

Department of Education Reform Goals and Accomplishments
6/1/2021-6/30/2022
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 June 2021- June 2022.

The EDRE department included 8 faculty members (6 tenure or tenure track) and 13 doctoral students during that period.

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)
- The Classical Education Research Lab
- Charassein: The Character Assessment Initiative
- 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 June 2021 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 the Arkansas Secretary of Education, members of the Arkansas Legislature, and educators. In terms of research, we achieve this goal through three avenues:

- OEP-initiated work often involving students and/or faculty in 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
- Arkansas Teacher Corps which trains and places teachers in hard-to-staff classrooms
- 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, Dr. Albert Cheng conducts ongoing demonstration projects about the [effects of poetry on student learning outcomes](#) through his Classical Education Research Lab.

Prior to COVID, Dr. Gema Zamarro (and others) were working on the experimental evaluation of the effects of college campus visits during eighth grade on students' interest in and preparation for college. Their first paper on this subject was published in AERA-OPEN 2022. Their plan for this project was to continue collecting administrative records from schools to study the effects in the middle-term and, eventually, collect information on college enrollment. However, due to COVID, this study has been put on hold.

Robert Maranto is currently developing two demonstration projects, The Project for Open Inquiry in the Behavioral Sciences, and the Project for Reimagining School Boards.

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

EDRE graduates have moved into many positions that enhance their visibility and demonstrate the quality of education in Arkansas. James Paul (UA '22) was recently hired as the first full-time director of the West Virginia Professional Charter School Board, Sarah Burks Moore (UA '15) is a member of the Arkansas State Board of Education, and Malachi Nichols is the Director of Evaluation and Data Quality for ForwARd Arkansas.

Moreover, EDRE faculty have been recognized for their contributions to the field of education reform. Wolf was named one of the [top 200 Education Scholars \(Edu-Scholars\)](#) in the U.S. by *Education Week* based on the public impact of his policy scholarship and presentations, January 2022, and Zamarro was awarded the [COEHP Significant Research Award](#) by the University of Arkansas College of Education and Health Professions for Scholarship/Research, (2022). This award is given to a Faculty Member with the single most important research endeavor and was awarded for Zamarro's research agenda on the unequal effects of the COVID-19 pandemic.

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 conducted a range of research within each of the priority areas, as is evidenced through 25 journal articles, 6 book chapters, and 12 working papers published since the start of July 2021.

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- 6/1/2022-6/30/2023 Detailed List

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

EDRE faculty and 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:

- Cheng serves on the governing board of [Anthem Classical Academy](#) in Fayetteville, Arkansas
- Maranto advised Fayetteville Public School Board members on possible uses for the former Jefferson elementary school, connecting members with [The Future School](#) in Fort Smith, and [New Tech High](#) in Rogers
- Maranto took part in the Fayetteville school board's two-day strategic planning exercise as an invited guest and the only member of the general public in attendance, January 2022

Conducting Research:

- Zamarro, in collaboration with McKenzie, McGee, and EDRE students initiated a collaboration with the Arkansas Department of Education and ARData, the state data and analytics team, to describe the Arkansas teacher pipeline, highlight opportunities for improvement, and implement positive changes to better recruit and retain quality teachers in the state

Service Positions:

- Cheng serves as a Committee Member, College Council, University of Arkansas (2020-Present)
- Cheng serves as a Committee Member, Off Campus Duty Assignment, University of Arkansas (2018-Present)
- Cheng serves as a Faculty Sponsor, Bridges International (2021-Present)
- Cheng serves as on the Board of Directors, Anthem Classical Academy (2021-Present)
- Cheng serves as a Committee Member, Global Home Education Exchange Research Committee (2020-Present)
- Cheng serves as an Editor, Journal of Christianity and Education (2019-Present)
- Cheng is a Senior Fellow, Cardus (2018-Present)

- Cheng serves as a Peer Reviewer/Referee Service for a number of journals including, (AERA Open, Child Development Perspectives, Education Economics, Education Sciences, John Templeton Foundation, Journal of Psychology and Theology, Journal of Research on Christian Education, Journal of School Choice , Journal of STEM Education, Social Science Research, Sociological Inquiry, Sociology of Education, Sustainability and Urban Education
- Cheng serves as a Workshop Organizer, 2021 International School Choice and Reform Conference (2021)
- Costrell serves on the COEHP Tenure & Promotion Committee, University of Arkansas and the COEHP International Studies Committee, University of Arkansas
- Maranto is a member of the [US Civil Rights Commission Arkansas Advisory Committee](#). Maranto came up with and guided the idea to do their annual report on inequities in special education and arranged three of the speakers who testified (Tom Smith, Nate Levenson, and Kevin Brady)
- Maranto is the Editor for the [Journal of School Choice](#), and managed the review of 63 manuscripts and raised the Impact Factor to 1.33 (2017-Present)
- Maranto served on the [International School Choice and Reform Conference](#) 2022 Planning Committee (June 2021)
- Maranto serves on the [Achievement House Cyber School Board](#). This public charter school has roughly 1,000 students and a \$15 million budget. Roughly a third of the students have identified special education needs
- Maranto sits on the board of the [American Academy for Liberal Education](#)
- Maranto sits on the International School Choice and Reform 2022 Planning Committee
- McKenzie serves as a Governing Board Member for the U.S. Department of Education's [Regional Education Lab \(REL\) Southwest](#) (January 2021-Present)
- McKenzie is working with [Little Rock School District](#) and [A+ Arkansas](#) to evaluate an after-school arts program (January 2021-Present)
- McKenzie serves as the Faculty Director for the [Arkansas Teacher Corps](#), placing teachers in classrooms in Arkansas districts that have the most difficulty recruiting educators (January 2021- Present)
- McKenzie served as a Subject Matter Expert for [Academic Plus Charter School](#) and [LISA Academy](#), providing advisement and research partnerships regarding Merit Pay programs between the two schools (January 2021-December 2021)
- McKenzie, McGee, and Wolf are members of the [Arkansas Education Policy Initiative](#), a collaborative effort to dramatically improve K-12 education in the state of Arkansas, through the Winthrop Rockefeller Institute
- McGee is a member of the Technical Advisory Committee Member, University of Arkansas Data Science Program (2021 - Present)
- McGee is a member of State of Arkansas's, Ready for Life Steering Committee (2021 - Present)
- McGee is a member of the Arkansas Department of Education, Educator Preparation Program State Review Process Task Force (2021 - Present)
- McGee serves as the Chairperson, State of Arkansas, Data and Transparency Panel (2020 - Present)
- McGee was appointed as Chief Data Officer, State of Arkansas (2020 - 2023)
- McGee serves on the Board of Directors for [Equable Institute](#) (2018 - Present)
- McGee serves on the Board of Directors for [MDRC](#) (2013 - Present)
- McGee serves as a committee member of the, National Academies of Sciences, Engineering and Medicine, A Vision and Roadmap for Education Statistics ad hoc panel (2021 - 2022)
- McGee serves on the Conference-Related, APPAM Program Committee (2021)
- Wai sits as a committee member for the COEHP College Wide Scholarship Committee (2021-Present) and the College Course and Program Committee (2019-Present)

