

# ELIZABETH HUFFAKER

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## APPOINTMENTS

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**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

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**Ph.D. Economics of Education & Education Policy** 2024  
*Certificate in Quantitative Research in Education*  
Stanford University

**M.A. Economics** 2022  
Stanford University

**M.A. Education Policy** 2019  
*Specialization in Data Analysis and Research Methods*  
Teachers College, Columbia University

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

## RESEARCH AREAS

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

## PUBLICATIONS

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### 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>

**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**

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| 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<br>\$500,000<br>(Subaward: \$18,000) |
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| Gates Foundation. "Achievement Impacts of Algebra I Timing and Enrollment Policies". Co-Principal Investigator with G. Zuo (PI). | 2025-2030<br>\$2,300,000<br>(Subaward: \$250,000) |
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| 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<br>\$6,000 |
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| 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<br>\$98,123 |
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#### **HONORS & FELLOWSHIPS**

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|---|------|
| EdResearch for Action Writers Fellowship, 2025 Cohort<br><i>Annenberg Institute at Brown University</i> | 2025 |
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| Community Impact Award<br>Co-Recipient with the Stanford-Sequoia K-12 Collaborative<br><i>Stanford University</i> | 2025 |
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| Research-Practice Partnership Award<br>Co-Recipient with the Stanford-Sequoia K-12 Collaborative<br><i>California Educational Research Association</i>   | 2023      |
| 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<br>Stanford Graduate Fellowship in Science and Engineering,<br><i>Stanford University</i>  | 2021-2024 |
| Education Policy Academy Scholar<br><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 Quantitative<br>Education Policy Analysis<br><i>Stanford University</i> | 2019-2021 |
| TC Scholarship<br><i>Teachers College, Columbia University</i>   | 2017-2018 |

## CONFERENCE PRESENTATIONS

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| California Mathematics Council-North Annual Conference, Asilomar, CA<br>Wentworth, L., Dee, T., Dye, V., Huffaker, E., & Krugman, D. “Four Districts Use<br>Research to Increase Course Accessibility”    | Upcoming |
| Association for Education Finance and Policy Annual Conference,<br>Washington, D.C.<br>Huffaker, E., Robinson, C., & Loeb, S. “The Impact of Tutor-Student<br>Demographic Matching on Students' Outcomes” | 2025     |
| Association for Education Finance and Policy Annual Conference, Baltimore, MD<br>Huffaker, E. “Bridge or Barrier: A Regression Discontinuity Comparison of<br>Math Remediation.”                          | 2024     |
| American Educational Research Association Annual Meeting, Chicago, IL<br>Dee, T. S. & Huffaker, E. “Accelerating Opportunity: Evidence from the Algebra<br>Initiative.”                                   | 2023     |
| Association for Education Finance and Policy Annual Conference, Denver, CO<br>Huffaker, E. “Integrated Math in US High Schools: Evidence on Course-Taking<br>Effects in California.”                      | 2023     |
| 7 <sup>th</sup> IZA Workshop on the Economics of Education, Virtual<br>Dee, T. S. & Huffaker, E. “Building Equitable Math Pathways: Evidence from<br>the Algebra Initiative.”                             | 2022     |

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| The Society for Research on Educational Effectiveness 2022 Conference,<br>Washington D.C.<br>Huffaker, E. “Integrated Math in US High Schools: Evidence on Course-Taking<br>Effects in California.” | 2022 |
| Association for Education Finance and Policy Annual Conference, Denver, CO<br>Dee T. S. & Huffaker, E. “Building Equitable Math Pathways: Evidence from the<br>Algebra Initiative.”                 | 2022 |

## INVITED TALKS & PANELS

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| The Society for Research on Educational Effectiveness 2025 Conference,<br>Chicago, IL<br>Panelist, “Policy Talk: Collaborative Brief Writing for Actionable Research: The<br>Role of Researchers and Practitioners” | 2025 |
| National Student Support Accelerator Conference, Stanford, CA.<br>Panelist, “Strategies for Embedding Tutoring”   | 2025 |
| Association for Education Finance and Policy Conference, Washington, D.C.<br>Panelist, “Policy Talk: Collaborative Brief Writing for Actionable Research: The<br>Role of Researchers and Practitioners”             | 2025 |
| Annenberg Seminar on Educational Policy, Brown University<br>Presenter, “Strategies for Promoting Secondary Math Achievement and<br>Equitable Access to Algebra I”  | 2025 |
| Rhode Island School Superintendents Association-Annenberg Institute Workshop Series,<br>Co-Presenter, “Structural Algebra Policies”   | 2025 |
| Los Angeles Education Research Institute Research and Policy Seminar, Virtual<br>Co-Presenter, “Accelerating Opportunity: The Effects of an Instructional<br>Support Algebra I Initiative”                          | 2024 |
| Stanford Graduate Studies Institute, Virtual<br>Panelist, “Stanford Sequoia K-12 Research Collaborative: Impact Scholarship<br>Spotlight”   | 2024 |
| Annual Circle Night Lecture, Stanford University<br>Co-Presenter, “Understanding the Pandemic Exodus from Public Schools”   | 2023 |

## TEACHING EXPERIENCE

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| <b>University of Florida, College of Education</b><br>Instructor: Quantitative Inquiry in Education Policy  | Gainesville, FL<br>Fall 2025                   |
| <b>Stanford University, Graduate School of Education</b><br>Teaching Assistant: Quasi-Experimental Research Design and Analysis<br>Syllabus Consultant: Quasi-Experimental Research Design and Analysis<br>Instructor: “GSE Math Camp” for incoming doctoral students | Stanford, CA<br>2021-2023<br>2021<br>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**

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| Dissertation Research, "Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories"  | 2024      |
| <ul style="list-style-type: none"><li>- Committee: Dr. Thomas S. Dee (principal advisor), Dr. Eric Bettinger, Dr. Sarah R. Cohodes, Dr. Susanna Loeb, and Dr. Jennifer Osuna</li><li>- Research supported by the Stanford-Sequoia K-12 Research Collaborative and the Stanford-SFUSD Partnership</li></ul> |           |
| National Student Support Accelerator, Stanford University<br>Doctoral Student Researcher   | 2023-2024 |
| John W. Gardner Center for Youth and their Communities, Stanford University<br>Doctoral Student Researcher   | 2021-2022 |
| Center for Education Policy Analysis, Stanford University<br>Doctoral Student Researcher<br>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<br>Graduate Research Assistant<br>Principal Investigator: Dr. Sarah R. Cohodes   | 2018-2023 |
| Survey Research Initiative at Teachers College, Columbia University<br>Research Associate<br>Principal Investigator: Dr. Priscilla Wohlstetter   | 2018-2019 |
| ARC Financial, Calgary, AB, Canada<br>Economic Research and Analysis Intern<br>Office of Chief Energy Economist Peter Tertzakian   | 2012      |

**PROFESSIONAL SERVICE**

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**Journal Referee**

*Educational Researcher, Journal of Policy Analysis and Management, Cogent Education*

**Stanford University Mentoring & Committees**

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| 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

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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)

## SELECTED PUBLIC WRITING & PRESS COVERAGE

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### 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*