

MICHAL KURLAENDER

Curriculum Vitae
(February 2020)

University of California, Davis
School of Education
One Shields Avenue, Davis, CA 95616

mkurlaender@ucdavis.edu
Tel: (530) 752-3748
Fax: (530) 752-5411

EMPLOYMENT

Department Chair & Professor, School of Education, University of California, Davis	2019—Present
Faculty Co-Director, Policy Analysis for California Education (PACE)	2014—Present
Professor of Education Policy, University of California, Davis	2016—2019
Associate Professor of Education Policy, University of California, Davis	2010—2016
Assistant Professor of Education Policy, University of California, Davis	2004—2010
Teaching Fellow & Researcher, Harvard University Graduate School of Education	1999—2004
Researcher, The Civil Rights Project, Harvard University	1997—2004

EDUCATION

Harvard University, Cambridge, MA Graduate School of Education	Ed.D., 2005
Harvard University, Cambridge, MA Graduate School of Education, <i>Administration, Planning & Social Policy</i>	Ed.M., 1997
University of California at Santa Cruz, Santa Cruz, CA <i>Majors: Political Science & Art</i>	B.A., 1995

ACADEMIC AWARDS AND HONORS

Visiting Scholar, Russell Sage Foundation (2017-2018)

Chancellor's Fellow, University of California, Davis (2013-2018)

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2009-2010)

Education Week's RHSU Edu-Scholar Public Influence Rankings (2015, 2016, 2017)

Faculty Development Award, University of California, Davis (2007)

Spencer Dissertation Fellowship, Spencer Foundation (2004-2005)

Dissertation Grant, American Educational Research Association (2003-2004)

Spencer Research Training Grant, Harvard University Graduate School of Education (2001-2004)

Spencer Research Fellowship, Harvard University Graduate School of Education (2000-2001)

Roy Larsen Research Fellowship, Harvard University Graduate School of Education (1999-2000)

PUBLICATIONS (student co-authors underlined)

Journal Articles

Kurlaender, M., Lusher, L., & Case, M. (forthcoming). Is Early Start A Better Start? Evaluating California State University's Early Start Remediation Policy. *Journal of Policy Analysis and Management*.

Kurlaender, M. (September 2018). High Expectations Demand High Support: Strengthening College Readiness at the California State Universities. *Education Next, September 2018*.

Stevens, A., Kurlaender, M., & Grosz, M. (2018). Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Working Paper 21137, National Bureau of Economic Research. Forthcoming. *Journal of Human Resources, 54 (4)*.

Kurlaender, M., Carrell, S., & Jackson, J. (2016). The Promises and Pitfalls of Measuring Community College Quality. *RSF: The Russell Sage Foundation Journal of the Social Sciences, 2 (1)*: 174-190.

Friedmann, E., Kurlaender, M., & VanOmmeren, A. (2016). Addressing College Readiness Gaps at the College Door: Institutional Differences in Developmental, Education at California's Community Colleges. *New Directions for Community Colleges*.

Jackson, J. & Kurlaender, M. (2016). K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. *American Journal of Education, 122*:477-503.

Kurlaender, M., Jackson, J., Howell, J., & Grodsky, E. (2014). College Course Scarcity and Time to Degree. *Economics of Education Review, 41*: 24-39.

Jackson, J. & Kurlaender, M. (2014). College Readiness and College Completion at Broad Access Four-Year Institutions. *American Behavioral Scientist, 58(8)*: 947-971.

Kurlaender, M. (2014). Assessing the Promise of California's Early Assessment Program for Community Colleges. *Annals of the American Academy of Political and Social Science, 655*:36-55.

Kurlaender, M. & Grodsky, E. (2013). Mismatch and the Paternalistic Justification for Selective College Admissions. *Sociology of Education, 86(4)*: 294-310.

Kurlaender, M. & Larsen, M. (2013). K-12 and Postsecondary Alignment: Racial/Ethnic Differences in Freshmen Course-Taking and Performance at California's Community Colleges. *Education Policy Analysis Archives, 21(16)*: 1-24.

Kurlaender, M. & Jackson, J. (2012). Investigating Middle School Determinants of High School Achievement and Graduation in Three California School Districts. *California Journal of Politics and Policy, 4(2)*: 1-24.

Graham, S. & Kurlaender, M. (2011). Using Propensity Scores in Educational Research: General Principles and Practical Applications. *The Journal of Educational Research, 104(5)*: 340-353.

Howell, J., Kurlaender, M., & Grodsky, E. (2010). Postsecondary Preparation and Remediation: Examining the Effect of the Early Assessment Program at California State University. *Journal of Policy Analysis and Management*, 29(4): 726–748.

Reardon, S., Atteberry, A., Arshan, N., & Kurlaender, M. (2010). Effects of Failing a High School Exit Exam on Course Taking, Achievement, Persistence, and Graduation. *Educational Evaluation and Policy Analysis*, 32(4): 498-520.

