychological Science*.
- Cheng, A., Maranto, R., & Shakeel, M.D. (2020). Unionization, public school reform, and teacher professionalism. *Journal of Educational Change*, 1-18.
- Maranto, R., Queiroz e Melo, R., & Glenn, C. (2020). Introduction to a Special Section on COVID-19 and Schooling in the U.S.: Disruption, Continuity, Quality and Equity. *Journal of School Choice*, 14 (4).
- Maranto, R. (2020). Why American School Corruption Remains Hidden: Diagnoses and Prescriptions for Reform. *International Journal of Education Law and Policy*. Vol. 15, pp. 55-66.
- Maranto, R. & Wai, J. (2020). [Why Intelligence Is Missing from American Education Policy and Practice, and What Can Be Done About It.](#) *Journal of Intelligence*. Volume 8, issue 1 (January).
- Wai, J., & Lakin, J. M. (2020). [Finding the missing Einsteins: Expanding the breath of cognitive and noncognitive measures used in academic services.](#) *Contemporary Educational Psychology*, 63, 101920.
- Lakin, J. M., & Wai, J. (2020). [Spatially gifted, academically inconvenienced: Spatially talented students experience less academic engagement and more behavioral issues than other talented students.](#) *British Journal of Educational Psychology*, 90(4), 1015-1038.
- Anaya, L., Iriberry, N., Rey, P., & Zamarro Rodriguez, G. (Under Review). [Understanding Performance in Test Taking: The Role of Question Difficulty Order.](#) *Journal of Public Economics*.
- Anderson, K. P., & McKenzie, S. (Under Review). Local implementation of state-level discipline policy: Administrator perspectives and contextual factors associated with compliance. *AERA Open*.
- Anderson, K. & McKenzie, S. (Under Review). Reform Impacts on Discipline Rates and Disparities: the Effects of a State-wide Policy Limiting Exclusionary Discipline in Elementary School. *Educational Evaluation and Policy Analysis*.

Book Chapters:

- Wai, J., & Zhang, D. C. (in press). Careers and the gifted: Implications for society and education policy. In B. Walsh, L. Flores, P. Hartung, F. Leong, & M. Savickas (Eds.), *Career psychology*. Washington, DC: American Psychological Association.
- Wai, J., & Benbow, C. P. (in press). Educational interventions on behalf of the gifted: Do they have lasting links with development? In J. Van Tassel-Baska (Ed.), *Talent development in gifted education: Theory, research, and practice*.
- Kanaya, T., Wai, J., & Worrell, F. C. (in press). The “Flynn Effect” and decision making in education: Addressing fairness concerns. In AERA book titled *Fairness issues and solutions in educational and psychological testing: Implications for researchers, practitioners, policy makers, and the public*.
- Wai, J. (in press). “Luck and mentorship”: Brief reflections of a Chinese American in higher education. In N. D. Hartlep, A. K. Kahlon, and D. Ball (Eds.), *Asian/American scholars of education: 21st century pedagogies, perspectives, and experiences* (2nd Ed.) (pp. xx-xx). New York, NY: Peter Lang.

- Wai, J., & Bailey, D. H. (in press). How intelligence research can inform education and public policy. In A. K. Barbey, S. Karama, & R. J. Haier (Eds.), *The Cambridge Handbook of Intelligence and Cognitive Neuroscience*. Cambridge, U.K.: Cambridge University Press.
- Woessner, M., Maranto, R., Redding, R. E., & Wai, J. (in press). Might psychology's ideology affect undergraduates? In C. Frisby, W. T. O'Donohue, R. E. Redding, & S. O. Lilienfeld (Eds.), *Political Bias in Psychology*.
- Halpern, D. F., & Wai, J. (2020). Sex differences in intelligence. In R. J. Sternberg (Ed.), *The Cambridge Handbook of Intelligence* (pp. 317-345). Cambridge, U.K.: Cambridge University Press.
- Ritter, G., & McKenzie, S. (2020). Making Progress? Education Reform in Arkansas. *Readings in Arkansas Politics and Government, 2nd edition* (pp. 387-404). Fayetteville, AR: University of Arkansas Press.

Policy Reports and Working Papers:

- Harris, D. N. & Mills, J. N. (2021). [Optimal college financial aid: Theory and evidence on free college, early commitment, and merit aid from an eight-year randomized trial](#) (EdWorkingPaper: 21-393). Providence, RI: Brown University, Annenberg Institute.
- McGee, J. B., Mills, J. N., & Goldstein, J. S. (2021). [The effect of school district consolidation on student achievement: Evidence from Arkansas](#) (EdWorkingPaper No. 21-347). Providence, RI: Brown University, Annenberg Institute.
- Goldstein, J., Mills, J. N., Cheng, A., & Hitt, C. E. (2021). [Does the timing of money matter? A case study of the Arkansas Academic Challenge Scholarship](#) (Arkansas Education Report). Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Bich, T., Wai, J., McKenzie, S. C., Mills, J. N., & Seaton, D. (2020). [What can we learn about improving gifted identification by studying how accurate the process is in Arkansas?](#) (Arkansas Education Report). Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Kopotic, K. (2020, May). From start to finish: Predicting enrollment and attainment in Arkansas postsecondary education. (Unpublished doctoral dissertation). Department of Education Reform, College of Education and Health Professions, University of Arkansas, Fayetteville, AR.
- Anaya, L. M., Zamarro Rodriguez, G. (2020) [The role of student effort on performance in PISA: Revisiting the gender gap in achievement](#).
- McKenzie, S., McGee, J., Reid, C. A., & Goldstein, J. S. (2021). [Does the Timing of Money Matter? A Case Study of the Arkansas Academic Challenge Scholarship](#). (Policy Brief) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- McKenzie, S., McGee, J., Jordan, E., & Reid, C. A. (2021). [Early Access: Elementary School Outcomes for Arkansas Better Chance Pre-Kindergarten Participants](#). (Policy Brief) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- McKenzie, S., McGee, J., Jordan, E., & Reid, C. A. (2021). [Investigating Outcomes for English Language Learners in Arkansas Better Chance \(ABC\) Pre-K](#). (Policy Brief) Fayetteville, AR: University of Arkansas, Office for Education Policy.

- McKenzie, S., McGee, J., Reid, C. A., & Goldstein, J. S. (2020). [Advanced Placement Course-Taking and ACT Test Outcomes in Arkansas](#). (Policy Brief) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- McKenzie, S., McGee, J., Reid, C. A., & Tran, B. (2020). [Using State Assessments to Increase Equity in G/T Identification](#). (Policy Brief) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Erickson, H.H., Watson, A.R., & Greene, J.P. (September, 2020). [An Experimental Evaluation of Arts Field Trips](#). EdWorkingPaper: 20-284.
- Jordan, E. M., & McKenzie, S. C. (2021). [Academic Outcomes for English Language Learners in Arkansas Better Chance Public Pre-K](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Goldstein, J., Mills, J. N., Cheng, A., & Hitt, C. E. (2021). [Does the Timing of Money Matter? A Case Study of the Arkansas Academic Challenge Scholarship](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy. McKenzie, S. & Jordan, E. (2021). [Early Access: Elementary School Outcomes for Arkansas Better Chance Public Pre-Kindergarten Participants](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Tran, B., Wai, J., McKenzie, S. C., Mills, J. N., & Seaton, D. (2020). [What Can we Learn about Improving Gifted Identification by Studying how Accurate the Process is in Arkansas?](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Goldstein, J. S., & McKenzie, S. C. (2020). [Advanced Placement Course-Taking and ACT Testing Outcomes in Arkansas](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy.
- Bradley-Dorsey, M., & McKenzie, S. C. (2020). [Arkansas High School Graduation Rates: 2013/14-2017/18](#). (Arkansas Education Report) Fayetteville, AR: University of Arkansas, Office for Education Policy.

