

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-6d02>

Research & Policy Report

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

RESEARCH FUNDING

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

The Society for Research on Educational Effectiveness 2025 Conference, Chicago, IL	2025
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"	
Association for Education Finance and Policy Annual Conference, Washington, D.C.	2025
Huffaker, E., Robinson, C., & Loeb, S. "The Impact of Tutor-Student Demographic Matching on Students' Outcomes"	
Association for Education Finance and Policy Annual Conference, Baltimore, MD	2024
Huffaker, E. "Bridge or Barrier: A Regression Discontinuity Comparison of Math Remediation."	
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."	
7 th 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 Dee T. S. & Huffaker, E. "Building Equitable Math Pathways: Evidence from the Algebra Initiative."	2022
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INVITED TALKS & PANELS

The Society for Research on Educational Effectiveness 2025 Conference, Chicago, IL Panelist, "Policy Talk: Collaborative Brief Writing for Actionable Research: The Role of Researchers and Practitioners"	2025
National Student Support Accelerator Conference, Stanford, CA. Panelist, "Strategies for Embedding Tutoring"	2025
Association for Education Finance and Policy Conference, Washington, D.C. Panelist, "Policy Talk: Collaborative Brief Writing for Actionable Research: The Role of Researchers and Practitioners"	2025
Annenberg Seminar on Educational Policy, Brown University Presenter, "Strategies for Promoting Secondary Math Achievement and Equitable Access to Algebra I"	2025
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 Instructor: Quantitative Inquiry in Education Policy	Gainesville, FL Fall 2025
Stanford University, Graduate School of Education Teaching Assistant: Quasi-Experimental Research Design and Analysis Syllabus Consultant: Quasi-Experimental Research Design and Analysis Instructor: "GSE Math Camp" for incoming doctoral students	Stanford, CA 2021-2023 2021 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	2022-2023
Student Representative, Education Colloquium Series	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