Long, B. T. & Kurlaender, M. (2009). Do Community Colleges Provide a Viable Pathway to Baccalaureate Degree? *Educational Evaluation and Policy Analysis*, 31(1):30-53.

Kurlaender, M. & Yun, J. (2007). Measuring School Racial Composition and Student Outcomes in a Multiracial Society. *American Journal of Education*, 113(2): 213-242.

Reardon, S., Yun, J., & Kurlaender, M. (2006). Implications of Income-Based School Assignment Policies for Racial School Segregation. *Educational Evaluation and Policy Analysis*, 28(1): 49-75.

Kurlaender, M. (2006). Choosing Community College: Factors Affecting Latino College Choice. *New Directions for Community Colleges*, 133: 7-19.

Kurlaender, M. & Yun, J. (2005). Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes. *International Journal of Educational Policy, Research and Practice*, 6(1): 51-78.

Yun, J. & Kurlaender, M. (2004). School Racial Composition and Student Educational Aspirations: A Question of Equity in a Multiracial Society. *Journal of Education for Students Placed at Risk*, 9(2):143-168.

Wald, J. & Kurlaender, M. (2003). Connected in Seattle? An Exploratory Study of Student Perceptions of Discipline and Attachments to Teachers. *New Directions for Youth Development: Theory, Practice and Research*, 99: 35-54. (Formerly *New Directions for Mental Health Services*.)

Shavit, Y., Ayalon, H., & Kurlaender, M. (2002). Schooling Alternatives, Inequality, and Mobility in Israel. *Schooling and Social Capital in Diverse Cultures, Research in Sociology of Education*, 13: 105-124.

Kurlaender, M. & Orfield, G. (1999). In Defense of Diversity: New Research and Evidence from the University of Michigan. *Equity and Excellence in Education*, 32(2): 31-35.

Edited Books

Grodsky, E. & Kurlaender, M. (2010). *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Orfield, G. with Kurlaender, M. (2001). *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, MA: Harvard Education Press.

Book Chapters

Kurlaender, M. & Hibel, J. (2018). Students' Educational Pathways: Aspirations, Decisions, and Constrained Choices Along the Education Life course. *Sociology of Education in the 21st Century*, Barbara Schneider and Guan Saw (Eds.).

Carrell, S., & Kurlaender, M. Forthcoming. College Quality and the Transfer Function: Evidence from California's Community Colleges. Commissioned for the National Bureau of Economic Research forthcoming volume: *The Productivity of Higher Education*, Hoxby, C. & Stange, K. (Eds.).

Kurlaender, M., Friedmann, E., & Chang, T. (2015). Access and Diversity at the University of California in the Post-Affirmative Action Era. In U. Jayakumar, L. Garces, & F. Hernandez (Eds.), *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead*. Routledge Press.

Kurlaender, M., Howell, J., & Jackson, J. (2015) Improving Collegiate Outcomes at Broad-Access Institutions: Lessons for Research and Practice. In M. L. Stevens & M. W. Kirst (Eds.), *Remaking College: The Changing Ecology of Higher Education*. Stanford University Press.

Grodsky, E. & Kurlaender, M. (2010). The Demography of Higher Education in the Wake of Affirmative Action. Pp. 33-58 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Grodsky, E. (2010). Toward Equal Opportunity in Higher Education. Pp. 217-226 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Edley, C., Henderson, A., Kurlaender, M., & Grodsky, E. (2010). Proposition 209 and the National Debate on Affirmative Action. Pp. 1-10 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Horn, C. & Kurlaender, M. (2008). The End of *Keyes*: Resegregation Trends and Achievement in Denver Public Schools. Pp. 221-238 in C. E. Smrekar & E. B. Goldring (Eds.), *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Felts, E. (2008). Bakke Beyond College Access: Investigating Racial/Ethnic Differences in College Completion. Pp. 110-141 in P. Marin & C. Horn (Eds.), *Realizing Bakke's Legacy: Affirmative Action, Equal Opportunity, and Access to Higher Education*. Sterling, VA: Stylus.

Kurlaender, M. & Flores, S. (2005). The Racial Transformation of Higher Education. Pp. 11-32 in G. Orfield, P. Marin, & C. Horn (Eds.), *Higher Education and the Color Line*. Cambridge, MA: Harvard Education Press.

Ma, J. & Kurlaender, M. (2005). The Future of Race-Conscious Policies in K-12 Public Schools: Support from Recent Legal Opinions and Social Science Research. Pp. 239-260 in Orfield, G., Boger, J., Edley, C. and High, R. (Eds.) *Resegregation of the American South*. Chapel Hill, NC: University of North Carolina Press.

Kurlaender, M. & Yun, J. (2001). Is Diversity a Compelling Educational Interest: Evidence from Metropolitan Louisville. Pp. 111-141 in Orfield, G. with Kurlaender, M. (Eds.). *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. (1999). Vignettes from the Field: Portraits of Religious Activists. In Orfield, G. & Lebowitz, H. (Eds.) *Religion Race and Justice in a Changing America*. New York, NY: Century Foundation Press.

