

# ELIZABETH HUFFAKER

Stanford University, Graduate School of Education

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## EDUCATION

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

*Dissertation: Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories*  
*Dissertation Committee: Dr. Thomas S. Dee (principal dissertation advisor), Dr. Eric Bettinger, Dr. Susanna Loeb, and Dr. Sarah R. Cohodes*

M.A. Economics Stanford University 2022

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

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

## AREAS OF SPECIALIZATION

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

## PUBLICATIONS

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### Published

Dee, T. S., **Huffaker, E.**, Phillips, C., & Sagara, E. (2023). The revealed preferences for school reopening: evidence from public-school disenrollment. *American Educational Research Journal*, 60(5), 916–940. <https://doi.org/10.3102/00028312221140029>

### Resubmitted After Revisions

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

### Manuscripts In Preparation

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

Dee, T. S. & **Huffaker, E.** Accelerating opportunity: Evidence from the Algebra I Initiative.

Bardelli, E., White, S., Robinson, C., Groom-Thomas, L., **Huffaker, E.**, & Loeb, S. When the counterfactual is as important as the factual: Lessons from a virtual tutoring field experiment.

**Huffaker, E.** A new equation for U.S. schools: The impact of integrated math on California high school students.

**Huffaker, E.** Bridge of barrier? A regression discontinuity comparison of remedial interventions.

## HONORS, GRANTS, AND FELLOWSHIPS

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Emerging Education Policy Scholar (EEPS), 2023 Cohort <i>Thomas B. Fordham Institute &amp; American Enterprise Institute</i>		2023
Anne T. and Robert M. Bass Fellow, Stanford Graduate Fellowship in Science and Engineering, <i>Stanford University</i>	~\$180,000	2021-
Education Policy Academy Scholar, <i>American Enterprise Institute</i> [Cancelled due to the COVID-19 pandemic]		2020
Institute of Education Sciences Predoctoral Training Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis, <i>Stanford University</i>	~\$60,000	2019-2021
TC Scholarship, <i>Teachers College, Columbia University</i>	~\$14,000	2017-2018

## PRESENTATIONS

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### Conferences

American Educational Research Association Annual Meeting, Chicago, IL Dee, T. S. & <b>Huffaker, E.*</b> “Accelerating Opportunity: Evidence from the Algebra Initiative.”		2023
Association for Education Finance and Policy Annual Conference, Denver, CO <b>Huffaker, E.*</b> “Integrated Math in US High Schools: Evidence on Course-Taking Effects in California.”		2023
7th IZA Workshop on the Economics of Education, Virtual Dee, T. S. & <b>Huffaker, E.*</b> “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”		2022
The Society for Research on Educational Effectiveness 2022 Conference, Washington, D. C. Dee, T. S. & <b>Huffaker, E.*</b> “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”		2022

Association for Education Finance and Policy Annual Conference, Denver, CO  
Dee, T. S. & **Huffaker, E.**\* “Building Equitable Math Pathways: Evidence from the Algebra Initiative.” 2022

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

### Invited Talks

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

2023 Bill and Melinda Gates K-12 Math Learning Forum, Washington D.C.,  
Dee, T. S. & **Huffaker, E.** “Insights from the Algebra I Initiative Study” Upcoming

\*Denotes presenter

## **RESEARCH EXPERIENCE**

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Dissertation Research, “Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students’ High School Trajectories” Defense Exp. 2024  
The “Algebra I Initiative” study is funded by [the Stanford-Sequoia K-12 Research Collaborative](#)

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

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

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

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

Survey Research Initiative, Teachers College, Columbia University Research Associate Principal Investigator: Dr. Priscilla Wohlstetter	2018-2019
ARC Financial, Calgary, AB, Canada Economic Research and Analysis Intern Office of Chief Energy Economist Peter Tertzakian	2012

## **TEACHING EXPERIENCE**

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### University Teaching

Stanford University, Graduate School of Education Quasi-Experimental Research Design and Analysis <i>Teaching Assistant</i> <i>Syllabus Consultant</i>	2021-2023 2021
“GSE Math Camp”: A summer course for incoming graduate students <i>Co-Instructor</i>	2020- 2022
Teachers College, Columbia University Data Analysis for Policy and Decision Making I <i>Course Assistant</i>	2018

### K-12 Teaching & Leadership

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

## **LEADERSHIP AND SERVICE**

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Student Representative, Stanford GSE Social Sciences, Humanities, and Interdisciplinary Policy Studies Faculty Committee	2023-
Peer Mentor, Stanford Graduate School of Education	2022-2023
Student Representative, Stanford Graduate School of Education Colloquium Series	2022
Reviewer, Journal of Policy Analysis and Management	2021
Executive Board Member, QueerTC at Teachers College, Columbia University	2018-2019

## **PROFESSIONAL AFFILIATIONS**

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Association for Education Finance and Policy (AEFP)

American Educational Research Association (AERA)

Association for Public Policy Analysis and Management (APPAM)

Society for Research on Education Effectiveness (SREE)