

**The 36th ANNUAL CONFERENCE
OF THE
ASSOCIATION for EDUCATION FINANCE and
POLICY**

**Taking Stock in Race to the Top: Research to Inform the
Next Generation of Education Reform**

March 24-26, 2011

**Grand Hyatt Seattle
Seattle, Washington**

FUTURE AEFP ANNUAL MEETINGS

2012

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2013

HOTEL INTERCONTINENTAL, NEW ORLEANS
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Association for Education Finance and Policy
524 CERAS
520 Galvez Mall
Stanford, CA 94305
Email: info@aeftpweb.org
Phone: (650) 736-1258

2011 AEFP CONFERENCE SEATTLE, WA

Special thanks are due to the following for their help in planning the 2011 Annual Conference and contributing to the AEFP's success:

Susanna Loeb, AEFP President, for her guidance, support, and wisdom in accomplishing the professional goals of this conference and of AEFP and for the extraordinary service during this year of transition.

Carolyn Herrington, AEFP President-elect, for her dedication to the association and her leadership in the planning of this conference.

Susanna Loeb as Ex officio, Elizabeth Dhuey, Susan Dynarksi, Larry Getzler, Jewell Gould, Janet Hansen, Douglas Harris, Emily Pas Isenberg, Donna Muncey, La'Tara Osborne-Lampkin, of the AEFP Program Planning Committee, for generously giving their time and recommendations for the development of the program.

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Lawrence Getzler and Catherine Sielke for coordinating the State of the States and Provinces session.

Yas Nakib for planning the Special Interest Group session.

Sean Corcoran and Domenic Brewer (co-chairs), Julia Koppich, David Mustard, Kieran Killeen, and Eric Elliott for serving on the AEFP Nominations Committee.

Douglas Harris(-Chairs), Elizabeth Dhuey, Susan Dynarksi, Donna Muncey, Larry Getzler, and Eric Elliott for serving on the AEFP Membership/Recruiting Committee.

Kieran Killeen (Chair), Edward Hurley, Sean Corcoran, Jewell Gould, for serving on the AEFP Dissemination and Technology Committee.

Martin Orland (Chair), Susanna Loeb and Carolyn Herrington for serving on the AEFP Outstanding Service Award Committee.

John Yinger, (Chair), Edward Hurley, Gloria Rodriguez, Ronald Skinner and Joyce Levenson for serving on the AEFP Publications Committee.

Gloria Rodriguez, Emily Pas Isenberg, Joyce Levenson, David Mustard, and John Yinger for serving on the AEFP Awards Committee.

Jewell Gould, American Federation of Teachers, for the printing of the 2011 program and roster.

F. Howard Nelson, American Federation of Teachers, for the AEFP Newsletters.

Education Finance & Policy, Dan Goldhaber and Thomas Downes, editors, **Lisa G. Jelks**, Editorial Assistant.

Special thanks to:

Hyatt Regency Seattle

The Bill and Melinda Gates Foundation

BOARD NOMINATIONS

The following individuals are nominees for the AEFP Board of Directors and Officers. Please be sure to vote on Friday, March 25th from 12:00 p.m. - 5:00 p.m. in the Conference Registration Area. Write in procedures are contained in the 2011 Roster.

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EMILY PAS ISENBERG, United States Census Bureau

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JESSE LEVIN, American Institutes for Research

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CARRIE CONAWAY, Massachusetts Department of Education

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The Association for Education Finance and Policy gratefully acknowledges the generous financial support of each of the following organizations:

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PROGRAM OVERVIEW
36th ANNUAL CONFERENCE OF THE
ASSOCIATION FOR EDUCATION FINANCE AND POLICY
Seattle, WA

THURSDAY, MARCH 24, 2011

8:00 p.m. – 5:00 p.m.	Conference Registration
8:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
8:30 a.m. – 12:00 p.m.	Pre-Conference Board Meeting
12:00 p.m. – 1:00 p.m.	Past Presidents Lunch (by invitation)
1:15 p.m. – 3:15 p.m.	First General Session
3:30 p.m. – 5:00 p.m.	Concurrent Paper Session I
5:15 p.m. – 6:15 p.m.	State of the States and Provinces
6:15 p.m. – 7:00 p.m.	New Member Reception (by invitation)
7:00 p.m. – 8:00 p.m.	Welcome Reception

FRIDAY, MARCH 25, 2011

7:00 a.m. – 8:30 a.m.	<i>Education Finance and Policy</i> Breakfast (by invitation)
8:30 a.m. – 10:00 a.m.	Concurrent Paper Session II
10:15 a.m. – 11:45 a.m.	Concurrent Paper Session III
12:00 p.m. – 1:45 p.m.	Second General Session and Luncheon
2:15 p.m. – 3:15 p.m.	Poster Session
3:30 p.m. – 5:00 p.m.	Concurrent Paper Session IV

- 5:15 p.m. – 6:15 p.m. Special Interest Groups
- 6:15 p.m. – 7:00 p.m. Reception for Graduate Students, International Members and
New Members, (by invitation) sponsored by the Bill and
Melinda Gates Foundation
- 7:00 p.m. – 8:00 p.m. Welcome Reception

SATURDAY, MARCH 26, 2011

- 8:00 a.m. – 9:30 a.m. Concurrent Paper Session V
- 9:45 a.m. – 11:15 a.m. Concurrent Paper Session VI
- 11:30 a.m. – 1:00 p.m. Concurrent Paper Session VII
- 1:15 p.m. – 2:30 p.m. Post-Conference Board of Directors' Meeting

Thursday, March 24, 2011

Conference Registration: 8:00 a.m. - 5:00 p.m.

Room:

PRE-FUNCTION AREA

Pre-Conference Workshops: 8:30 a.m. - 12:00 p.m.

1. Using CES Data: Exploring the Common Core of Data (CCD) and the new Teacher Compensation Survey

Room:

FRANK JOHNSON, U.S. Department of Education, National Center for Education Statistics (NCES)

2. Value-Added Measures in Education

Room:

DOUGLAS N.HARRIS, University of Wisconsin- Madison

3. Improving Retention and Completion Rates in Higher Education

Room:

LAWRENCE ABELE, Director, Institute for Academic Leadership and Provost, Florida State University, 1994-2010

TIMOTHY RENICK, Associate Provost for Academic Programs and Chief Enrollment Officer, Georgia State University

Past Presidents' Lunch (by invitation): 12:00 p.m. - 1:00 p.m.

Room:

Thursday, March 24, 2011

FIRST GENERAL SESSION: 1:15 p.m. - 3:15 p.m.

Room:

Welcome

SUSANNA LOEB, Stanford University, President, Association for Education Finance and Policy

Introduction of Candidates for the Board of Directors

DOMINIC BREWER, University of Southern California, AND SEAN CORCORAN, New York University

Presidential Address

SUSANNA LOEB, President, Association for Education Finance and Policy

Presentation of Awards

GLORIA RODRIGUEZ, University of California at Davis

Opening Keynote Panel:

Introduction:

CAROLYN HERRINGTON Florida State University, President-Elect, Association for Education Finance and Policy

Panel:

MICHAEL KIRST, Stanford University

MARK SCHNEIDER, American Institutes for Research

DAVID PRINCE, State Board of Community and Technical Colleges, State of Washington

Moderator, MARGUERITE ROZA, The Bill and Melinda Gates Foundation

1.1 State Merit Based Financial Aid Programs

Room:

Chair: JONATHAN BLAKELY, Florida State University

W. KYLE INGLE, Bowling Green State University – Public Entrepreneurs and the Adoption of Broad-Based Merit Aid in Four States outside the Southeast United States (co-author Ruth Ann Petroff)

JOHN BURCZEK, University of Maryland – State Merit Based Scholarship Programs Influence on Outmigration (co-author Joe Williams)

JOYDEEP ROY, Columbia University – Merit Aid Programs, Incentives and Student Mobility (co-author Rajashri Chakrabarti-Federal Reserve Bank of New York)

Discussant: PRASHANT LOYALKA, China Institute for Educational Finance, Peking University, ERIN DUNLOP, University of Virginia, and TATIANA MELGUIZO, University of Southern California

1.2 Measuring Teacher Quality

Room:

Chair: HAMILTON LANKFORD, University at Albany

RYAN BALCH, Vanderbilt University – The Validation of a Student Feedback Survey as a Measure of Teacher Effectiveness

DAN GOLDBERGER, University of Washington – Assessing the Potential of Using Value-added Estimates of Teacher Job Performance for Making Tenure Decisions (co-author Michael Hansen)

MATTHEW WISWALL, New York University – The Dynamics of Teacher Quality

KIMBERLY TAHAN, American Institutes for Research – Drawing Closer International Comparisons: Measuring Teacher Salary against Labor Force Earnings (co-author Jana Kemp)

Discussants: JESSE ROTHSTEIN, University of California at Berkeley, and DAVID DEMING, Carnegie Mellon University

Concurrent Paper Session I - Thursday, March 24: 3:30-5:00 p.m.

