

## **F. Chris Curran**

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### **ACADEMIC POSITIONS**

Associate Professor of Educational Leadership and Policy, University of Florida College of Education (2019-Present)

Director, UF Education Policy Research Center, University of Florida College of Education (2020-Present; Co-Director from 2019-2020)

Assistant Professor of Public Policy, University of Maryland, Baltimore County (UMBC) School of Public Policy (2015 – 2019)

Faculty Affiliate - Maryland Institute for Policy Analysis and Research (2015-2019)

### **EDUCATION**

Vanderbilt University, Peabody College, Nashville, TN  
Ph.D. Leadership and Policy Studies, 2015  
Doctoral Minor: Quantitative Methods  
Graduate Certificates: College Teaching; Experimental Education Research Training

University of Mississippi, School of Education, Oxford, MS  
M.A. Curriculum and Instruction, 2011

University of Florida, College of Liberal Arts and Sciences, Gainesville, FL  
B.A. Philosophy, 2009  
B.S. Biochemistry, 2009  
*summa cum laude*; Valedictorian; Phi Beta Kappa

## PEER-REVIEWED JOURNAL PUBLICATIONS

(g) Indicates graduate student coauthor (both at my own institution and externally)

39. Gerlinger, J., Viano, S., Gardella, J., Fisher, B., **Curran, F.C.**, & Higgins, E. (2021). Exclusionary School Discipline and Delinquent Outcomes: A Meta-Analysis. *Journal of Youth and Adolescence*, 50, 1493-1509. (Authors 2-5 listed in reverse alphabetical order to reflect equal contribution).
38. Kent, J. (g) & **Curran, F.C.** (2021). Pulling the Trigger: The Decision of Arming School Staff in a Large, Diverse School District. *Journal of Cases in Educational Leadership*, 24(3), 87-104.
37. Viano, S., **Curran, F.C.**, & Fisher, B. (2021). Kindergarten cop: A case study of how a coalition between school districts and law enforcement led to school resource officers in elementary schools. *Educational Evaluation and Policy Analysis*, 43(2), 253-279.
36. **Curran, F.C.**, Viano, S., Kupchik, A., & Fisher, B. (2021). Do interactions with school resource officers predict students' likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts. *Educational Evaluation and Policy Analysis*, 43(2), 200-232.
35. **Curran, F.C.** & Finch, M. (2021). Reforming school discipline: Responses by school district leadership to revised state guidelines for student codes of conduct. *Educational Administration Quarterly*, 57(2), 179-220.
34. **Curran, F.C.**, Bal, A., Goff, P., Mitchell, N. (g) (2021). Estimating the relationship between emotional disturbance de-identification and academic achievement and school discipline outcomes: Evidence from Wisconsin's longitudinal data. *Education and Urban Society*, 53(1), 83-112.
33. Fisher, B., **Curran, F.C.**, Viano, S., & Skinner, J. (2020). The influence of traditional police culture on the activities of school resource officers. *The Journal of Qualitative Criminal Justice & Criminology*, 9(1), 1-28.
32. Cohen-Vogel, L., Sadler, J. (g), Little, M., Merrill, B., **Curran, F.C.** (2020). The adoption of public pre-kindergarten among the American states: An event history analysis. *Educational Policy*. Online First.
31. Fisher, B., Higgins, E., Kupchik, A., Viano, S., **Curran, F.C.**, Overstreet, S. (g), Plumlee, B. (g), & Coffey, B. (g) (2020). Protecting the flock or policing the sheep? Differences in school resource officers' perceptions of threats by school racial composition. *Social Problems*. Online First.
30. Kupchik, A., **Curran, F.C.**, Fisher, B., & Viano, S. (2020). Police ambassadors: Student-police interactions in school and legal socialization. *Law and Society*

*Review*, 54(2), 391-422.

29. **Curran, F.C.** (2020). A matter of measurement: How different ways of measuring racial gaps in school discipline can yield drastically different conclusions about racial disparities in discipline. *Educational Researcher*, 49(5), 382-387.
28. **Curran, F.C.**, Fisher, B., Viano, S. (2020). Mass school shootings and the short-run impacts on use of school security measures and practices: National evidence from the Columbine tragedy. *Journal of School Violence*, 19(1), 6-19.
27. **Curran, F.C.**, Little, M. (g), Cohen-Vogel, L., & Domina, T. (2020). School readiness assessments for class placements and academic sorting in kindergarten. *Educational Policy*, 34(3), 518-547.
26. **Curran, F.C.**, Fisher, B.W., Viano, S., Kupchik, A. (2019). Why and when do school resource officers engage in school discipline? The role of context in shaping disciplinary involvement. *American Journal of Education*, 126(1), 33-63.
25. Pearman, F.A., **Curran, F.C.**, Fisher, B., Gardella, J. (2019). Are achievement gaps related to discipline gaps? Evidence from national data. *AERA Open*, 5(4), 1-18.
24. **Curran, F.C.** & Kitchin, J. (g) (2019). Documenting geographic isolation of schools and examining the implications for education policy. *Educational Policy*. Online First.
23. **Curran, F.C.** & Kitchin, J. (g) (2019). Early elementary science instruction: Does more time on science or science topics/skills predict science achievement in the early grades? *AERA Open*, 5(3), 1-18.
22. **Curran, F.C.** & Kitchin, J. (g) (2019). Why are the early elementary race/ethnicity test score gaps in science larger than those in reading or mathematics? National evidence on the importance of language and immigration context in explaining the gap-in-gaps. *Science Education*, 103, 477-502.
21. **Curran, F.C.** (2019). Does the Chicago Safe Passage program reduce reported crime around elementary schools? Evidence from longitudinal, geocoded crime data. *Criminal Justice Policy Review*, 30(9), 1385–1407.
20. **Curran, F.C.** (2019). Estimating the relationship between preschool attendance and kindergarten science achievement: Implications for early science achievement gaps. *Education Finance and Policy*, 14(2), 210-241.
19. **Curran, F.C.**, Viano, S., & Fisher, B.W. (2019). Teacher victimization, turnover, and contextual factors promoting resilience. *Journal of School Violence*, 18(1), 21-38.

18. **Curran, F.C.** (2019). The law, policy, and portrayal of zero tolerance school discipline: Examining prevalence and characteristics across levels of governance and school districts. *Educational Policy*, 33(2), 319-349.
17. **Curran, F.C. & Kitchin, J. (g)** (2018). Estimating the relationship between corporal punishment use and school suspensions: Longitudinal evidence from the Civil Rights Data Collection. *Peabody Journal of Education*, 93(2), 139-160.
16. Engel, M., Cannata, M., **Curran, F.C.** (2018). Principal influence in teacher hiring: Documenting decentralization over time. *Journal of Educational Administration*, 56(3), 277-296.
15. Fisher, B., Viano, S., **Curran, F.C.**, Pearman, A., Gardella, J. (2018). Students' feelings of safety, exposure to violence and victimization, and authoritative school climate. *American Journal of Criminal Justice*, 43(1), 6-25.
14. **Curran, F.C. & Kellogg, A. (g)** (2017). Sense-making of federal education policy: Social network analysis of social media discourse around the Every Student Succeeds Act. *Journal of School Leadership*, 27(5), 622-651.
13. **Curran, F.C.** (2017). Influence over school discipline policy: Variation across levels of governance, school contexts, and time. *Education Policy Analysis Archives*, 25(119), 1-30.
12. **Curran, F.C.** (2017). Income-based disparities in early elementary school science achievement. *Elementary School Journal*, 118(2), 207-231.
11. **Curran, F.C.** (2017). Teach for America placement and teacher vacancies: Evidence from the Mississippi Delta. *Teachers College Record*, 119(2), 1-24.
10. Little, M. (g), Cohen-Vogel, L., **Curran, F.C.** (2016). Facilitating the transition to kindergarten: What ECLS-K data tell us about school practices then and now. *AERA Open*, 2(3), 1-18.
9. **Curran, F.C. & Kellogg, A. (g)** (2016). Understanding science achievement gaps by race/ethnicity and gender in kindergarten and first grade. *Educational Researcher*, 45(5), 273-282.
8. **Curran, F.C.** (2016). Estimating the effect of state zero tolerance laws on exclusionary discipline, racial discipline gaps, and student behavior. *Educational Evaluation and Policy Analysis*, 38(4), 647-668.
7. **Curran, F.C.** (2016). The state of abstracts in educational research. *AERA Open*, 2(3), 1-9.

