

## DOUGLAS LEE LAUEN

University of North Carolina at Chapel Hill  
Department of Public Policy  
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Updated May 28, 2021

### EDUCATION

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Ph.D. in Sociology, University of Chicago, 2006  
M.A., Sociology, University of Chicago, 2003  
Master in Public Policy (MPP), University of Chicago, 1997  
B.A, English, with honors, Oberlin College, 1989

### PROFESSIONAL EXPERIENCE

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#### *Academic Appointments*

2020-      *Professor*, Department of Public Policy, University of North Carolina at Chapel Hill  
2017-      *Director of Graduate Admissions*, Department of Public Policy  
2019-      Faculty Fellow, Carolina Population Center  
2015-      Research Fellow, Educational Policy Initiative at Carolina  
2013-2020 *Associate Professor*, Department of Public Policy, University of North Carolina at Chapel Hill  
2013-      *Adjunct Associate Professor*, Department of Sociology, University of North Carolina at Chapel Hill  
2006-2013 *Assistant Professor*, University of North Carolina at Chapel Hill  
2005      *Lecturer*, University of Chicago

#### *Academic and Applied Research Positions*

2002-2004 *Research Associate*, Data Research and Development Center, University of Chicago  
2000-2002 *Research Analyst*, Consortium on Chicago School Research, University of Chicago  
1997-2000 *Research Associate*, MPR Associates, Inc., Berkeley, CA

## HONORS

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American Sociological Association, Sociology of Education Section, Coleman Award, Honorable Mention, 2014.

Spencer Foundation, Exemplary Dissertation Award, 2008

David Lee Stevenson Graduate Student Paper Award, Sociology of Education Section, American Sociological Association, 2005

Mellon Foundation/University of Chicago Dissertation Write Up Fellowship, 2005-2006

Spencer Foundation Dissertation Fellowship, 2004-2005

Henderson Award recipient, University of Chicago Sociology Department, 2002-2003

American Education Research Association/Spencer Foundation Pre-Dissertation Fellowship, 2002-2003

## RESEARCH ACTIVITY

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*Current/former graduate students marked with an asterisk*

### *Books and Book Chapters*

- Lauen, D.** and \*Abbott, K., (Forthcoming) “Bringing the Full Picture into Focus: A Consideration of the Internal and External Validity of Charter School Effects,” *The Role of Socio-Environmental Settings for Learning and Educational Attainment*, Knowledge and Space Book Series, Springer Publishing.
- Freytag, T., **Lauen, D.**, Robertson, S. (co-editors). *The Role of Socio-Environmental Settings for Learning and Educational Attainment*, Knowledge and Space Book Series, Springer Publishing.
- Lauen, D.**, \*Levy, B.L., Hedberg, E.C., (2019). “Methods for Examining the Effects of School Poverty on Student Test Score Achievement,” Schneider, B., *Handbook of the Sociology of Education in the 21<sup>st</sup> Century*: 493-511.
- Lauen, D.** and K. Tyson (2009) “Sociological Contributions to Education Policy Research and Debates.” In D. Plank, B. Schneider, and G. Sykes (eds.), *Handbook on Education Policy Research*. (pp. 71-82) American Educational Research Association.
- Lauen, D.** (2007) “False Promises: The School Choice Provisions in the No Child Left Behind Act.” In A. Sadovnik, J. O’Day, K. Borman, and G. Bohrnstedt (eds.), *No Child Left Behind and the Reduction of the Achievement Gap: Sociological Perspectives on Federal Educational Policy* (203-226). New York, NY: Routledge. [Also reprinted in *Sociology of Education: A Critical Reader*, Edited by A. Sadovnik, Routledge, 1<sup>st</sup> edition, 2007 and 2<sup>nd</sup> edition, 2011.]

