

# ELIZABETH HUFFAKER

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## APPOINTMENTS

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**University of Florida**, College of Education  
Assistant Professor of Educational Leadership and Policy 2025-  
Faculty Affiliate, UF Education Policy Research Center

**Stanford University**, Graduate School of Education  
Faculty Affiliate, Systems Change for Advancing Learning and Equity (SCALE) 2025-  
Postdoctoral Fellow, National Student Support Accelerator 2024-2025

## EDUCATION

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

**M.A. Economics** 2022  
Stanford University

**M.A. Education Policy** 2019  
*Specialization in Data Analysis and Research Methods*  
Teachers College, Columbia University

**B.A. Mathematical Economic Analysis & Philosophy** 2013  
Rice University

## RESEARCH AREAS

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Economics of Education | Education Policy Analysis | Causal Inference  
Academic Pathways | Math Education Policy | Research Practice Partnerships

## PUBLICATIONS

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### Peer-Reviewed Journal Articles

\*Dee, T. S. & **Huffaker, E.** (Forthcoming). Accelerating opportunity: Evidence from the Algebra I Initiative. *American Educational Research Journal*.

Prior version: (EdWorkingPaper: 24-986). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/v492-1p91>

**Huffaker, E.**, Novicoff, S., & Dee, T. S. (2025). Ahead of the Game? Course-taking patterns under a math pathways reform. *Educational Researcher*.  
<https://doi.org/10.3102/0013189X241309642>

\*Denotes joint lead authorship, alphabetical order

Cohodes, S. R., Ho, H., **Huffaker, E.**, & Robles, S. C. (2024). Residential vs. online? Experimental evidence on diversifying the STEM pipeline. *AEA Papers and Proceedings*, 114, 507-11. <https://doi.org/10.1257/pandp.20241016>

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>

### Submitted for Review

**Huffaker, E.**, Robinson, C., Bardelli, E., White, S., & Loeb, S. When interventions don't move the needle: Insights from null results in education research. (EdWorkingPaper: 25-1259). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/58dd-6d02>

### **Research & Policy Report**

Huffaker, E. (2025). “[Evidence-Based Practices for Algebra I Access, Placement, and Success.](#)” *EdResearch For Action*.

### **RESEARCH FUNDING**

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Gates Foundation. “Achievement Impacts of Algebra I Timing and Enrollment Policies”. Co-Principal Investigator with G. Zuo (PI).	2025-2030 \$2,300,000 (Subaward: \$250,000)
University of Florida Early Childhood Policy Research Seed Funding. Step-by-step: Towards data-driven numeracy tutoring for early grade learners”. Principal Investigator.	2025-2026 \$6,000
J-PAL North America Social Policy Research Initiative. “[Add on] A Parent-Child Math Engagement Program to Enhance Learning and Decrease Math Anxiety”. Co-Principal Investigator with K. Cortes (PI).	2025-2026 \$98,123

### **HONORS & FELLOWSHIPS**

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EdResearch for Action Writers Fellowship, 2025 Cohort <i>Annenberg Institute at Brown University</i>	2025
Community Impact Award Co-Recipient with the Stanford-Sequoia K-12 Collaborative <i>Stanford University</i>	2025
Research-Practice Partnership Award Co-Recipient with the Stanford-Sequoia K-12 Collaborative <i>California Educational Research Association</i>	2023
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>	2021-2024
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>	2019-2021
TC Scholarship <i>Teachers College, Columbia University</i>	2017-2018

## CONFERENCE PRESENTATIONS

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The Society for Research on Educational Effectiveness 2025 Conference, Chicago, IL Huffaker, E., Lee, M., Zhou, H., Robinson, C., & Loeb, S. "The Promise and Pitfalls of Paraprofessional Tutors: Evidence from a Pair of Randomized Controlled Trials"	2025
Association for Education Finance and Policy Annual Conference, Washington, D.C. Huffaker, E., Robinson, C., & Loeb, S. "The Impact of Tutor-Student Demographic Matching on Students' Outcomes"	2025
Association for Education Finance and Policy Annual Conference, Baltimore, MD Huffaker, E. "Bridge or Barrier: A Regression Discontinuity Comparison of Math Remediation."	2024
American Educational Research Association Annual Meeting, Chicago, IL Dee, T. S. & Huffaker, E. "Accelerating Opportunity: Evidence from the Algebra Initiative."	2023
Association for Education Finance and Policy Annual Conference, Denver, CO Huffaker, E. "Integrated Math in US High Schools: Evidence on Course-Taking Effects in California."	2023
7 <sup>th</sup> IZA Workshop on the Economics of Education, Virtual Dee, T. S. & Huffaker, E. "Building Equitable Math Pathways: Evidence from the Algebra Initiative."	2022
The Society for Research on Educational Effectiveness 2022 Conference, Washington D.C. Huffaker, E. "Integrated Math in US High Schools: Evidence on Course-Taking Effects in California."	2022

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."	