1.3 Impact of Choice

Room:

Chair: CARRIE CONAWAY, Massachusetts Department of Education

TAMARA WILDER LINKOW, University of Michigan—Response to Market Threats: How Michigan Public Schools React to a Growing Charter School Movement

MICHAEL MCSHANE, University of Arkansas—From Catholic to Charter: Sector Switching Schools in Milwaukee and Washington (co-author Daniel Bowen)

CHARISSE GULOSINO, University of Massachusetts-Boston—How Public Schools React to Market Based Competition

JONAH LIEBERT, Columbia University— Self Interest vs. Ideology: Why Do People Support Charter Schools?

Discussants: CARRIE CONAWAY, Massachusetts Department of Education, and MATT KASMAN, Stanford University.

1.4 School District Responses to the Fiscal Crisis: Evidence from Three States

Room:

Chair: ASHLYN AIKO NELSON, Indiana University

MARGUERITE ROZA, University of Washington & The Gates Foundation, and JIM SIMPKINS, University of Washington — K-12 employment trends in Washington State during the fiscal crisis

REKHA BALU, Stanford University — California District Responses to Fiscal Crisis: Evidence from Survey and Administrative Data.

ASHLYN AIKO NELSON, Indiana University and HANI BASHOUR, Indiana University — Is there a relationship between fiscal capacity and fiscal transparency? Evidence from Indiana

CAITLIN BAIRD, Indiana University, REKHA BALU, Stanford University, LAURA BELLOWS, Indiana University, ASHLYN AIKO NELSON, Indiana University – A tale of two states: Variation in school district responses to the fiscal crisis

Discussants: PATRICE IATAROLA, Florida State University, and MARGARET WESTON, Public Policy Institute of California

1.5 Teacher Quality-Retention and Sorting of Teachers

Room:

Chair: CHARLES CLOTFELTER, Duke University

RACHEL ROSEN, Teachers College, Columbia University — Do Shortage-Field Incentives Increase Teacher Retention?

MARY ANN FOX, American Institutes for Research — Do Districts with Pay Incentives for Teachers Retain More Teachers? Evidence from SASS07-08 and TFS08-09 (co-author Jijun Zhang)

CARA JACKSON, University of Maryland — Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program (co-authors Jennifer King Rice and Betty Malen)

ROBERT REICHARDT, University of Colorado-Denver — The Effects of ProComp on Teacher Recruitment and Retention (co-author Diane Proctor)

Discussants: CHARLES CLOTFELTER, Duke University, and NATHAN BARRETT, University of Kentucky.

1.6 Realities of Education Data

Room:

Chair: MARK V. JOYCE, New Hampshire School Administrators Association

EMIN DOKUMACI, University of Wisconsin—Madison — Value-Added Differential Effects: Evidence from Chicago, Milwaukee, and New York City

SARA KRAEMER, University of Wisconsin—Madison — Classroom Assignment Practices in Urban School Districts Using Teacher Level Value-Added Systems (co-authors Robin Worth and Robert H. Meyer)

JEFFREY WATSON, University of Wisconsin—Madison — Measuring the Impact of Team Teaching on Student-Teacher Linkage Data (co-author Christopher Thorn)

ANDREW RICE, University of Wisconsin, Madison — A Data Drive Mechanism for Improving the Selection and Retention of High Quality (co-author Robert H. Meyer)

Discussant: BETHANY GROSS, University of Washington, and ANTHONY MILANOWSKI, University of Wisconsin, Madison

1.7 **Why Has Schooling Been Publicly Funded in the United States?**

Room:

Symposium: The last few years have seen publication of four major books on the history of public funding of education both in the U.S. and internationally: those of Peter Lindert (2004), Goldin and Katz (2008), William Fischel (2009), and Nancy Beadie (2010). In addition important articles on this topic have either already been published in 2010 in the *Journal of Economic History* (Go and Lindert) or are forthcoming (Stoddard). Beadie and Stoddard have emphasized the presence of public externalities, the formation of social capital, and the influence of financial networks. Goldin and Katz and Fischel have emphasized the role of local community homogeneity in the as an influence on why the U.S. came to lead in education by the mid-twentieth century. This symposium will provide an opportunity for the authors of this research to reflect on their findings, to compare and contrast their results, and to consider important directions for further research on the history of the political economy of school funding in the U.S.

Organizer: DAVID MITCH, University of Maryland-Baltimore County

Participants:

NANCY BEADIE, University of Washington

WILLIAM FISCHER, Dartmouth College

DAVID MITCH, University of Maryland-Baltimore County

CHRISTIANA STODDARD, Montana State University

1.8 Gender Disparities and Their Relation to Education Policy

Room:

Chair: JOSEPH P. ROBINSON—University of Illinois at Urbana-Champaign

JOSEPH P. ROBINSON, University of Illinois at Urbana-Champaign Teacher - Expectations and the Early Development of Gender Gaps in Math (co-authors Sarah Theule Lubienski and Yasemin Copur)

NICOLE ARSHAN, Stanford— Does Making a Test High Stakes for Students Artificially Inflate Achievement Gaps by Race and Gender? (co-author Sean Reardon)

MARK C. LONG, University of Washington— Do Boys and Girls Attend Different Public High Schools and Does it Matter? (co-author Dylan Conger)

Discussant: DAPHNA BASSOK, University of Virginia, and MICHELLE REININGER, Stanford University

1.9 School Improvement-Organization and Achievement

Room:

Chair: ROSS RUBENSTEIN, Syracuse University

RON ZIMMER, Vanderbilt University — Closing Schools in a Shrinking District: Does Student Performance Depend on Which Schools are Closed? (co-author John Engberg)

KATHRYN (KATY) ROUSE, Elon University— School Crowding, Year-Round Schooling, and Mobile Classroom: Evidence From North Carolina? (co-author Steven McMullen)

JAIME THOMAS, Mathematica Policy Research — Combination Classes and Educational Achievement

SETH GERSHENSON, Michigan State University --Going the Extra Mile: An Economic Analysis of Commuting

Discussant: CRAIG RAWLINGS, University of Virginia, and ROSS RUBENSTEIN, Syracuse University

1.10 **Human Capital**

Room:

Chair: JOHN YINGER, Syracuse University

D. CHRIS FERGUSON, University of Wisconsin-Stout— Human Capital
Investment, Returns to Education, and Growth

STEPHEN SCHMIDT, Union College— The Contribution of Study Abroad to
Human Capital (co-author Manny Pardo)

MICHAEL LOVENHEIM, Cornell University— The Heterogeneous Returns to
Higher Education Quality (co-author Rodney J. Andrews)

TRACY DAVIS- Michigan State University, Participation in Vocational Education
and Its Effects on Labor Market Earnings (co-author Kaitlyn Tiplady Obenauf)

Discussant: JOHN YINGER, Syracuse University, and ERIC BRUNNER, Quinnipiac
University.