Teacher Quality/ Labor Markets:

Journal Articles:

- Graham, B. S., Ridder, G., Thiemann, P., & Zamarro Rodriguez, G. [Teacher-to-classroom assignment and student achievement](#). *Review of Economic Studies*. Paper Under Review
- Nichols, M., Zamarro Rodriguez, G., & Trivitt, J. College Readiness, Student Expectations and Success: The Role of Non-Cognitive Skills. *Learning and Individual Differences*. Revise and Resubmit
- Fuchsman, D., Sass, T., & Zamarro Rodriguez, G. [Testing, Teacher Turnover and the Distribution of Teachers Across Grades and Schools](#). *Education Finance and Policy*. Revise and Resubmit
- Anderson, K., Zamarro, G., Steele, J., & Miller, T. Comparing Performance of Methods to Deal with Differential Attrition in Lottery Based Evaluations. *Evaluation Review*. Resubmitted
- Zamarro, G., Nichols, M., Duckworth, A., & D' Mello, S. (2020). Further Validation of Survey Effort Measures of Relevant Character Skills: Results from a Sample of High School Students. *PLOS One*.

- Anaya, L. M., Zamarro Rodriguez, G., & Stafford, F. P. Gender Gaps in Math Performance, Perceived Mathematical Ability and College STEM Education: The Role of Parental Occupation. *Education Economics*. Conditionally Accepted

Book Chapters:

- Cheng, A. (2021). On the Moral Architecture of Socioemotional Skills. In B. Orrell (Ed.), *Minding our Workforce: The Role of Noncognitive Skills in Career Success*, pp. 38-54. Washington DC: American Enterprise Institute.

Policy Reports and Working Papers:

- Fuchsman, D., McGee, J. B., & Zamarro Rodriguez, G. (2020). [Teachers' Willingness To Pay For Retirement Benefits: A National Stated Preferences Experiment.](#)
- Paul, J.D., Cheng, A., Greene, J.P., & McGee, J.B. (2021) [The Value of College Athletics in the Labor Market: Results from a Resume Audit Field Experiment.](#)

Leadership

Journal Articles

- Cheng, A., Coady, E., Carroll, K., & Maranto, R. (2021). The Roles of Black Female Principals: Insights from a National Survey. *Educational Researcher*.
- Carroll, K., Cheng, A., Maranto, R., & Teodoro, M. (2021). Race, Career Paths, and Bureaucratic Ambition. *Public Administration Review*.
- Cheng, A., Wang, W., Wilcox, W.B., & Wolf, P.J. (2020). The Protestant Family Ethic. Washington DC: *American Enterprise Institute*.
- Cheng, A., Maranto, R., & Shakeel, M.D. Unionization, Public School Reform, and Teacher Empowerment: Comparing Teacher Influence in Charter and Traditional Public Schools. *Journal of Educational Change*. Published online August 28, 2020 at <http://link.springer.com/article/10.1007/s10833-020-09391-2>.

Book Chapter:

- Maranto, R., Queiroz e Melo, R., & Glenn, C. (Forthcoming December 2021). Comparing the American and International School Responses to COVID-19. In David Marshall's edited book *COVID-19 and the Classroom: How Schools Navigated the Great Disruption*. Lanham: Lexington.

Policy Reports and Working Papers:

- Fuchsman, D., & Zamarro, G. [Local Labor Market Conditions, Principals' Leadership, Conscientiousness, and Beginning Teacher Turnover: A Study During the Great Recession.](#) *Educational Researcher*. Paper Under Review
- Maranto, R. What School Board Training Doesn't Teach About Hiring Your Superintendent: A First-Person Account. *Educational Leadership*. Paper Under Review
- Maranto, R. (2020). The Truth about the Politically Correct University. *Change: The Magazine of Higher Learning*, 52:1 (January), 46-53, DOI: 10.1080/00091383.2020.1693859.

Accountability and Transparency:

Journal Articles:

- Bearfield, D., R. Maranto & P. J. Wolf (September 2020) Making Violence Transparent: Ranking Police Departments in Major U.S. Cities to Make Black Lives Matter, *Public Integrity*, DOI: 10.1080/10999922.2020.1810601
- Costrell, Robert M. (2020). Reforming Teacher Pension Plans: The Case of Kansas, the 1st Teacher Cash Balance Plan. *Education Finance and Policy*, forthcoming.
- Costrell, Robert M., Hitt, C., & Schuls, J., [A \\$19 billion blind spot: State pension spending](#), *Educational Researcher*, April 2020 (Vol. 49, No. 3), pp. 220-223.
- Costrell, Robert M. (forthcoming). The Three R's of Teacher Pension Funding: Redistribution, Return, and Risk. *Educational Researcher*.
- Costrell, Robert M. [Cross-Subsidization of Teacher Pension Costs: The Impact of the Discount Rate](#), *Journal of Pension Economics and Finance*, April 2020 (Vol. 19, No. 2), pp. 147-162.
- Cheng, A., Henderson, M.B., Peterson, P.E., & West, M.R. (forthcoming). Cost-Benefit Information Closes Aspiration Gaps—If Parents Think their Child is Ready for College. *Education Economics*.
- Cheng, A., & Iselin, D. (2020). The Cardus Education Survey Australia: Australian Schools and the Common Good. Hamilton, ON: Cardus.
- Cheng, A., Greene, J., & Kingsbry, I. (2021). Are More Highly Educated Individuals More Antisemitic? Findings Based on a New Approach to Measuring Antisemitism Using Double Standards. *Antisemitism Studies*.

Book Chapter:

- Costrell, Robert M., & McGee, J. (forthcoming) Recent Research on Teacher Pension Funding, Benefits, and Policy Debates, draft chapter prepared in 2020 for Thomas Downes and Kieran Killeen (eds.), *Recent Advancements in Education Finance and Policy*.