6. Engel, M. & **Curran, F.C.** (2016). Toward understanding principals' hiring practices. *Journal of Educational Administration*, 54(2), 173-190.
5. Claessens, A., Engel, M., **Curran, F.C.**, (2015). The effects of maternal depression on child outcomes during the first years of formal schooling. *Early Childhood Research Quarterly*, 32(3), 80-93.
4. **Curran, F. C.** (2015). Expanding downward: Innovation, diffusion, and state policy adoptions of universal preschool. *Education Policy Analysis Archives*, 23(36). <http://dx.doi.org/10.14507/epaa.v23.1688>
3. Claessens, A., Engel, M., & **Curran, F.C.** (2014). Academic content, student learning, and the persistence of preschool effects. *American Educational Research Journal*, 51(2), 403-434.
2. Engel, M., Jacob, B., **Curran, F.C.** (2014). New evidence on teacher labor supply. *American Educational Research Journal*, 51(1), 36-72.
1. Darko, A.K., **Curran, F.C.**, Copin, C., McElwee-White, L. (2011). Carbonylation of functionalized diamine diols to cyclic ureas: application to derivatives of DMP 450. *Tetrahedron*, 67(22), 3976-3983.

## BOOK CHAPTERS

2. Fisher, B.W., **Curran, F.C.**, Pearman, A., & Gardella, J. (2018). Do school policies and programs improve outcomes by reducing gang presence in schools? In H. Shapiro (Ed.), *Handbook of Violence in Education*. Wiley. 227-248.
1. **Curran, F.C.** (2016). Racial disproportionalities in discipline: The role of zero tolerance policies. In G. Crews (Ed.), *Critical Examinations of School Violence and Disturbance in K-12 Education*. Hershey, Pennsylvania: IGI Global. 1251-1256.

## POLICY BRIEFS AND REPORTS

18. **Curran, F.C.**, Fisher, B.W., Gottfredson, D., Jordan, H., Kupchik, A., Losen, D., Milner, R., Mowen, T., & Skiba, R. (2021). Police Presence in Schools Does Not Increase School Safety and Harms Students of Color. School Policing Research to Policy Collaborative. Briefing Paper #1. (Authors listed alphabetically)
17. **Curran, F.C.** & Boza, L. (2020). School Reopening Plans and Reported Cases of COVID in Schools. UF Education Policy Research Center Policy Brief.
16. **Curran, F.C.** (2020). Policy Responses to Pandemic-Induced Learning Loss. UF Education Policy Research Center White Paper.

15. **Curran, F.C.,** Cho, S., Boza, L., & O’Sullivan, C. (2020). Time to Implement: Florida School Reopening Plans Meet the Start of the School Year. UF Education Policy Research Center Policy Brief.
14. **Curran, F.C.** (2020). The expanding presence of law enforcement in Florida schools. UF Education Policy Research Center Research Report.
13. **Curran, F.C.,** O’Sullivan, C., & Cho, S. (2020). Delayed starts and face masks: Updates on reopening plans for Florida schools. UF Education Policy Research Center Policy Brief.
12. **Curran, F.C. &** O’Sullivan, C. (2020). Florida school reopening plans: Initial plans from mid-July. UF Education Policy Research Center Policy Brief.
11. **Curran, F.C.** (2020). School preparedness plans for pandemics and continuity of education. UF Education Policy Research Center Policy Brief.
10. **Curran, F.C.,** Fisher, B.W., Viano, S., Kupchik, A. (2019). Understanding school safety and the use of school resource officers in understudied settings. Final Report. National Criminal Justice Reference Service.
9. **Curran, F.C.,** Fisher, B.W., Viano, S., Kupchik, A. (2019). AJE Features | Why and when do school resource officers engage in school discipline? American Journal of Education Forum. Retrieved from: <http://www.ajeforum.com/aje-features-why-and-when-do-school-resource-officers-engage-in-school-discipline-by-f-chris-curran-benjamin-w-fisher-samantha-viano-and-aaron-kupchik/>
8. **Curran, F.C.,** Fisher, B.W., Viano, S., Kupchik, A. (2019). Understanding school safety and the use of school resource officers in understudied settings. Research Brief Report.
7. **Curran, F.C.** (2019). Early evidence from the Chicago Safe Passage program. Key Findings Policy Brief. Scholars Strategy Network. [www.scholarsstrategynetwork.org](http://www.scholarsstrategynetwork.org)
6. **Curran, F.C. &** Finch, M. (2018). Maryland schools’ codes of conduct: Comparing discipline policy across districts. Policy Report Issued by The School of Public Policy at UMBC and Salisbury University. Available at <http://edpolicylab.umbc.edu>
5. **Curran, F.C.,** Fisher, B.W., Viano, S.L., & Skinner, J. (2018). Understanding school safety and the use of school resource officers in understudied settings. Interim Report: School District 1.

4. **Curran, F.C.**, Fisher, B.W., Viano, S.L., & Skinner, J. (2018). Understanding school safety and the use of school resource officers in understudied settings. Interim Report: School District 2.
3. **Curran, F.C.**, Fisher, B.W., Viano, S., Kupchik, A., Hayden, E., Skinner, J. (2018). Understanding school safety and the use of school resource officers in understudied settings. Interim Report #1: Sheriff's Department.
2. **Curran, F.C.** (2016). The disadvantages of "zero tolerance" laws that mandate exclusionary school discipline. Key Findings Policy Brief. Scholars Strategy Network. [www.scholarsstrategynetwork.org](http://www.scholarsstrategynetwork.org)
1. **Curran, F.C.** (2016). Reducing racial disparities in school discipline requires more than eliminating "zero tolerance" policies. Key Findings Policy Brief. Scholars Strategy Network. Harvard University. [www.scholarsstrategynetwork.org](http://www.scholarsstrategynetwork.org)

## **PUBLIC SCHOLARSHIP PUBLICATIONS**

33. **Curran, F.C.** (September 21<sup>st</sup>, 2021). Standardized tests in schools aren't going away, but innovation is welcome. *The Gainesville Sun*.
32. **Curran, F.C.** (August 6<sup>th</sup>, 2021). How do schools support the transition to the new academic year? *The Gainesville Sun*.
31. **Curran, F.C.** (June 1<sup>st</sup>, 2021). A policy window has opened for expanding preschool nationally. *The Gainesville Sun*.
30. **Curran, F.C.** (May 21, 2021). Video shows students still get paddled in US schools. *The Conversation*.
29. **Curran, F.C.** (February 24, 2021). How social studies might boost reading achievement. *The Gainesville Sun*.
28. **Curran, F.C.** (January 22<sup>nd</sup>, 2021). Early warning systems in schools can be dangerous in the hands of law enforcement. *The Conversation*.
27. **Curran, F.C.** (January 14, 2021). Major change coming in education leadership. *The Gainesville Sun*.
26. **Curran, F.C.** (December 10, 2020). Creating diverse schools is challenging but worth it. *The Gainesville Sun*.
25. **Curran, F.C.** & Boza, L. (November 3, 2020). Trade-offs in school reopenings. *The Gainesville Sun*.