Working Papers

Carrell, S. & Kurlaender, M. Experimental Evidence of Professor Engagement on Student Outcomes.

Kurlaender, M., Grodsky, E., Howell, J., & Jackson, J. (2017). Ready or Not? California's Early Assessment Program and the Transition to College. EdWorking Papers, The Annenberg Institute at Brown University. Available at: <http://edworkingpapers.org/sites/default/files/ai19-116.pdf>

Kramer, K., Carrell, S., Kurlaender, M., & Page, M. Who Wins and Who Loses from School Tracking Programs?

Kurlaender, M., Shauman, K., & Jackson, E. Testing the Influence of Course-Level Gender Representation on Postsecondary Achievement and Persistence in STEM Courses.

Reports, Policy Briefs, and Commentaries

Cooper, S. & Kurlaender, M. (February 4, 2020). Here's a way to help cut California's college costs and help students succeed. Commentary. CalMatters. Available at: <https://calmatters.org/commentary/high-school/>

Gold, J., Stripling, R., & Kurlaender, M. (January 23, 2020). Improving Graduation Rates by Nudging Faculty, Not Students. *Inside Higher Ed*. Available at: <https://www.insidehighered.com/views/2020/01/23/tools-help-faculty-members-help-students-their-classes-continue-and-get-their>

Reed, S., Kurlaender, M., & Carrell, S. (November 2019). Strengthening the Road to College: California's College Readiness Standards and Lessons from District Leaders, Research Report, Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/strengthening-road-college>

Asim, M., Kurlaender, M., & Reed, S. (August 2019). 12th Grade Course-taking and the Distribution of Opportunity for College Readiness in Mathematics. Policy Analysis for California Education (PACE). Available at: https://edpolicyinca.org/sites/default/files/R_Asim_Aug19.pdf

Kurlaender, M., Reed, S., & Hurtt, A. (August 2019). Improving College Readiness: A Research Summary and Implications for Practice. Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/sites/default/files/PACE%20Infographic%20-%20K-12%20Standards%20201904.pdf>

Stevens, A., Kurlaender, M., & Grosz, M. (May 31, 2019). Does Career Technical Education Pay? EconoFact Available at: <https://econofact.org/does-career-technical-education-pay>

Reed, S., Rios-Aguilar, C., Smith Arillaga, E., Vargas, J., & Kurlaender, M. (June 2019). Empowering the Intersegmental Agenda: Opportunities for Research, Policy, and Practice. Continuous Improvement Brief, Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/empowering-intersegmental-agenda-opportunities-research-policy-and-practice>

Kurlaender, M. (May 14, 2019). Testimony to the Assembly Committee on the Judiciary, California Legislature. Available at: <https://ajud.assembly.ca.gov/reports>

Kurlaender, M. (April 2, 2019). Lack of Effective State Education Data System Holds Students Back: Longitudinal System that Connects K-12 and Higher Ed could help more Students Complete College. *EdSource*. Available at: <https://edsources.org/2019/lack-of-effective-state-education-data-system-holds-students-back/610683>

Kurlaender, M., Hurtt, A., & Reed, S. (April 2019). K–12 Content Standards, Assessment and Accountability in California: A Short Primer for Higher Education. Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/sites/default/files/PACE%20Infographic%20-%20K-12%20Standards%20201904.pdf>

Kurlaender, M. and Cohen, K. (March 2019). Predicting College Success: How Do Different High School Assessments Measure Up? (*Updated*) Policy Analysis for California Education (PACE). Available at: <https://edpolicyinca.org/publications/predicting-college-success-how-do-different-high-school-assessments-measure-2019>

Kurlaender, M., Reed, S., Cohen, K., & Ballis, B. (October 2018). College Readiness in the Era of Common Core. Getting Down to Facts II. Policy Analysis for California Education (PACE). Available at: https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Kurlaender.pdf

Reed, S., Dougherty, S., Kurlaender, M., & Mathias, J. (October 2018). A Portrait of California Career Technical Education Pathway Completers. Policy Analysis for California Education (PACE). Available at: https://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Reed.pdf

Reed, S., Lee, P., Kurlaender, M., and Hernandez, A. (July 2018). Intersegmental Partnerships and Data Sharing: Promising Practices from the Field. Continuous Improvement Brief, Policy Analysis for California Education (PACE). Available at: <http://www.edpolicyinca.org/sites/default/files/Partnership%20and%20Data%20Sharing.pdf>

Kurlaender, M., Kramer, K.A., & Jackson, E. (March 2018). Predicting College Success: How Do Different High School Assessments Measure Up? Research Brief, Policy Analysis for California Education (PACE). Available at: https://edpolicyinca.org/sites/default/files/SBAC-SAT_Paper.pdf

Kurlaender, M., Carrell, S., & Jackson, J. (March 2018). Community College Quality: The Promises and Pitfalls of Measurement. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol3no2_online.pdf