- Wai serves as Committee Chair for the Association for Psychological Science Global Collaboration on COVID-19 (2021-Present)
- Wolf sits as the Vice-President of the Board of Governors for [Ozark Catholic Academy](#) in Tontitown, AR
- Zamorro serves on the Board of Advisors for [SREE Women in Quantitative Methods](#), providing advice on how to better support women in their quantitative methods and helped organize the annual event at SREE (July 2021-Present)
- Zamorro serves within the department as the Graduate Program Director and Interim Vice-Head of the Department of Education Reform
- Zamorro was an Internal Review Board (IRB) committee member until August 2021
- Zamorro is a member of the AEFPP 2022 Conference Program Committee

Developing Solutions:

- McKenzie partners with districts to identify issues and develop a variety of solutions
- Maranto advised [LISA Academy Charter School](#) on how to locate to NWA while working with rather than against traditional public schools

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.

- **A Multidisciplinary Exploration and Synthesis of Talent Research**: March 21, 2022. Jonathan Wai received an external grant of \$100,000 from Schmidt Futures in support of this project. A portion of the grant funds newly hired Post-doctoral Fellow Dr. Andres Parra Martinez who is working on the Gifted Research Practice Partnership for Arkansas public schools. The Partnership seeks to support gifted and talented Latino, Latina, and LGBTQ+ Arkansas students as well as conduct a global talent search research review.
- **Society for Open Inquiry in the Behavioral Sciences**: Robert Maranto, Executive Board member.
- **Project for Reimagining School Boards**: Being launched by Robert Maranto, the purpose of this project is to offer board members advice on questions to drive change.
- **The Classical Education Research Lab**: Albert Cheng continues to conduct demonstration projects about the effects of poetry on student learning outcomes. The first demonstration project is complete; the second demonstration project (looking at the Effects of Poetry on Attitudes towards Nature) is underway. (Start 9/2021)

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
- EDRE Faculty received many awards including:
 - Wolf was named one of the [top 200 Education Scholars \(Edu-Scholars\)](#) in the U.S. by *Education Week* based on the public impact of his policy scholarship and presentations, January 2022

- Zamarro was awarded the [COEHP Significant Research Award](#) by the University of Arkansas College of Education and Health Professions for Scholarship/Research, (2022)
 - This award is given to a Faculty Member with the single most important research endeavor, and was awarded for Zamarro’s research agenda on the unequal effects of the COVID-19 pandemic
- Zamarro was presented with the Faculty Applause Award, University of Arkansas, Teaching, (2022) for the impact that she had on students at the University of Arkansas
- Zamarro received the Education Policy Collaborative (EPC) 2022 Outstanding Policy Product Award for the policy report that she published alongside EDRE colleagues Josh McGee and Andrew Camp on [How the Pandemic Has Changed Teachers Commitment to Remaining in the Classroom](#) that was published through the Brown Center Chalkboard at the Brookings Institution
- Cheng was awarded the [Outstanding Faculty Award](#) by the University of Arkansas, 2021

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 from June 1st, 2021:

- Emily Coady ('22) Consultant, Mass Insight School Improvement Team
- James Paul ('22) Executive Director, West Virginia Professional Charter School Board
- Bich Tran ('22) Research and Evaluation Associate, Dartmouth Institute for Health Policy & Clinical Practice

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:

Journal Articles:

- Cheng, A. A. (2021). [Liberal states, authoritarian families: Childhood and education in the Early Modern Age](#) *Journal of School Choice* (4th ed., vol. 15, pp. 675-677).
- Hamlin, D., Cheng, A. A. (2022). [Homeschooling perceived social isolation, and life trajectories: An analysis of formerly homeschooled adults.](#)
- Wolf, P. J., Cheng, A. A., Wang, W., Wilcox, W. B. (2022). [The School to Family Pipeline: What do religious, private, and public schooling have to do with family formation?](#) *Journal of Catholic Education*, 25(1), 206-233.

Book Chapters:

- Wolf, P. J., & DeAngelis, C. A. (forthcoming). Funding students instead of systems: The case for school choice. In Hall, J. C., & Kassans, A. L., *Challenges in classical liberalism: Debating the policies of today versus tomorrow*. New York: Palgrave Macmillan.