24. **Curran, F.C.** (September 10, 2020). What are the costs of school policing? *The Gainesville Sun*.
23. **Curran, F.C.** (July 4, 2020). School policing may be problematic, but so are alternatives. *The Gainesville Sun*.
22. **Curran, F.C.** (June 9, 2020). Planning is key for successful return to schooling. *The Gainesville Sun*.
21. **Curran, F.C.,** Kupchik, A., Fisher, B. (June 5, 2020). The good-guy image police present to students often clashes with students' reality. *The Conversation*.
20. **Curran, F.C.** (May 7, 2020). Re-opened schools may look different, which could be good. *The Gainesville Sun*.
19. **Curran, F.C.** (April 7, 2020). Disruptions to early learning raise equity concerns. *The Gainesville Sun*.
18. **Curran, F.C.** (February 27, 2020). Video of 6-year-old girl's arrest shows the perils of putting police in primary schools. *The Conversation*.
17. **Curran, F.C.** (February 16, 2020). Civics education should reflect diversity of students. *The Gainesville Sun* (Reprinted in Bonita Springs News Press, The St. Augustine Record; Ocala Star Banner; Naples Daily News).
16. **Curran, F.C.** (December 12, 2019). School resource officers aren't arrested often – but when they are, it's usually for sexual misconduct. *The Conversation*.
15. **Curran, F.C.** Arrests of 6-year-olds shows the perils of putting police in primary schools. (September 27, 2019). *The Conversation*.
14. **Curran, F.C.** (April 19, 2019). No, we are not facing a crisis in school safety. *The Globe Post*.
13. **Curran, F.C.** (February 14, 2019). Just what are “zero tolerance” policies – and are they still common in America's schools? *The Conversation*.
12. **Curran, F.C.** (February 5, 2019). Restorative practices may not be the solution, but neither are suspensions. *The Conversation*.
11. **Curran, F.C.** (December 5, 2018). Chicago's Safe Passage program costs a lot, but it may provide students safer routes to school. *The Conversation*.
10. **Curran, F.C.** (December 26, 2018). Recommendation to give teachers guns misses the mark. *The Globe Post*.



9. **Curran, F.C.** (June 12, 2018). School safety commission misses mark by ignoring guns. *The Conversation*.
8. **Curran, F.C.** (May 21, 2018). Improving school climate, not just security, is key to violence prevention. *The Conversation*.
7. **Curran, F.C.** (April 11, 2018). A school resource officer in every school? *The Conversation*.
6. **Curran, F.C.** (March 29, 2018). Federal spending bill deals blow to school safety research. *The Conversation*.
5. **Curran, F.C.** (September 14, 2016). Science achievement gaps start early – in kindergarten. *The Conversation*.
4. **Curran, F.C.** (July 24, 2016). Zero tolerance laws increase suspension rates for black students. *The Conversation*.
3. **Curran, F.C.** (November 20, 2015). Improve Baltimore schools to attract families. *Baltimore Sun*.
2. **Curran, F.C.** (August 18, 2015). Overtime-pay conversation should include teachers. *Education Week*
1. Smrekar, C. & **Curran, F.C.** (August 7, 2015). Now that NashvilleNext has been approved, what's next? *The Tennessean*.

## FUNDED SPONSORED RESEARCH

- |           |   |
|-----------|---|
| 2021-2022 | <b>Principal Investigator.</b> Developing a Research Foundation and Agenda around The Five Conditions that Support Great Teaching. Impact Florida. (Co-PIs: Philip Poekert & Christopher Redding).<br><b>Funded: \$66,814</b>                             |
| 2021-2023 | <b>Principal Investigator.</b> <i>Early Childhood Policy in Institutions of Higher Education</i> . Teachers College, Columbia University with support from Buffett Early Childhood Fund. (Co-PI: Patricia Snyder)<br><b>Funded: \$174,500</b>             |
| 2021-2013 | <b>Principal Investigator.</b> <i>Exploratory Evidence on the Factors that Relate to Elementary School Science Learning Gains Among English Language Learners</i> . National Science Foundation (NSF); (Mark Pacheco, co-PI).<br><b>Funded: \$313,159</b> |

- 2020 **Principal Investigator.** *Educators Effectively Implementing School Safety: Training to Develop Capacity for Equitable and Supportive School Environments.* University of Florida Lastinger Center: Research Catalyst Award.  
**Funded: \$4,000**
- 2020 **Principal Investigator.** *Developing a Longitudinal School Discipline Data Source for Furthering Understanding of the Effects of Discipline Policy.* University of Florida School of Human Development and Organizational Studies in Education.  
**Funded: \$12,000** (Cost-sharing with start-up funds due to COVID-19 budget reductions)
- 2020 **Principal Investigator.** *The Expanding Presence of Police in Schools: An Analysis of Florida's Expansion of School Resource Officers in Schools.* American Civil Liberties Union of Florida.  
**Funded: \$30,518**
- 2019-2021 **Principal Investigator.** *New Data Frontiers in School Discipline Research: Charting a Path for Enhanced Data Collection to Better Understand the Entire School Discipline Pipeline and Equity Therein.* AERA Research Conference Grant.  
**Funded: \$35,000**
- 2019-2021 **Principal Investigator.** *Ban the Discipline Box? How University Applications that Assess Prior School Discipline Experiences Impact College Acceptance of Youth Disciplined in High School.* National Academy of Education/Spencer Foundation Post-Doctoral Fellowship.  
**Funded: \$70,000**
- 2017-2018 **Principal Investigator.** *Early Elementary Science Instruction: Estimating the Impacts of Instructional Time, Content Coverage, and Pedagogy on Equity in and Achievement on Science in Kindergarten through Second Grade.* AERA/NSF Research Grant.  
**Funded: \$19,999**
- 2016-2019 **Principal Investigator.** *Understanding the Adoption, Function, and Consequences, of School Resource Officer Use in Understudied Settings.* National Institute of Justice Comprehensive School Safety Initiative Grant. (Co-PI: Benjamin Fisher; Project Coordinator: Samantha Viano)  
**Funded: \$623,047**
- 2016 **Principal Investigator.** *Who Suspends? Autonomy over Disciplinary Policy over Time.* UMBC Summer Faculty Fellowship Grant.  
**Funded: \$6,000**

- 2016      **Principal Investigator.** *Estimating the Relationship between Corporal Punishment Use and School Suspensions: Longitudinal Evidence from the Civil Rights Data Collection.* UMBC Undergraduate Research Assistantship Support  
**Funded: \$1,500**
- 2015      **Principal Investigator.** *Zero Tolerance School Discipline: Implications for Schools, Leaders, and Students.* American Educational Research Association (with NSF support) Dissertation Grant.  
**Funded: \$20,000**