Policy Reports and Working Papers:

- Cheng, A., & Peterson P.E. (2021). School Choice and ‘The Truly Disadvantaged’ Vouchers Boost College-Going, But Not for the Poorest Students. *Education Next*.
- Cheng, A. (2021). The Protestant Family Ethic. *Research in Brief* 2(2), 10-14.
- Greene, J.P. (2021). Navigating the financial, political, and information constraints on large-scale philanthropy. [American Enterprise Institute Report](#).
- Lee, M.H., Djita, R., & Cheng, A. (2021). Sabbath Practices and Wellness in Christian Schools. *Research in Brief*, 2(2), 6-10.
- Lee, M., Cheng, A., & Wiens, K. (2021). 2020 Principal Survey. Council on Educational Standards and Accountability: Kennesaw, Georgia.
- Cheng, A. & Sikkink, D. (2020). What Do They Deliver? A Report on American Colleges and Universities. Hamilton, ON: Cardus.
- Costrell, Robert M., & McGee, J. (2020). [Sins of the Past, Present, and Future: Alternative Pension Funding Policies](#), working paper for Brookings Municipal Finance Conference, [plenary session](#), July 13-14, 2020.
- Costrell, Robert M.(2020). [The Three R's of Teacher Pension Funding: Redistribution, Return, and Risk](#). (EdWorkingPaper: 20-319).
- Cheng, A., & Iselin, D. (2020). Australian Schools and the Common Good: Summary Report on the cardus Eduactino Survey Australia. Hamilton, ON: Cardus

- Cheng, A. (2020). Meditations on “Meditation in a Toolshed”: What C.S. Lewis Can Teach Educators about Data-Usage. *Research in Brief*, 2(1), 11-13.

In addition to these core areas, we have developed several projects to inform policy during the COVID-19 pandemic:

Journal Articles:

- Zamarro Rodriguez, G., & Prados, M. J. (2021). [Gender Differences in Couple's Division of Childcare, Work, and Mental Health](#). *Review of Economics of the Household*.
- Maranto, R, Beck, D, Clark, T. & Tran, B. How COVID-19 changed cyber charter schools. *Phi Delta Kappan*, forthcoming, September 2021.

Policy Reports and Working Papers:

- Camp, A., & Zamarro Rodriguez, G. (2021). [Determinants of Ethnic Differences in School Modality Choices during the COVID-19 Crisis](#).
- Zamarro Rodriguez, G., & Syftestad C. (2021) Movements Towards Homeschooling During the COVID-19 Crisis. Conference paper.
- Zamarro Rodriguez, G., & Prados, M. J. (2020). [Update on Gender Differences on the Impact of COVID-19](#).
- Zamarro Rodriguez, G., Perez Arce, F., & Prados, M. J. (2020). [Gender Differences in the Impact of COVID-19](#).

EDRE Goal 5: Translate research findings into informational resources useful to school practitioners, policymakers and other interested parties.

EDRE faculty, staff, and students leverage a variety of channels to translate research findings into informational resources useful to school practitioners, policymakers, and other interested parties, including op-eds, blog posts, data visualizations, and videos.

- Wolf advised editors at *The Wall Street Journal* who translated the results of research he led into a [desk editorial about the Social and Emotional Learning effects of school choice](#) on August 30, 2020.
- Wolf and Greene advised editors at *The Wall Street Journal* who translated the results of research they led into a desk editorial on [the positive effect of school choice on student achievement in public schools](#) on March 26, 2021.
- Wolf serves on the Advisory Board of Choice Media, a non-profit organization that translates research findings into informational resources for interested parties.
- Costrell is periodically contacted by the Arkansas legislature for expert opinion on the Arkansas Teacher Retirement System. Most recently: “Arkansas Teacher Retirement Plan: Risks, Redistribution & Remedies,” Testimony to Arkansas Legislature, Joint Committee on Public Retirement, September 11, 2018. ([video](#), [slides](#))

Op-Eds:

- DeAngelis, C. A., & Wolf, P. J. (2021). Analysis: [New research on student funding & performance shows New Orleans Charter Schools get more bang for the buck – and boost kids’ earning potential](#), *The74*, March 24.
- Wolf, P. J. (2021). [Expand choice](#), *Arkansas Democrat-Gazette*, February 11.

- Maranto, R. (2020). [Academia fails to improve police practices](#). *Wall Street Journal*, June 11. See also <https://news.uark.edu/articles/55035/professors-police-research-aimed-to-make-black-lives-matter>.
- Maranto, R. (2020). [School Choice and the Value of Religious Diversity](#). *National Review*, August 9.
- Maranto, R. (2020). [Academia fails to improve police practices](#). *Wall Street Journal*, June 11.
- Wolf, P. J., & DeAngelis, C. A. (2020). Team Biden's backward hostility to charter schools, *New York Post*, December 22.
- DeAngelis, C. A., & Wolf, P. J. (2020) Charter schools deserve the same funding that traditional public schools enjoy, *Washington Examiner*, December 21.
- Wolf, P. J., & McCluskey, N. (2020). Covid-19 leaving most private schools in financial despair, *Baltimore Sun*, July 16.

Blog posts:

- Zamarro Rodriguez, G., & Camp, A. (2021). [Returning to In-Person Learning Might be More Complex than Simply Re-Opening Schools for Minority Families](#).
- Wolf, P. J. (2021). [The data bears it out: Educational freedom means higher educational achievement](#), *Project Forever Free*, March 25
- Wolf, P. J. (2021). [Hoosiers score benefits from private school choice](#), *Education Next Blog*, March 16.
- Wolf, P. J. (2021). [Charter school growth increases resources in district-run schools](#), *Fordham Institute*, February 25.
- McKenzie, S. (2021). [Do Students in Arkansas' Gifted Programs Perform Better?](#) *Office for Education Policy Blog*. May 12.
- McKenzie, S. (2021). [Addressing the Teacher Shortage](#). *Office for Education Policy Blog*. March 10.
- McGee, J. (2021). [Effects of School District Consolidation in Arkansas](#). *Office for Education Policy Blog*. March 3.
- McKenzie, S. (2021). [New Research on Arkansas Challenge Scholarships](#). *Office for Education Policy Blog*. February 17.
- Jordan, E. (2021). [ABC Pre-K Shows Benefits for ELLs](#). *Office for Education Policy Blog*. January 27.
- McKenzie, S. (2021). [ABC Pre-K Students Outperform Peers](#). *Office for Education Policy Blog*. January 20.
- McKenzie, S. (2021). [Parents/Guardians Share Opinions](#). *Office for Education Policy Blog*. January 13.
- McKenzie, S. (2020). [School-Based Health Centers](#). *Office for Education Policy Blog*. December 9.
- McKenzie, S. (2020). [Early Research on Learning During COVID-19](#). *Office for Education Policy Blog*. December 2.
- McKenzie, S. (2020). [Do AP Classes Help Students to be College Ready?](#) *Office for Education Policy Blog*. November 18.
- McKenzie, S. (2020). [30% of Highest Achievers not Identified as Gifted and Talented](#). *Office for Education Policy Blog*. November 4.
- McKenzie, S. (2020). [Got Teachers?](#) *Office for Education Policy Blog*. April 29.