Baker, R., Friedmann, E., & Kurlaender, M. (March 2018). Associate Degrees for Transfer: A Snapshot of Progress Across California Community Colleges. Research Brief, Wheelhouse: The Center for Community College Leadership and Research. Available at: https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol3no1_online.pdf

Kurlaender, M., Martorell, F., & Reed, S. (September 2016). High School Exit Exams: A Review of the Literature, Current State Reforms, and Analysis of California Assessment Data. Research

Brief to the California Department of Education. Available at:
<http://www.cde.ca.gov/ta/tg/hs/documents/hspathwayrpt.doc>

Stevens, A., Kurlaender, M., & Grosz, M. (2015). Community College Career Technical Education Programs Significantly Increase Earnings. *U.C. Davis Center for Poverty Research*, Policy Brief, Vol. 4, No. 5. Available at: <http://poverty.ucdavis.edu>

Carrell, S., Kurlaender, M., Page, M. & Kramer, K. (2015). How Does the AIM Program Affect Student Outcomes in the Davis Joint Unified School District? A Report Submitted to the Davis Joint Unified School District. Available at: <http://www.djUSD.net/aim>

Kurlaender, M. & Jackson, J. (January 28, 2015). Obama's Free College Plan is No Panacea: Just Ask California. *The Washington Post*. Available at: https://www.washingtonpost.com/opinions/obamas-free-college-plan-is-no-panacea-just-ask-california/2015/01/28/67082aa0-a66b-11e4-a2b2-776095f393b2_story.html?noredirect=on&utm_term=.71fd444729b1

Kurlaender, M., Jackson, J., & Howell, J. (September 2012). K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. Research Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/k12-alignment-accountability-early-assessment-program.pdf>

Kurlaender, M. & Howell, J. (December 2012). Academic Preparation for College: Evidence on the Importance of Academic Rigor in High School. Background Paper of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/affinity-network-academic-preparation-college.pdf>

Kurlaender, M. & Howell, J. (September 2012). Collegiate Remediation: A Review of the Causes and Consequences. Literature Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/collegiate-remediation-review-causes-consequences.pdf>

Kurlaender, M., Grodsky, E., Agronow, S., & Horn, C. (2011). State Standards, the SAT, and Admission to the University of California. Policy Brief, Policy Analysis for California Education. Available at: http://www.stanford.edu/group/pace/PUBLICATIONS/PB/PACE_BRIEF_NOV_2011.pdf

Reardon, S. & Kurlaender, M. (2009). Effects of the California High School Exit Exam on Student Persistence, Achievement, and Graduation. Policy Brief, Policy Analysis for California Education. Available at: <http://gse.berkeley.edu/research/pace/reports/PB.09-3.pdf>

Kurlaender, M., Reardon, S., & Jackson, J. (2008). Middle School Predictors of High School Achievement in Three California School Districts. A Report Released by the California Dropout Research Project. Available at: <http://cdrp.ucsb.edu/>

Kurlaender, M. (2006). The Benefits of Racial/Ethnic Diversity in Elementary and Secondary Education. Written testimony to the U.S. Commission on Civil Rights. Available at: <http://www.usccr.gov/pubs/112806diversity.pdf>

Horn, C. & Kurlaender, M. (2006). The End of *Keyes*: A Cautionary Tale of Resegregation Trends and the Achievement Gap in Denver Public Schools. A Report to the Piton Foundation.

Available at: <http://www.piton.org/Documents/term11.pdf>

Kurlaender, M. & Yun, J. (2005). From Desegregation to Diversity: Trends and Implications
Commissioned by the University of Virginia, Curry School of Education, for the Centennial Celebration.

Kurlaender, M. (2003). What Do We Know about the Benefits of Diversity in K-12 Education? A Report by
The Center for Civil Rights at the University of North Carolina and The Civil Rights Project, Harvard
University.

GRANTS

Strengthening the Pathway to College: A Collaboration between the California Education Lab at UC Davis
and the California Department of Education. 2019-2022. College Futures Foundation (PI, with
collaborator Sherrie Reed, University of California, Davis). —\$817,000

California Policy Lab: Studying Inequality and Homelessness. 2019-2020. University of California Office of
the President, Multi-campus Research Program and Initiative Grant, (Co-PI at UC Davis, Jesse Rothstein
(PI), UC Berkeley). —\$250,000

Equity and Access to College-Credit Coursework in California High Schools. 2019-2020. Stuart
Foundation (PI, with collaborator: Russell Rumberger, University of California, Santa Barbara). —
\$20,000.

Strengthening Postsecondary Pathways. Bill & Melinda Gates Foundation. 2019-2020. (PI, sub-contract
to Policy Analysis for California Education Center grant, Stanford University Graduate School of
Education). —\$100,000

Exploring College Completion in Comparative Contexts. 2019-2020. Ford Foundation (PI). —\$25,340.

