

ELIZABETH HUFFAKER
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APPOINTMENTS

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

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

EDUCATION

Ph.D.	Economics of Education & Education Policy	2024
	<i>Certificate in Quantitative Research in Education</i>	
	Stanford University	
M.A.	Economics	2022
	Stanford University	
M.A.	Education Policy	2019
	<i>Specialization in Data Analysis and Research Methods</i>	
	Teachers College, Columbia University	
B.A.	Mathematical Economic Analysis & Philosophy	2013
	Rice University	

RESEARCH AREAS

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

PUBLICATIONS

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-6do2>

Huffaker, E., Lee, M., Zhou, H., Robinson, C., & Loeb, S. Beyond the one-teacher model: Experimental evidence on using embedded paraprofessionals as personalized instructors. (EdWorkingPaper: 25-1326). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/pzy2-wr51>

Research & Policy Report

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

RESEARCH FUNDING

Learning Engineering Virtual Institute “It Takes a Village (Plus AI)” A Randomized Controlled Trial of Hybrid Human-AI Math Tutoring at Scale”. Co-Principal Investigator with D. Thomas (PI).	2025-2027 \$500,000 (Subaward: \$18,000)
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

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 & 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

California Mathematics Council-North Annual Conference, Asilomar, CA Wentworth, L., Dee, T., Dye, V., Huffaker, E., & Krugman, D. “Four Districts Use Research to Increase Course Accessibility”	Upcoming
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 th 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.	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 Dee T. S. & Huffaker, E. "Building Equitable Math Pathways: Evidence from the Algebra Initiative."	2022

INVITED TALKS & PANELS

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

University of Florida, College of Education	Gainesville, FL
Instructor: Quantitative Inquiry in Education Policy	Fall 2025
Stanford University, Graduate School of Education	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

Spring Branch Independent School District

Instructional Coach: Spring Woods High School Math Department
Teacher: AP Calculus BC, AP Calculus AB, Pre-Calculus, Algebra II

Houston, TX

2016-2017

2013-2017

OTHER RESEARCH EXPERIENCE

Dissertation Research, “Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students’ High School Trajectories”

2024

- Committee: Dr. Thomas S. Dee (principal advisor), Dr. Eric Bettinger, Dr. Sarah R. Cohodes, Dr. Susanna Loeb, and Dr. Jennifer Osuna
- Research supported by the Stanford-Sequoia K-12 Research Collaborative and the Stanford-SFUSD Partnership

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

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
Student Representative, Education Colloquium Series

2022-2023

2022

PROFESSIONAL MEMBERSHIPS

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

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