- McKenzie, S. (2020). [Arkansas' College Degree Reality Gap](#). *Office for Education Policy Blog*. March 4.
- McKenzie, S. (2020). [K-2 Assessment? Take your pick...](#) *Office for Education Policy Blog*. February 19.
- Goldstein, J. (2020). [Year-Round Schools in Arkansas](#). *Office for Education Policy Blog*. February 12.
- Lee, M. H. (2020). [Examining NWA Charter Schools Enrollment Trends](#). *Office for Education Policy Blog*. February 5.
- McGee, J. (2020). [District Funding Equity](#). *Office for Education Policy Blog*. January 29.
- McKenzie, S. (2020). [Examining Arkansas' Graduation Rates](#). *Office for Education Policy Blog*. January 22.
- Zamarro Rodriguez, G., & Prados, M. J. (2020). [Working Mothers' Careers, Mental Health Suffer During COVID-19 Pandemic](#).
- Wolf, P. J., Lee, M. H., & Watson, A. R. (2020) [Harvard law professor's attack on homeschooling is a flawed failure and terribly timed, too](#), *Education Next Blog*, May 5. Named the 5th most downloaded post of 2020.
- Kingsbury, I. & Maranto, R. (2020). [How Charter School Regulations Harm Minority School Operators](#). *Education Next blog*, August 5. <https://www.educationnext.org/charter-school-regulations-harm-minority-school-operators/>
- Cheng, A. (2020). [Redeeming the value of Higher Education](#). *Center for Advancement of Christian Education Blog*. March 6.

Podcasts:

- Wolf, P.J. (2021). The state of the school choice movement. *The Chalkboard Review* podcast, virtual, April 23
- Cheng, A. (2020, June 3). [Interview with Albert Cheng on assessing faith formation](#) [Podcast interview]. In D. Smith (moderator), *Faith in Teaching Podcast*, June 3.
- Cheng, A. (2020, March 16). [What colleges deliver to their graduates](#). In P.E. Peterson (moderator), *The Education Exchange with Paul Peterson*, March 16.
- Cheng, A. (2020). [College: Is it Worth It?](#). In E.P. Ellefsen (moderator), *Digital Education*, March 6.
- Wolf, P.J. (2020). The challenges facing private schools due to COVID. *The C4 and Bryan Nehman Podcast*. WBAL Radio, July 20.
- Wolf, P.J. (2020). [Gap in funding grows between charters, traditional public schools](#). *Education Exchange Podcast*, *Education Next*, November 23.
- Wolf, P.J. (2020). [The Protestant school-to-family pipeline](#). *Are You Kidding Me?* Podcast Episode 26. American Enterprise Institute, November 25.
- Wolf, P.J. (2020). [Has the Supreme Court just ended religious discrimination in public education funding?](#) *Citizen Ed* podcast, virtual, July 2.
- Wolf, P.J. (2020). [School choice, Espinoza, & student civic prep](#). *The Learning Curve* podcast. Pioneer Institute, Boston, MA, virtual, June 26.
- Maranto, R. (2020). [Attacks on Homeschooling](#), *First Things Podcast*, September 4.

Videos:

- Wolf recorded two videos for state legislator trainings around the country, one titled “The Academic Effects of School Choice” and another titled “The Civic Effects of School Choice”.
- Wolf released a series of seven informational videos on school choice with a focus on Arkansas:
 - Wolf’s Words Episode 1: [A Primer on School Choice](#)
 - Wolf’s Words Episode 2: [Public Charter Schools](#)
 - Wolf’s Words Episode 3: [Choosing Public Schools Within and Across Districts](#)
 - Wolf’s Words Episode 4: [Private School Choice](#)
 - Wolf’s Words Episode 5a: [Homeschooling by the Numbers](#)
 - Wolf’s Words Episode 5b: [The Reality of Homeschooling](#)
 - Wolf’s Words Episode 6: [Parent Empowerment in School Choice](#)
- McKenzie, S. (April 2020). [About ARteachers.org](#).

Webinars:

- Cheng is the Host/Chair of the Global Home Education Exchange Research Working Group Webinar Series on Homeschooling Research
- Wolf, P.J. (2021, April 14). Doing school choice research. Webinar, AFC Fellowship Program, virtual.
- Wolf, P.J. (2021, March 17). Private school choice and student character. Webinar, Ace Scholarships, virtual.
- Wolf, P.J. (2021, January 27). [A vision of hope: Catholic schooling in Massachusetts](#). Panelist for book release webinar, Pioneer Institute, virtual.
- Wolf, P.J. & Sikkink, D. (2020, June 11). [Webinar on homeschooling](#). Institute for Family Studies, University of Virginia, virtual.
- Wolf, P.J. (2020, May 18). *What we actually know about homeschooling*. Webinar, Education Freedom Institute, virtual.
- Wolf, P.J. (2020, April 23). *Advice for private schools during Covid*. Webinar, The Reform Alliance, virtual.

Data Visualizations:

- Costrell, Robert M. (2021) Employer Contribution per Pupil for Retirement Benefits <https://edre.uark.edu/resources/pdf/costrellemployercontperpupil.pdf>
- Cheng, A., & Iselin, D. (2020). Australian Schools and the Common Good: Infographic. Hamilton, ON: Cardus.
- McKenzie, S., & Reid, C. (2020) [Arkansas Achievement Gaps-2019 Update](https://public.tableau.com/profile/office.for.education.policy.university.of.arkansas#!/viz/home/ArkansasAchievementGaps-2019Update/AchievementGaps) <https://public.tableau.com/profile/office.for.education.policy.university.of.arkansas#!/viz/home/ArkansasAchievementGaps-2019Update/AchievementGaps>

Public Scholarship:

- Zamorro’s work on the effects of COVID has been mentioned in the media 58 times at this moment. 8 paper presentations in (AEFP, APPAM); 1 poster presentation SREE.
- Zamorro worked with R-Street that wrote an article [featuring Charassein work on Social-Emotional Education](#)
- Greene, J.P., Cheng, A., & Kingsbury, I. (2021). [Are Educated People More Anti-Semitic?](#) Tablet Magazine.
- Costrell and McGee have written a book chapter cited above, on “Recent Research on Teacher Pension Funding, Benefits, and Policy Debates,” which is specifically “meant to

serve professionals like school district administrators and education policy practitioners,” and to specifically serve as a “bridge” between journal articles and the audience mentioned, to quote from the invitation to me to submit.