Thursday Evening, March 24 - State of the States and Provinces

5:15 p.m. - 6:15 p.m. State of the States and Provinces

Room:

Alabama	PHILIP WESTBROOK, University of Alabama
Arizona	STEPHEN LAWTON, Arizona State University
California	LARRY PICUS, University of Southern California
Connecticut	DIANNE DEVRIES, Connecticut Coalition for Justice in Ed. Funding
Florida	CARLEE POSTON ESCUE, University of Cincinnati
Georgia	CATHERINE SIELKE, University of Georgia
Illinois	MICHAEL JACOBY, Illinois ASBO, Northern Illinois University
Indiana	RANDALL VESELY, Indiana University-Purdue University Fort Wayne
Iowa	RANDALL BAUER, Public Financial Management, Inc.
Kentucky	SCOTT BAURIES, University of Kentucky
Maryland	JANE HALL, University of Maryland – College Park
Maryland	NAT MALKUS, University of Maryland – College Park
Massachusetts	CARRIE CONAWAY, Massachusetts Department of Education
Michigan	DAVID ARSEN, Michigan State University
Minnesota	NICOLA ALEXANDER, University of Minnesota
Missouri	ANGIE HULL, Missouri Coordinating Board for Early Childhood
Nebraska	BARBARA LACOST, University of Nebraska
Nevada	DEBORAH VERSTEGEN, University of Nevada
Nevada	TERESA JORDAN, University of Nevada, Las Vegas
New York	KAREN DEANGELIS, University of Rochester
North Carolina	COMFORT OKPALA, North Carolina A & T State University
Ohio	SCOTT SWEETLAND, Ohio State University
Oklahoma	JEFFREY MAIDEN, University of Oklahoma
South Carolina	ROBERT KNOEPPPEL, Clemson University
Tennessee	GARY PEEVELY, Tennessee State University
Vermont	WILLIAM MATHIS, National Education Policy Center
Virginia	LAWRENCE GETZLER, Virginia Department of Planning & Budget
Washington	MARGE PLECKI, University of Washington
Wisconsin	FAITH CRAMPTON, University of Wisconsin-Milwaukee

Thursday Evening (after sessions) & Friday Morning (before sessions)

6:15 p.m. - 7:00 p.m. **New Members, International Members and Graduate Student Reception (by invitation)**

Room:

Hosted by: SUSANNA LOEB, Stanford University and President of the Association for Education Finance and Policy

7:00 p.m. - 8:00 p.m. **Welcome Reception**

Room:

7:00 a.m. - 8:30 a.m. **Journal Breakfast (by invitation)**

Education Finance and Policy

Room: BLEWETT SUITE

2.1 Organizational Performance in Higher Education

Room:

Chair: PETER HINRICHS, Georgetown University

JAMES BRYAN GIBSON, University of Kentucky—Organizational Performance: The Case of Public versus Private Higher Education

RANDALL REBACK, Barnard University—True for Your School? How Changing Reputations Alter Demand for U.S. Colleges (co-author Molly Alter)

CHARLES CLOTFELTER, Duke University— Big Time Sports and the Quality of American Universities

Discussant: PETER HINRICHS, Georgetown University, RAJEEV DAROLIA, Charles River Associates, and CHARLES PAREKH, Navigant Economics.

2.2 Higher Education Effects

Room:

Chair: DANIEL KLASIK, Stanford University

CELESTE K. CARRUTHERS, University of Tennessee— Jackpot? The Impact of Lottery Scholarships on Enrollment and Earnings in Tennessee (co-author Donald J. Bruce)

DAVID DEMING, Carnegie-Mellon University— School Choice and College Attendance: Evidence from Randomized Lotteries (co-author Justine Hastings-Brown University)

SARA GOLDRICK-RAB, University of Wisconsin-Madison— The Impacts of Need-Based Financial Aid on Low-Income University Students: Evidence from a Randomized Trial (co-authors, Douglas Harris- University of Wisconsin-Madison, James Benson, and Robert Kelchen)

SUNG-WOO CHO, Community College Research Center, Columbia University— New Evidence from a Causal Analysis of Washington State’s I-BEST: A Difference-in-Differences Approach

Discussant: SUSAN DYNARSKI, University of Michigan, and A. ABIGAIL PAYNE, McMaster University.

2.3 Experiments in Education

Room:

Chair: DONNA MUNCEY, Prince George's County Public Schools

STEVE CANTRELL, Gates Foundation--Lessons from the Measures of Effective Teaching Experiment (co-author Tom Kane, Kennedy School of Government, Harvard University)

STEVEN GLAZERMAN, Mathematica Policy Research-- Lessons from the Teach for America Experiment

DIANE SCHANZENBACH, Northwestern University-- Limitations of Experiments in Education

Discussants: TOM DOWNES, Tufts University, and DAN GOLDHABER, University of Washington.

2.4 Students, Schools, and STEM

Room:

Chair: CARLA EDLEFSON, Ashland University

JEONGMI KIM, University of Wisconsin-Madison— What Student Factors Matter for High School Science Achievement?

MERYLE WEINSTEIN, New York University - Science Learning Outside of School: Preliminary Findings from the Evaluation of Urban Advantage (co-author Elizabeth Debraggio)

CRAIG RAWLINGS, Stanford University— Channeling Student Choice: Academic Program Diversity and Gender Segregation in Undergraduate Fields of Study after Title IX

Discussants: IMEH WILLIAMS, Stanford, DANIEL PLAYER, University of Georgia, and PATTEN PRIESTLY MAHLER, University of Virginia

2.5 Teacher Decision-making

Room:

Chair: JIM WYCKOFF, University of Virginia

ERIN F. COCKE, New York University— Accountability and Within-School Teacher Sorting in North Carolina (co-authors Jessica Boccardo and Sean Patrick Corcoran)

LI FENG Texas State University-San Marcos, Career Mobility, Productivity, and Occupational Choices (co-author Tim Sass-Florida State University)

MARIA PEREZ, Stanford University— Inequity Aversion Differences: Experimental Evidence among Prospective Teachers and Lawyers

LUKE C. MILLER, Urban Institute—Understanding Rural Teacher Recruitment and the Role of Community Amenities

Discussant: RYAN BALCH, Vanderbilt University, and MICHAEL PODGURSKY, University of Missouri.

2.6 Examining the Effects of Principal, Teacher, and Student Turnover

Room:

Symposium: This session examines the effects of principal, teacher, and student turnover on school outcomes, including student test scores.

Organizer: MATTHEW RONFELDT, University of Michigan

Participants:

DEMETRA KALOGRIDES, Stanford University— Is Principal Turnover Harmful for Schools? (co-author Tara Beteille, World Bank, and Susanna Loeb, Stanford University)

MATTHEW RONFELDT, University of Michigan — Teacher Turnover and Student Achievement (co-author Susanna Loeb, Stanford University)

JON VALANT, Stanford University— Examining the Effects of Student Turnover on Student Achievement

Discussant: CHRISTOPHER JEPSEN, University of Kentucky, EMILY PAS ISENBERG, and BEN OST, Cornell University

2.7 State Aid to K-12 Schools

Room:

Chair: MARGE PLECKI, University of Washington,

MARGARET WESTON, Public Policy Institute of California— Pathways for School Finance in California (co-author Heather Rose and Jon Sonstelie)

MARK FERMANICH, University of Colorado-Denver— The Interaction between Tax and Expenditure Limits and School Finance Adequacy and Equity: An Analysis of Colorado's TABOR

JEFFREY ZABEL, Tufts University— The Impact of Proposition 2 on School Segregation in Massachusetts

Discussant: AMY ELLEN SCHWARTZ, New York University, and KIM RUEBEN, Urban Institute.

2.8 Dissecting the Charter Management Organization Model: Strengths, Weaknesses, and Future Directions

Room:

Symposium: This symposium discusses the financing of, human resources issues in, and organizational dynamics of charter management organizations (CMOs) as identified in our national, longitudinal study of these organizations. Thus, we will not be presenting three independent papers per se, but discussing related aspects of this organizational model. Our results thus far indicate that CMO financing is precarious given the current political and economic environment, that talent management is innovative but potentially unsustainable, and that the internal dynamics of these organizations point to familiar troubles.

