

# ELIZABETH HUFFAKER

Stanford University, Graduate School of Education

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## EDUCATION

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Ph.D.	Education Policy and Economics of Education, Stanford University <i>Certificate in Quantitative Research in Education</i> <i>Dissertation:</i> Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories <i>Dissertation Committee:</i> Dr. Thomas S. Dee (principal dissertation advisor), Dr. Eric Bettinger, Dr. Susanna Loeb, and Dr. Sarah R. Cohodes	Exp. 2024
M.A.	Economics, Stanford University	2022
M.A.	Education Policy, Teachers College, Columbia University <i>Specialization in Data Analysis and Research Methods</i>	2019
B.A.	Mathematical Economic Analysis and Philosophy, Rice University	2013

## AREAS OF SPECIALIZATION

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Economics of Education | Education Policy Analysis | Causal Inference  
Math Policy | Curricular Reform | Tracking | STEM Pathways  
Research Practice Partnerships | Quasi-Experimental Methods

## PUBLICATIONS

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### 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>

### Under Revision

**Huffaker, E.**, Novicoff, S. & Dee, T. S., (2023). Ahead of the Game? Course-taking patterns under a math pathways reform.

### Manuscripts In Preparation

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

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Emerging Education Policy Scholar (EEPS), 2023 Cohort <i>Thomas B. Fordham Institute &amp; American Enterprise Institute</i>		2023
Anne T. and Robert M. Bass Fellow, Stanford Graduate Fellowship in Science and Engineering, <i>Stanford University</i>	~\$180,000	2021-
Education Policy Academy Scholar, <i>American Enterprise Institute</i> [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, <i>Stanford University</i>	~\$60,000	2019-2021
TC Scholarship, <i>Teachers College, Columbia University</i>	~\$14,000	2017-2018

## PRESENTATIONS

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### Conferences

American Educational Research Association Annual Meeting, Chicago, IL Dee, T. S. & <b>Huffaker, E.*</b> “Accelerating Opportunity: Evidence from the Algebra Initiative.”		2023
Association for Education Finance and Policy Annual Conference, Denver, CO <b>Huffaker, E.*</b> “Integrated Math in US High Schools: Evidence on Course-Taking Effects in California.”		2023
7th IZA Workshop on the Economics of Education, Virtual Dee, T. S. & <b>Huffaker, E.*</b> “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”		2022
The Society for Research on Educational Effectiveness 2022 Conference, Washington, D. C. Dee, T. S. & <b>Huffaker, E.*</b> “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”		2022
Association for Education Finance and Policy Annual Conference, Denver, CO Dee, T. S. & <b>Huffaker, E.*</b> “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”		2022

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

2023 Circle Night Lecture, Stanford University Dee, T. S*. & <b>Huffaker, E.</b> * “Understanding the Pandemic Exodus from Public Schools”	2023
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\*Denotes presenter

## **RESEARCH EXPERIENCE**

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Dissertation Research, “Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students’ High School Trajectories” Principal Dissertation Advisor: Dr. Thomas S. Dee	Defense Exp. 2024
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National Student Support Accelerator SCALE Initiative, Stanford University Doctoral Researcher Principal Investigator: Dr. Susanna Loeb	2023-
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John W. Gardner Center for Youth and Their Communities, Stanford University Doctoral Researcher Advisor: Dr. Thomas S. Dee	2021-2022
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Center for Education Policy Analysis, Stanford Graduate School of Education Doctoral Researcher Advisor: Dr. Thomas S. Dee	2019-
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Department of Education Policy and Social Analysis, Teachers College, Columbia University Graduate Research Assistant Principal Investigator: Dr. Sarah R. Cohodes	2018-2021
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Survey Research Initiative, Teachers College, Columbia University Research Associate Principal Investigator: Dr. Priscilla Wohlstetter	2018-2019
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ARC Financial, Calgary, AB, Canada Economic Research and Analysis Intern Office of Chief Energy Economist Peter Tertzakian	2012
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## TEACHING EXPERIENCE

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### University Teaching

Stanford University, Graduate School of Education	
Quasi-Experimental Research Design and Analysis	
<i>Teaching Assistant</i>	2021, 2022, 2023
<i>Syllabus Consultant</i>	2021
“GSE Math Camp”: A summer course for incoming graduate students	
<i>Co-Instructor</i>	2020, 2021, 2022
Teachers College, Columbia University	
Data Analysis for Policy and Decision Making I	
<i>Course Assistant</i>	2018

### K-12 Teaching

Spring Woods High School, Spring Branch Independent School District	
<i>Instructional Coach</i> , Math Department	2016-2017
<i>Teacher</i> , AP Calculus AB and BC, Calculus, Pre-Calculus, Algebra II	2013-2017

## LEADERSHIP AND SERVICE

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Student Representative, Stanford GSE Social Sciences, Humanities, and Interdisciplinary Policy Studies Department Faculty Committee	2023 -
Student Peer Mentor, Stanford Graduate School of Education	2022-2023
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

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