- Costrell’s forthcoming *Educational Researcher* paper cited above, “[The Three R’s of Teacher Pension Funding: Redistribution, Return, and Risk](#),” was solicited specifically to “target an audience that will be generally unfamiliar with pension language.” *Educational Researcher* is read by the widest audience of those with an interest in what education research has to say about policy. To quote from the goals and rationale for the special issue on pension reform in which this paper will appear, “The implications of pension reforms are of general significance to the education research community and the teaching community... *Educational Researcher* is the ideal place for this special issue, given its broad audience...”
- Wai, J. (2021). [More than the message: A new guide offers advice for navigating barriers to successful science communication](#). *Science*, 372(6542). [IF =41.845].
- Lewis, N. A., Jr., & Wai, J. (2021). Communicating what we know, and what isn’t so: Science communication in psychology. *Perspectives on Psychological Science*. [IF = 9.305].
- Wai, J., & Lakin, J. M. (2020). Using spatial ability tests to find ‘missing Einsteins.’ *Times Educational Supplement*. (print magazine) November 6.
- Wai, J., & Makel, M. C. (2020). Why graduates of elite universities dominate the Time 100 – and what it means for the rest of us. *The Conversation*. November 2.
- Wai, J. (2020). What the research says on tests and test-optional policies in college admissions. *Forbes*. October 21.
- Wai, J. (2020). The undergraduate institutions with the most Nobel prize winners. *Forbes*. October 8.
- Wai, J. (2020). How research can help find the missing Einsteins. *Forbes*. October 6.
- Wai, J., & Farmer, A. (2020). Many colleges have gone test-optional—here’s how that could change the way students are admitted. *The Conversation*. September 21.
- Lakin, J. M., & Wai, J. (2020). Many students with the potential to excel in STEM fields struggle in school. *The Conversation*, Fordham Institute. July 28.
- Wai, J. (2020). [The Spatially Gifted-Our Future Architects and Engineers-Are being Overlooked](#). *Edutopia* (2020). December 4.
- Wai, J. (2020). [Stop branding intelligent people as awkward](#). *Times Educational Supplement* (May 7, 2020). May 7.
- Wai, J. (2020) [Covering gifted education through an equity lens](#). *The Grade - Phi Delta Kappan*. March 4.
- Wai, J., & Worrell, F. C. (2020). How talented low-income kids are left behind. *Phi Delta Kappan*, 102(4), 26-29. [IF = 0.556]
- Lakin, J. M., & Wai, J. (2020). Making space for spatial talent. *Phi Delta Kappan*, 102(4), 36-39. [IF = 0.556]

Other Activities:

- Wolf organized a University of Arkansas public viewing on February 19, 2020, of the Hollywood movie *Miss Virginia*. The movie is about the successful struggle for school choice in Washington, DC. The event was co-sponsored by the Arkansas Alumni Association. Wolf moderated a roundtable discussion afterwards with Little Rock native Virginia Walden Ford, the inspiration for the movie, director R. J. “Dan” Hanna,

undergraduate alum of the University of Arkansas, and Dr. Malachi Nichols, alum of the Department of Education Reform.

- OEP entered into a research practice partnership with the Department of Elementary and Secondary Education.

EDRE Goal 6: Serve as a state and national information source for public education in order to provide knowledge generated by research to a broad audience.

EDRE faculty, staff, and students serve as a state and national information source to share expertise with a broad audience.

- Wolf's research was cited during Arkansas House of Representatives floor debate that culminated in the passage of SB680, *To Create the Philanthropic Investment in Arkansas Kids Program Act* on April 21, 2021.
- At the request of the Committee Chair, Wolf provided *The Scholarly Research Regarding Private School Choice Programs: Written Testimony Submitted to the Minnesota Senate E-12 Committee*, (March 2, 2021).
- At the invitation of Columbia University, Wolf served on the dissertation committee of Stephen Q. Cornman, who is a top official at the U.S. Department of Education's Institute of Education Sciences. His dissertation, which will provide knowledge to a broad audience, is entitled, *Do equity and adequacy court decisions and policies make a difference for at-risk students? Longitudinal evidence from New Jersey*. (Unpublished doctoral dissertation). Teachers College, Columbia University, New York, NY, November, 2020.
- McKenzie provided Individualized assistance on State Report Card development to Bureau of Indian Education for USDOE.
- McKenzie and Wai were Keynote speakers at the Texas Association for Gifted and Talented Education to present research from McKenzie, S., Seaton, D., & Wai, J. (March 2021). *Keynote: Who Is Missing From G/T Classrooms? How a Research-Practice Partnership and Leveraging Data Can Increase Equity in G/T Identification*. Texas Association of Gifted and Talented Leadership Conference (virtual). TX, United States.

Invited Presentations:

- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2021, March). Northcentral Education Service Cooperative GT Research Update. NAESC GT Coordinator Meeting. (virtual). Melbourne, AR.
- McKenzie, S., Seaton, D., & Wai, J. (2021, March). Best Practices in G/T Identification Texas Association of Gifted and Talented Leadership Conference (virtual). TX, United States.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2021, March). DeQueen Education Service Cooperative GT Research Update. NAESC GT Coordinator Meeting. DeQueen, AR.
- Wolf, P.J. (2021, April 23). [Three empirical studies on school choice and student outcomes](#). Challey Institute, College of Business, North Dakota State University, virtual.
- Wolf, P.J. (2021, February 6). The facts about school choice. *Education Policy Summit*, GenZGOP, Springdale Har Ber High School, Springdale, AR.
- McKenzie, S. (2021, January). ARteachers.org: A 'Common App' for Arkansas Teachers. Arch Ford Education Service Cooperative. Plumerville, AR.

- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2021, January). Crowley’s Ridge Education Service Cooperative GT Research Update. Crowley’s Ridge GT Coordinator Meeting. (virtual). Crowley’s Ridge, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (J2021, January). Arch Ford Education Service Cooperative GT Research Update. Arch Ford GT Coordinator Meeting. (virtual). Bebee, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2021, January). Wilbur Mills Education Service Cooperative GT Research Update. GT Coordinator Meeting. (virtual). Bebee, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2021, January). Northwest Arkansas Education Service Cooperative GT Research Update. Curriculum Group. (virtual). Farmington, AR.
- Costrell, Robert M. (with Josh McGee) (2021, January), “Recent Research on Teacher Pension Funding, Benefits, and Policy Debates,” Convening conference for draft chapters for Thomas Downes and Kieran Killeen (eds.), *Recent Advancements in Education Finance and Policy*, 2021.
- Wolf, P.J. (2020, December 2). [Staying up-to-date on the education choice literature – A review from leading experts](#). *EdPalooza*, Foundation for Excellence in Education, virtual.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2020, December). Arkansas GT Research. Arkansas Department of Elementary and Secondary Education GT Cooperative Coordinators Meeting (virtual). AR, United States.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2020, December). Bentonville GT Research Update. Bentonville School District Select Staff Meeting (virtual). Bentonville, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2020, December). Bentonville GT Research Update. Bentonville School District Cabinet Meeting (virtual). Bentonville, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2020, December). NWAESC GT Research Update (virtual). Northwest Arkansas Educational Service Cooperative Board of Directors Meeting. Farmington, AR.
- McKenzie, S., Seaton, D., Wai, J. & Tran, B. (2020, November). NWAESC GT Research Update (virtual). Northwest Arkansas Educational Service Cooperative. GT Coordinator Meeting. Farmington, AR.
- McKenzie, S. (2020, October). ARteachers.org: A ‘Common App’ for Arkansas Teachers (poster). Mid-South Educational Research Association (MSERA), virtual conference, AR, United States.
- Cheng, A. (2020, February 12). Proving our Value: The Impact of Christian Higher Education in the Lives of Alumni. Invited Talk at the Council of Christian Colleges and Universities Multi-Academic Conference 2020. San Diego, CA.
- Wolf, P.J. (2020, March 3). *What does the evidence say about parental school choice?* The Not So Great Society. Goldwater Institute, Scottsdale, AZ.

Panels:

- McKenzie, S. (2021, June 15) “Research and Practice in Identification for Equity” Texas Association for Gifted and Talented. Equity and Your G/T Program Invited Panelist.