Evaluating Incentives for Full-time Enrollment at California Community Colleges. 2018-2023. Institute of
Education Sciences, U.S. Department of Education (Co-PI, with collaborators: Paco Martorell (PI) and
Scott Carrell, University of California, Davis). —\$3,300,000

California's College and Career Readiness Standards in the Era of Common Core Assessments. 2015-
2020. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Paco
Martorell and Scott Carrell, University of California, Davis). —\$4,974,387

Exploring Policy Levers in Intersegmental Collaboration. Irvine Foundation. 2017-2019. (PI, sub-contract
to Policy Analysis for California Education Center grant, Stanford University Graduate School of
Education). —\$100,000

Understanding College Outcomes of California Bay Area Students. Stupski Foundation. 2017-2018. (PI,
with collaborator Sherrie Reed, University of California, Davis). —\$372,500

Intersegmental Data Partnerships Project. College Futures Foundation. 2017-2018. (Co-PI with
collaborators Sherrie Reed and Patrick Lee, University of California, Davis). —\$250,000

Wheelhouse: The Center for Community College Leadership and Research. 2017-2018. College Futures
Foundation (Co-PI, with Susanna Cooper, University of California, Davis). —\$150,559

Never Judge a Book by Its Cover: Use Student Achievement Instead. Gates Foundation. 2017-2018. (PI on California Project with collaborators Scott Carrell and Paco Martorell, sub-contract to Center grant, Thomas Kane (PI) Harvard University Graduate School of Education). —\$117,532

Feasibility Study on the Impacts of Workforce Development Programs in California. 2016-2017. California Workforce Development Board (PI, with collaborator Ann Stevens, University of California, Davis). —\$49,989

Wheelhouse: The Center for Community College Leadership and Research. 2016-2018. Irvine Foundation (Co-PI, with collaborator Susanna Cooper, University of California, Davis). —\$200,832

Exploring Student Success and Persistence in College: The Role of Faculty. 2015-2017. College Futures Foundation (PI, with collaborator Scott Carrell, University of California, Davis). —\$400,000

California Community Colleges and Career Technical Education: A Researcher-Practitioner Partnership. 2015-2017. Institute of Education Sciences, U.S. Department of Education (PI, with collaborator Ann Stevens, University of California, Davis). —\$400,000

National Center on Developmental Education Assessment and Instruction. 2014-2019. Institute of Education Sciences, U.S. Department of Education (PI on California Project, sub-contract to Center grant, Thomas Bailey (PI) Teachers College, Columbia University). —\$148,500

California Community Colleges, Vocational Programs and Workforce Development: Improving the Workforce and Improving Lives. 2013-2016. Research Investments in the Sciences and Engineering, University of California (Co-PI with Ann Stevens, University of California, Davis). —\$500,000

Center for Analysis of Postsecondary Education and Employment. 2012-2015. Institute of Education Sciences, U.S. Department of Education (PI on California project with collaborator Ann Stevens, University of California, Davis. sub-contract to larger Center grant, Thomas Bailey (PI) Teachers College, Columbia University). —\$60,000

Center for Poverty Research. 2011-2016. U.S. Department of Health and Human Resources (Co-investigator, with Ann Stevens and Marianne Page, Co-PIs, University of California, Davis). —\$4,000,000

Ready or Not? California's Early Assessment Program and the Transition to College. 2010-2014. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento and Eric Grodsky, University of Wisconsin). —\$1,860,432

Developing College Readiness Skills in an Urban Middle School. 2011-2014. California Academic Partnership Program, California State University Chancellor's Office (PI). —\$140,000

University of California Educational Evaluation Center. 2010-2015. University of California Office of the President, Multi-campus Research Program and Initiative Grant, (Co-PI with Julian Betts, UC San Diego; Christina Christie, UC Los Angeles; Greg Duncan, UC Irvine; Bruce Fuller, UC Berkeley; William Shadish UC Merced; and John Yun (PI), UC Santa Barbara). —\$2,200,000

Testing the Influence of Course-Level Gender Representation on Postsecondary Achievement and Persistence in STEM Courses. 2011-2012. Spencer Foundation (Co-PI, with Kimberlee Shauman, University of California, Davis). —\$40,000

Increasing College Readiness: An Investigation of California's Early Assessment Program. 2009-2010. National Academy of Education/Spencer Foundation Postdoctoral Fellowship. —\$55,000

Understanding Barriers and Examining Interventions: Postsecondary Access and Success Using State Administrative Data. 2008-2012. Bill & Melinda Gates Foundation (PI on Sub-contract to investigate California (\$325,000); larger multi-state grant with Bridget Terry Long (PI), Harvard University; Stella Flores, Vanderbilt University; and Eric Bettinger, Stanford University).—\$2,000,000

The Effects of Institutional Practices on Postsecondary Trajectories: Matriculation, Persistence and Time to Degree. 2007-2010. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento; Eric Grodsky, University of Minnesota; and Catherine Horn, University of Houston). —\$470,808

College Readiness to Degree Completion: Remedial Placement and Patterns of College Persistence. 2007-2008. Association for Institutional Research (PI, with collaborators: Jessica Howell, California State University Sacramento and Catherine Horn, University of Houston). —\$30,000