## INVITED TALKS & PANELS

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The Society for Research on Educational Effectiveness 2025 Conference, Chicago, IL	2025
Panelist, "Policy Talk: Collaborative Brief Writing for Actionable Research: The Role of Researchers and Practitioners"	
National Student Support Accelerator Conference, Stanford, CA.	2025
Panelist, "Strategies for Embedding Tutoring"	
Association for Education Finance and Policy Conference, Washington, D.C.	2025
Panelist, "Policy Talk: Collaborative Brief Writing for Actionable Research: The Role of Researchers and Practitioners"	
Annenberg Seminar on Educational Policy, Brown University	2025
Presenter, "Strategies for Promoting Secondary Math Achievement and Equitable Access to Algebra I"	
Rhode Island School Superintendents Association-Annenberg Institute Workshop Series, Co-Presenter, "Structural Algebra Policies"	2025
Los Angeles Education Research Institute Research and Policy Seminar, Virtual	
Co-Presenter, "Accelerating Opportunity: The Effects of an Instructional Support Algebra I Initiative"	2024
Stanford Graduate Studies Institute, Virtual	
Panelist, "Stanford Sequoia K-12 Research Collaborative: Impact Scholarship Spotlight"	2024
Annual Circle Night Lecture, Stanford University	
Co-Presenter, "Understanding the Pandemic Exodus from Public Schools"	2023

## TEACHING EXPERIENCE

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<b>University of Florida, College of Education</b>	Gainesville, FL
Instructor: Quantitative Inquiry in Education Policy	Fall 2025
<b>Stanford University, Graduate School of Education</b>	Stanford, CA
Teaching Assistant: Quasi-Experimental Research Design and Analysis	2021-2023
Syllabus Consultant: Quasi-Experimental Research Design and Analysis	2021
Instructor: "GSE Math Camp" for incoming doctoral students	2020-2022
<b>Spring Branch Independent School District</b>	Houston, TX
Instructional Coach: Spring Woods High School Math Department	2016-2017
Teacher: AP Calculus BC, AP Calculus AB, Pre-Calculus, Algebra II	2013-2017

## OTHER 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” <ul style="list-style-type: none"><li>- Committee: Dr. Thomas S. Dee (principal advisor), Dr. Eric Bettinger, Dr. Sarah R. Cohodes, Dr. Susanna Loeb, and Dr. Jennifer Osuna</li><li>- Research supported by the Stanford-Sequoia K-12 Research Collaborative and the Stanford-SFUSD Partnership</li></ul>	2024
National Student Support Accelerator, Stanford University Doctoral Student Researcher	2023-2024
John W. Gardner Center for Youth and their Communities, Stanford University Doctoral Student Researcher	2021-2022
Center for Education Policy Analysis, Stanford University Doctoral Student Researcher Research supported by funding from the Institute of Education Sciences, Grant R305B140009.	2019-2021
Department of Education Policy and Social Analysis, Teachers College, Columbia University Graduate Research Assistant Principal Investigator: Dr. Sarah R. Cohodes	2018-2023
Survey Research Initiative at Teachers College, Columbia University Research Associate Principal Investigator: Dr. Priscilla Wohlstetter	2018-2019
ARC Financial, Calgary, AB, Canada Economic Research and Analysis Intern Office of Chief Energy Economist Peter Tertzakian	2012

## PROFESSIONAL SERVICE

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### Journal Referee

*Educational Researcher, Journal of Policy Analysis and Management, Cogent Education*

### Stanford University Mentoring & Committees

Student Representative, Social Sciences, Humanities, and Interdisciplinary Policy Studies (SHIPS) Faculty Committee	2023-2024
Mentor, Stanford GSE Peer Mentorship Program	2022-2023
Student Representative, Education Colloquium Series	2022

## PROFESSIONAL MEMBERSHIPS

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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)

## SELECTED PUBLIC WRITING & PRESS COVERAGE

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### Public Writing

Huffaker, E. & Claiborne, C. (May 23, 2025). "[From algebra to calculus \(or stats!\): Connecting the math pipeline](#)." *Flypaper*.

### Press Coverage

*The New York Times, National Public Radio, The Economist, The Daily Mail, Education Week, The 74 Million, ChalkBeat, The Hechinger Report, The Marshall Memo, EduProgress, Flypaper, Edutopia*