### *Refereed Articles*

- \*Swiderski, T, **Lauen, D.**, Unlu, F., Fuller, S.C. “A Path Towards Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting.” Forthcoming, *Social Science Review*.
- Kearns, C., **Lauen, D.**, Fuller, B. (2020) “Competing with Charter Schools – Evaluating Student Selection, Retention, and Achievement in Los Angeles Pilot Schools,” *Evaluation Review*, 44(2-3): 111-144.
- Unlu, F., **Lauen, D.**, Tsai, T., Fuller, S., \*Estrera, E. (2021) “Can Quasi-Experimental Evaluations that Rely on State Longitudinal Data Systems Replicate Experimental Results: Findings from a Within-Study Comparison.” *Journal of Policy Analysis and Management*, 40(2): 572-613.
- McEachin, A., **Lauen, D.**, Fuller, S.C., Perera, R.M. (2020) “Social Returns to Private Choice: Effects of Charter Schools on Behavioral Outcomes, Convictions, and Civic Participation.” *Economics of Education Review*. 76, June 2020, 101983, <https://doi.org/10.1016/j.econedurev.2020.101983>
- \*Spees, L., **Lauen, D.** (2019) “Switchers and Stayers: Charter School Effectiveness in North Carolina, 2004-2015” *American Journal of Education*: 125(3): 417-451.
- \*Kozlowski, K., **Lauen, D.** (2019) “Understanding Teacher Pay for Performance: Flawed Assumptions and Disappointing Results” *Teachers College Record*, 121(2): 1-38.
- Lauen, D.**, Barrett, N., Fuller, S.F., \*Janda, L. (2017) “Early Colleges at Scale: Impacts on Secondary and Postsecondary Outcomes.” *American Journal of Education*, 123(4): 523-551.
- Jennings, J. and **Lauen, D.** (2016) “Accountability, Inequality, and Achievement: The Effects of the No Child Left Behind Act on Multiple Measures of Student Learning.” *Russell Sage Journal of the Social Science*. 2(5): 220-241.
- Lauen, D.** and \*Gaddis, M. (2016) “Accountability Pressure, Academic Standards, and Educational Triage.” *Educational Evaluation and Policy Analysis* 38(1): 127-147.
- Lauen, D.**, Fuller, B., Dauter, L. (2015) “Positioning Charter Schools in Los Angeles: Diversity of Form and Homogeneity of Effects.” *American Journal of Education* 21(2): 213-239.
- \*Gaddis, M. and **Lauen, D.** (2014) “School Accountability and the Black-White Test Score Gap” *Social Science Research*. 44: 15-31.
- Lauen, D.** and \*Gaddis, M. (2013) “Exposure to Classroom Poverty and Test Score Achievement: Contextual Effects or Selection?” *American Journal of Sociology* 118(4): 943-979.
- American Sociological Association, Sociology of Education section, Coleman Award Honorable Mention.
- Lauen, D.** (2013) “Jumping at the Chance: The Effects of Accountability Consequences on Student Achievement.” *Journal of Research on Educational Effectiveness* 6(2): 93-113.

**Lauen, D.** and \*Gaddis, M. (2012) “Shining a Light or Fumbling in the Dark? The Effects of NCLB’s Subgroup-Specific Accountability Pressure on Student Performance.” *Educational Evaluation and Policy Analysis* 34(2): 185-208.

Ladd, H. & **Lauen, D.** (authors alphabetical) (2010) “Status Versus Growth: The Distributional Effects of Accountability Policies.” *Journal of Policy Analysis and Management*. 29(3): 426-450.

**Lauen, D.** (2009) “To Choose or Not to Choose: High School Choice and Graduation in Chicago.” *Educational Evaluation and Policy Analysis*. 31(3): 179-199.

**Lauen, D.** (2007) “Contextual Explanations of School Choice.” *Sociology of Education*. 80(3): 179-209.

*Manuscripts Under Review at Refereed Journals*

**Lauen, D.**, Fuller, S., Unlu, F. “Leveraging Lottery and Quasi-Experimental Evidence to Assess the Generalizability of the Effects of Early Colleges in North Carolina”

*Manuscripts in Preparation*

Carbonaro, W., **Lauen, D.**, and \*Levy, B. “Do High Poverty Schools Widen Test Score Inequality? Evidence using Administrative Data from Two States”

*Non-Refereed Publications / Products of engaged scholarship*

Swiderski, T., **Lauen, D.** “Comparing Survey Information on Student Postsecondary Intentions and Administrative Data on Observed Enrollment.” Policy Brief to NCDPI and UNC System Office, November 15, 2019.

Swiderski, T., **Lauen, D.** “Postsecondary Degree Completion Among Students Who Attended Traditional, Charter, and Early College High Schools in North Carolina.” Policy Brief to NCDPI and UNC System Office, November 15, 2019.

**Lauen, D.**, and Tomberlin, T. “North Carolina K-12 Achievement.” Research Brief for the MyFutureNC Commission, 2018.

**Lauen, D.**, “Beating the Odds Statistical Model Technical Report.” Technical report prepared for the Georgia Governor’s Office of Student Achievement, 2018.