Education Policy:

Journal Articles:

- Cheng, A. A. (2021). [Building, rebuilding, and sustaining our institutions](#). *International Journal of Christianity & Education*, 25(2), 133-136.
- Cheng, A. A., Hamlin, D. (2022). [Contemporary homeschooling arrangements: An analysis of three waves of nationally representative data](#). *Educational Policy*.
- Smith, D., Green, B., Kurkechian, M., Cheng, A. A. (2021). [Assessing Christian learning: Towards a practices-based approach to faith, vocation, and assessment](#). *International Journal of Christianity & Education*, 25(2), 151-168.
- Wai, J., Bardach, L., Tran, B. (in press). [What longitudinal research and large-scale population representative studies can tell us about gifted students and education policy 50 years after the Marland Report](#). *Journal for the Education of the Gifted*. Accepted.

Policy Reports & Working Papers:

- Cheng, A. A., Hamlin, D. (2022). [Contemporary homeschooling arrangements: An analysis of three waves of nationally representative data](#). *Educational Policy*.

Book Chapters:

- Maranto, R., R. Queiroz e Melo & C. Glenn. (2022). International differences in school responses to COVID-19. Pp. 165-82, In David Marshall's edited book ([COVID-19 and the classroom: How schools navigated the great disruption](#)). Lanham: Lexington Books.
- McKenzie, S. C. (in press). Anderson, K. P., & McKenzie, S. (Under Review). [Local implementation of state-level discipline policy: Administrator perspectives and contextual factors associated with compliance](#). *AERA Open*. *AERA Open*.
- Wai, J., Zhang, D. (in press). Careers and the gifted: Implications for society and education policy. Accepted.
- Zamarro Rodriguez, G. (2021). Motivación académica, habilidades no Cognitivas y brecha de género en Matemáticas y Ciencias. El caso de España. Fundación Ramon Areces & Fundación Europea Sociedad y Educación.

Teacher Quality/ Labor Markets:

Journal Articles:

- Bradley-Dorsey, M., Beck, D., Maranto, R., Tran, B. Clark, C., and Liu, F. (2022). [Is cyber like in-person? Relationships between student-student, student-teacher interaction and student achievement in cyber schools](#). *Computers and Education Open*, (July 30).
- Costrell, Robert M. "[Reforming teacher pension plans: The case of Kansas, the 1st teacher cash balance plan](#)," forthcoming, *Education Finance and Policy*. Peer-reviewed. (Online Early, June 2, 2022).
- McGee, J. B., Paul, J., Greene, J. P., Cheng, A. A. [The value of college athletics in the labor market: Results from a resume audit field experiment](#). *Journal of Sports Economics*. Revise and resubmit.

Policy Reports & Working Papers:

- Camp, A., Zamarro Rodriguez, G., McGee, J. [Changes in teachers' mobility and attrition in Arkansas during the first two years of the COVID-19 pandemic](#). Working Paper.

- Costrell, Robert M., & McGee, Josh. [Economics of sustainable public pension funding](#) (June 2022). EDRE Working Paper 2022-07. (Conference Paper for AEFPP, Denver, March 27, 2022).
- McGee, J. B., Costrell, R. M. (in press). Recent research on teacher pension funding, benefits, and policy debates. Accepted.
- McGee, J. B., Fuchsman, D., Zamarro Rodriguez, G. [Teachers' knowledge about and preparedness for retirement: Results from a nationally representative teacher survey.](#) Working Paper.
- McGee, J. B., Wolf, P. J., & Maloney, L. D. (2022, January). [Charter school funding inequities: Rochester, New York.](#) School Choice Demonstration Project, University of Arkansas, Fayetteville, AR.
- Zamarro Rodriguez, G., Camp, A., Fuchsman, D., McGee, J. [Understanding how COVID-19 has changed teachers' chances of remaining in the classroom.](#) Working Paper.

Leadership:

Journal Articles:

- Cheng, A., & Ebben, C. (in press). "Assessing the pedagogical power of poetry and poetic knowledge." Kepler Education.
- Cheng, A. A., Green, B., Smith, D. I. (2022). [The development and validation of the Practicing Faith Survey.](#) *Journal of Psychology and Theology.*
- Costrell: "[The three R's of teacher pension funding: Redistribution, return, and risk,](#)" forthcoming *Educational Researcher.* Peer-reviewed. (Accepted January 25, 2021).
- Kingsbury, I., R. Maranto, & M. Bradley-Dorsey. (2022). [Charter school closing inequities: Do automatic closure laws target Black charter entrepreneurs and Black students? Race, Ethnicity, and Education.](#) Published online June 16.
- Wai, J., Lakin, J. M., & Kell, H. J. (2022). [Specific cognitive aptitudes and gifted samples.](#) *Intelligence, 92,* 101650.

Policy Reports & Working Papers:

- Lee, M., Cheng, A. A. (2021). The preparation and practice of Protestant school leadership: [Evidence from a nationally representative U.S. sample.](#) *Journal of Research on Christian Education, 30(3),* 244-269. Published.
- Maranto, R. (2022). Outcomes over image: [Examining the political legacy of Betsy DeVos.](#) American Enterprise Institute, May 31.

Book Chapters:

- Costrell, McGee: "Recent research on teacher pension funding, benefits, and policy debates," forthcoming chapter in Thomas Downes and Kieran Killeen (eds.) *Recent Advancements in Education Finance and Policy.* Information Age Publishing, Charlotte, NC. Peer-reviewed. (Accepted June 1, 2021).

Accountability and Transparency:

Journal Articles:

- Anderson, K. P., & Wolf, P. J. (2022). [How within-study comparisons can inform research and evaluation design for the third sector](#). *VOLUNTUS: International Journal of Voluntary and Nonprofit Organizations*, Online First.
- Frisby, C.L. & Maranto, R. (2021). [Diversity training is unscientific, and divisive](#). *Academic Questions*, Vol. 34, No. 1, DOI 10.51845/34s.1.16; published in print in Vol. 34, No. 2 (summer), 41-45.
- Tran, B., Wai, J., McKenzie, S. C., Mills, J. N., & Seaton, D. (2022). [Expanding gifted identification to capture academically advanced, low income, or other disadvantaged students: The case of Arkansas](#). *Journal for the Education of the Gifted*, 45(1), 64-83.
- Wai, J., & Guilbault, K. (2022). [Multidisciplinary perspectives and field strengthening questions for gifted education research](#). *High Ability Studies*.
- Wai, J., & Tran, B. (2022). [Student characteristics, institutional factors, and outcomes in higher education and beyond](#): An analysis of standardized test scored and other factors at the institutional level with school rankings and salary. *Journal of Intelligence*, 10(2), 22.
- Gema Zamarro: "[Las niñas en Primaria ya infravaloran su nivel de habilidad en matemáticas y los niños lo sobrevaloran](#)", "Magisterio (August 20, 2021).