Organizer: ALLISON DEMERITT, University of Washington, Center on Reinventing Public Education

Participants:

MELISSA BOWEN

ROBIN LAKE

2.9 Teacher Pension Systems: Current Issues and Transition to Reform

Room:

Organizer: ROBERT COSTRELL, University of Arkansas

Symposium Papers:

ROBERT COSTRELL, University of Arkansas--Fiscal Transition to A Cash Balance System (co-author Martin Lueken, University of Arkansas)

CORY KOEDEL, University of Missouri-Columbia--Teacher Pension Systems and the Labor Market for School Principals (co-authors Jason Grissom, Mike Podgursky, and Shawn Ni, University of Missouri-Columbia)

JOSH B. MCGEE, University of Arkansas--Who Leaves and Who Stays: An Analysis of Teachers' Behavioral Response to Retirement Incentives

STUART BUCK, University of Arkansas--Legal Challenges in the Transition to Pension Reform

2.10 School Dynamics

Room:

Chair: LEANNA STIEFEL, New York University

DYLAN CONGER, George Washington University— The Effect of Grade Placement on English Learners

PATRICK MCEWAN, Wellesley College— The Impact of School Meals on Education Outcomes: Discontinuity Evidence from Chile

BRIAN KRAUTH, Simon Fraser University—Peers as Treatments

Discussants: IRMA A. ARTEAGA, University of Missouri, SETH GERSHENSON, Michigan State University, and NIU GAO, Florida State University

3.1 Impacts of Need-Based Financial Aid Programs

Room:

Chair: STEPHEN SCHMIDT, Union College

LESLEY TURNER, Columbia University— Who Benefits from Need-Based Student Aid? Evidence from the Pell Grant Program

PRASHANT LOYALKA, Institute for Education Finance Research, Peking University— The Distribution of Financial Aid in China: Is Aid Reaching Poor Students? (co-authors Yinquan Song and Jianguo Wei)

BRADLEY CURS, University of Missouri— Do Institutions Respond Asymmetrically to Changes in State Need- and Merit-Based Aid? (co-author Luciana Dar, University of California, Riverside)

Discussant: STEPHEN SCHMIDT, Union College, JOSHUA GOODMAN, Harvard University and AMANDA L. GRIFFITH, Wake Forest University

3.2 Transitions to Higher Education

Room:

Chair: RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York

PHIL LEONARD, McMaster University— The Choice of Ontario High Schools and its Impact on University Applications

TATIANA MELGUIZO, University of Southern California— The Assessment and Placement Policies in Developmental Mathematics in the Los Angeles Community College District (LACCD)

MINA DADGAR, City University of New York— Thinking Beyond Enrollment: The Post-Secondary Outcomes of Dual Enrollment in New York City (co-author Drew Allen)

Discussant: RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York, NICOLE ARSHAN, Stanford University, and MICHAEL KIRST Stanford University.

3.3 Gender and Achievement

Room:

Chair: KATINA R. STAPLETON, United States Department of Education

A. ABIGAIL PAYNE, McMaster University— Understanding the Gender Gap in University Participation (co-author David Card)

CHARLES PAREKH, Navigant Economics— How Do Boys and Girls Do? New Evidence on the Gender Gap in New York City Public Schools

CHRISTOPHER CORNWELL, University of Georgia— The Gender Gap in Academic Achievement among Primary School Children: Test Scores, Teacher Grades, and the Importance of Non-cognitive Skills (co-author David B. Mustard)

JESSICA BOCCARDO, New York University— Just (Not) Showing Up? The Role of STEM High Schools in Closing the Gender Gap in STEM Education (co-author Matt Wiswall)

Discussant: ROBERT BIFULCO, Syracuse University, and STEVEN GLAZERMAN, Mathematic Policy Research

3.4 School Organizations and Regulations

Room:

Chair: MARTIN ORLAND, WestEd

MICHAEL HANSEN, Urban Institute— Chronically Low-Performing Schools and Turnaround: Findings in Three States (co-author Kilchan Choi)

HAOGEN YAO, Columbia University— Does Compulsory School Attendance Really Affect Schooling and Earning: Multiyear Re-estimates and New Tests on Instruments (co-author Yuen Ting Liu)

LEANNA STIEFEL, New York University— Small Schools Improve Student Performance in Large, Urban Districts? Causal Evidence from New York City (co-author Matthew Wiswall- New York University)

MOONYOUNG EOM,–University of Georgia Typology of Social-Psychological School Climate as an Educational Resource Using Multilevel Latent Class Analysis: Findings from the Educational Longitudinal Study of 2002 (co-author Haejung Choi and Beomho Oh)

Discussant: W. KYLE INGLE, Bowling Green State University and JEONGMI KIM, University of Wisconsin-Madison.

3.5 Teacher Layoffs and Teacher Contracts

Room:

Chair: DONNA MUNCEY, Prince George's County Public Schools

MARGE PLECKI, University of Washington— The Impact and Equity of Seniority-Based Teacher Layoffs: Examining Two Years of Evidence in Washington State (co-authors Matthew Finster and Ana Elfers)

GREGORY GILPIN, Montana State University— Contract Rigidities and the Quantity and Quality of Teachers (co-author D. Chris Ferguson)

CRISTINA SEPE, University of Washington— The Disproportionate Impact of Seniority-Based Layoffs on Poor, Minority Students (co-author Marguerite Roza)

RODDY THEOBALD, Center for Education Data and Research— Assessing the Determinants and Implications of Teacher Layoffs (co-author Dan Goldhaber)

Discussant: KATHARINE O. STRUNK, University of Southern California, and KAREN J. DEANGELIS, University of Rochester.

3.6 Human Capital in Charter Schools: How Local Autonomy Creates Opportunities and Challenges

Room:

Organizer: CHRISTINE CAMPBELL, University of Washington

Symposium Papers:

CHRISTINE CAMPBELL, Leadership Succession in Charter Schools

MICHAEL DEARMOND, Investing in Selection: Recruiting and Hiring Teachers in Charter Schools (co-author Betheny Gross)

ANNA NICOTERA, Negotiating New Terms: Teacher Contracts in Charter Schools (co-author Mitch Price)

3.7 Equity in School Funding

Room:

Chair: THOMAS E. DAVIS, University of Maryland

CARLEE POSTON ESCUE, University of Cincinnati – Abbeville v. State: Expert Testimony and Policy Implications

YOUNG-SIK KIM, Seoul National University – Interschool Equity of Public Education Resources in the City of Seoul, Korea (co-authors Dong Wook Jeong, Ji-hyun Kim, Ji-Young Hong, and Juho Park)

MICHELLE TURNER MANGAN, National-Louis University – A Comparison of School Funding Reform Proposals in Illinois (co-author Ted Purinton)

THAD CALABRESE, Baruch College-SUNY – School District Pension Bond Issuance and the Influence on Spending Behavior (co-author Todd Ely)

Discussant: ALEX J. BOWERS, University of Texas at San Antonio, and JOSHUA MAYES, Sutherland, Asbill & Brennan

3.8 Consequences of Accountability

Room:

Chair: DAVID FIGLIO, Northwestern University

JOANNE LEE, University of California - Berkeley – Do High School Accountability Policies Increase Basic Proficiency at the Expense of College Readiness?

