

ELIZABETH HUFFAKER

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APPOINTMENTS

University of Florida – College of Education Assistant Professor	2025-
Stanford University – Graduate School of Education Research Fellow at the National Student Support Accelerator	2024-2025

EDUCATION

Ph.D.	Economics of Education, Education Policy <i>Certificate in Quantitative Research in Education</i>	Stanford University	2024
<i>Dissertation:</i> Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students' High School Trajectories <i>Dissertation Committee:</i> Dr. Thomas S. Dee (principal advisor), Dr. Eric Bettinger, Dr. Sarah R. Cohodes, Dr. Susanna Loeb, and Dr. Jennifer Osuna			
M.A.	Economics	Stanford University	2022
M.A.	Education Policy <i>Specialization in Data Analysis and Research Methods</i>	Teachers College, Columbia University	2019
B.A.	Mathematical Economic Analysis, Philosophy	Rice University	2013

AREAS OF SPECIALIZATION

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

PUBLICATIONS

- Cohodes, S. R., Ho, H., **Huffaker, E.**, & Robles, S. C. (2024). Residential vs. online? Experimental evidence on diversifying the STEM pipeline. *AEA Papers and Proceedings*, 114, 507-11. <https://doi.org/10.1257/pandp.20241016>
- Dee, T. S., **Huffaker, E.**, Phillips, C., & Sagara, E. (2023). The revealed preferences for school reopening: evidence from public-school disenrollment. *American Educational Research Journal*, 60(5), 916–940. <https://doi.org/10.3102/00028312221140029>

Under Review

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

Submitted for Review

Dee, T. S. & **Huffaker, E.** (2024). Accelerating opportunity: Evidence from the Algebra I Initiative. (EdWorkingPaper: 24-986). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/v492-1p91>

IN PREPARATION

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 or barrier? A regression discontinuity comparison of remedial interventions.

HONORS, GRANTS, AND FELLOWSHIPS

Research-Practice Partnership Award Co-Recipient <i>California Educational Research Association</i>		2023
Emerging Education Policy Scholar (EEPS), 2023 Cohort <i>Thomas B. Fordham Institute & 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	2021-2024
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

Conferences

American Educational Research Association Annual Meeting, Philadelphia, PA Huffaker, E.* “Bridge or Barrier: A Regression Discontinuity Comparison of Math Remediation.”	2024
Association for Education Finance and Policy Annual Conference, Baltimore, MD Huffaker, E.* “Bridge or Barrier: A Regression Discontinuity Comparison of Math Remediation.”	2024
American Educational Research Association Annual Meeting, Chicago, IL Dee, T. S. & Huffaker, E.* “Accelerating Opportunity: Evidence from the Algebra Initiative.”	2023
Association for Education Finance and Policy Annual Conference, Denver, CO Huffaker, E.* “Integrated Math in US High Schools: Evidence on Course-Taking Effects in California.”	2023
7 th IZA Workshop on the Economics of Education, Virtual Dee, T. S. & Huffaker, E.* “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”	2022
The Society for Research on Educational Effectiveness 2022 Conference, Washington D.C., Huffaker, E.* “Integrated Math in US High Schools: Evidence on Course-Taking Effects in California.”	2022
Association for Education Finance and Policy Annual Conference, Denver, CO Dee T. S. & Huffaker, E.* “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”	2022
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 & Panels

Los Angeles Education Research Institute Research and Policy Seminar, Virtual Co-Presenter, “Accelerating Opportunity: The Effects of an Instructional Support Algebra I Initiative”	Upcoming
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Stanford Graduate Studies Institute, Virtual Panelist, Stanford Sequoia K-12 Research Collaborative: Impact Scholarship Spotlight	2024
Bill and Melinda Gates K-12 Math Learning Forum, Washington D.C., Dee, T. S*. & Huffaker, E. “Insights from the Algebra I Initiative Study”	2023
Annual Circle Night Lecture, Stanford University Dee, T. S*. & Huffaker, E.* “Understanding the Pandemic Exodus from Public Schools”	2023

*Denotes presenter

RESEARCH EXPERIENCE

Dissertation Research, “Advancing Equity & Achievement: Four Papers on the Role of Math Reform in Shaping Students’ High School Trajectories” The “Algebra I Initiative” study is funded by the Stanford-Sequoia K-12 Research Collaborative .	2024
The National Student Support Accelerator SCALE Initiative, Stanford University Doctoral Researcher Principal Investigator: Dr. Susanna Loeb	2023-2024
John W. Gardner Center for Youth and Their Communities, Stanford University Doctoral Researcher Principal Investigator: Dr. Thomas S. Dee	2021-2022
Center for Education Policy Analysis, Stanford Graduate School of Education Doctoral Researcher Advisor: Dr. Thomas S. Dee Research supported by funding from the Institute of Education Sciences, Grant R305B140009.	2019-2021
Department of Education Policy and Social Analysis, Teachers College, Columbia University Graduate Research Assistant Principal Investigator: Dr. Sarah R. Cohodes	2018-2023
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

University Teaching

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

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 & 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

Student Representative, Stanford GSE Social Sciences, Humanities, and Interdisciplinary Policy Studies Faculty Committee	2023-2024
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

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)