### SUBMITTED AND NOT FUNDED SPONSORED RESEARCH

- Submitted      **Co-Principal Investigator.** Do Third Grade Reading Retention Policies Improve the Achievement and Graduation Rates of Black and Latinx Students? WT Grant Foundation. Letter of Intent. (PI: Christopher Redding)  
**Requested: \$179,767**
- Submitted      **Principal Investigator.** *Root Causes of School Violence: Examining School Disorder, Community Context, and School Shootings.* National Institute of Justice. (Co-PIs: Aaron Kupchik, Alvin Pearman, and Benjamin Fisher)  
**Requested: \$350,525**
- Not funded      **Principal Investigator.** *Connecting Families with Young Children to Resources during the COVID-19 Pandemic.* Robert Wood Johnson Foundation. Letter of Intent.  
**Requested: \$200,000**
- Not funded      **Principal Investigator.** *A Scan of School District Policies to Support Families with Low-Income During the Pandemic.* Robert Wood Johnson Foundation. Letter of Intent. (co-PI: Christopher Redding)  
**Requested: \$160,000**
- Not funded      **Co-Principal Investigator.** *School Resource Officers in Edmonton Public Schools.* Edmonton Public Schools. (PI: Benjamin Fisher; Co-PI: Stephanie Wiley; Co-Investigators: Ryan Broll, Cherie Dawson-Edwards, Jillian J. Turanovic)  
**Requested: \$373,579 (UF Subaward: \$74,666)**
- Not funded      **Principal Investigator.** *Educators Effectively Implementing School Safety: Training to Develop Capacity for Equitable and Supportive School Environments.* IES (Co-PIs: Dorothy Espelage, Benjamin Fisher, Phil Poekert)  
**Requested: \$1,999,837**

- Submitted      **Co-Principal Investigator.** *The effects of state and local PK-12 discipline policies on suspensions, juvenile arrests, and educational outcomes.* IES (PI: Jane Lincove)  
**Requested: \$1,615,920**
- Not funded      **Principal Investigator.** *The Effects of School Turnaround on Rates of and Racial Disparities in Exclusionary School Discipline?* National Science Foundation (Co-PIs: Christopher Redding and Aaron Kupchik; Resubmission)  
**Requested: \$276,527**
- Not funded      **Principal Investigator.** *Working with and Developing Together: University Staff of Color Documenting Lived Experiences and Developing a Model towards Collective Action.* UF (Senior Investigators: Taryrn Brown & CC Suarez)  
**Requested: \$50,240**
- Not funded      **Principal Investigator.** *Root Causes of School Violence: Examining School Disorder, Community Context, and School Shootings.* National Institute of Justice. (Co-PI: Aaron Kupchik and Alvin Pearman)  
**Requested: \$204,037**
- Not funded      **Co-Principal Investigator.** *Can District Equity Plans Narrow Racial/Ethnic Gaps in Student Achievement and Disciplinary Infractions?* W.T. Grant Foundation LOI. (PI: Christopher Redding)  
**Requested: \$539,339**
- Not funded      **Principal Investigator.** *The Effects of School Turnaround on Rates of and Racial Disparities in Exclusionary School Discipline.* National Science Foundation. (Co-PI: Christopher Redding)  
**Requested: \$287,202**
- Not funded      **Senior Researcher.** *High School Determinants of STEM College and Career Pathways.* National Science Foundation. (PI – Jane Lincove; Resubmission)  
**Requested: \$1,496,000**
- Not funded      **Principal Investigator.** *What do School Resource Officers do When School Shootings Occur and are Their Actions Saving Lives?* National Science Foundation.  
**Requested: \$207,503**
- Not funded      **Principal Investigator.** *Exploratory Evidence on the Factors that Relate to Elementary School Science Learning Gains Among English Language Learners.* (Co-PI: Mark Pacheco)

**Requested: \$299,513**

Not funded     **Senior Researcher.** *High School Determinants of STEM College and Career Pathways*. National Science Foundation. (PI – Jane Lincove)  
**Requested: \$1,485,000**

## CREATIVE PROJECTS

EdSuspended: Exploring School Discipline, Safety, and Disparities in Educational Opportunity. ([www.edsuspended.com](http://www.edsuspended.com)). EdSuspended is a public website where I actively blog about issues of school discipline, safety, and educational opportunity. It includes reprints of my publications in other outlets including The Conversation as well as original blog posts written exclusively for the blog. The work on the blog translates my research on discipline and safety to a broader audience and serves to amplify and disseminate my ongoing research. Much of my federally funded research on police in schools has been featured via the EdSuspended blog.

#ESSA: Social Network Sentiment and Discourse Analysis of the Every Student Succeeds Act. ([www.hashtagessa.com](http://www.hashtagessa.com)). This public website describes analysis of Twitter discourse on the federal Every Student Succeeds Act. Interactive graphics provide a user-friendly communication of dialogue around the federal law. Work was featured in Politico among other news outlets.

## PEER-REVIEWED CONFERENCE PRESENTATIONS

Includes both papers I presented and those presented by coauthors

Shen, Z., **Curran, F.C.**, You, Y., Splett, J., & Zhang, G. “Intraclass Correlations for Evaluating the Effects of Teacher Empowerment Programs on Student Academic Outcomes”. Presentation at Society for Research on Educational Effectiveness (SREE). September 27, 2021.

**Curran, F.C.** “To the Principal’s Office or to the Police: Law Enforcement in Schools and Reports of Student Misconduct”. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). April 9, 2021.

Kent, J. & **Curran, F.C.** “Pulling the Trigger: The Decision of Arming Staff in a Large, Diverse School District”. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA) April 9<sup>th</sup>, 2021.

**Curran, F.C.** “Early Childhood Education Contexts and Outcomes”. Roundtable presentation at the annual meeting of the American Educational Research Association (AERA). April 8, 2021.

- Curran, F.C.** “Measuring School Discipline Disparities: Implications of the Metric of Choice for Policy Conclusions”. Paper presentation at the annual meeting of the Association for Public Policy Analysis and Management (APPAM). November 11<sup>th</sup>, 2020. Virtual Conference.
- Curran, F.C.** “High School Suspensions and College Admissions: How Do College Applications Shape College-Going of Disciplined Students”. Paper accepted for presentation at the 2020 annual meeting of the American Society of Criminology. November 18, 2020. (Conference cancelled due to COVID-19).
- Curran, F.C.** “Ban the Suspension Box? University Applications' Assessment of High School Discipline”. Poster accepted for presentation at the 2020 annual meeting of the American Educational Research Association. April 21<sup>st</sup>, 2020. (Conference cancelled due to COVID-19).
- Curran, F.C.,** Fisher, B.W., Viano, S., Kupchik, A., & Coffey, B. “Police in the Kindergarten Wing: How Stakeholders View School Resource Officers in Elementary Schools”. Paper accepted for presentation at the 2020 annual meeting of the American Educational Research Association. April 21<sup>st</sup>, 2020. (Conference cancelled due to COVID-19).
- Curran, F.C.** “High School Suspensions and College-Going: Parsing Impacts at Different Stages of the Process”. Paper accepted for presentation at the 2020 annual meeting of the American Educational Research Association. April 21<sup>st</sup>, 2020. (Conference cancelled due to COVID-19).
- Viano, S., **Curran, F.C.,** & Fisher, B.W. “Kindergarten Cop: Case Study of Adoption and Implementation of School Resource Officers in Elementary Schools”. Paper accepted for presentation at the 2020 annual meeting of the American Educational Research Association. April 21<sup>st</sup>, 2020. (Conference cancelled due to COVID-19).
- Curran, F.C.** “Ban the Discipline Box? Examining the Role of High School Suspensions in College Admissions”. Paper presentation at the 2020 annual meeting of the Association for Education Finance and Policy. March 20<sup>th</sup>, 2020. Virtual Conference.
- Viano, S., Fisher, B.W., **Curran, F.C.,** Pearman, F., & Gardella, J. “The Contribution of Schools to Student Suspension: A Value Added Approach”. Paper presentation at the 2020 annual meeting of the Association for Education Finance and Policy. March 20<sup>th</sup>, 2020. Virtual Conference.
- Curran, F.C.** “Applying for National Academy of Education/Spencer Foundation Fellowships: A Discussion with Dissertation and Early Career Fellows”. UF Office of Research and UF Education Policy Brown Bag. Spring, 2020.