Policy Reports & Working Papers:

- Maranto, R. (2022). [Bureaucracies are losing: What does that mean for schooling?](#) *Journal of School Choice*, Vol. 16, No. 1 (January), 1-7.

Book Chapters:

- Lakin, J., Wai, J. (in press) [Developing student aptitudes as an important goal of education](#). *Gifted Child Quarterly*. Accepted.

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.

[The U.S. Department of the Treasury \(2021\)](#) mentioned Zamarro’s research on the Gender effects of COVID in a ruling implementing the Coronavirus State Fiscal Recovery Fund and the Coronavirus Local Fiscal Recovery Fund established under the American Rescue Plan Act

Op-Eds:

- Cheng, A. (2022). [“A pedagogy for piety: Using poetry to move from science to natural philosophy and worship.”](#) (PDF) *Research in Brief*. Colorado Springs, CO: Association for Christian Schools International.
- Cheng, A. A., Greene, J. P. (2022). [“The civic education we need.”](#) *National Affairs* (vol. 50, pp. 135-147). Published.
- Maranto, R. A., Reilly, W., Wolf, P., & Harris, M. (2022). [Which police departments make Black Lives Matter, which don’t, and why don’t most social scientists care?](#) *Education Reform Faculty and Graduate Students Publications*.
- Wai, J. (2022, March 16). [How can we encourage more adults to engage in lifelong learning?](#) Forbes.

- Wai, J. (2022, January 5) [In what ways can open science best be promoted?](#) Forbes.

Online Resources:

- Maranto, R. (2022). The troubles with CRT and *1619*, and what to do about them. In L.M. Burke, J. Butcher, and J.P. Greene (Eds.), *The Critical Classroom*. Washington: The Heritage Foundation.
- Maranto, R. (2022). [Thomas Sowell was right as usual](#). *RealClearPolicy*, May 26, 2022.
- Maranto, R. (2021). [Problems with diversity training, and how to do better](#). *Stuff of Life, YouTube*. December 9, 2021.
- McGee, J. B., Zamarro Rodriguez, G., Fuchsman, D., Camp, A. (2021). [How the pandemic has changed teachers' commitment to remaining in the classroom](#). Brookings Institution Brown Center Chalkboard. Published.
- Tran, B., Wai, J., & McKenzie, S. C. (2022, July 11). [Gifted-student screenings often miss poor students who should qualify](#). *The Conversation, Fordham Institute*.
- Zamarro Rodriguez, G., McGee, J. & Fuchsman, D., Camp, A. "[Pandemic prompts more teachers to consider early retirement or new career](#)," Yahoo News (September 16, 2021).
- Zamarro Rodriguez, G., "Pandemic prompts more teachers to consider early retirement or new career," Stamford Advocate (September 16, 2021).
- Zamarro Rodriguez, G., "Pandemic prompts more teachers to consider early retirement or new career," Beaumont Enterprise (September 16, 2021).
- Zamarro Rodriguez, G., "[Pandemic prompts more teachers to consider early retirement or new career](#)," Australian Times (September 17, 2021).
- Zamarro Rodriguez, G., McGee, J. & students: "[American schools are at risk of their own great resignation](#)," Quartz (September 20, 2021).
- Zamarro Rodriguez, G., "[Commentary: Pandemic prompts more teachers to consider early retirement or new career](#)," New Hampshire Bulletin (September 20, 2021).
- Zamarro Rodriguez, G., "[Study: Pandemic prompts more teachers to consider early retirement or new career](#)," Mississippi Fresh press (September 20, 2021).

Blog Posts:

- Cheng, A. A. (2021). [What a poem has taught me about the practice of attending a conference](#). Converge Conference.
- Wolf, P.J., [Classical educators: The happiest people on earth](#), guest blogpost, *ReimaginED*, April 5, 2022.

Podcasts:

- Cheng, A. A., "Are educated people more antisemitic?" Med Israel for Fred (MIFF) (2021).
- Cheng discusses the role schools can play in kids' character development, [EdYOUcate Podcast](#) (2021).
- Cheng was interviewed on the Anchored podcast about his poetry research: Cheng, A. (2022, June 11). "[Albert Cheng on the effects of classical education on character formation](#)."

- Maranto, R. cohosted the Pioneer Institute Learning Curve Podcast with Emory University Professor Mark Bauerlein on [“The dumbest generation” & the Digital Age](#). (February 16, 2022).
- Zamarro, G. [“School re-openings, childcare arrangements, and labor outcomes during COVID-19.”](#) Policy Implications Podcast (November 18, 2021).
- Zamarro, G. & McGee, J. ["The COVID-induced teacher shortage?"](#) AEI-The Report Card with Nat Malkus (December 16, 2021).

Radio:

- McKenzie, S. [“Test scores drop across the board for Arkansas students,”](#) KUAF Ozarks at Large (August 9, 2021).
- Zamarro, G., [Will the pandemic change how we value motherhood?](#) KCRW-NPR (August 13, 2021).
- Zamarro, G. & McGee, J. "Public affairs program on teachers and COVID," WPFW-FM (December 21, 2021).
- Zamarro, G. & McGee, J. [U of A research informing U.S. pandemic policy,](#) KUAF (September 29, 2021).