Early Predictors of High School Dropout. 2007-2008. California Dropout Project, funded by the Bill & Melinda Gates Foundation (PI). —\$15,000

Faculty Grant in Aid of Research, 2005, 2007. University of California, Davis (PI). —\$2,000

School Racial/Ethnic Composition and Student Outcomes. 2003. National Education Association (Co-PI, with John Yun, Harvard Civil Rights Project). —\$100,000

TEACHING

- Education and Social Policy (Undergraduate and Graduate level)
- Beginning and Advanced Topics in Research Design (Undergraduate and Graduate level)
- Program Evaluation (Graduate level)
- Intermediate Statistics: Applied Data Analysis (Graduate level)
- Economics of Education (Undergraduate and Graduate level)

PROFESSIONAL SERVICE & ACTIVITIES

Associate Editor, *Journal of Research on Educational Effectiveness* (2017–2019)

Editorial Board, *The Russell Sage Foundation Journal of the Social Sciences* (2018–2020)

Elected Board Member and Chair of Outreach and Mentoring Committee, Association for Education, Finance, & Policy (2016-2019)

Editorial Board, *Educational Evaluation and Policy Analysis* (2013–Present)

Affiliated Scholar, Mindset Scholars Network (2015—Present)

Technical Advisory Group (TAG), California Department of Education, California Assessment of Student Performance and Progress (2015–Present)

Member, California Department of Education, College and Career Readiness Indicator Workgroup (2015–Present)

National Academy of Education/Spencer Foundation: Dissertation Fellowship Selection Committee, (2014–2017); Reviewer, Post-doc Fellowship (2016-Present); Faculty Mentor, (2013, 2015, 2017, 2018)

Spencer Foundation: Small Grants Review Panel (2012–2014), Lyle Spencer Review Panel (2018-2020)

Member, Books Committee, American Educational Research Association

Review Panel, Institute of Education Sciences, U.S. Department of Education, Education Systems and Broad Reform (2014–2017)

Program Section Chair, Education and Social Inequality, Society of Research on Educational Effectiveness Annual Meeting (Spring 2014)

Research Advisory Board, Center for Advocacy and Policy, The College Board (2011–Present)

Faculty Researcher, Center for the Analysis of Postsecondary Readiness, Teachers College, Columbia University (2014–2019)

Advisory Member, San Francisco Unified School District, Student Assignment Plan (2010–2015)

Faculty Researcher, Center for Analysis of Postsecondary Education and Employment, Teachers College, Columbia University (2011–2017)

Program Chair, Sociology of Education Association Annual Meeting (February 2013)

Research Advisor, California Community Colleges Early Assessment Program Implementation Advisory Committee (2009)

Technical Working Group, Regional Educational Laboratory Northwest (2013–2014)

Advisory Board, Chief Justice Warren Institute on Race, Ethnicity and Diversity, UC Berkeley School of Law, Boalt Hall (2006–2010)

University of California Davis

Lead Researcher, Wheelhouse: The Center for Community College Leadership and Research, University of California, Davis (2016–Present)

Founding Faculty Member, University of California Davis Center for Poverty Research (2011–Present)

Chair, PhD Program in Education, University of California, Davis (2016–2018)

Head Graduate Advisor, PhD program in Education, University of California, Davis (2006–2016)

Site Director, Davis Campus, UC Educational Evaluation Center (2010–2014)

Appointed Member, UC Davis Study Group on Accessibility and Affordability (2012–2013)

Program Committee, Economy, Justice and Society, Institute for Governmental Affairs, University of California, Davis (2005–2010)

Reviewer

Journals: Journal of Policy Analysis and Management, Educational Evaluation and Policy Analysis, Annual Review of Sociology of Education, AERA Open, Review of Educational Research, Sociology of Education, Social Forces, Journal of Comparative Policy Analysis, Educational Researcher, Economics of Education Review, Social Science Research, Education Policy Analysis Archives, Research in Higher Education, American Education Research Journal, Education Finance and Policy

Grant Reviews/Foundations: National Science Foundation, Public Policy Institute of California, W.T. Grant Foundation, Spencer Foundation, Society for Research on Educational Effectiveness, Russell Sage Foundation, U.S. Department of Education

Memberships

American Educational Research Association (2002–Present), Association for Public Policy Analysis and Management (2005–Present), Sociology of Education Association (2005–Present), Association for Education Finance and Policy (2010–Present), Research Committee 28 on Social Stratification and Mobility (2004–Present), EdWorking Papers, Annenberg Brown University (2019–Present)

SELECT MEDIA MENTIONS

EdSource, “High school students benefit from taking college courses, but access uneven in California” February 10, 2020.

Davis Enterprise and Blue Devil Hub, The News Cycle Podcast, “Is the SAT on the way out?” December 16, 2019.

Interview: Could SAT, ACT not be required? Fox 40 News Sacramento, December 10, 2019.
<https://fox40.com/2019/12/10/interview-could-sat-act-not-be-required/>

CAL Matters, “If the University of California drops the SAT, what would take its place” December 10, 2019.