- Plumlee, B., Fisher, B.W., **Curran, F.C.**, Viano, S., Coffey, B., & Homer, E. “A Qualitative Analysis of How Stakeholders Conceptualize School Safety”. Paper presentation at the 2019 annual meeting of the American Society of Criminology. November 15<sup>th</sup>, 2019. San Francisco, CA.
- Curran, F.C.**, Fisher, B.W., Viano, S., Kupchik, A., Plumlee, B., & Coffey, B. “When Schooling and Policing Collide: Qualitative Perceptions of the Impacts of SROs on the Elementary School Education Environment”. Paper presentation at the 2019 annual meeting of the American Society of Criminology. November 15<sup>th</sup>, 2019. San Francisco, CA.
- Gerlinger, J., Fisher, B., Viano, S., Gardella, J., & **Curran, F.C.** “Exclusionary School Discipline and Deviant Behaviors: A Meta-Analysis of the School-to-Prison Pipeline”. Paper presentation at the 2019 annual meeting of the American Society of Criminology. November 15<sup>th</sup>, 2019. San Francisco, CA.
- Curran, F.C.**, Fisher, B., Viano, S., & Kupchik, A. (2019). How do interactions with school resource officers predict students’ likelihood of being disciplined and feelings of safety? Mixed-methods evidence from two school districts. UF Education Policy Brown Bag.
- Curran, F.C.**, Fisher, B.W., Viano, S., Kupchik, A., Plumlee, B., & Coffey, B. “When Schooling and Policing Collide: Qualitative Perceptions of the Impacts of SROs on the Elementary School Education Environment”. Paper presentation at the 2019 annual meeting of the Education Policy Collaborative. August 1st, 2019. Austin, TX.
- Curran, F.C.**, Viano, S., Fisher, B.W., & Kupchik, A. “Does Interacting With School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence from Understudied Settings”. Paper presentation at the 2019 annual meeting of the American Educational Research Association. April 9<sup>th</sup>, 2019. Toronto, CA.
- Curran, F.C.**, Viano, S., & Fisher, B.W. “Mass School Shootings and the Short-Run Impacts on Use of School Security Measures and Practices: National Evidence from the Columbine Tragedy”. Paper presentation at the 2019 annual meeting of the American Educational Research Association. April 9<sup>th</sup>, 2019. Toronto, CA.
- Viano, S., Fisher, B.W., **Curran, F.C.**, Pearman, F., Gardella, J. “The Contribution of Schools to Student Suspension: A Value Added Approach”. Paper presentation at the 2019 annual meeting of the American Educational Research Association. April 7<sup>th</sup>, 2019. Toronto, CA.
- Curran, F.C.** & Shand, R. “Estimating the Financial Cost to School Districts of Using Teach for America Teachers to Fill Teacher Vacancies: Evidence from a Longitudinal Cost Simulation”. Paper presentation at the 2019 annual meeting of

the Association for Education Finance and Policy. March 22<sup>nd</sup>, 2019. Kansas City, MO.

**Curran, F.C.,** Fisher, B.W., Viano, S. “Mass School Shootings and the Short-run Impacts on Use of School Security Measures and Practices: National Evidence from the Columbine Tragedy”. Paper presentation at the 2019 annual meeting of the Association for Education Finance and Policy. March 21<sup>st</sup>, 2019. Kansas City, MO.

**Curran, F.C.,** Fisher, B.W., Viano, S., Skinner, J. “The Roles and Activities of School Resource Officers: A Multi-Informant Mixed Methods Analysis”. Paper presentation at the 2018 annual meeting of the American Society of Criminology. November 17, 2018. Atlanta, GA.

Viano, S., Fisher, B.W., **Curran, F.C.,** Kupchik, A., Skinner, J. “Strategies that School Resource Officers use to Build Relationships with Students”. Paper presentation at the 2018 annual meeting of the American Society of Criminology. November 15, 2018. Atlanta, GA.

**Curran, F.C. &** Kitchin, J. “Early Elementary Science Instruction: Does More Time on Science or Science Topics/Skills Predicts Science Achievement in the Early Grades?”. Poster presentation at the 2018 annual meeting of the American Educational Research Association. April 15, 2018. New York City, NY.

**Curran, F.C. &** Finch, M. “Reforming School Discipline: Districts’ Responses to Maryland’s Revised Guidelines for Student Codes of Conduct”. Paper presentation at the 2018 annual meeting of the American Educational Research Association. April 13, 2018. New York City, NY.

**Curran, F.C. &** Kitchin, J. “Early Elementary Science Instruction: Estimating the impacts of instructional time and content coverage on equity in and achievement on science in kindergarten through second grade.” Poster presentation at the 2018 annual meeting of the Association for Education Finance and Policy. March 16<sup>th</sup>, 2018. Portland, OR.

**Curran, F.C. &** Kitchin, J. “Islands unto Themselves? Documenting geographic isolation of schools and examining the implications for education policy” Poster presentation at the 2018 annual meeting of the Association for Education Finance and Policy. March 16<sup>th</sup>, 2018. Portland, OR.

**Curran, F.C.,** Viano, S., Fisher, B., Hayden, E. Kupchik, A. “The Role of Law Enforcement in School Discipline in Understudied Settings”. Presentation at the 2018 annual meeting of the Association for Education Finance and Policy. March 16<sup>th</sup>, 2018. Portland, OR.



- Curran, F.C.,** Fisher, B., Viano, S., Kupchik, A., Hayden, E. “The Role of School Resource Officers in Elementary Schools”. Paper presentation at the 2017 annual conference of the American Society of Criminology. November 17<sup>th</sup>, 2017. Philadelphia, PA.
- Curran, F.C.** “Does Using School Readiness Assessments for Class Placements Lead to Academic Sorting in Kindergarten?”. Paper presentation at the 2017 annual conference for the American Educational Research Association. May 1st, 2017. San Antonio, TX.
- Curran, F.C.** “Estimating the Relationship between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Achievement Gaps”. Paper presentation at the 2017 annual conference for the American Educational Research Association. April 27<sup>th</sup>, 2017. San Antonio, TX.
- Curran, F.C. & Kellogg, A.** “Sensemaking of Federal Education Policy: Analyzing Social Media Discourse Around the Every Student Succeeds Act”. Paper presentation at the 2017 annual conference for the American Educational Research Association. April 30<sup>th</sup>, 2017. San Antonio, TX.
- Curran, F.C. & Kitchin, J.** “The Relationship between Rates of School Corporal Punishment and Rates of and Racial Disparities in Suspension” Paper presentation at the 2017 annual conference for the Association for Education Finance and Policy. March 18<sup>th</sup>, 2017. Washington, D.C.
- Pearman, A., **Curran, F.C.,** Fisher, B., & Gardella, J. “Race, Exclusion, and Achievement in the Modern Schoolhouse”. Paper presentation at the 2017 annual conference for the Association for Education Finance and Policy. March 18<sup>th</sup>, 2017. Washington, D.C.
- Curran, F.C.** “Estimating the Relationship between Emotional/Behavioral Disorder De-identification and Academic Achievement: Evidence from state longitudinal data.” Paper presentation at the 2017 annual conference for the Association for Education Finance and Policy. March 17<sup>th</sup>, 2017. Washington, D.C.
- Cannata, M., Engel, M., Nguyen, T., & **Curran, F.C.** “Paths to Leadership: Understanding teacher influence in hiring”. Paper presentation at the 2017 annual conference for the Association for Education Finance and Policy. March 17<sup>th</sup>, 2017. Washington, D.C.
- Curran, F.C.** “Who Suspends? Exploring the Relative Influence of Educational Stakeholders on the Setting of School Discipline Policy”. Paper presentation at the 2016 annual conference for the Association for Public Policy Analysis and Management. November 4<sup>th</sup>, 2016. Washington, D.C.