- McKenzie, S. (2021) National School Choice Week Arkansas Town Hall, Invited Panelist.
- Wolf, P.J. (2020, November 20) Charter school funding inequities: Resources, facilities, and policy change. Invited Panelist to Independent Charter School Virtual Conference.
- Wolf, P.J. (2020, March 3) Studying the effectiveness of classical education. Invited Panelist to National Classical Education Symposium. Institute for Classical Education, Phoenix, AZ.
- Cheng, A.(2020, December 1). Invited Panelist to “School Choice Myths.” Excellence in Education’s EdPalooza Virtual Conference
- Cheng, A.(2020, September 11). “Opening Up the Private Sector.” Invited panelist for the Closing the Education Opportunity Gap. Virtual Conference hosted by the Program on Education Policy and Governance at Harvard University.
- Cheng, A. (2020, September 16). The Protestant Family Ethic Web Event. Invited Panelist. American Enterprise Institute. Washington, DC.
- Cheng, A. (2020, August 26). Australian Schools and the Common Good. Findings from the Cardus Education Survey Australia: Report Launch Event.
- Cheng, A. (2020, January 20). A Decade of the Cardus Education Survey. Invited Panelist at the International School Choice and Reform 2020 Conference. Ft. Lauderdale, FL.
- Cheng, A. (2020, November 13). Global Home Education Researcher Networking Session. Invited Panelist at the 2020 Global Home Education Exchange Virtual Conference.
- Zamarro served as part of the expert panel committee for IES National Institute of Education Statistics resulting in the report: SETTING PRIORITIES FOR FEDERAL DATA ACCESS TO EXPAND THE CONTEXT FOR EDUCATION DATA

EDRE Goal 7: Facilitate the scholarly exchange of views about education reform.

EDRE faculty, staff, and students present papers, attend conferences, and serve on editorial boards.

Papers at peer-reviewed international academic conferences:

- Zamarro Rodriguez, G. (2021, January 28) XL Jornadas de Economía de la Salud, "Los Efectos Indeseados del Cierre de Colegios Durante la Crisis del COVID-19," Online, Spain.
- Zamarro Rodriguez, G. (2021, January 28), *Los Efectos Indeseados del Cierre de Colegios Durante la Crisis del COVID-19*. XL Jornadas de Economía de la Salud. Online, Spain.
- Paul, J.P., & Wolf, P.J. (2021, January 16-18). *Moving on up? A virtual school, student mobility, and achievement*. Paper presented at the 9th International School Choice & Reform Conference, Virtual.
- Cheng, A., & Hamlin, D. (2021). *Making sense of education’s most complex subgroup: A taxonomy of homeschoolers based on nationally representative data*. Paper presented at the 2021 International School Choice and Reform Conference. Virtual
- Wolf, P.J. (2021, January 16-18). *Myth: Public schools are necessary for a stable democracy*. Paper presented at the 9th International School Choice & Reform Conference, Virtual.

- Wolf, P.J., Maloney, L.D., DeAngelis, C.A., & May, J.F. (2021, January 16-18). *Public charter school funding inequities across U.S. cities and over time*. Paper presented at the 9th International School Choice & Reform Conference, Virtual.
- Tran, B. T. N., Wai, J., Mills, J. N., McKenzie, S. C., & Seaton, D. (forthcoming, July-August 2021). *What can we learn about improving gifted identification by studying how accurate the process is in Arkansas?* 2021 WCGTC Biennial World Conference, virtual conference.
- Wolf, P.J., Witte, J.F., & Kisida, B. (2020, January 17-20). *Do voucher students attain higher levels of education? Extended evidence from the Milwaukee Parental Choice Program*. Paper presented at the 8th International School Choice & Reform Conference, Fort Lauderdale, FL.
- Erickson, H.H., Mills, J.N., & Wolf, P.J. (2020, January 17-20). *Effect of the Louisiana Scholarship Program on student achievement and college entrance after four years*. Paper presented at the 8th International School Choice & Reform Conference, Fort Lauderdale, FL.
- DeAngelis, C.A., Burke, L.M., & Wolf, P.J. (2020, January 17-20). *The effects of regulations on private school choice program participation in California and New York*. Paper presented at the 8th International School Choice & Reform Conference, Fort Lauderdale, FL.
- Lee, M.L., Mills, J.N., & Wolf, P.J. (2020, January 17-20). *Heterogeneous achievement impacts across schools in the Louisiana Scholarship Program*. Paper presented at the 8th International School Choice & Reform Conference, Fort Lauderdale, FL.

Papers at peer-reviewed national academic conferences:

- Prados, M., & Zamarro Rodriguez, G. (2021, May). *Gender Differences in Couples' Division of Childcare, Work and Mental Health During COVID-19*. Society of Economics of the Household (SEHO) Annual Meeting, staged virtually.
- Zamarro Rodriguez, G., & Prados, M. J. (2021, May). *Gender Differences in Couples' Division of Childcare, Work and Mental Health During COVID-19*. Society of Labor Economists (SOLE) Annual Conference, staged virtually.
- Wolf, P.J., Greene, J.P., Ladner, M., & Paul, J. (2021, April) *Education freedom and student achievement: Is more school choice associated with higher state-level performance on the NAEP?* Paper presented at the 45th Annual Meeting of the Association for Private Enterprise Education, Fort Lauderdale, FL.
- Coady, E., & Cheng, A. (2021, March) *Service, Activism, and Identity: Where do Historically Black College and University Graduates Choose to Teach?* Paper presented at the Association for Education Policy and Finance 46th Annual Conference.
- Syftestad, C., & Zamarro Rodriguez, G. (2021, March). *Movements Towards Homeschooling During the COVID-19 Crisis*. AEFPP 46th Annual Conference.
- Harris, M.A., Cheng, A., & Greene, J.P. (2021, March) *Experimental Estimates of the Impacts of a Study Abroad Program to Israel on Perceptions and Knowledge of Anti-Semitism*. Paper presented at the Association for Education Policy and Finance 46th Annual Conference.
- Camp, A., & Zamarro Rodriguez, G. (2021, March). *Racial Differences in Learning Choices During the COVID-19 Crisis*. AEFPP 46th Annual Conference.

