

ELIZABETH HUFFAKER

ehuffaker@ufl.edu · ehuffaker.github.io

APPOINTMENTS

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

Ph.D. Economics of Education & Education Policy 2024
Stanford University

Certificate in Quantitative Research in Education

M.A. Economics 2022
Stanford University

M.A. Education Policy 2019
Teachers College, Columbia University

Specialization in Data Analysis and Research Methods

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

RESEARCH AREAS

Economics of Education · Education Policy Analysis · Causal Inference · Randomized Controlled Trials
Math Education Policy · Tutoring · Research–Practice Partnerships

PUBLICATIONS

Peer-Reviewed Journal Articles

*Dee, T. S., & **Huffaker, E.** (2026). Accelerating opportunity: Evidence from the Algebra I Initiative. *American Educational Research Journal*. <https://doi.org/10.3102/00028312251408539>

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>

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, 507–511.
<https://doi.org/10.1257/pandp.20241016>

*Denotes joint lead authorship, alphabetical order.

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>

Revise and Resubmit

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). Annenberg Institute at Brown University. <https://doi.org/10.26300/58dd-6d02>

Under Review

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). 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-PI with D. Thomas (PI).	2025–2027 \$500,000 (Subaward: \$18,000)
Gates Foundation. “Achievement Impacts of Algebra I Timing and Enrollment Policies.” Co-PI 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. “A Parent-Child Math Engagement Program to Enhance Learning and Decrease Math Anxiety.” Co-PI with K. Cortes (PI).	2025–2026 \$98,123

HONORS & FELLOWSHIPS

EdResearch for Action Writers Fellowship, 2025 Cohort Annenberg Institute at Brown University	2025
Community Impact Award (co-recipient, Stanford–Sequoia K-12 Collaborative) Stanford University	2025
Research-Practice Partnership Award (co-recipient, Stanford–Sequoia K-12 Collaborative) California Educational Research Association	2023
Emerging Education Policy Scholar (EEPS), 2023 Cohort Thomas B. Fordham Institute & American Enterprise Institute	2023

Anne T. and Robert M. Bass Fellow Stanford Graduate Fellowship in Science and Engineering, Stanford University	2021–2024
Education Policy Academy Scholar American Enterprise Institute [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, Stanford University	2019–2021
TC Scholarship Teachers College, Columbia University	2017–2018

SELECTED CONFERENCE PRESENTATIONS

Association for Education Finance and Policy Annual Conference, Chicago, IL. Huffaker, E., & Cortes, K. “A Parent-Child Math Engagement Program to Enhance Learning and Decrease Math Anxiety: Results from a Randomized Controlled Trial.”	Upcoming
American Educational Research Association Annual Meeting, Los Angeles, CA. Huffaker, E., & Malhotra, K. P. Roundtable: “Access Reimagined: Disability, Opportunity, and Outcomes for Students with Disabilities under a Graduation Pathway Reform.”	Upcoming
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.”	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, Philadelphia, PA. Huffaker, E. Roundtable: “Corequisite vs. Prerequisite Math Remediation in a K–12 Context.”	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
7th 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. Dee, T. S., & Huffaker, E. “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”	2022

INVITED TALKS & PANELS

Leading Now Monthly Briefing, Online Workshop. Co-Presenter, “Algebra I: Research and Steps to Support Student Success.”	Upcoming
AERA Tracking/Detracking SIG, Online Panel. Panelist, “Detracking Mathematics to Close Opportunity Gaps: Insights from the Accelerating Opportunity Study.”	Upcoming
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	Gainesville, FL
Instructor: Quantitative Inquiry in Education Policy	Fall 2025
Instructor: Quantitative Methods in Educational Administration	Spring 2026
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	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

Dissertation: “Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students’ High School Trajectories” 2024

Committee: T. S. Dee (advisor), E. Bettinger, S. R. Cohodes, S. Loeb, & J. Osuna

Supported by the Stanford–Sequoia K-12 Research Collaborative and the Stanford–SFUSD Partnership

National Student Support Accelerator, Stanford University 2023–2024
Doctoral Student Researcher

John W. Gardner Center for Youth and their Communities, Stanford University 2021–2022
Doctoral Student Researcher

Center for Education Policy Analysis, Stanford University 2019–2021
Doctoral Student Researcher
Research supported by funding from the Institute of Education Sciences, Grant R305B140009.

Department of Education Policy and Social Analysis, Teachers College, Columbia University 2018–2023
Graduate Research Assistant
Principal Investigator: Dr. Sarah R. Cohodes

Survey Research Initiative at Teachers College, Columbia University 2018–2019
Research Associate
Principal Investigator: Dr. Priscilla Wohlstetter

PROFESSIONAL SERVICE

Reviewer

Journals: 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*