Webinars:

- Cheng, A. A., GHEX Researchers Working Group - Spring 2022 Webinar Series, [Why homeschool research is important to the academic and homeschool communities](#) Global Home Education Exchange. (February 15, 2022).
- Cheng, A. A., Hamlin, D., Global Home Education Exchange Researchers Working Group webinars, ["A typology of contemporary homeschool arrangements: An analysis of three waves of nationally representative data,"](#) Global Home Education Exchange (March 15, 2022). Online webinar.

Magazine Articles:

- Zamarro, G. ["The Delta variant is pushing working moms to their breaking point. It's up to companies to make sure they don't burn out."](#) Business Insider (August 10, 2021).
- Zamarro, G., Camp, A., Fuchsman, D., & McGee, J., ["Public schools are struggling to retain Black teachers. These ex-teachers explain why."](#) Time (January 5, 2022).
- Zamarro, G. [“Latest COVID surge pushes parents to next-level stress”](#) Scientific American (January 19, 2022).
- Zamarro, G. [The snow globe economy: Two years of COVID-19 have upended our world of work. When—and where—will we come down?](#) Federal Reserve Bank of Minneapolis (March 29, 2022).

Newspaper:

- McKenzie, S. [“Expert says schools’ test scores ‘took a hit’,”](#) Arkansas Democrat Gazette (July 18, 2021).
- McKenzie, S. [“Learning loss and learning gains,”](#) Times Record (September 12, 2021).
- Wai, J. ["We are leaving 'lost Einsteins' behind."](#) The New York Times (July 21, 2021).
- Zamarro, G. ["Pandemic has prompted more teachers to consider early retirement or a new career,"](#) New York Times Education Briefing Newsletter (June 29, 2021).

- Zamarro, G. "[Mothers struggle to return to work as California reopens,](#)" CalMatters (July 7, 2021).
- Zamarro, G. "[Pandemic prompts more teachers to consider early retirement or new career,](#)" Australian Times (September 17, 2021).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Commentary: Pandemic prompts more teachers to consider early retirement or new career,](#)" New Hampshire Bulletin (September 20, 2021).
- Zamarro, G. "[Study: Pandemic prompts more teachers to consider early retirement or new career,](#)" Mississippi Free Press (September 20, 2021).
- Zamarro, G. "Pandemic prompts more teachers to consider early retirement or new career," Beaumont Enterprise (2021).
- Zamarro, G. "Pandemic prompts more teachers to consider early retirement or new career," Stamford Advocate (2021).

Public Scholarship:

- Cheng published an essay in *National Affairs* about the state of civic education in the United States. Cheng, A., Greene, J. P. (2022). [The civic education we need.](#) National Affairs (vol. 50, pp. 135-147).
- Costrell: Invited participant, "The next generation of K-12 funding research," Gates-funded, Urban Institute facilitated roundtable on K-12 Funding Research, March 16, 2022 (Denver).
- Maranto took part in the [C-SPAN Presidential Historians Survey, 2021](#). He was selected as one of 142 historians and political scientists studying the presidency to rank American presidents.
- Wolf was interviewed for [School Choice Week in Arkansas](#), by *Conduit News* on January 25, 2022
- Wolf was interviewed for [Education and labor – what to watch in 2022](#), *Governing Magazine*, January 28, 2022
- Wolf was interviewed for [Parental choice and involvement in education is a huge issue that's here to stay.](#) *Conduit News*, June 2, 2022.
- Wolf was interviewed for [Charter schools expanding in Northwest Arkansas](#), *Arkansas Democrat Gazette*, May 9, 2022.
- Zamarro has been featured in 28 media appearances and interviews, including the [New York Times](#) and the [Washington Post](#). Her work on the effects of the pandemic on teacher retirement has received overwhelming attention in the media and has been featured in 9 internet articles, 1 journal article, 2 magazine articles, 8 newspaper articles, 2 podcasts, 4 radio interviews, and 1 TV appearance.
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Why we could soon lose even more Black Teachers.](#)" The Hechinger Report (January 5, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Aldeman: There is no 'big quit' in K-12 education. But schools have specific labor challenges that need targeted solutions.](#)" The 74 (January 17, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[COVID & teacher attrition.](#)" Green Apple Pod (January 31, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Education Gadget Show podcast's Research Minute.](#)" Thomas B. Fordham Institute (March 2, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Research spotlight.](#)" CRPE Reinventing Public Education Evidence Project Newsletter (March 2, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Uptick but no exodus: Despite stress, most teachers stay put.](#)" Chalkbeat (March 9, 2022).

- Zamarro: "[International Women's Day special 24 hour broadcast- Same as it ever was,](#)" KPFA (March 13, 2022).
- Zamarro, G., Camp, A., Fuchsman, D., McGee, J. "[Teachers need respect and support to stay in the profession,](#)" Working Nation (April 1, 2022).
- Zamarro: "[Shaken and stirred: Back to work in the 'snow globe economy',](#)" The Hill (April 22, 2022).
- Zamarro, G. "[Education Gadfly Show #820: Social-emotional learning doesn't have a hidden agenda,](#)" Education Gadfly Show Podcast's Research Minute (May 18, 2022).
- Research Minute features [Dr. Zamarro's work with Dillon Fuchsman and Josh McGee](#)

Podcasts:

- Wolf was interviewed for [The Year of School Choice](#), *The Report Card* podcast, AEI, January 26, 2022.

Other Activities:

- Cheng, A. A., Sager Classical Academy Lyceum, "What does science have to do with poetry?" Sager Classical Academy. (February 10, 2022). Siloam Springs, AR.
- Cheng, A. A., The 2022 Classical Christian Education Conference, "Social science does poetry: The effects of poetry on attentiveness, curiosity, affinity in a science class." (March 4, 2022). Branson, MO.
- Cheng, A. A., Converge 2022 Conference, "Christian schooling after the year of educational choice." (March 8, 2022). San Diego, CA.
- Cheng, A. A., Converge 2022 Conference, "Making the most of school choice policy in the United States." (March 10, 2022). San Diego, CA.
- Cheng, A. A., National Symposium for Classical Education, "Social science does poetry: The effects of poetry on attentiveness, curiosity, affinity in a science class." (March 25, 2022). Phoenix, AZ.
- Maranto, R. (2022 winter). Confronting the new lost cause by teaching slavery in context. *Education Next*, Vol. 16, No. 4, 17-18.