- Camp, A., & Zamarro Rodriguez, G. (2021, March). *Determinants of ethnic differences in school modality choice during the COVID-19 crisis: Evidence from a nationally representative household survey*. CIPHER 2021. University of Southern California, staged virtually.
- Zamarro Rodriguez, G. (2021, March). *Gender Differences in Couples' Division of Childcare, Work and Mental Health During COVID-19*. CIPHER 2021. University of Southern California, staged virtually.
- McGee, J. B, Fuchsman, D., & Zamarro Rodriguez, G. (2020, November). *Teachers' Preferences for Retirement: A National Stated Preferences Experiment*. 2020 APPAM Fall Conference, staged virtually.
- Shuls, J., Costrell, Robert M. & Hitt, C. (November, 2020). *Undermining Equity: How State Pension Subsidies Favor Wealthy School Districts*. Association for Public Policy Analysis and Management, Fall Research Conference, staged virtually.
- Fuchsman, D., Zamarro Rodriguez, G., & Sass, T. (2020, November). *Testing, Teacher Turnover, and the Distribution of Teachers across Grades and Schools*. 2020 APPAM Fall Conference, staged virtually.
- Paul, J.D., & Wolf, P.J. (2020, November). *Moving on up? Virtual schooling, mobility, and student achievement*. Paper presented at the 42nd Annual Fall Research Meetings of the Association for Public Policy Analysis and Management, staged virtually.
- Seaton, D., Wai, J., Tran, B., McKenzie, S., & Mills, J. (2020, November) *Using research to defend universal screening: A research-practice partnership in gifted education*. Paper presented at the 67th annual convention of the National Association for Gifted Children, staged virtually.
- McKenzie, S., Tran, B., Wai, J., Mills, J., & Seaton, D. (2020, October) *How state assessments can improve equity in gifted education*. Mid-South Educational Research Association (MSERA), staged virtually.
- Costrell, Robert M. & McGee, J.B. (July, 2020) *Sins of the Past, Present & Future: Alternative Pension Funding Policies,*” Brookings 9th Annual Municipal Finance Conference, [plenary session](#), staged virtually.
- Erickson, H.H., Mills, J.N. & Wolf, P.J. (2020, April). [Effect of the Louisiana Scholarship Program on Student Achievement and College Entrance After Four Years](#) [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled).
- Witte, J.F., Kisida, B. & Wolf, P.J. (2020, April). [Do Voucher Students Attain Higher Levels of Education? Evidence From the Milwaukee Parental Choice Program](#) [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)
- Tran, B., Wai, J., Mills, J., McKenzie, S., & Seaton, D. (2020, April). *Gifted and talented education in Arkansas: Accuracy of identification and efficacy of programming*. Presentation at the 67th annual meeting of the American Educational Research Association, San Francisco, CA. (Conference Cancelled).
- Zamarro Rodriguez, G. (2020, March). *Student Academic Motivation and Non-Cognitive Skills: Improving Comparability across Cultures and Gender with the Anchoring Vignettes Method*. AEFPP 45th Annual Conference, staged virtually.
- Fuchsman, D., McGee, J. B., & Zamarro Rodriguez, G. (2020, March). *Teachers' Preferences for Retirement Plans: A National Stated Preferences Experiment*. AEFPP 45th Annual Conference, staged virtually.

- Anaya, L., Zamarró Rodríguez, G. (2020, March). *Who strives when the test gets harder? Disentangling patterns of student effort in PISA*. AEFPP 45th Annual Conference, staged virtually.
- Zamarró Rodríguez, G. (2020, March). *Students' Academic Motivation and Non-Cognitive Skills: Improving Comparability Across Countries and Gender*. SREE, staged virtually.
- Costrell, Robert M. & McGee, J.B. (2020, March). *What Pension Crisis?* Association for Education Finance and Policy, 45th Annual Conference, staged virtually.
- Zamarró Rodríguez, G. (2020, February). *Coordination, Personality, and Cognitive Ability: Evidence from a Nationally Representative Internet Panel*. CIPHER Conference. University of Southern California, Washington D.C, United States.
- Zamarró Rodríguez, G., (2020, February). *Testing, Teacher Turnover and the Distribution of Teachers Across Grades and Schools*. Education Policy Seminar Vanderbilt University, Nashville, TN, United States.
- Seaton, D., Wai, J., Tran, B., McKenzie, S., & Mills, J. N. (2020, February). *Universal screening implementation in Northwest Arkansas*. Presentation at the Arkansas for Gifted & Talented Education (AGATE) State Conference, Hot Springs, AR.

Editorial Boards:

- Maranto, Editor-in-Chief, *Journal of School Choice*
- Zamarró serves as Associate Editor at *Educational Evaluation and Policy Analysis* (EEPA)
- Wolf, Consulting Editor, *Journal of School Choice*
- Maranto, Member of the Editorial Board, *International Journal of Education Law and Policy*
- Maranto, Member of the Editorial Board, *Public Voices*.
- Wolf, Member of the Editorial Board, *International Journal of Education Policy and Leadership*
- Greene, Contributing Editor, *Education Next*.
- Wolf, Member of the Scientific Committee, *Dirigenti Scuola* (Journal of School Leaders)
- Cheng serves as an editor on the peer-reviewed journal "The International Journal of Christianity and Education" which publishes articles on teaching and learning in faith-based schools with an aim for broader application in other educational sectors and education reform.
- Wai serves on four editorial boards: *Gifted Child Quarterly*, *Journal for the Education of the Gifted*, *Journal of Expertise*, and *Intelligence*. Wai is on the Board of directors for an international academic society and serves as chair on two committees. Wai is member at large for the AERA gifted SIG and chair of a committee.

Other Activities:

- Cheng created the Education Practice and Policy Program in Israel (took teachers to consider the innovations and challenges of education in a diverse and pluralistic society like Israel and their implications for education in the United States).

- The Department of Education was a Silver Sponsor of the 2021 and 2020 International School Choice and Reform Conference (ISCRC). The ISCRC is the premier annual gathering for the scholarly exchange of views about education reform.
- Cheng is a Senior Fellow at Cardus which develops international networks of Independent school practitioners, leaders, and researchers
- Cheng is Research Fellow to the Global Home Education Exchange, an international network of homeschooling practitioners and scholars
- McGee is a Director at the Equable Institute, New York, NY
- McGee is a Director at MDRC, New York, NY
- Mills serves as non-resident Research Fellow, Education Research Alliance for New Orleans, Tulane University
- McGee was a Director at EdBuild, Jersey City, NJ, 2015-2020
- McGee served as Senior Fellow, Manhattan Institute for Policy Research, 2015-2020
- Maranto serves on the Achievement House Charter School Board.
- Wolf serves on the Governing Board for Ozark Catholic Academy

Grants Activity:

Funded Projects:

Costrell, R. M. (Co-Principal Investigator) Shuls, J. (Co-Principal Investigator) & Hitt, C. (Co-Principal Investigator). "Undermining Equity: How State Pension Subsidies Favor Wealthy School Districts," Laura and John Arnold Foundation, Grant awarded June 12, 2018 to U of Missouri, St. Louis; UA subcontract executed September 27, 2018. Total Funded: (\$156,930); UA portion: (\$52,959). Award period covered: 2018-2020.

McGee, J. B. (Principal Investigator), Zamarro Rodriguez, G. (Co-Principal Investigator), "Teachers Knowledge, Preparation, and Preferences Regarding Retirement," Sponsored by The Walton Family Foundation, Foundation. (\$348,827) Award period covered: 2019- 2021.