**Lauen, D.**, and Henry, G. “The Distribution of Teachers in North Carolina, 2009-2013.” Research Brief to NC DPI, June 2015).

**Lauen, D.**, \*Kozlowski, K. “Teacher Performance Incentives in North Carolina: A Summative Report,” (policy research report to NC DPI, August 2014).

**Lauen, D.**, \*Kozlowski, K. “Teacher Performance Incentives in North Carolina,” (policy research report to NC DPI, August 2013).

**Lauen, D.**, Henry, G., \*Rose, R., \*Kozlowski, K. “The Distribution of Teacher Value Added in North Carolina,” (policy research report to NC DPI, December, 2013).

- \*Rose, R., Henry, G., **Lauen, D.** “Comparing Value Added Models for Estimating Teacher Effectiveness,” (technical report to NC DPI, February 2012).
- Ladd, H & **Lauen, D.**\* (2010) “Status vs. Growth: Strategies for School Improvement.” *Carolina Context*. April. No. 10. (policy brief)
- Hart, H., Allensworth, E., **Lauen, D.** & Gladden, M. (2002). *Educational Technology in Chicago Public Schools: A Baseline Report*. Chicago, IL: Consortium on Chicago Schools Research.
- Levesque, K., **Lauen, D.**, Teitlebaum, P., Alt, M., & Librera, S. (2000). *Vocational Education in the United States: Toward the Year 2000*. Washington, DC: U.S. Dept. of Education, National Center on Educational Statistics.
- Stern, D., Byrnes, M., Levesque, K. & **Lauen, D.** (2000). *Enabling High Schools to Assess School Wide Results of Reform: A Pilot Test*. Berkeley, CA: National Center for Research in Vocational Education.
- Rasinski, K., Bradburn, N., & **Lauen, D.** (1999) “The Effects of Media Coverage of the National Issues Convention on Citizen Attitudes and Opinions.” In M. McCombs & A. Reynolds (Eds.), *The Poll with a Human Face: The National Issues Convention Experiment in Political Communication*. Mahwah, NJ: Lawrence Erlbaum.
- Visher, M., **Lauen, D.**, Merola, L. & Medrich, E. (1998). *School-to-Work in the 1990s: A Look at Programs and Practices in American High Schools*. Berkeley, CA: MPR Associates, Inc.
- Kaufman, P., Chavez, L., & **Lauen, D.** (1998). *Generational Status and Educational Outcomes Among Asian and Hispanic 1988 Eighth Graders*. Washington, DC: U.S. Dept. of Education, National Center on Educational Statistics.

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#### REFEREED UNPUBLISHED ORAL PRESENTATIONS AND/OR ABSTRACTS

##### *Presentations (last five years)*

- “Out of Bounds: The Implications of Non-Resident Charter Attendees for North Carolina Educational Policy and Finance.” Recent Advancements in Education Finance Conference (Online), January 15, 2021.
- “A Review of Methods for Assessing Sensitivity of Quasi-Experimental Effect Estimates to Unobserved Confounders.” Association of Policy Analysis and Management, November 7, 2019. (coauthored paper presented by Fatih Unlu)
- “Exclusionary School Discipline and Adult Conviction: Evidence from Population Level State Administrative Data.” Association of Policy Analysis and Management, November 7, 2019.
- “A Path Towards Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting.” American Educational Research Association, Toronto, Canada, April 7, 2019.