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.

- **Arkansas Senate Resolution 23:** [To Congratulate Dr. Patrick J. Wolf and the Department of Education Reform at the College of Education and Health Professions of the University of Arkansas at Fayetteville for their many achievements](#), passed unanimously, February 16, 2022.
- Cheng serves on the research board of the [Global Home Education Exchange](#), an international organization for supporting home education, disseminating the latest research about home education, and hosting research forums for families who home educate their children.
- Cheng serves as a Senior Fellow for Cardus, a public-policy research think tank for the U.S. and Canada
- Cheng moderated the [Global Home Education Exchange](#) spring webinar series

- Costrell testified before the Education Committee of the Arkansas State Senate, [“Arkansas Teacher Pension Funding”](#) (February 16, 2022).
- Costrell has been retained by Office of the Attorney General of New Hampshire, *Contoocook Valley School District et al. v. State of New Hampshire, et al.* (school finance case), January 2022 – present (compensated).
- Costrell was an invited participant to GASB roundtable for post-implementation review of GASB pension standards, June 16, 2021
- Maranto’s participation in the [US Civil Rights Commission Arkansas Advisory Committee](#) led to the decision to do the annual report on inequities in special education. He also arranged three of the speakers who testified (Tom Smith, Nate Levenson, and Kevin Brady). Maranto co-authored the August 5th draft report of the Arkansas Advisory Committee to the U.S. Civil Rights Commission report titled “IDEA compliance and implementation in Arkansas schools” to be published for the Fall of 2022.
- Maranto sits on the [Achievement House Cyber Charter School Board](#) (Exton, PA). This public charter school has 1,000 students and a \$15 million budget. Roughly a third of the students have identified special education needs.
- Maranto assisted reporter Dave Perozek of the *Arkansas Democrat Gazette* on background in April 2022 on reporting on the search for a new Fayetteville school superintendent.
- Maranto assisted *Arkansas Democrat Gazette* reporter Janelle Jessen in June 2022 in her story on teacher shortages, and was quoted in the front-page story on June 6 ([Schools in Northwest Arkansas hiring in tight job market \(arkansasonline.com\)](#)).
- Maranto advised the 58 campus Harmony Schools in Texas against expanding their online options
- At the request of Arkansas education policymakers, Maranto wrote a commentary advising state legislators against banning CRT related teaching in public schools since this could limit teacher autonomy: Maranto, R. (2022). [American way---Fight CRT with better ideas](#). *Arkansas Democrat Gazette*, March 11, 7b.
- McKenzie posts actively on the OEP blog, publishing the following 15 posts this year:
 - [“Freshman grades pack a punch”](#) OEP Blog December 15
 - [“Beating the odds even through COVID”](#) OEP Blog, December 1
 - [“OEP Awards for high schools”](#) November 17
 - [“OEP Awards for middle schools”](#) November 10
 - [“OEP Awards for elementary schools”](#) November 3
 - [“Examining student academic growth”](#) October 27
 - [“These schools are ‘super growers’!”](#) October 20
 - [“Taking a long\(er\) look at proficiency change”](#) October 6
 - [“Some schools show BIG gains”](#) August 18
 - [“School starting with our students way behind”](#) August 4
 - [“Do students in Arkansas’ gifted programs perform better?”](#) May 12
 - [“Addressing the teacher shortage”](#) March 10
- McKenzie serves as a subject matter expert for charter schools in Arkansas. She advises charter schools regarding lotteries and has conducted 6 enrollment lotteries for open-enrollment charter schools since June 2021
- McKenzie was a guest speaker summarizing Arkansas Achievement for the Walton Family Foundation in August 2021
- Wai presented to NWAESC gifted coordinators (2021)
- Wai serves as the Chair for the Education Working Group, APS Global Collaboration on COVID-19 (2021-present)
- Wai sits on the Advanced Education Working Group, Thomas B. Fordham Institute (2022-2023)

- Wai serves on the Research Advisory Board, College Board Admission Research Consortium (2021-present)
- Submitted Affidavit of Patrick J. Wolf in support of parent-intervenors' response to plaintiffs' motion for preliminary injunction, *Travis Beaver, et al., v. Riley Moore, et al.*, Circuit Court of Kanawha County, WV, Case Nos. 22-P-24, 22-P-26, June 15, 2022.
- Wolf presented to *Conservative Women of Washington County* on "What school choice is and what it could do for Arkansas". Springdale, AR (January 11, 2022).
- Zamarro testified to the Arkansas Senate Committee on Education, "[Discussion of supporting the educator workforce](#)," Little Rock, AR (February 16, 2022).