RAJASHRI CHAKRABARTI, Federal Reserve Bank of New York – The Intended and Unintended Consequences of No Child Left Behind (NCLB)

LOUIS JACOBSON, New Horizons Research – The Relationship Between Increasing the Percent Proficient and Percent Advanced

UMUT OZEK, Urban Institute, One Day Too Late? Mobile Students in an Era of Accountability

Discussant: MARCUS WINTERS, University of Colorado, Colorado Springs, and MORGAN S. POLIKOFF, University of Southern California

3.9 **Improving Math**

Room:

Chair: CORY KOEDEL, University of Missouri

JOSHUA GOODMAN, Harvard University, Kennedy School— Doubling Up: Remedial Algebra and Student Outcomes (co-author Kalena Cortes)

DAN GOLDHABER, University of Washington— Teacher Effectiveness and the Achievement of Washington’s Students in Mathematics (co-author Stephanie Liddle)

ANDREW MCEACHIN, University of Southern California— An Unintended Consequence of No Child Left Behind: The Impact of School Accountability Pressures on Algebra Enrollment Patterns for California’s Eighth Graders (co-author Katharine Strunk)

Discussant: CORY KOEDEL, University of Missouri, JASON GRISSOM, University of Missouri, and JOSH B. MCGEE, University of Arkansas

Room:

Welcome

DEBORAH CUNNINGHAM, New York State Department of Education, President
Candidate, Association for Education Finance and Policy

Outstanding Service Award

Keynote Symposium:

DR. BYONG MAN AHN, Vice-Chairman, National Advisory Council on Education,
Science and Technology, Republic of Korea. Former Minister of Education, Science and
Technology, 2008-10

“Education in South Korea: National Treasure or National Headache”

POSTER SESSION

ALAINE K. ARNOTT, University of Missouri - "The Great Divide" - Examining the variations between Tuition and Other Fees.

LUCIANE MUNIZ RIBEIRO BARBOSA, University of Sao Paulo - Homeschooling vs. compulsory education in Brazil: an impact of educational reforms?

CHARLIE M. BELIN, University of Arkansas - Examining the Role of Teacher Quality in High School Biology.

JONATHAN BLAKELY, Florida State University - Florida Teacher Performance Data: A Descriptive Landscape from 2007-08 to 2009-10.

DANIEL H. BOWEN, University of Arkansas - An Evaluation of the Effect of Charter Schools on "Creaming" in Little Rock. (co-authors Nate Jenson and Gary Ritter)

LARISSA CAMPUNAZO, Mathematica Policy Research - Interim Findings of Two Impact Evaluations in El Salvador: Scholarships and Improvement in 20 Technical High Schools in El Salvador.

WONSEOK CHOI, University of Minnesota - Can the Effect of Teaching Experience on Student Achievement be Substituted?

CARLA EDLEFSON, Ashland University - College Readiness as an Outcome Measure.

JACOB FOWLES, University of Kansas - The power of place: An exploration of teacher initial placement in Kentucky schools. (co-author Joshua Cowen)

BRIAN GABELE, Columbia University - Who is Getting Scholarships in Brazil? How Scholarship Selection Methods May Hinder the Development of the Public Education Sector in Brazil.

LIA GREGORY, Florida State University - The Evolution of Head Start.

STEVE HEMELT, Cornell College - High School Exit Exams and Student Outcomes.

ERIC A. HOUCK, University of North Carolina at Chapel Hill - Intra-District Funding Inequities: the State's Role. (co-author Adrienne Smith)

Poster Session - Friday, March 25: 2:00 – 3:15 p.m.

EMILY A. HOUSE, University of Michigan - Evaluating the Effects of the Michigan Merit Curriculum and the Michigan Promise Scholarship on Student Outcomes: The Inaugural Effort of the Michigan Consortium for Education Research.

ANNA JACOB, University of Arkansas - The Fiscal Benefits of Hybrid Education: Exploratory Findings from Rocketship Charter Schools.

REBECCA JAMES, University of Maryland - Keys to Teacher Turnover: Analysis of the Keys to Excellence for Your School Database Using a Two-Level Hierarchical Generalized Linear Model. (co-author Thomas Davis, University of Maryland)

OSCAR JIMENEZ-CASTELLANOS, Arizona State University - The Role of Local School Boards in Allocating Educational Stimulus Funds: A Case Study. (co-author Irina Okhremtchouk, University of California Davis)

SU JIN JEZ, California State University, Sacramento - For Profit Institutions in California.

MUSTAFA U. KARAKAPLAN, Texas A&M University - Costs, Competition, and Consolidation. (co-author Dennis W. Jansen)

JOHANNA R. LACOE, New York University - Neighborhood Violence in School Neighborhoods.

VALERIY LAZAREV, Empirical Education - Cost-benefit analysis of educational innovation using growth measures of student achievement.

STEPHANIE LEVIN, University of Pennsylvania - Evaluating Intradistrict Resource Allocation and its Implications for Equity: A Case Study.

STEPHANIE LEVIN, University of Pennsylvania - School Improvement Strategies for Economically Disadvantaged Student Subgroups.

NA LIU, Michigan State University - Why public districts contract out?

CHAD LOCHMILLER, Washington State University - An Analysis of Classroom Teachers Funded by the American Recovery & Reinvestment Act in Washington State.

Poster Session - Friday, March 25: 2:00 – 3:15 p.m.

JAVIER LUQUE, The World Bank - "Analyzing the Role of Testing to Assess School Performance: The Case of Mexico and Peru"

PATTEN PRIESTLY MAHLER, University of Virginia - Are high quality teachers more likely to leave schools in response to school reforms?

MICHAEL MCSHANE, University of Arkansas - Saving or siphoning? A cost/benefit evaluation of the DC Opportunity Scholarship Program.

IMRE S. MESZAROS, University of Southern California - Understanding California School District Parcel Tax Elections.

DAVID MITCH, University of Maryland, Baltimore - English Education and Industrialization in the Prussian Mirror: Has schooling always promoted economic growth?

JOCELYN MURTELL, Brock University - Multi-Credit Integrated Environmental Studies Programs: A Multiple Site Case Study Examination of Policy and Practice in Ontario Secondary Schools. (co-author Ryan Howard, Mary Breunig, Connie Russell)

LAURA L. NEERGAARD, Vanderbilt University - Impact of Organizational Supports for Math Instruction on the Instructional Quality of Beginning Teachers.

PHUONG NGUYEN-HOANG, University of Iowa - (A)symmetric responses to state education aid fluctuations in Massachusetts.

HIREN NISAR, University of Wisconsin- Madison - Do charter schools improve student achievement?

IRINA OKHREMTCHOUK, University of California Davis - English Language Learners and Entitlement Categorical Funds: Where do the Funds Go? (co-author Oscar Jimenez-Castellanos, Arizona State University)

BEN OST, Cornell University and JOYCE MAIN, Cornell University - The Impact of Letter Grades on Student Course Selection and Major Choice: Evidence from a Regression-Discontinuity Design.

MARK PARTRIDGE, Florida State University - Expanded Learning Time in Schools: A Difference in differences estimation of the Effects of Additional Learning Time.

Poster Session - Friday, March 25: 2:00 – 3:15 p.m.

MARK PARTRIDGE, Florida State University - The Federal Role in Special Education Teacher Labor Markets: Examining Personnel Development Program Grants with Service Obligations. (co-author Monica Leal Priddy)

ROSE PETERSON, Eastbank Collaborative of Charter Schools - Eastbank Collaborative of Charter Schools.

SARA PILZER, Duke University - When school districts alter school attendance boundaries, are there different behavioral responses to reassignment across observably-different student subgroups?

COURTNEY PRESTON, Vanderbilt University - Should I Stay or Should I Go: The Impacts of Working Conditions on Teachers' Commitment to Teaching.

MAI SEKI, University of Wisconsin-Madison - Returns to College Quality and the Option Value of Graduate Degree Attainment.

ETHAN SCHERER, RAND Graduate School - Are Public Officials Being Held Accountable? An Analysis of California's School Board Elections.

GABRIEL RAMON SERNA, Indiana University Bloomington - University Credit Ratings: Processes, Complexities, and Implications.

JAMES V. SHULS, University of Arkansas - Student Selection and Attrition at one KIPP Campus.

SHAVECCA M. SNEAD, Florida State University - Federal Policy, Funding and Historically Black Colleges and Universities: The Road to Federal Support for HBCUs in the Obama Administration.

THOMAS SNYDER, National Center for Education Statistics - Investigating the Reliability of International Higher Education Attainment Indicators.