Los Angeles Times, “Drop the SAT and ACT as a requirement for admission, top UC officials say” by Teresa Watanabe, November 23, 2019.

EdSource, “Gov. Newsom vetoes allowing districts to substitute SAT for 11th grade state test” By John Fensterwald, October 13, 2019.

Los Angeles Times, “Will UC schools drop their SAT scores requirement?” October 2, 2019.

Los Angeles Times, “CSU may up their college admissions requirements. But will that hurt low-income students?” September 6, 2019.

EdSource, “A 4th year of high school math for CSU admissions?” By Larry Gordon, April 10, 2019.

CAL Matters, “California lawmakers debate how to prevent another college admissions scandal” March 19, 2019.

The Chronicle of Higher Education, “The End of the Remedial Course” By Katherine Mangan, February 18, 2019.

Inside Higher Ed, “Can light-touch, targeted feedback to students improve their perception of and performance in a class?” by Colleen Flaherty, January 14, 2019.

EdSource, “California joins trend among states to abandon high school exit exam” October 12, 2017.

Inside Higher Ed, “Series of studies seeks to gauge higher ed effectiveness, defined broadly” by Doug Lederman, April 8, 2016.

The Sacramento Bee, “Large share of grads from some high schools require remediation at Sacramento State” by Diana Lambert, October 16, 2015.

Inside Higher Ed, “New research on “mismatch” released day after Justice Thomas cites the theory to criticize affirmative action” by Scott Jaschik, June 26, 2013.

Inside Higher Ed, “Study looks at K12 to community college transition in California” by Paul Fain, February 27, 2013.

Education Week. "Studies Question Value of Early Algebra Lessons" by Sarah D. Sparks, April 20, 2012.

Education Week. "Success of College-readiness Intervention Hard to Gauge" by Catherine Gewertz, November 22, 2010.

The Chronicle of Higher Education, "New Ways to Achieve Diversity in California" By Richard Kahlenberg, March 26, 2008.

The Chronicle of Higher Education, "Researchers Bemoan Lack of Progress in Closing Education Gaps between the Races" By Peter Schmidt, March 26, 2008.

The Chronicle of Higher Education, "Studies Examine How Starting at a Community College Affects the Path to a 4-Year Degree" April 11, 2007.

Inside Higher Ed, "A Different Diversity Debate" by Elia Powers, July 31, 2006.

SELECT PRESENTATIONS

Is Early Start a Better Start? Evaluating California State University's Early Start Remediation Policy. Invited Presentation. Reimagining Developmental Education, Center for the Analysis of Postsecondary Readiness. New York University, NY, NY. (November 2019).

Broad-Access Postsecondary Institutions and the Demography of Opportunity. Invited Presentation for event: The New Mobility in Higher Education: Does a College Degree Matter? New York University, NY, NY. (October 2019).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited Presentation Mindset Network Fall Convening, Bill & Melinda Gates Foundation, Seattle, WA. (October 2019).

Predicting College Success: How Do Different High School Assessments Measure Up? Invited Presentations: Academic Advisory Council of the California State University (May 2019); Intersegmental Committee of the Academic Senates (May 2019), Academic Senate's Board of Admissions and Relations with Schools, University of California Office of the President (March 2019).

Educational Inequalities in K-12 and Higher Education. Oral Testimony to the Assembly Committee on the Judiciary, California Legislature (May 2019).

High School Assessment and College Opportunities. Invited Panelist, California Department of Education, Sacramento, CA (May 2019).

Impact 2019: Success Center, Foundation for California Community Colleges. Invited panelist, Sacramento, CA (February 2019).

Using Research in Leadership Practice: Influencing Change through Evidence-Based Programs. Invited lecture at Wheelhouse Institute, University of California, Davis (March 2019).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited seminar at the University of California, Irvine (February 2019).

The UC Davis Law Review Symposium, Bakke at 40: Diversity, Difference and Doctrine. Invited presentation (December 2018).

Community College Quality and Evidenced-based Policy Making. Keynote for the California Community College Chancellor's Office Annual Budget Convening, Sacramento, CA and Newport, CA (August 2018).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited seminar at the Federal Reserve Bank of New York (June 2018).

Race and the College Completion Gap: Postsecondary Outcomes at California's Broad Access Institutions. Invited seminar at the CUNY Office of Policy Research's Higher Education Policy Seminar Series (May 2018).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited seminar at the University of Chicago (April 2018).

Race and the College Completion Gap: Postsecondary Outcomes at California's Broad Access Institutions. Invited seminar at MDRC, New York, NY (March 2018).

Race and the College Completion Gap. Visiting Scholar Seminar at the Russell Sage Foundation, New York, NY (January 2018).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited seminar at New York University, IES Pre-doctoral Interdisciplinary Research Training (October 2017).

My Professor Cares: Experimental Evidence on the Role of Faculty Engagement. Invited seminar at the CUNY Graduate Center (October 2018).