McGee, J. B. (Primary Investigator), Zamarro Rodriguez, G. (Co-Principal Investigator), "Teachers Knowledge, Preparation, and Preferences Regarding Retirement," Sponsored by Equable. (\$10,000)

McKenzie, S. (Primary Investigator), "Pea Ridge School District STEM curriculum evaluation." Partnered with PITSCO, the Friday Institute at North Carolina State, and Pea Ridge School District. Sponsored by: PITSCO (\$30,000) Award period covered: 2019-2021

McKenzie, S. (Co-Primary Investigator) "Meet them where they AR: Equipping schools to accommodate children who have experienced trauma." Partnered with UofA Counseling Department and Hope Academy. Sponsored by: COEHP Dean's Pilot Research Funds. (\$ 9,341) Award period covered: 2020-2021

McKenzie, S. (Primary Investigator) Center for Education Policy. Source of Support: Walton Private Philanthropic Giving. Amount: (\$ 904,532). Award period covered: 2021-2024

McKenzie, S. (Primary Investigator) Arkansas Teacher Corps. Source of Support: Walton Family Foundation. (\$1,292,500). Award period covered: 2020-2022

McKenzie, S. (Primary Investigator), School Quality Matrix 4.0. Sponsored by: Walton Family Foundation. (\$300,000) Grant period: 2018-2021.

Seaton, D. (Primary Investigator), Wai, J. & McKenzie, S. “Making the Case for Universal Screening in Gifted Identification in Arkansas.” Sponsored by: Walton Family Foundation (\$179,482). Award period covered: 2019-2021.

Wolf, P. J. “Concept Paper: Public Charter School Funding Inequities across U.S. Cities.” Sponsored by: Walton Family Foundation (\$727,184). Award period covered: 2019-2022.

Wolf, P. J. “Concept Paper: Public Charter School Funding Inequities across U.S. Cities.” Sponsored by: The City Fund (\$100,000). Award period covered: 2020-2022).

Wolf, P. J. “Concept Paper: Public Charter School Funding Inequities across U.S. Cities.” (2021). The Gleason Family Foundation. (Committed but not yet finalized for \$28,561).

Unfunded Projects:

“Validity of the *Cognitive Abilities Test (CogAT) Spatial Test* to guide STEM instruction and evaluate spatial interventions”: Joni Lakin, Jonathan Wai, et al. (2020). IES Measurement/NCER-STEM. (\$1,646,583). Pre-award notice as funded. Not official to announce

“How is education research evidence used by the media? Studying productive contexts for media translation”: Jonathan Wai and Marc Boswell (2021). William T. Grant Foundation officers’ research grants letter of inquiry, research grants on improving the use of research evidence. Unfunded. (\$33,813).

“Examining State Accreditation Standards: A Research-Practitioner Partnership (with Arkansas Department of Elementary and Secondary Education)” Sarah McKenzie (2020) Spencer Foundation Research-Practice Partnership. Unfunded. (\$399,818)

“Promoting Education Effectiveness in Rural Arkansas (PEER) (with Arkansas Public School Resource Center): Sarah McKenzie. Office of Elementary and Secondary Education, U.S. Department of Education. Unfunded. (\$9,984,306)

“IMPACTS: Innovative Music-based Protocol Accelerating Computational Thinking at Scale (with Arkansas Association of Education Administrators) Education Innovation and Research (EIR) Program: Early-Phase Grants Office of Elementary and Secondary Education, U.S. Department of Education Unfunded (\$2,254,349)

Appendix: Current positions of EDRE graduates

- Lina Anaya ('21) Postdoctoral Research Associate, University of Bradford, UK
- Kaitlin Anderson ('17) Assistant Professor, Lehigh University
- Jennifer Ash ('15) Director of the National Center for Rural Education Research Networks, Harvard University Center for Education Policy Research
- Joshua Barnett ('07) Chief Learning Officer, National Institute for Excellence in Teaching
- Molly Beck ('20) Research Associate and Data Fellow, PRiME Center at Saint Louis University
- Charlie Ruiz-Belin ('18) Science Department Chair, Arlington Independent School District, TX
- Daniel Bowen ('13) Assistant Professor, Texas A&M University
- Alexandra Boyd ('18) Chief Executive Officer (CEO), ASK Academy in New Mexico
- Benton Brown ('18) Assistant Dean, School of Education, Utah Valley University
- Stuart Buck ('12) Vice President of Research Integrity, Laura and John Arnold Foundation
- Matthew Carr ('09) Strategy, Learning & Evaluation Director, Walton Family Foundation
- Albert Cheng ('16) Assistant Professor, University of Arkansas
- Jeffrey Dean ('15) Senior Strategy, Learning, and Evaluation Officer, Walton Family Foundation
- Corey DeAngelis ('18) Director of School Choice, Reason Foundation
- Anna Egalite ('14) Associate Professor, North Carolina State University
- Leesa Foreman ('18) Elementary Special Education Teacher, Portland Public Schools
- Nathan Gray ('09) Chair, Business and Public Policy Department, Young Harris College
- Collin Hitt ('16) Assistant Professor, Southern Illinois University
- Marc Holley ('09) Vice President of Strategy and Programs, Conrad N. Hilton Foundation
- Heidi Holmes Erickson ('19) Assistant Professor in Educational Leadership, Brigham Young University
- Dillon Fuchsman ('20) Post-Doctoral Fellow, The Sinquefeld Center for Applied Economic Research, Saint Louis University
- Katherine Kopotic ('20) Manager of External Reporting, Saint Louis University Office of Institutional Research
- Nate Jensen ('12) Senior Research Scientist, North West Evaluation Association (NWEA)
- Ian Kingsbury ('19) Director of Academic Research, Stride K12
- Brian Kisida ('15) Assistant Professor, University of Missouri
- Matthew Lee ('21) Director of Research, The Association of Christian Schools International (ACSI)
- Martin Lueken ('14) Director of Fiscal Policy and Analysis, EdChoice (formerly the Friedman Foundation for Educational Choice)
- Joshua McGee ('11) Research Assistant Professor, University of Arkansas and Chief Data Officer, State of Arkansas
- Michael McShane ('13) Director of National Research, EdChoice (formerly the Friedman Foundation for Educational Choice)
- Jonathan Mills ('15) Senior Research Associate, University of Arkansas
- Sarah Burks Moore ('15) Member, Arkansas State Board of Education

- Malachi Nichols ('18) Director of Evaluation and Data Quality, ForwARd Arkansas
- Evan Rhinesmith ('17) Director of Research and Evaluation, Prime Center, St. Louis University
- Caleb Rose ('13) Senior Researcher for Institutional Effectiveness, Frederick Community College
- M. Danish Shakeel ('18) Director of Centre for Educational Entrepreneurship, University of Buckingham, UK
- James Shuls ('13) Dean, College of Education, Southeastern University
- Yujie (Beth) Sude ('18) Clinical Assistant Professor, University of Arkansas
- Elise Swanson ('19) Senior Research Manager, Center for Economic and Policy Research
- Sivan Tuchman ('17) Senior Research Analyst, Center for Reinventing Public Education (CRPE), University of Washington
- Angela Watson ('19) Assistant Research Professor, Johns Hopkins University
- Marcus Winters ('08) Department Chair for Educational Leadership & Policy Studies and Faculty Director, Wheelock Educational Policy Center, Boston University
- James (Lynn) Woodworth ('13) Commissioner of the National Center for Education Statistics, U.S. Department of Education