ELISE ST. JOHN, University of Washington - The Role of Financial Incentives in Teacher Decision-Making: The Case of National Board Certification in Washington State.

Poster Session - Friday, March 25: 2:00 – 3:15 p.m.

KATINA R. STAPLETON, United States Department of Education- Funding Opportunities for Education Finance and Education Policy Research.

YINMEI WAN, American Institutes for Research - Variations in Resource Allocation Between Rural and Nonrural Public School Districts in Minnesota.

PETER WITHAM, University of Wisconsin- Madison - Teacher Incentive Fund Program Evaluation.

4.1 Experiences and Expectations in Higher Education

Room:

Chair: SUSAN DYNARSKI, University of Michigan

MINA DADGAR, Teachers College, Columbia University – To Work or Not to Work (co-author Madeleine Weiss)

VINCENZO CAPONI, Ryerson University – Women’s Higher Returns to Post-Secondary Education: Increased Productivity or Longer Hours Worked? (co-author Miana Plesca)

MARIANNE PAGE, University of California-Davis War and Marriage: Education, Assortative Mating and the WWII GI Bill (co-authors Matthew Larsen, T. J. McCarthy, Jeremy Moulton, and Ankur Patel)

DYLAN CONGER, George Washington University – The Educational Experiences and Outcomes of Undocumented College Students (co-author Colin C. Chellman)

Discussant: CELESTE K. CARRUTHERS, University of Tennessee, and RACHANA BHATT, Georgia State University

4.2 Policies and Strategies for Access and Success in Higher Education

Room:

Chair: COLLEEN BROWN, University of Missouri

PETER HINRICHS, Georgetown University – Affirmative Action Bans and College Graduation Rates

ELIZABETH BRADLEY, University of Georgia – How Efficient are Georgia’s High Schools at Enrolling Students in Postsecondary Institutions?: A Data Envelopment Analysis Approach

DI XU, Columbia University – The Effects of Online Learning in Community Colleges (co-author Shanna Smith Jagers)

AMANDA L. GRIFFITH, Wake Forest University – The Importance of Tuition Levels and Quality of Choices in the Formation of the College Application Set

Discussant: NEIL THEOBALD, Indiana University, and LUCIANA DAR, University of California, Riverside.

4.3 **Effects of Accountability**

Room:

Chair: ANTHONY ROLLE, University of South Florida

MOHSEN JAVDANI, Simon Fraser University— Noise or News? Learning about the Content of Test-Based School Achievement Measures

PATRICE IATAROLA, Florida State University— Impact of Accountability on Teacher Distribution and Assignment in Low-Performing High Schools (co-author Niu Gao)

HUGH MACARTNEY, University of Toronto— The Dynamic Effects of Educational Accountability

MEGHAN HAUPTLI, Florida State University— Do All Schools Allocate Bonuses Equally?: A Latent Profile Analysis of Schools Receiving Cooperative Performance Incentives (co-author Brooke Soden-Hensler and Laura B. Lang, Florida State University)

Discussant: JOANNE LEE, University of California-Berkeley, and MARK FERMANICH, University of Colorado-Denver.

4.4 **Teacher Pay for Performance**

Room:

Chair: DUNCAN CHAPLIN, Mathematica Policy Research

MARIA PEREZ, Stanford University— Do Teachers' Value-Added Measures Correlate with Their Performance-Based Pay Preferences? (co-author Mari Muraki and Susanna Loeb)

MARCUS WINTERS, University of Colorado, Colorado Springs— The Effect of Performance-Pay on Student Achievement: Effect of Performance Pay on Student Achievement: Evidence from Houston's ASPIRE Program (co-author Matthew Springer)

MICHAEL JONES, University of Notre Dame— The Effect of Merit Pay on Teacher Behavior

MATTHEW HENDRICKS, University of Minnesota— Performance Pay and Teacher Selection

Discussant: DUNCAN CHAPLIN, Mathematica Policy Research, and RYAN YEUNG, Syracuse University

4.5 Efficiency, Scale and Autonomy

Room:

Chair: WILLIAM FISCHER, Dartmouth College

JONATHAN MILLS, University of Arkansas— The Impacts of School District Consolidation in Arkansas? (co-authors Jay P. Greene, Josh B. McGee, James L. Woodworth)

ALEX J. BOWERS, University of Texas at San Antonio— Carried or Defeated? Examining the Factors that Predict School District Bond Elections in Texas, 1998-2010 (co-author Jooyoung Lee)

THOMAS S. DEE, University of Virginia— Do Voters Matter? Regression Discontinuity Evidence from School Budget Elections (co-author Andrew Barr)

WILLIAM FISCHER, Dartmouth College— Do Amish One Room Schools Make the Grade? The Dubious Data of Wisconsin v. Yoder

Discussant: ROBERT COSTRELL, University of Arkansas, and LORI TAYLOR, Texas A&M

4.6 State Taxation and Finance Equity

Room:

Chair: DEBORAH CUNNINGHAM, New York State Department of Education

WILLIAM DUNCOMBE, Syracuse University— State Property Tax Relief and Local Response: A Reexamination of New York's STAR Program (co-author John M. Yinger, Syracuse University)

THOMAS E. DAVIS, University of Maryland — The Burden of Rising Healthcare Costs for Active School Employees: Wait for Universal Healthcare or Start a Statewide Plan?

REKHA BALU, Stanford University— Did School Finance Equalization Increase Revenue Instability?

TODD ELY, University of Colorado-Denver— Indirect Aid for Uncertain Times: State Credit Enhancement Programs for School Districts

Discussant: CHRISTIANA STODDARD, Montana State University, and MARGARET GOERTZ, University of Pennsylvania.

4.7 More Time, More Learning?

Room:

Chair: DAPHNA BASSOK, University of Virginia

STEVEN MCMULLEN, Calvin College— Curing the Summertime Blues: The Impact of Year Round Schooling on Academic Achievement (co-author Katy Rouse)

TAMMY KOLBE, University of Connecticut— More Time in School: A Cost Analysis of School-based Efforts to Implement a Longer School Day (co-author Fran O'Reilly)

CHRISTINE NEIL, Wilfrid Laurier University - Full-day Versus Half-day Kindergarten: Longer-run Effects on Test (co-author Jean Eid)

Discussant: DAPHNA BASSOK, University of Virginia, JESSE D. LEVIN, American Institutes for Research, and MICHAEL HANSEN, Urban Institute

4.8 Accountability and Achievement

Room:

Chair: SHAVECCA M. SNEAD, Florida State University

QIAN GUO, Harvard Graduate School of Education— Differential Gains in a High-Stakes State-Mandated English Language Arts Test (co-author Daniel M. Koretz)

JENNIFER JENNINGS, Harvard/NYU — Unaccountables (co-author Peter Crosta)

ROSS RUBENSTEIN, Syracuse University— Examining the Say Yes to Education Program's Initial Impacts on Family Choices and Economic Development in Syracuse (co-author Robert Bifulco)

SEAN CORCORAN, New York University— Teacher Effectiveness of High-and Low-Stakes Tests (co-authors Jennifer Jennings and Andrew Beveridge)

Discussant: RANDALL REBACK, Barnard College, and MARIA PEREZ, Stanford University

Special Interest Groups - Friday, March 25: 5:15 – 6:15 p.m.