- “A Path Towards Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting.” Carolina Population Center, UNC Chapel Hill. January 11, 2019.
- “A Path Towards Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting.” ADRF Network, Washington, DC. November 14, 2018.
- “A Path Towards Citizenship: The Effects of Early College High Schools on Criminal Convictions and Voting.” Bogue Demography Workshop, University of Chicago. November 1, 2018.
- “Charter High School Effects on Students’ Behavior, Voting, and Crime.” Association for Education Finance and Policy. Portland, OR, March 17, 2018. (coauthored paper presented by Andrew McEachin)
- “Early College High Schools at Scale: Probing heterogeneity of impacts on secondary and postsecondary completion.” Association for Education Finance and Policy. Portland, OR, March 15, 2018.
- “Early College High Schools at Scale: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against a Randomized Controlled Trial.” Society for Research on Educational Effectiveness. Washington, DC, February, 28, 2018.
- “Charter School Selection, Effects, and Competition: Evidence from North Carolina.” Panel Organizer. Association of Policy Analysis and Management. Washington, DC November 3, 2017.
- “Charter High School Effects on Short and Long Run Outcomes. Association of Policy Analysis and Management.” Association of Policy Analysis and Management. Washington, DC November 3, 2017.
- “Switchers and Stayers: Elementary and Middle Charter School Effectiveness in North Carolina, 2004-2015.” Association of Policy Analysis and Management. Washington, DC November 3, 2017. (coauthored paper presented by Lisa Spees)
- “Coursework and Instructional Time” Discussant. Association of Policy Analysis and Management. Washington, DC November 3, 2017.
- “Shopping for Schools: Examining Policies that Help Parents Navigate School Choice.” Chair. Association of Policy Analysis and Management. Washington, DC November 3, 2017.
- “Bringing the Full Picture into Focus: A Consideration of the Internal and External Validity of Charter School Effects.” Invited talk. 16<sup>th</sup> International Symposium on Knowledge and Space. The Role of Socio-Environmental Settings for Learning and Educational Attainment. Heidelberg University, Heidelberg, Germany. September 15, 2017.
- “The Effects of Charter Schools on Racial and Ethnic Groups through the Educational Life Course.” Invited talk. Lives of Color: Race-Ethnicity and the Life Course. Center for Life Course and Longitudinal Studies. Penn State University. June 14, 2017.

- “Transition to Middle School and Peer Group Movement: Effects on Math and Reading Test Score Gains.” Population Association of America. Chicago, IL. April 28, 2017 (coauthored paper presented by Tori Thomas).
- “Early College at Scale in North Carolina: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against an RCT.” Invited talk. Center for Research on Educational Opportunity, Notre Dame, November 14, 2016.
- “Early Colleges in North Carolina: Assessing Lottery and Non-Lottery Impacts” Association of Policy Analysis and Management, Washington, DC, November 5, 2016.
- “Helping Every Child Succeed.” Carolina Forum, moderator of conversation with Katie Haycock (Education Trust) and Margaret Spellings (President of University of North Carolina). Chapel Hill, September 22, 2016.
- “Early College at Scale in North Carolina: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against an RCT.” Causal Inference Research Group, Gillings School of Public Health, UNC Chapel Hill. May 6, 2016.
- “Unpacking the Null: School Poverty Effects on Test Score Achievement Growth.” Invited talk, Johns Hopkins University, Department of Sociology. Baltimore, MD. March 23, 2016.
- “Unpacking the Null: School Poverty Effects on Test Score Achievement Growth.” Invited talk, University of Maryland, Baltimore County, Department of Public Policy. Baltimore, MD. March 22, 2016.
- “Stratification or Selection? The Impact of School Poverty on Student Achievement Trajectories from Kindergarten to Eighth Grade.” Sociology of Education Association. Monterey, CA. February 20, 2016. (coauthored paper presented by Brian Levy)
- “Strategies for Improving Non-cognitive Outcomes for Children.” Association of Policy Analysis and Management. Miami, FL. November 13, 2015. Discussant.
- “Policy Impact Evaluation.” Invited talk, WZB Berlin Social Science Center, Berlin, Germany. July 20, 2015.
- “Longitudinal Effects through the Youth Life Course: Exploring the Effects of Classroom and Neighborhood Poverty and Summer Learning Loss.” Society for Research on Educational Effectiveness. Washington, DC. March 5, 2015. Session Organizer and Chair.
- “The Effects of School Poverty on Achievement: Replications and Extensions.” Society for Research on Educational Effectiveness. Washington, DC. March 5, 2015. (coauthored paper presented by Bill Carbonaro)
- “The Effects of School Poverty on Achievement: Replications and Extensions.” Sociology of Education Association. Monterey, CA. February 22, 2015. (coauthored paper presented by Bill Carbonaro)

“Assessing the Effects of the Great Recession on the Teacher Labor Market.” Association of Policy Analysis and Management. Albuquerque, NM. November, 8, 2014. Discussant.

“The Production of Academic Achievement: Family Background, Peers, and Teacher Skill.” University of North Carolina Sociology Departmental Colloquium, Chapel Hill, NC, April 16, 2014.

“The Impact of Early Colleges: Results from a Quasi-Experimental Analysis.” Society of Research on Educational Effectiveness. Washington, DC, March 7, 2014.