National Commentaries Regarding Educational Leadership and School Choice:

- Maranto, R. & C. Frisby. (2022). Marcus Foster: A Black hero you've never heard of. *RealClear PublicAffairs*, March 3, 2022, at [Marcus Foster: A Black hero you've never heard of | RealClearPublicAffairs](#).
- Maranto, R. (2022). [The Biden administration declares war on charter schools](#). *National Review*, March 28 at; reprinted in *New York Post* same day as "The Biden administration has quietly declared war on charter schools," [The Biden administration declares war on charter schools \(nypost.com\)](#). This may have helped delay the regulations.
- Maranto, R. (2022). [Happy birthday, Mel Brooks!](#) *RealClearHistory*, June 29, 2022.
- Maranto, R., C. Salmon & L. Jussim. (2022). [Cut their pay and make them teach](#). *RealClearEducation*, June 9.
- Maranto, R. (Spring 2022). [Suppressing speech: Worse than McCarthyism](#). *Academic Questions*. Vol. 35: 1, 142-43.
- Wai, J. (2021, October). American Psychological Association Essential Science Conversations, *Psychological science and public communications: Debates and next steps*. American Psychological Association.
- Wai, J. (2022, April). Association for interdisciplinary meta-research and open science, *Scientific communication and evidence-based policy in the age of metascience*.
- Wolf, P. J., [The University of Arkansas Department of Education Reform: Its research and policy implications for Arkansas](#), *Testimony before the Education Committee of the Arkansas State Senate*, (February 16, 2022).
- Wolf, P. J., [The University of Arkansas Department of Education Reform: Its research and policy implications for Arkansas](#), *Testimony before the Education Committee of the Arkansas State Senate*, (February 16, 2022).
- Costrell & McGee: "Recent research on teacher pension funding, benefits, and policy debates," September 21, 2021, webinars for Kieran Killeen (eds.), *Recent Advancements in Education Finance and Policy*, forthcoming.

Invited Presentations:

- Wolf, P.J. (2022, March 22). The effects of private school choice. Presentation to *The City Fund* (virtual).
- Wolf, P.J. (2022, March 14). The character effects of school choice. *Annual Board Meeting of the Council for American Private Education*, Washington, DC.
- Wolf, P. J., [Ensuring that money follows the child, testimony before the Texas Special Education Funding Commission](#), (May 23, 2022).

- Wolf, P.J., Panel Participant (2022, May 19). School choice and school reform. *Conversations about education in a federal system*, Program on Education Policy & Governance, Harvard University, Cambridge, MA.
 - Maranto, R. & W. Reilly. (2022). University of Pennsylvania: Don't fire Amy Wax, debate her views. *RealClearEducation*, May 6, at [University of Pennsylvania: Don't fire Amy Wax, debate her views | RealClearEducation](#).
 - McKenzie: guest speaker, Fayetteville, AR (November 2021). Where the rubber hits the road: ESSA accountability in Arkansas. University of Arkansas EDLE 5063. (virtual). Fayetteville, AR.

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 presented at peer-reviewed international academic conferences:

- Kingsbury, I., Bradley-Dorsey, M. & Maranto, R. (2022). [*Who says we're not good enough? The potential of automatic closure laws to target Black charter entrepreneurs and Black students.*](#) International School Choice and Reform Conference, Dublin.
- Maranto, R. chaired a panel on “*Homeschooling pedagogies and experiences.*” International School Choice and Reform Conference. January 7, 2022, in Dublin.
- Wolf, P.J. (2022). *Exigencies, incrementalism, equity & experimentation: The development and effects of private school choice in the U.S.* Paper presented at *Admission impossible: School choice in Northern Europe*, University of Bergen, Bergen, Norway. (April 29, 2022).
- Wai, J. (2021). 3rd European-American Summit on Talent Development, *Multidisciplinary perspectives, heterodox questions, and gifted education.* University of California Berkeley.
- Wai, J. (2022). *Why spatial learning is schools' missing metric.* Headliner panel at the *World Education Summit*. Virtual. Global talk which led to influencing UK education policy & a new collaboration with GL Assessment looking at spatial reasoning data.
- Williams, J., Wai, J., & Howell, J. (2022). *New findings on the pandemic's impact on enrollment and college performance.* Impact session at the Association for Institutional Research Forum, Phoenix, AZ.

Papers at peer-reviewed national academic conferences:

- Beck, D., Clark, T., Maranto, R., & Tran, B. (2022). *Is bullying pushing non-binary students out of physical schools?* Presented online at the annual American Educational Researcher Association Conference (AERA), April 23.
- Costrell, R. (2022). [*Economics of teacher pension sustainability.*](#) Association for Education Finance and Policy 47th Annual Conference (AEFP), Denver, CO. March 17.
- Costrell, R. (2022). *How are state education agencies, school districts, school boards, and teachers navigating the rise in teacher pension costs?* Association for Education Finance and Policy 47th Annual Conference (AEFP), Denver, CO. March 19.
- Goldstein, J., Coady, E., & Wai, J. (2022, March). *Looking into the black box: Conceptualizing open science practices in education policy.* Association for Education Finance and Policy 47th Annual Conference (AEFP), Denver, CO.
- Maranto, R. (2022). *Sympathy for the devil? Evaluating Betsy DeVos.* Presented online at the annual American Political Science Association Education Politics and Policy Spring Conference, April 1.

- Paul, J., Cheng, A. A., McGee, J. B., Greene, J. (2021). *The value of college athletics in the labor market: Results from a resume audit field experiment*. Association for Education Policy and Finance 46th Annual Conference.
- Rhames, M., & Wolf, P. J., Poster Presenters, (2022, March 19). *One of the other: Parent religiosity or private school choice may reduce crime and paternity suits in Milwaukee*. 47th Annual Meeting of the Association for Education Finance & Policy (AEFP), Denver, CO.
- Seaton, D., McKenzie, S. C., & Wai, J. (2021) *Using research to make the case for universal screening: A research-practice partnership in gifted education*. Texas Association for the Gifted and Talented, (2021).
- Wolf, P.J. (2022). *Conversations about education in a federal system*. Program on Education Policy & Governance, Harvard University, Cambridge, MA. May 19.
- Wolf, P.J. (2022). *A tale of two classical schools: The founding of Anthem Classical Academy and Ozark Catholic Academy with a focus on the appreciation of beauty*. National Symposium for Classical Education, Phoenix, AZ. March 24.