5:15 p.m. - 6:15 p.m. Special Interest Groups

Federal Race to The Top Initiative and School Finance--MARTIN ORLAND, West Ed

Room:

Higher Education Finance and Policy – SUSAN DYNARSKI, University of Michigan

Room:

Education Reform in Dire Financial Times--DOMINIC BREWER, University of Southern California

Room:

Teacher Compensation --DAN GOLDHABER, University of Washington

Room:

Education of Underserved Populations --DYLAN CONGER, George Washington University and JOSEPH ROBINSON, University of Illinois)

Room:

Teaching School Finance and Education Policy--KIERAN KILLEEN, University of Vermont

Room:

New AAFP members—YAS NAKIB—George Washington University

5.1 Special Education Funding

Room:

Chair: JOHANNA R. LACOE, New York University

MICHELE BATTISTI, Simon Fraser University—Funding Special Education: Incentives and Outcomes in British Columbia (co-author Jane Friesen and Ross Hickey)

ANDREW MCGEE, Simon Fraser University—Evaluating the ‘Least Restrictive Environment’ Mandate: The Effects of Mainstreaming on Cognitive and Noncognitive Development

CHRISTOPHER WEISS, Columbia University— Added Educational Costs of Juvenile Arrests to Communities (co-authors E. Christine Baker-Smith and Vanessa Ohta)

Discussant: JOHANNA LACOE, New York University, CARLEE POSTON ESCUE, University of Cincinnati, and MARK LAVENIA, Florida State University

5.2 Value Added Methodology

Room:

Chair: JEFFREY ZABEL, Tufts University

HEINRICH HOCK, Mathematica Policy Research— Methods for Accounting for Co-Teaching in Value-added Models (co-author Eric Isenberg)

DAVID SIMS, Brigham Young University— Using Value Added When Teachers Can Have Different Effects across Student Types (co-author Scott Condie)

JAMES L. WOODWORTH, University of Arkansas— The Impact of Selection of Student Achievement Measurement Instrument on Teacher Value-added Measures (co-author Wen-Jen Lo)

Discussant: STUART BUCK, University of Arkansas, D. CHRIS FERGUSON, University of Wisconsin-Stout, and JEFFREY ZABEL, Tufts University.

5.3 Charter Schools: Location and Selection

Room:

Chair: BRIAN KRAUTH, Simon Fraser University

ROBERT BIFULCO, Syracuse University— The Influence of Finance Policies on Charter School Locations (co-author Christian Burger)

MARIA MARTA FERREYRA, Carnegie Mellon University— Charter Schools in Market Equilibrium: The Case of Washington, DC (co-author Dennis Epple and Brett Gordon)

MATT KASMAN, Stanford University— Principals' Perceptions of Competition for Students in Milwaukee Schools (co-author Susanna Loeb)

Discussant: DOMINIC BREWER, University of Southern California, MICHAEL LOVENHEIM, Cornell University, and TIM SASS, Florida State University

5.4 Allocating School Resources

Room:

Chair: JAY CHAMBERS, Center for Special Education Finance, AIR

ERIC BRUNNER, Quinnipiac University— The Bargaining Power of Teachers' Unions and the Allocation of School Resources (co-author Tim Squires)

DONG WOOK JEONG, Seoul National University— Accountability and the Distribution of Education Resources (co-author Young Sik Kim)

BARRY T. HIRSCH, Georgia State University— Teacher Salaries, State Collective Bargaining Laws, and Union Coverage (co-author David Macpherson and John Winters)

JESSICA HAYNES, University of Florida— The Impact of School-Level Budgetary Autonomy on Expenditures

Discussant: WILLIAM DUNCOMBE, Syracuse University, and GREGORY GILPIN, Montana State University

5.5 Efficiency and Equity in Resources

Room:

Chair: KIM RUEBEN, Urban Institute

SARAH REBER, University of California at Los Angeles— The War on Poverty and Educational Opportunity in the South (co-author Elizabeth Cascio)

CHRISTIANA STODDARD, Montana State University— American Indian Education Outcomes (co-author Stefanie Fisher)

IRMA A. ARTEAGA, University of Missouri— Why Indigenous Children Perform Worse than Non-Indigenous Children In School? Evidence from the Quechua Population in Peru

JOHN A. WILLIAMS, Uinta County School District No. 1— An Analysis of School Business Practices to Increase Slack Resources for Contingencies and Other Management Concerns

Discussant: JENNIFER IMAZEKI, San Diego State University, and REKHA BALU, Stanford University

5.6 Putting Value-Added Measures to the Test with Simulations and Empirical Methods

Room:

Chair: CASSANDRA GUARINO, Michigan State University

ALLISON ATTEBERRY, Stanford University— Accounting for Stability Patterns of Teacher-Value Added Estimates over Time

CASSANDRA GUARINO, Michigan State University— Evaluating Value-Added Methods for Estimating Teacher Effects (co-author Mark D. Reckase, Jeffrey M. Wooldridge, Michigan State University)

DOUGLAS N. HARRIS, University of Wisconsin-Madison— Shopping Mall Schools and Students and Teacher Sorting into Courses: Implications for Value-added Measures (co-authors Drew Anderson and Xiadong Fan)

Discussant: CORY KOEDEL, University of Missouri, JACOB VIGDOR, Duke University and ASHLYN AIKO NELSON, Indiana University

5.7 School Funding Reform

Room:

Chair: MICHAEL JACOBY, Illinois Association of School Business Officials

KAREN MANSHIP, American Institutes for Research— Resource Allocation Patterns among Rural School Districts in the West Region (co-author Jesse D. Levin)

KIMBERLY BERRY, Florida State University — Financing and Budgeting Neighborhood Collaborations (co-authors Carolyn Herrington and Katherine Kasten)

TOM HALVERSON, University of Washington — Exploring the Politics of Equity-Focused Differential Allocation: Implications for Policy Design and Leadership Practice (co-author Marge Plecki)

LARISA SHAMBAUGH, American Institutes for Research— Documenting California’s K-12 Education in a Fiscal Crisis (co-authors Sami Kitmitto and Tom Parrish)

Discussant: AL LINDSETH, Southerland, Asbill & Brennan, LLP, and MICHELLE TURNER MANGAN, National-Louis University.

5.8 Student Migration

Room:

Chair: STEVEN MCMULLEN, Calvin College

DAVID M. WELSCH, University of Wisconsin-Whitewater— Do Student Migrations Affect School Performance? Evidence from Wisconsin’s Inter-District Public School Program (co-author David Zimmer ,)

BILLIE DAVIS, Carnegie Mellon University— Evaluating the Gifted Program of an Urban School District using a Modified Regression Discontinuity Design (co-authors John Engberg, Dennis N. Epple, Holger Sieg, and Ron Zimmer, Michigan State University)

JANE FRIESEN, Simon Fraser University— School Choice and School Segregation: Evidence from Public and Private Schools (co-authors Simon Woodcock and Benjamin Harris)

SA BUI, University of Houston— Is Gifted Education A Bright Idea? (co-authors Steven G. Craig and Scott A. Imberman)

Discussant: STEVEN MCMULLEN, Calvin College, and MARIA FITZPATRICK, Stanford University

5.9 Early Learning

Room:

Chair: DOMINIC BREWER, University of Southern California

CHRISTINA LICALSI LABELLE, Northwestern University— Increases in Maternal Education between Births and Improvements in Birth Outcomes (co-author David Figlio)

DAPHNA BASSOK, University of Virginia— Who Has Access to Child Care? Measuring Gaps in the Availability and Quality of Early Care across U.S. Communities from 1990 to the Present (co-author Maria Fitzpatrick and Susanna Loeb)

ERICA GREENBERG, Stanford University— The Share of Pre-K: Early Learning and Later Achievement Gaps in Georgia

DAVID FIGLIO, Northwestern University - "The consequences of family disruption in early childhood?"