“Specialized Programs to Improve Academic Outcomes for Disadvantaged Youth.” Society of Research on Educational Effectiveness. Washington, DC, March 6, 2014. Chair/Discussant.

“The Distribution of Teacher Value-Added in North Carolina.” Briefing for the North Carolina State Board of Education, Raleigh, NC, March 5, 2014.

“Causal Inference in Sixty Minutes.” Guest lecture in University of North Carolina Sociology department’s Ph.D. seminar in sociological methods, Chapel Hill, NC, February 12, 2014.

## TEACHING AND SUPERVISION

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### *Courses Taught*

Ph.D. seminar on causal inference and research design (801), a Ph.D. seminar on education policy research (830), quantitative analysis for undergraduates (460H), an undergraduate course on education policy (530), an freshman seminar in school reform (85), and a small research lab / independent study on charter school research for graduate and undergraduate students.

Term	Year	Course	Title	Enrollment
Spring	2019	530	Educational Problems and Policy Solutions	27
Spring	2019	395/994	Charter School Research Lab (IND Study)	3
Fall	2018	801	Design of Policy Research	10
Fall	2018	85	Reforming America's Schools	24
Spring	2018	460H	Quantitative Methods for Public Policy	23
Spring	2018	530	Educational Problems and Policy Solutions	28
Fall	2017	460H	Quantitative Methods for Public Policy	20
Spring	2017	85H	Reforming America's Schools	22
Spring	2017	830	Seminar in Education Policy Research	6
Fall	2016	530	Educational Problems and Policy Solutions	35
Spring	2016	85H	Reforming America's Schools	21
Fall	2015	801	Design of Policy Research	9
Spring	2014	460	Quantitative Methods for Public Policy	68
Fall	2014	801	Design of Policy Research	10



*Doctoral Theses*

Joshua Horvath (Economics), 2018  
Brian Levy (Sociology), 2017  
Lisa Spees (Public Policy), 2016  
Kari Kozlowski (Sociology), 2016  
Shanyce Campbell (Public Policy), 2014  
Michael Gaddis (Sociology), 2013 (Co-Chair)  
Kevin Bastian (Public Policy), 2013  
Stephanie Potochnick, (Public Policy), 2012  
Maarja Soo, (Public Policy), 2008

*Honors Theses*

John Roberson, 2018-2019  
Beth Clifford, 2018-2019  
Geoffrey McGee 2017-2018  
Kate Mathews 2014-2015  
George Ramsay 2014-2015  
Michael Little 2012-2013 (best thesis award)  
Grayson Cooper 2011-2012  
Rachel Arnett 2010-2011  
Jennifer Barry 2006-2007

*Graduate Student Research Assistants (paid and unpaid)*

Kyle Abbott, (Public Policy), 2019 -  
Tom Swiderski, (Public Policy), 2017 -  
Elc Estrera, (Public Policy) 2016 -  
Anna Rybinska (Sociology) 2015-2016  
Ludmila Janda (Public Policy) 2014-2017  
Kyle Shaffer (SILS) 2014-2015  
Nicole Ross (Public Policy), 2013-2014  
Riha Vaidya (Economics), 2012-2013  
Casey Megan (Public Policy), 2011-2012  
Charlotte Agger (Education), 2011-2012

**GRANTS**

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*External*

Principal Investigator, "Exclusionary School Discipline and Adult Conviction: An Exploratory Study," \$49,940, Spencer Foundation, 1/1/19-12/31/19, 9% effort.

Principal Investigator, "Early College High Schools at Scale: Probing Impacts and Generalizability with a Quasi-Experiment Benchmarked Against an RCT," \$799,886 (UNC share: \$509,390), U.S. Department of Education, Institute of Education Sciences, 7/1/2015-6/30/2018, 37% effort.

Principal Investigator, "Probing the Effects of Classroom Poverty on Test Score Achievement: Differences Across States, Cohorts, and Low and High Standards Eras," \$49,928, Spencer Foundation, 5/1/15-6/30/16, 16% effort.

Co-Principal Investigator, "Examining North Carolina Charter School Effects on Short and Long Run Outcomes," \$289,490 (UNC share: \$149,323), Walton Family Foundation, 7/1/15-6/30/17, 16.5% effort.

Principal Investigator, "North Carolina New Schools Evaluation," \$132,000, UNC General Administration, 11/12-8/13, 22.5% effort.