- Curran, F.C.** “Estimating the Effect of State Zero Tolerance Laws on Exclusionary Discipline, Racial Discipline Gaps, and Student Behavior”. Poster presentation at the annual meeting of the American Educational Research Association. April 11<sup>th</sup>, 2016. Washington D.C.
- Curran, F.C.** “Beyond Zero Tolerance: School Discipline Policy in Context”. Paper presentation at the annual meeting of the American Educational Research Association. April 9<sup>th</sup>, 2016. Washington D.C.
- Curran, F.C. & Kellogg, A.** “Science Achievement Gaps by Race and Gender in the First Two Years of Formal Schooling”. Poster presentation at the 2016 meeting of the Association for Education Finance and Policy. March 19<sup>th</sup>, 2016. Denver, CO.
- Fisher, B., **Curran, F.C.**, Pearman, A., Gardella, J. “School Practices and Policies Associated with Gang Presence in Schools”. Paper presentation at the 2015 meeting of the American Society of Criminology. November 20<sup>th</sup>, 2015. Washington, D.C.
- Curran, F.C.**, Viano, S., Fisher, B. “Teacher Victimization: Implications for Teacher Retention” Poster presented at the 2015 annual conference of the Association for Public Policy Analysis and Management. November 13, 2015. Miami, Florida.
- Curran, F.C.** “The Impact of the Federal Gun-Free Schools Act on School Discipline”. Paper presentation at the 2015 annual conference of the American Educational Research Association. April 18<sup>th</sup>, 2015. Chicago, Illinois.
- Curran, F.C.** “Defining Zero Tolerance: Law, Policy, and Perception”. Poster presentation at the 2015 annual conference of the American Educational Research Association. April 18<sup>th</sup>, 2015. Chicago, Illinois.
- Curran, F.C.** “The Impact of Zero Tolerance Laws on Student Outcomes”. Poster presentation at the 2014 annual conference of the Association for Public Policy Analysis and Management. November 8<sup>th</sup>, 2014. Albuquerque, New Mexico.
- Curran, F.C.** “The Impacts of the Chicago Welcoming Schools' Safe Passage Program on Student Safety and Crime”. Paper presentation at 2014 annual conference of the Society for Research on Educational Effectiveness. September 6<sup>th</sup>, 2014. Washington D.C.
- Claessens, A., Engel, M., & **Curran, F.C.** “Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes”. Paper presentation at the 2014 annual conference of the American Educational Research Association. April 6<sup>th</sup>, 2014. Philadelphia, Pennsylvania.

- Curran, F.C.** “The Impacts of the Chicago Welcoming Schools' Safe Passage Program on Student Safety and Crime”. Paper presentation at 2014 annual conference of the Association for Education Finance and Policy. March 14<sup>th</sup>, 2014. San Antonio, Texas.
- Curran, F.C.** “State Takeover as District Reform: Evidence from Mississippi”. Poster presentation at 2014 annual conference of the Association for Education Finance and Policy. March 14<sup>th</sup>, 2014. San Antonio, Texas.
- Curran, F.C.** “Kindergarten Teacher Preparation Time and Student Achievement Outcomes”. Paper presentation at 2013 annual conference of the American Educational Research Association. Apr 27<sup>th</sup>, 2013. San Francisco, California.
- Curran, F.C.** “The Policy Diffusion of Universal Preschool”. Round table paper presentation at 2013 annual conference of the American Educational Research Association. Apr 27<sup>th</sup>, 2013. San Francisco, California.
- Engel, M., **Curran, F.C.** “Proactive vs. Reactive Strategies: Developing a Typology of Principal Hiring Practices”. Paper presentation at 2013 annual conference of the American Educational Research Association. Apr 27<sup>th</sup>, 2013. San Francisco, California.
- Engel, M., Claessens, A., & **Curran, F.C.** “Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes”. Paper presentation at 2013 annual conference of the American Educational Research Association. Apr 27<sup>th</sup>, 2013. San Francisco, California.
- Claessens, A., Engel, M., **Curran, F.C.** “Maternal Depression and Child Well-Being: Links to BMI, Food Consumption, Delinquency, and School Disengagement”. Paper presentation at the 2013 annual conference of the Society for Research on Child Development. Apr 18<sup>th</sup>, 2013. Seattle, Washington.
- Engel, M. & **Curran, F.C.** “Strategic vs. Reactive: Developing a Typology of Principal Hiring Practices”. Paper presentation at 2013 annual conference of the Association for Education Finance and Policy. Mar. 15<sup>th</sup>, 2013. New Orleans, Louisiana.
- Engel, M., Claessens, A., & **Curran, F.C.** “Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes”. Paper presentation at 2013 annual conference of the Association for Education Finance and Policy. Mar. 15<sup>th</sup>, 2013. New Orleans, Louisiana.
- Curran, F. C.** “The Policy Diffusion of Universal Preschool: An Event History Analysis Approach”. Poster presentation at 2013 annual conference of the Association for Education Finance and Policy. Mar. 15<sup>th</sup>, 2013. New Orleans, Louisiana.

**Curran, F.C.** “Egypt and Education: Transitions to the Post-Mubarak Era” Poster presentation at Comparative and International Education Society. Mar. 12<sup>th</sup>, 2013. New Orleans, Louisiana.

**Curran, F. C.** “A Media Analysis Approach to Understanding the Diffusion and Policy Entrepreneurs of the Universal Preschool Movement”. Poster presentation at 2012 annual conference of the Association for Education Finance and Policy. Mar. 16<sup>th</sup>, 2012. Boston, Massachusetts.

Claessens, A., Engel, M., & **Curran, F. C.** "Opportunities Lost: An Explanation for the Fade Out of Intervention Effects in Education". Roundtable presentation at 2012 annual conference of the American Education Research Association. April 19<sup>th</sup>, 2012. Vancouver, British Columbia.

## **INVITED PRESENTATIONS**

“Gun Violence and Schools”. Presentation to Moms Demand Action meeting. May 22<sup>nd</sup>, 2021.

“Educational Research under COVID: Now and Beyond”. Invited panelist in session of annual Florida Educational Research Association Meeting. November, 2020.

“Education Policy and Research”. Invited talk with Critical Issues in Education Course, UF. October, 2020.

“School Resource Officers”. Invited talk with the Gainesville For All Education Sub-Committee. June, 2020.

“Gun Violence, School Shootings, and Police”. Invited presentation to the Mother’s Demand Action gun-violence group. April, 2020.

“Does Interacting with School Resource Officers Predict Students' Likelihood of Being Disciplined and Feelings of Safety? Mixed-Methods Evidence from Understudied Settings”. Invited presentation at the UF Education Policy Brown Bag. Fall, 2019.

“Maryland Schools’ Codes of Conduct: Comparing Discipline Policy Across Districts”. Invited Presentation at the Maryland State Department of Education’s Task Force on Student Discipline Regulations. March, 2019.

“Early Elementary Science Test Score Gaps: Differences by Race/Ethnicity, Gender, and Language Backgrounds”. Invited Presentation at the Maryland Longitudinal Data System Center and University of Maryland School of Social Work. March, 2019.

“The Value of Research for Advancing Policy and the Social Good”. Invited presentation at the UMBC Grand Challenges Engineering Seminar. February 2019.

“Mass School Shootings and the Use of Security Measures in Schools: National Evidence and Views from Within”. Invited presentation at the UMBC Emergency Health Services Seminar. February, 2019.

