

# ELIZABETH HUFFAKER

Stanford Graduate School of Education  
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## EDUCATION

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| Ph.D.  | Economics of Education, Education Policy<br><i>Certificate in Quantitative Research in Education</i> | Stanford University | Exp. 2024 |
| <i>Dissertation:</i> Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories<br><i>Dissertation Committee:</i> 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<br><i>Specialization in Data Analysis and Research Methods</i>                      | Columbia University | 2019      |
| B.A.   | Mathematical Economic Analysis, Philosophy   | Rice University     | 2013      |

## AREAS OF SPECIALIZATION

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Economics of Education | Education Policy Analysis | Causal Inference Methods  
Curricular Reform | Math Policy | Academic Stratification | Research Practice Partnerships

## 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. (EdWorkingPaper: 23-734). <https://doi.org/10.26300/yk56-yy47>

### 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<br><i>Thomas B. Fordham Institute &amp; American Enterprise Institute</i>   |            | 2023      |
| Anne T. and Robert M. Bass Fellow, Stanford Graduate Fellowship<br>in Science and Engineering, <i>Stanford University</i>   | ~\$180,000 | 2021-     |
| Education Policy Academy Scholar, <i>American Enterprise Institute</i><br>[Cancelled due to the COVID-19 pandemic]  |            | 2020      |
| Institute of Education Sciences Predoctoral Training Fellowship,<br>Stanford Interdisciplinary Doctoral Training Program in<br>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

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

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| Association for Education Finance and Policy Annual Conference, Virtual<br><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

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| 2023 Circle Night Lecture, Stanford University<br>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”<br>The “Algebra I Initiative” study is funded by <a href="#">the Stanford-Sequoia K-12 Research Collaborative</a> . | Defense Exp.<br>2024 |
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| The National Student Support Accelerator SCALE Initiative, Stanford University<br>Doctoral Researcher<br>Principal Investigator: Dr. Susanna Loeb | 2023- |
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| John W. Gardner Center for Youth and Their Communities, Stanford University<br>Doctoral Researcher<br>Principal Investigator: Dr. Thomas S. Dee | 2021-2022 |
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| Center for Education Policy Analysis, Stanford Graduate School of Education<br>Doctoral Researcher<br>Advisor: Dr. Thomas S. Dee<br>Research supported by funding from the Institute of Education Sciences, through Grant R305B140009 | 2019-2021 |
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| Department of Education Policy and Social Analysis, Teachers College, Columbia University<br>Graduate Research Assistant<br>Principal Investigator: Dr. Sarah R. Cohodes | 2018-2023 |
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| Survey Research Initiative, Teachers College, Columbia University<br>Research Associate<br>Principal Investigator: Dr. Priscilla Wohlstetter | 2018-2019 |
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| ARC Financial, Calgary, AB, Canada<br>Economic Research and Analysis Intern<br>Office of Chief Energy Economist Peter Tertzakian | 2012 |
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## TEACHING EXPERIENCE

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### University Teaching

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

### K-12 Teaching

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| 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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| Ph.D. Student Representative, Stanford GSE Social Sciences, Humanities, and Interdisciplinary Policy Studies 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)