

# ELIZABETH HUFFAKER

Stanford University, Graduate School of Education

[huffaker@stanford.edu](mailto:huffaker@stanford.edu) | <https://ehuffaker.github.io>

## EDUCATION

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Ph.D.	Economics of Education, Education Policy <i>Certificate in Quantitative Research in Education</i>	Stanford University	Exp. 2024
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*Dissertation:* Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories

*Dissertation Committee:* Dr. Thomas S. Dee (principal dissertation advisor), Dr. Eric Bettinger, Dr. Susanna Loeb, and Dr. Sarah R. Cohodes

M.A.	Economics	Stanford University	2022
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M.A.	Education Policy <i>Specialization in Data Analysis and Research Methods</i>	Columbia University	2019
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B.A.	Mathematical Economic Analysis, Philosophy	Rice University	2013
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## AREAS OF SPECIALIZATION

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Economics of Education | Education Policy Analysis | Causal Inference  
Math Education Policy | STEM Pathways | Curricular Reform  
High School to Higher Education Transition | 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>

### Resubmitted After Revisions

**Huffaker, E.**, Novicoff, S. & Dee, T. S., (2023). Ahead of the Game? Course-taking patterns under a math pathways reform. Revised resubmission under review at *Educational Researcher*. [Previous version: (EdWorkingPaper: 23-734). <https://doi.org/10.26300/yk56-yy47>]

### Manuscripts In Preparation

Cohodes, S. R., Ho, H., **Huffaker, E.**, & Robles, S. C. (Forthcoming). Diversifying the STEM pipeline: Evidence from STEM summer programs for underrepresented youth. *American Economic Association: Papers and Proceedings*.

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 or 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
7 <sup>th</sup> 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., 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 2022  
 Dee T. S. & **Huffaker, E.\*** “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”

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

### Invited Talks

Bill and Melinda Gates K-12 Math Learning Forum, Washington D.C., Upcoming  
 Dee, T. S. & **Huffaker, E.** “Insights from the Algebra I Initiative Study”

Annual Circle Night Lecture, Stanford University 2023  
 Dee, T. S.\* & **Huffaker, E.\*** “Understanding the Pandemic Exodus from Public Schools”

\*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” Defense Exp. 2024  
 The “Algebra I Initiative” study is funded by [the Stanford-Sequoia K-12 Research Collaborative](#).

The National Student Support Accelerator SCALE Initiative, Stanford University 2023-  
 Doctoral Researcher  
 Principal Investigator: Dr. Susanna Loeb

John W. Gardner Center for Youth and Their Communities, Stanford University 2021-2022  
 Doctoral Researcher  
 Principal Investigator: Dr. Thomas S. Dee

Center for Education Policy Analysis, Stanford Graduate School of Education 2019-2021  
 Doctoral Researcher  
 Advisor: Dr. Thomas S. Dee  
 Research supported by funding from the Institute of Education Sciences, Grant R305B140009.

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, 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

## TEACHING EXPERIENCE

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### University Teaching

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

### K-12 Teaching & Leadership

Spring Woods High School, Spring Branch Independent School District <i>Instructional Coach</i> , SWHS Math Department	2016-2017
<i>Pre-Calculus Curriculum Adoption &amp; Development</i> , District Committee	2016-2017
<i>Chair</i> , “T-2-4” Committee for student post-secondary preparation	2013-2016
<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 Faculty Committee	2023-
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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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)