“Mass School Shootings and the Use of Security Measures in Schools: National Evidence and Views from Within”. Invited presentation (job talk) at the University of Florida. November, 2018.

“School Discipline Presentation for the U.S. Commission on Civil Rights”. Invited presentation at the Maryland Advisory Council to the US Commission on Civil Rights. August, 2018.

“Maryland Schools’ Codes of Conduct: Comparing Discipline Policy across Districts”. Invited Presentation to the University of Maryland Equity Project’s Task Force on the School to Prison Pipeline. July, 2018.

“Measuring School Discipline Policies Across Different Contexts: The Case of District Responses to Maryland’s Revised Code of Conduct”. Invited presentation at the Maryland Department of Education’s Summit Conference. June, 2018.

“Does the Chicago Safe Passage program reduce reported crime around elementary schools? Evidence from longitudinal, geocoded crime data.” UMBC Econometrics Workshop. Fall, 2017.

“Estimating the Relationship between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Science Achievement Gap”. Invited presentation at the UNC Education Policy Colloquium Series. February, 2017.

“Understanding Disparities in Early Elementary School Science Achievement”. Invited presentation at the UMBC Applied Developmental Psychology Research Seminar. December, 2016

“The Legacy and Impact of the Coleman Report on African-American Students & the Ronald Edmonds Rebuttal to the Coleman Report” Invited panelist at Morgan State University’s The Coleman Report: A Symposium to Revisit 50 Years Later. November, 2016

“Developing Student Organizations and Leadership for Pre-service Early Childhood Educators”. Invited presentation at the Tennessee Early Childhood Training Alliance’s Faculty Institute. April, 2013.

## **TEACHING**

Summary of student teaching evaluations:

- At UF, averaged a 5.0 out of 5.0 for instructor rating and a 4.83 out of 5.0 for course rating (as of spring 2021).

- On the question “As an overall rating, I would say the instructor is” averaged a 4.90 out of 5 across the eight courses taught at UMBC evaluated by the SEEQ.
- On the question “Compared with other instructors I have had at UMBC, I would say this instructor is:” averaged a 4.90 out of 5 across the eight courses taught at UMBC evaluated by the SEEQ.

<b>Course</b>	<b>Level</b>	<b>Institution</b>
Seminar in School Safety and Discipline	Graduate	UF
Educational Policy Analysis	Graduate	UF
Problems in Educational Administration and Policy Analysis	Graduate	UF
Evaluation in Education Programs	Graduate	UF
Statistical Applications in Evaluation Research	Graduate	UMBC
Research Methodology	Graduate	UMBC
The Social Context of Education	Graduate	UMBC
Evaluation of Educational Interventions	Graduate	UMBC
Education Policy Analysis Methods	Undergraduate	Vanderbilt
Research Design and Data Analysis II (Teaching Assistant)	Graduate	Vanderbilt
Teacher Policy (Teaching Assistant)	Graduate	Vanderbilt
Policy Analysis Methods (Teaching Assistant)	Undergraduate	Vanderbilt

### **TEACHING PROFESSIONAL DEVELOPMENT**

Awarded the Great Teaching Certificate from the University of Florida’s Center for Teaching Excellence with a badge in Active Learning  
University of Florida, 2020

Awarded a graduate certificate in College Teaching from Vanderbilt’s Center for Teaching.

Vanderbilt University, Nashville, TN, 2014

### **K-12 TEACHING EXPERIENCE**

2009-2011 Middle School Science Teacher  
Greenville Public School District, Greenville, MS

## DISSERTATIONS AND MASTER'S PAPERS ADVISING

Amber Deig – PhD ESOL/Bilingual Education (Member) - Ongoing

Brooks Tracey – EdD Educational Leadership (Chair) - Ongoing

Michelle Hajian – EdD Educational Leadership (Member) - Ongoing

Alfonso Perez – EdD Educational Leadership (Member) - Ongoing

Addie Roupe – EdD Educational Leadership (Member) - Ongoing

Vanessa Padilla – EdD Educational Leadership (Chair) – Ongoing

Juan Carlos Sanchez – EdD Educational Leadership (Chair) – Ongoing

Aimee White – EdD Educational Leadership (Chair) – Ongoing

Marili Alvarado – EdD Educational Leadership (Chair) - Ongoing

Jessica Miller – EdD Educational Leadership (Chair) - Ongoing

Jennifer Kent – PhD Educational Leadership (Chair) – Ongoing

John Skinner – PhD Public Policy (External Member, UMBC) - Ongoing

Donte Coleman – PhD Public Policy (External Member, UMBC) - Ongoing

Josh Michael - PhD Public Policy (External Member, UMBC) - Ongoing

Ian Klein – PhD Public Policy (External Member, UMBC) - Ongoing

Nathan Pritchard – PhD Public Policy (Member) – Ongoing

Lauren Mauriello – PhD Public Policy (Chair) – Ongoing

Kimberly Barcelona – EdD Educational Leadership (Chair) – Completed: *Student*

*Achievement Trends Over Time in Stem and Non-Stem School Districts Across The State Of Connecticut.* Fall 2021.

Gail Fish – MAE in Research and Evaluation Methodology (Member) – Completed:

*Unreliable Continuous Treatment Indicators in Propensity Score Analysis.*  
Summer 2021.

James Sadler – PhD Education Policy (External Member, UNC-Chapel Hill) –

Completed: *No-Excuses in Restorative Justice Clothing: The Effects of Adopting Restorative Justice in a No-Excuses Setting.*

Tyrone McKoy – PhD Public Policy (Chair) – Completed: *The Effect of Early Enrollment*

*in a First-Year Seminar on the Second-Year Retention of New Community College Students*

Jen Crystle – PhD Public Policy (Member) – Completed: *The impacts of national and institutional policies on the internationalization of higher education in Australia: What it means for Australia and what it could mean for the United States.*

Daryl Dutrow – PhD Public Policy (Member) – Completed: *The Impact of Title IV-E Waivers on the Number of Children in Foster Care from 2012 to 2016*

Monica Mean – PhD Public Policy (Chair) – Completed: *Career and technical education in high school: Relationships to Postsecondary Trajectories and Employment Outcomes*

Stephen Johnston – PhD Public Policy (Member) – Completed: *Evaluation of the Effects of Two Early Childhood Interventions on Adulthood Income: Examining the Association of Proximal and Distal Intervention Effects with Subject-level Heterogeneity*

Anthony Lane – PhD Public Policy (Member) - Completed: *Retaining Students of Color in a Teacher Education Program*

Michael Hassett – PhD Public Policy (Member) – Completed: *The Effect of Training, As a Job Resource, On Rates of Employee Engagement and Turnover Intent Among Federal Employees*

Beth Arman – PhD Public Policy (Member) - Completed: *Analyzing Apprenticeship Degree Models and Their Role in Promoting Associate Degree Completion*

Erin Stauder – PhD Public Policy (Chair) - Completed: *A Prescription for Kindergarten: What’s the Proper Dosage?*

Kyle Shea – Masters of Public Policy – Completed Policy Analysis Paper: *The Opioid Epidemic Inside the Correctional System: How to Address the Increased Need for Treatment*

Qubilah Huddleston – Masters of Public Policy – Completed Policy Analysis Paper: *The Racial Discipline Gap in Baltimore City Public Schools: It’s a Problem, So What Can We Do About It?*

Zach Hands – Masters of Public Policy – Completed Policy Analysis Paper: *Current Policy and Alternatives Related to Minority and Low-income Postsecondary Student Outcomes*



Arooj Rana – Masters of Public Policy – Completed Policy Analysis Paper: *How Can We Increase Minority Access to Higher Education Using Admissions and Enrollment Processes?*

## **AWARDS**

American Educational Research Association - Outstanding Reviewer Award for AERA  
Open for 2021 Meeting

UF Research Promotion Initiative Award – Research Selected for Strategic Institutional  
Promotion (accompanying \$1,000 award).

