ELIZABETH HUFFAKER

Stanford University, Graduate School of Education
huffaker@stanford.edu | https://ehuffaker.github.io

EDUCATION

Ph.D.	Economics of Education, Education Policy *Certificate in Quantitative Research in Education*	Stanford University	Exp. 2024

Dissertation: Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories
Dissertation Committee: Dr. Thomas S. Dee (principal dissertation advisor), Dr. Eric Bettinger, Dr. Susanna Loeb, and Dr. Sarah R. Cohodes

M.A.	Economics	Stanford University	2022
M.A.	Education Policy *Specialization in Data Analysis and Research Methods*	Columbia University	2019
B.A.	Mathematical Economic Analysis, Philosophy	Rice University	2013

AREAS OF SPECIALIZATION

Economics of Education | Education Policy Analysis | Causal Inference
Math Education Policy | STEM Pathways | Curricular Reform
High School to Higher Education Transition | Research Practice Partnerships

PUBLICATIONS

Published

Dee, T. S., **Huffaker, E.**, Phillips, C., & Sagara, E. (2023). The revealed preferences for school reopening: evidence from public-school disenrollment. *American Educational Research Journal*, 60(5), 916–940. https://doi.org/10.3102/00028312221140029

Resubmitted After Revisions

Huffaker, E., Novicoff, S. & Dee, T. S., (2023). Ahead of the Game? Course-taking patterns under a math pathways reform. Revised resubmission under review at *Educational Researcher.* [Previous version: (EdWorkingPaper: 23-734). https://doi.org/10.26300/yk56-yy47]

Manuscripts In Preparation

Cohodes, S. R., Ho, H., **Huffaker, E.**, & Robles, S. C. (Forthcoming). Diversifying the STEM pipeline: Evidence from STEM summer programs for underrepresented youth. *American Economic Association: Papers and Proceedings.*

Dee, T. S. & **Huffaker, E.** Accelerating opportunity: Evidence from the Algebra I Initiative.

Bardelli, E., White, S., Robinson, C., Groom-Thomas, L., **Huffaker, E.**, & Loeb, S. When the counterfactual is as important as the factual: Lessons from a virtual tutoring field experiment.

Huffaker, E. A new equation for U.S. schools: The impact of integrated math on California high school students.

Huffaker, E. Bridge of barrier? A regression discontinuity comparison of remedial interventions.

HONORS, GRANTS, AND FELLOWSHIPS

Emerging Education Policy Scholar (EEPS), 2023 Cohort *Thomas B. Fordham Institute & American Enterprise Institute*		2023
Anne T. and Robert M. Bass Fellow, Stanford Graduate Fellowship in Science and Engineering, *Stanford University*	~$180,000	2021-
Education Policy Academy Scholar, *American Enterprise Institute* [Cancelled due to the COVID-19 pandemic]		2020
Institute of Education Sciences Predoctoral Training Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis, *Stanford University*	~$60,000	2019-2021
TC Scholarship, *Teachers College, Columbia University*	~$14,000	2017-2018

PRESENTATIONS

Conferences

American Educational Research Association Annual Meeting, Chicago, IL 2023
Dee, T. S. & **Huffaker, E**.* "Accelerating Opportunity: Evidence from the Algebra Initiative."

Association for Education Finance and Policy Annual Conference, Denver, CO 2023
Huffaker, E.* "Integrated Math in US High Schools: Evidence on Course-Taking Effects in California."

7th IZA Workshop on the Economics of Education, Virtual 2022
Dee, T. S. & **Huffaker, E**.* "Building Equitable Math Pathways: Evidence from the Algebra Initiative."

The Society for Research on Educational Effectiveness 2022 Conference, Washington D.C., 2022
Huffaker, E.* "Integrated Math in US High Schools: Evidence on Course-Taking Effects in California."

Association for Education Finance and Policy Annual Conference, Denver, CO 2022
Dee T. S. & **Huffaker, E**.* "Building Equitable Math Pathways: Evidence from the Algebra Initiative."

Association for Education Finance and Policy Annual Conference, Virtual 2021
Huffaker, E. & Moyer, A.* "Preliminary Evidence on the Role of Gender and Family Structure in Changes to the Teacher Labor Force During COVID-19."

Invited Talks

Bill and Melinda Gates K-12 Math Learning Forum, Washington D.C., Upcoming
Dee, T. S. & **Huffaker, E**. "Insights from the Algebra I Initiative Study"

Annual Circle Night Lecture, Stanford University 2023
Dee, T. S*. & **Huffaker, E**.* "Understanding the Pandemic Exodus from Public Schools"

*Denotes presenter

RESEARCH EXPERIENCE

Dissertation Research, "Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories" Defense Exp. 2024
The "Algebra I Initiative" study is funded by the Stanford-Sequoia K-12 Research Collaborative.

The National Student Support Accelerator SCALE Initiative, Stanford University 2023-
Doctoral Researcher
Principal Investigator: Dr. Susanna Loeb

John W. Gardner Center for Youth and Their Communities, Stanford University 2021-2022
Doctoral Researcher
Principal Investigator: Dr. Thomas S. Dee

Center for Education Policy Analysis, Stanford Graduate School of Education 2019-2021
Doctoral Researcher
Advisor: Dr. Thomas S. Dee
Research supported by funding from the Institute of Education Sciences, Grant R305B140009.

Department of Education Policy and Social Analysis, Teachers College, Columbia University 2018-2023
Graduate Research Assistant
Principal Investigator: Dr. Sarah R. Cohodes

Survey Research Initiative, Teachers College, Columbia University 2018-2019
Research Associate
Principal Investigator: Dr. Priscilla Wohlstetter

ARC Financial, Calgary, AB, Canada 2012
Economic Research and Analysis Intern
Office of Chief Energy Economist Peter Tertzakian

TEACHING EXPERIENCE

University Teaching

Stanford University, Graduate School of Education
Quasi-Experimental Research Design and Analysis
Teaching Assistant 2021-2023
Syllabus Consultant 2021

"GSE Math Camp": A summer course for incoming graduate students
Co-Instructor 2020-2022

K-12 Teaching & Leadership

Spring Woods High School, Spring Branch Independent School District
Instructional Coach, SWHS Math Department 2016-2017
Pre-Calculus Curriculum Adoption & Development, District Committee 2016-2017
Chair, "T-2-4" Committee for student post-secondary preparation 2013-2016
Teacher, AP Calculus AB and BC, Calculus, Pre-Calculus, Algebra II 2013-2017

LEADERSHIP AND SERVICE

Student Representative, Stanford GSE Social Sciences, Humanities, and Interdisciplinary Policy Studies Faculty Committee 2023-

Peer Mentor, Stanford Graduate School of Education 20222-2023

Student Representative, Stanford Graduate School of Education Colloquium Series 2022

Reviewer, Journal of Policy Analysis and Management 2021

Executive Board Member, QueerTC at Teachers College, Columbia University 2018-2019

PROFESSIONAL AFFILIATIONS

Association for Education Finance and Policy (AEFP)
American Educational Research Association (AERA)
Association for Public Policy Analysis and Management (APPAM)
Society for Research on Education Effectiveness (SREE)