Editorial Boards & Manuscript Reviews:

- Costrell:
 - Center on Reinventing Public Education
 - Education Finance and Policy
- Maranto:
 - Journal of School Choice, Editor
 - Clinical Psychological Science
 - Educational Policy
 - Frontiers in Education
 - Frontiers in Sociology
 - Journal of Open Inquiry in the Behavioral Sciences
 - Leadership and Policy in Schools
 - Public Administration Review
 - Public Management Review
 - Public Performance and Management Review
 - Research in Educational Administration and Leadership
 - Sage Open
- Cheng:
 - AERA Open
 - Alberta Journal of Educational Research
 - Child Development Perspectives
 - Current Psychology
 - Education Economics
 - Education Sciences
 - Educational Evaluation and Policy Analysis
 - International Journal of Christianity and Education
 - John Templeton Foundation
 - Journal of Behavioral and Experimental Economics
 - Journal of Psychology and Theology
 - Journal of Research on Christian Education
 - Journal of School Choice
 - Journal of STEM Education
 - Research in Educational Administration & Leadership
 - Social Science Research

- Sociological Inquiry
- Sociology of Education
- Sustainability
- Urban Education
- Wolf:
 - Frontiers in Sociology
 - Journal of Education
 - Public Management Review
- Zamarro:
 - AERA OPEN
 - Economics of Education Review
 - Economic Journal
 - Education Finance and Policy
 - Educational Evaluation and Policy Analysis
 - Educational Researcher
 - Evaluation and Policy Analysis (EPPA)
 - Journal of Human Resources
 - Journal of Pension Economics and Finance
 - Journal of Population Economics.
 - Labor Economics
 - PLOS ONE

Grants Activity:

Funded Projects:

Wolf (Primary Investigator) and McGee (Co-Investigator), Wolf, P. J. (Primary Investigator), "Charter school funding equity," Sponsored by Walton Family Foundation, Foundation.

McGee (Primary Investigator) and McKenzie (Co-Investigator), "Pre-K in Arkansas," Sponsored by Walton Family Foundation, Foundation, \$256,900. (2021 - Present).

McGee (Primary Investigator) and Zamarro (Co-Investigator), "Research Project to Investigate Teachers Knowledge, Preparation, and Preferences Regarding Retirement," Sponsored by The Walton Family Foundation, Foundation, \$348,827. (September 2, 2019 - September 1, 2021).

Maranto (Primary Investigator), "The Free Inquiry Papers: A plan for action," awarded by the Grant for Free Speech and Open Inquiry of the Institute for Humane Studies, \$9,000, November 1, 2021.

External Grants:

Wai received an external grant of \$30,000 from an anonymous individual donor in support of "Career Trajectories of Intellectually Talented Youths from the Mid-1990s to the Present," 2022-2023. Co-Investigator Jeff M. Allen.

Appendix: Current Positions of EDRE Graduates

- Lina Anaya ('21) Postdoctoral Research Associate, University of Bradford, UK
- Kaitlin Anderson ('17) Evidence Advisor, Office of Strategic Partnerships, North Carolina Office of State Budget & Management
- Jennifer Ash ('15) Director of the National Center for Rural Education Research Networks, Harvard University Center for Education Policy Research
- Joshua Barnett ('07) Chief Executive Officer, National Institute for Excellence in Teaching
- Molly Beck ('20) Director of Research and Evaluation, Saint Louis Public Schools
- Daniel Bowen ('13) Associate Professor, Texas A&M University
- Alexandra Boyd ('18) Executive Director of Public-School Partnerships, Saint Louis University
- Martha Bradley-Dorsey ('21) Contract Researcher, Center for Education Reform
- Benton Brown ('18) Assistant Dean, School of Education, Utah Valley University
- Stuart Buck ('12) Executive Director, Good Science Project
- Matthew Carr ('09) Strategy, Learning & Evaluation Director, Walton Family Foundation
- Albert Cheng ('16) Assistant Professor, University of Arkansas
- Emily Coady ('22) Director, Program Development and Improvement, Gwinnett County (Ga.) Public Schools
- Jeffrey Dean ('15) Senior Officer, Strategy, Learning, and Evaluation Department, Walton Family Foundation
- Corey DeAngelis ('18) Senior Fellow, The American Federation for Children
- Anna Egalite ('14) Associate Professor, North Carolina State University
- Leesa Foreman ('18) Elementary Special Education Teacher, Portland Public Schools
- Dillon Fuchsman ('20) Post-Doctoral Fellow, The Sinquefeld Center for Applied Economic Research, Saint Louis University
- Nathan Gray ('09) Chair, Business and Public Policy Department, Young Harris College
- Collin Hitt ('16) Executive Director, Saint Louis University PRIME Center, SLU School of Education
- 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
- Nate Jensen ('12) Vice President of District Research, Northwest Evaluation Association
- Ian Kingsbury ('19) Director of Academic Analytics Research, Stride K12
- Brian Kisida ('15) Assistant Professor, University of Missouri
- 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)
- Martin Lueken ('14) Director of Fiscal Research and Education Center, 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) Research Scientist, Coleridge Initiative
- Sarah Burks Moore ('15) Member, Arkansas State Board of Education 29
- Malachi Nichols ('18) Director of Data and Strategy, ForwARd Arkansas
- Evan Rhinesmith ('17) Senior Program Officer, Walton Personal Philanthropy Group
- Caleb Rose ('13) Senior Research Analyst, Strategy and Policy Division, University of North Carolina System
- Charlie Ruiz-Belin ('18) Science Department Chair, Arlington Independent School District, TX
- M. Danish Shakeel ('18) Director of the Centre for Educational Entrepreneurship, University of Buckingham, UK
- James Shuls ('13) Associate Professor of Educational Leadership & Policy Studies, University of Missouri- St. Louis
- Yujie (Beth) Sude ('18) Clinical Assistant Professor, University of Arkansas
- Elise Swanson ('19) Senior Research Manager, Center for Educational Policy Research, Harvard University
- Sivan Tuchman ('17) Founder, Datability

- Angela Watson ('19) Senior Research Fellow & Assistant 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) Research Fellow, Hoover Institution, Stanford University