National Academy of Education and Spencer Foundation Post-Doctoral Fellow

American Educational Research Association – Outstanding Reviewer Award for  
Educational Researcher

Emerging Education Policy Scholar: Thomas B. Fordham Institute and American  
Enterprise Institute

Experimental Education Research Training Program (ExpERT) Pre-doctoral Fellow

Peabody Dean's Fellowship

Peabody Graduate Honor Scholarship

UCEA/AERA Clark Seminar Selectee

AERA Boyd Workshop in Education Politics Selectee

American Enterprise Institute Policy Academy Selectee

Teacher of the Year, Solomon Middle School

Mississippi Teacher Corps Academic Achievement Award

Mississippi Teacher Corps Mullins Award

Valedictorian of the Class of 2009, University of Florida

Phi Beta Kappa

## **TECHNICAL SKILLS**

STATA, R, SPSS, ConQuest, LISREL, ArcGIS, NVIVO

Specialization Certificate in Data Science – Johns Hopkins University through Coursera

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association (AERA)  
Association for Education Finance and Policy (AEFP)  
Association for Public Policy Analysis and Management (APPAM)  
Politics of Education Association (PEA)

## **PEER REVIEWER OF JOURNAL ARTICLES**

*Educational Evaluation and Policy Analysis* (approx. 5 articles; 2017-2020)  
*Educational Researcher* (approx. 10 articles; 2017-2020)  
*AERA Open* (approx. 4 articles; 2018-2020)  
*American Educational Research Journal* (approx. 4 articles; 2018-2020)  
*Education Finance and Policy* (approx. 2 articles; 2018-2019)  
*American Journal of Education* (approx. 2 articles; 2017-2018)  
*Journal of School Violence* (approx. 3 articles; 2018-2020)  
*Journal of Research in Science Teaching* (approx. 1 article; 2019)  
*Journal of Research on Educational Effectiveness* (approx. 1 article, 2018)  
*Journal of Policy Analysis and Management* (approx. 2 articles; 2017-2018)  
*Review of Public Personnel Administration* (approx. 1 article; 2017)  
*Educational Policy* (approx. 5 articles; 2017-2020)  
*Review of Educational Research* (approx. 1 article; 2017)  
*Peabody Journal of Education* (approx. 1 article, 2017)  
*Rural Education* (approx. 1 article; 2018)  
*Journal of School Leadership* (approx. 2 articles; 2017)  
*Journal of Educational Administration* (approx. 2 articles; 2017-2018)  
*Early Childhood Research Quarterly* (approx. 2 articles; 2017-2018)

## **SERVICE AND LEADERSHIP**

PK Yonge Developmental Research School Search Committee for Director. 2021  
Expert Advisor for AP Research Project. 2020.  
Member of the Alachua County Public Schools School Advisory Council for Wiles  
Elementary. 2020-Present.  
UF Multicultural Mentoring Program Mentor. 2020-2021.  
APPAM Mentoring Program Mentor, 2020.  
UF Faculty Senate, 2020-Present  
UF College of Education Faculty Policy Council, 2020-Present.

UF College of Education FPC Agenda Committee, 2020-Present.  
Faculty Recruitment, Development, & Research Committee for the Collective for Black Lives and Black Student Advancement Initiative, 2020-Present.  
Mentor to post-doctoral scholar in UF Preparing Future Faculty Program, 2020-Present.  
Director, UF Education Policy Research Center, 2020-Present.  
Co-Director, UF Education Policy Research Center, 2019-2020.  
2021 AERA Division L Program Committee and Section Chair of Section 8: Social Policy and Education  
Editorial Board Member, *Educational Researcher*, 2018-Present.  
Chair of the Baltimore County Public Schools Southwest Area Education Advisory Council, 2017-2019.  
Co-Editor of the Politics of Education Association Bulletin  
Politics of Education Association, 2016-2018  
William L. Boyd National Educational Politics Workshop – Mentor to Graduate Students  
AERA and Politics of Education Association, 2017.  
Speaker for AERA Undergraduate Student Education Research Training Workshop  
AERA, 2017.  
AERA Division L Mentoring Program – Mentor to Graduate Students  
AERA, Division L, 2016.  
Data Use and Management Advisory Committee  
UMBC, 2016-2018  
Public Policy Graduate Student Organization Co-Faculty Advisor  
UMBC, 2015-2016  
Public Policy Faculty Search Committee Member  
UMBC, 2015-2016  
Primary Advisor for Education Policy Track  
UMBC, 2015-2016  
Student Body President, Peabody Graduate Student Association  
Vanderbilt University, 2013-2014  
Expert Member, NashvilleNext Education & Youth Expert Committee  
Metro Nashville Planning Department, 2013-2015

Founding Member, Adventure Science Center Young Professionals  
Nashville, 2014-2015

Experimental Research Training Program (ExpERT) Advisory Committee  
Vanderbilt University, 2012-2015

Peabody PhD Student Advisory Board  
Vanderbilt University, 2012-2015

Department Faculty Meeting Student Representative  
Vanderbilt University, 2012-2013

Vice President, Peabody Graduate Student Association  
Vanderbilt University, 2012-2013

Department Representative, Peabody Graduate Student Association  
Vanderbilt University, 2011-2012

Session Chair, AERA Annual Conference  
San Francisco, 2013

Science Department Chair  
Solomon Middle School, 2010-2011

District Science Leadership Team  
Greenville Public Schools, 2009-2011

## **RECENT MEDIA MENTIONS**

Florida Pulse Roundtable: Back to School Amid a COVID Surge (August 13, 2021).  
Florida Today, USA Today Network.

Violence in Schools Often Met with Five-Day Suspension. (August 6<sup>th</sup>, 2021). Albany  
Times Union.

Retiring Educators May Not Be Eligible for Bonuses, K-12 Scholarship Applications  
Soar, And More. (July 2<sup>nd</sup>, 2021). RedefinED.

Experts, advocates mostly positive about Osceola ‘on-campus cops’ task force’s ideas.  
(April 24<sup>th</sup>, 2021). Orlando Sentinel.

54% of schools did not have a pandemic plan before COVID-19. (March 3, 2021). The  
Journal. Webster University.

Osceola body-slam incident renews debate about SRO roles, training. (February 22<sup>nd</sup>, 2021). Orlando Sentinel.

Make up for learning lost in pandemic. (January 2<sup>nd</sup>, 2021). Gainesville Sun.

UF research examines police presence in schools. (September 10<sup>th</sup>, 2020). Gainesville Sun.

There are now more police officers in Florida's schools than nurses – and student arrests are rising. (September 3<sup>rd</sup>, 2020). Washington Post.

Putting more police in Florida schools is hurting students, study finds. (September 3<sup>rd</sup>, 2020). WMNF (Tampa) NPR Affiliate.

ACLU Study: Florida's School Policing Mandate Hurts Students. (September 2<sup>nd</sup>, 2020). ABC Action News: WFTS Tampa Bay.

Since Parkland, There's Nearly Twice As Many Police Officers In Florida Schools. Some Student Activists Want Them Out. (September 2<sup>nd</sup>, 2020). Radio Segment and Article. WLRN (Miami) NPR Affiliate.

CPS Agreed To Pay School Police Officers' Full Salary And Pensions — Up To \$150,000 Per Year. (July 31<sup>st</sup>, 2020). WBEZ Chicago and Chalkbeat Chicago.

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