Exploring Student Success and Persistence in College: Experimental Evidence on the Role of Faculty Engagement. University of Toronto (March 2017).

The Effect of Program Capacity and Accessibility on Community College Degree Success. Invited Symposium on Non-Traditional Pathways to a College Degree. Society for Research on Educational Effectiveness Annual Meeting. Washington, DC (March 2017).

Poverty and Inequality in Educational Outcomes: Are Schools the Great Equalizers? Invited Lecture for the Symposium: Child Poverty Research, Public Policy and the Road Ahead: What We Have Learned and Where Should We Go Next? Center for Poverty Research, University of California-Davis. Sacramento, CA (February 2017).

College Readiness in California Under Common Core Standards. Association for Public Policy and Management Annual Fall Conference. Washington, DC (November 2016).

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the University of Wisconsin, Madison (March 2016).

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the University of Virginia (March 2016).

The Relevance of Research in Program Development, Implementation, and Evaluation. Invited presentation at the Regional Educational Laboratory West Convening on Counseling for Student Educational Planning: Programs and Strategies. Sierra Community College, CA (April 2015).

Nudges along the path from high school to college: Designing and evaluating informational interventions. Invited Symposium. Society for Research on Educational Effectiveness Annual Meeting. Washington, DC (March 2015).

California's Early Assessment Program: Assessing Intended and Unintended Consequences. Invited seminar for Policy Analysis for California Education. Sacramento, CA (March 2015).

Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Association for Education Finance and Policy Annual Meeting. Washington, DC (February 2015).

The Promises and Pitfalls of Measuring Community College Quality. Invited seminar at the Center for Education Policy Analysis. Stanford University, CA (January 2015).

The Promises and Pitfalls of Measuring Community College Quality. Invited Paper for Higher Education Conference. The Russell Sage Foundation. New York, NY (December 2014).

Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges. Association for Public Policy and Management Annual Fall Conference. Albuquerque, NM (November 2014).

Access in Postsecondary Education: The Transfer Route. Invited seminar at the University of California Office of the President. Oakland, CA (September, 2014).

Administrative Data in Evaluation Research. UC Educational Evaluation Center Summer Institute. University of California, Los Angeles (July, 2014).

Ready or Not? California's Early Assessment Program and the Transition to College. ISA Sociology World Congress. Yokohama, Japan (July, 2014).

The Transition to College for U.S. Students. Invited seminar at Be'er Sheva University, Israel (April 2014).

DOCTORAL ADVISING AT UC DAVIS

2019

- Frank Wada (PhD), Registrar, University of California-Los Angeles
- David Stirrat (EdD), Principal, Petaluma High School
- Whitney Yamamura (EdD), President, Folsom Lake Community College

2018

- Kaitlyn Baumgartner Lee (EdD), Director of Student Advising, Chico State University
- Ellie Clifford Ertle (EdD), Director, First-Year Experience Program Chico State University
- Lyndon Huling (EdD), Senior Talent Acquisition Partner, University of California, Davis

2017

- Paul Cody (EdD), Assistant Director, Center for Student Involvement, University of California, Davis

2016

- Elizabeth Friedmann Zeiger (PhD), Post-doctoral Fellow, Wheelhouse: Center for Community College Research and Leadership
- Lorena Ruedas (EdD), Post-Bac Medical Program, University of California, Davis
- Ryan Fuller (EdD), California Community College Chancellor's Office

2015

- Sherrie Reed (PhD), Director of Research, New Tech Network Schools
- Kelsey Krausen (PhD), Lecturer and Post-doctoral Researcher, University of California, Davis
- Genevieve Siwabessy (EdD), Student Life Supervisor, Folsom Lake Community College
- Marrianna Williams (EdD), Director of Educational Services, Anderson Union High School District
- Eran Vaisben (EdD), Education Director, Peninsula Temple Shalom

2014

- Renatta DeFever (PhD), Researcher, University of California, Office of the President
- Mikael Villalobos (EdD), Administrator of Diversity Education, University of California, Davis
- Sonja Lolland (EdD), Dean of Business, Applied Academics & Physical Education, Sierra Community College

2013

- Jacob Jackson (PhD), Research Fellow, Public Policy Institute of California

2012

- Manuelito Biag (PhD), Social Science Research Associate, Gardner Center, Stanford University
- Susan Catron (EdD), Department Chair, Business, Health Sciences & Leadership, UC Davis Extension

2011

- David Ulate (PhD), Executive Director of Institutional Research and Planning, Foothill-DeAnza Community College District
- Fran Brown (EdD), Dean of Nursing, Solano Community College
- Don Taylor (EdD), Administrator, After School Division, California Department of Education

2010

- Joe Radding (EdD), Administrator, College Preparation and Postsecondary Programs, California Department of Education

2009

- Rachel Rosenthal (EdD), President, Folsom Lake Community College
- Deborah Travis (EdD), President Emeritus, Cosumnes River Community College