Co-Principal Investigator, "Golden LEAF STEM Statewide Evaluation," \$498,322 (UNC share: \$148,566), Golden LEAF Foundation, 4/11-3/14, 11% effort.

Co-Investigator, "Baseline Teacher Quality Report," \$137,501, North Carolina Department of Public Instruction, 1/11-6/14.

Co-Investigator, "Evaluation of Race to the Top Teacher Incentives," \$229,757, North Carolina Department of Public Instruction, 1/11-6/14.

Principal Investigator, "Narrowing the Curriculum? The Effect of Accountability Pressure on Elementary Science Achievement," \$39,625, Spencer Foundation, 1/11-12/11.

Principal Investigator, "Designing a Longitudinal Tracking System to Inform Workforce Development and Educational Reform Policies in Lenoir County, North Carolina," Campus Community Partnership, School of Government, University of North Carolina at Chapel Hill, \$19,684, 7/15/10-6/30/11.

Co-Principal Investigator, "The Distributional Effects of State and Federal Educational Accountability Policies," \$40,000, Spencer Foundation, 9/08-9/09.

Exemplary Dissertation Award, Spencer Foundation, "Assessing the Impact of School Socioeconomic Status on Elementary School Student Test Score Gains." \$25,000. 8/08-6/10. One of two dissertations awarded a \$25,000 grant in 2008. Also received a \$2,500 award as one of five finalists.

*Internal (UNC/U Chicago)*

Junior Faculty Development Award, Office of Vice Chancellor of Research, University of North Carolina at Chapel Hill, 2011. \$7,500.

Small Grant, Office of Vice Chancellor of Research, University of North Carolina at Chapel Hill, 2010. \$5,000.

Small Grant, Office of Vice Chancellor of Research, University of North Carolina at Chapel Hill, 2009. \$5,000.

Small Grant, Office of Vice Chancellor of Research, University of North Carolina at Chapel Hill, 2007. \$5,000.

Faculty Partners Award, University of North Carolina at Chapel Hill, 2006. \$7,000.

Charles Bidwell Fund Travel Award, University of Chicago Sociology Department, 2005

Center on School Improvement Tuition Scholarship, 2000-2002

## **PROFESSIONAL SERVICE**

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### *Service to the Department and the University*

Member, Data Sciences Working Group, 2018-2019

Director of Graduate Admissions, 2017-

Moderator, Carolina Forum, "Helping Every Child Succeed," 2016

Founding Organizer, Carolina Seminar on Educational Inequality, 2015 -

Doctoral Core Committee, 2013-

### *Professional Activities*

Associate Editor, *American Education Research Journal* (2019- )

Institute of Education Sciences, FY2018, Ad-Hoc Member, scientific peer review panelist

Institute of Education Sciences, FY2015-FY2017 Principal Member, Education Systems and Broad Reform scientific peer review panelist

Society for Research on Educational Effectiveness, Program Committee, Education Policy Section Chair, Spring 2015 conference

Institute of Education Sciences, FY2014 Education Systems and Broad Reform ad-hoc scientific peer review panelist

American Sociological Association, Sociology of Education section, David Lee Stevenson Graduate Student Paper Award Committee member, 2011.

American Educational Research Association Division L – Education Policy and Politics 2009 Dissertation Award Committee Panel Member.

Associate Editor, *American Journal of Sociology* (2003-2004)

Student Editor, *Educational Evaluation and Policy Analysis* (2001-2003)

Founding Co-Editor, *Chicago Policy Review* (1996-1997)

Editorial Board, *Journal of Research on Educational Effectiveness* (2019- ), *Contexts Magazine* (2019- ), *American Educational Research Journal* (2016- ), *Educational Evaluation and Policy Analysis* (2012-2015), *Sociology of Education* (2007-2010),

Manuscript reviews and adjudications for *American Journal of Sociology*, *American Sociological Review*, *Social Forces*, *American Economic Review*, *Journal of Policy Analysis and Management*, *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Educational Policy Analysis Archives*, *Sage Press*, *American Education Research Association*, *Sociology of Education*, *American Journal of*

*Education, American Educational Research Journal, European Sociological Review, Journal of Research on Educational Effectiveness.*

Professional Affiliations with American Sociological Association, Association of Policy Analysis and Management, American Education Research Association, Society for Research on Educational Effectiveness, Sociology of Education Association, American Education Finance Association