Discussant: ELIZABETH DHUEY, University of Toronto, and JOSEPH P. ROBINSON, University of Illinois at Urbana-Champaign

5.10 Education Reform in New York City: Ambitious Change in the Nation's Most Complex School System

Room:

Organizers: SEAN CORCORAN, New York University, and JENNIFER O'DAY, American Institutes for Research

Participants:

PAUL HILL, Center on Reinventing Public Education

JENNIFER O'DAY, American Institutes for Research

LEANNA STIEFEL, New York University

AMY ELLEN SCHWARTZ, New York University

JIM WYCKOFF, University of Virginia

6.1 College Access and Success for Disadvantaged Students

Room:

Chair: KIERAN KILLEEN, University of Vermont

ERIN DUNLOP, University of Virginia—The Importance of College Choice-A Study of Community College Transfer Students in Virginia

COLIN C. CHELLMAN, City University of New York—At-Risk At College: Differing Paths to Success for Disadvantaged Students in Higher Education (co-authors David Crook, Aleksandra Holod, and Amy Ellen Schwartz)

DANIEL KLASIK, Stanford— The ACT of Enrollment: The College Enrollment Effects of Required ACT Testing

JIN CHEN, Indiana University—A Methodological Review of Studies on Effects of Financial Aid on College Student Success (co-author Desiree Zerquera)

Discussant: KIERAN KILLEEN, University of Vermont, and BRADLEY CURS, University of Missouri

6.2 School Effectiveness

Room:

Chair: MARK C. LONG, University of Washington

STEVEN GLAZERMAN, Mathematica Policy Research— Successive Cohort Indicators of School Performance (co-author Liz Potamites)

ELIZABETH DHUEY, University of Toronto — How Important Are School Principals in the Production of Student Achievement? (co-author Justin Smith)

SHAUN DOUGHERTY, Harvard University— Accounting for Accountability Gains: Evidence from New York City's School Progress Reports (co-author Jennifer Jennings)

Discussant: MARK C. LONG, University of Washington , PHIL LEONARD, McMaster University and JOSH HYMAN, University of Michigan.

6.3 Value-Added for Evaluating Individual Teachers and Teacher Education Programs

Room:

Symposium Organizer: DOUGLAS N. HARRIS, Stanford University

DOUGLAS N. HARRIS, University of Wisconsin, Madison— Value-Added Models and the Measurement of Teacher Quality (co-authors Tim R. Sass and Anastasia Semykina, Florida State University)

JOSH KINSLER, University of Rochester — Is It Possible to Isolate the Contribution of an Individual Teacher in the Production of Student Achievement?

JR LOCKWOOD, RAND— Where You Come From or Where You Go? Distinguishing between School Quality and the Effectiveness of Teacher Preparation Programs (co-authors Daniel McCaddrey, Kata Mihaly, and Tim Sass)

Discussant: SUSANNA LOEB, Stanford University.

6.4 Findings from a Comprehensive Evaluation of Denver’s “Principal ProComp” Compensation Reform

Room:

Symposium: Recently, reform efforts directed at improving school leadership have become a more prominent part of the larger movement to improve public education in the United States. Although research suggests principals play a crucial role in the success of school-level education reforms and school environment, few studies have linked principal attributes to increases in student achievement or other desirable educational outcomes. Furthermore, there is little empirical evidence on the effects of compensation on the quality and performance of principals. This symposium presents findings and lessons learned over the three years following the implementation of Denver’s Professional Compensation System for Administrators (“Principal ProComp”), during the 2007-08 school year. Presenters represent the team leading a comprehensive five-year evaluation of ProComp Teacher and Administrator programs. Individual presentations focus on evidence of Principal ProComp’s effects on school-level student achievement proficiency and growth, principals’ attitudes towards alternative compensation, and principal retention effects associated with Principal ProComp. By presenting research on a prominent and well-funded administrator compensation program, this session adds to the limited research base on administrator incentive programs and effects associated with administrator compensation. This session is likely to be of interest to stakeholders of compensation

Concurrent Paper Session VI - Saturday, March 26: 9:45 - 11:15 a.m.

programs established through the Teacher Incentive Fund (TIF) as well as researchers interested in administrator quality and retention.

Organizer: ELEANOR S. FULBECK, Deputy Director, U. S. Programs. Education at the Bill and Melinda Gates Foundation

Presenters: ADAM VANLWAARDEN, University of Colorado at Boulder, CHRISTINA PAGUYO, University of Colorado at Boulder, and KATE ALLISON, University of Colorado at Boulder.

6.5 Higher Education Enrollment Policy

Room:

Organizer: NICHOLAS TURNER, U.S. Department of the Treasury

KALENA E. CORTES, Syracuse University and Lei Zhang, Clemson University - College Admission Tournament and High School Student Achievement: Evidence from Texas Top 10% Plan

SARA LALUMIA, Williams College - Tax Preferences for Higher Education and Adult College Enrollment.

NICHOLAS TURNER, U.S. Treasury - Why Don't Taxpayers Maximize their Tax-Based Student Aid Awards? Salience and Inertia in Program Selection

Discussants: KEHINDE AJAYI, University of California Berkeley, AMY ELLEN SCHWARTZ, New York University, and LILIANA GARCES, Harvard University.

6.6 Preparing and Selecting Teachers

Room:

Chair: ANA ELFERS, University of Washington

MATTHEW A. SHIRRELL, Northwestern University— Student Teaching, Career Plans, and Teacher Hiring (co-author Michelle Reininger)

ADRIENNE SMITH, University of North Carolina at Chapel Hill — Tackling Teacher Preparation Challenges: The Effects of Teaching Fellows in North Carolina (co-author Kevin C. Bastian)

ANA ELFERS, University of Washington— Building an Evidence-Based System for Improving Teacher Education (co-authors Marge Plecki and Yugo Nakamura)

MARISA CANNATA, Vanderbilt University — Comparing the Hiring Preferences of Charter and Traditional Public School Principals

Discussant: MICHAELA GULEMETOVA, National Education Association, and MICHELLE REININGER, Stanford University.

6.7 Language, Immigration, and Peer Effects

Room:

Chair: DYLAN CONGER, University of South California,

ROSA CHO, Brown University— Are There Peer Effects Associated with Having English Language Learner (ELL) Classmates?

RYAN YEUNG, Syracuse University— The Effect of East Asian Immigrant Composition on Student Achievement

SCOTT A. IMBERMAN, University of Houston— Peer Effects from Students with Limited English Proficiency-How Does Sharing a Classroom with English Learners Affect Native English Speakers? (co-authors Aimee Chin and N. Meltem Daysal)

JACOB VIGDOR, Duke University — New Destinations, New Trajectories? The Educational Attainment and Persistence of Hispanic Youth in North Carolina (co-author Charles Clotfelter and Helen F. Ladd)

Discussant: DYLAN CONGER, University of South California, and RACHEL HESS O'BRIEN, Stanford University.

6.8 Improving Instruction

Room:

Chair: JULIA KOPPICH, J. Koppich & Associates

DAVID KNIGHT, University of Kansas— The Economic Costs of Instructional Coaching

MORGAN S. POLIKOFF, University of Southern California— State Policy Effects on Instructional Alignment

KATHARINE O. STRUNK, University of Southern California— The Use and Efficacy of Capacity-Building Assistance for Low-Performing Districts: The Case of California's District Assistance and Intervention Teams (co-author Theresa Westover)

DEMETRA KALOGRIDES, Stanford University – Power Play? Teacher Characteristics and Class Assignments (co-author Susanna Loeb, Stanford University and Tara Beteilla, World Bank)

Discussant: MATTHEW RONFELDT, University of Michigan and MICHELE BATTISTI, Simon Fraser University

6.9 Strategic School Funding for Results (SSFR)-Research

Room:

Symposium: This symposium brings representatives from AIR and the PLP implementation team along with representatives from the participating school districts to share our experience to date in working with our three district partners on the ground. This symposium will focus attention on implementation issues to share some of the accomplishments, lessons learned, and challenges faced during the first year and one-half of the project. We will design this session to allow time for comments, questions, and discussion among the panelists and the audience to stimulate a healthy exchange about the project.

Facilitator: JAY CHAMBERS, American Institute of Research

Presenters:

JESSE D. LEVIN, Director of the SSFR Evaluation and Task Leader: Development of Need Based Funding Models: a Targeted Revenue approach

JIM HOLLIS, SSFR Director of technology, Pivot Learning Partners: Development of School Site Budgeting Tools: a brief demonstration

Concurrent Paper Session VI - Saturday, March 26: 9:45 - 11:15 a.m.

ILLIANA BRODZIAK DE LOS REYES: Research Analyst: Resource Allocation in our Three SSFR Districts

CLARISSE HAXTON and KAREN MANSHIP, Research Analyst and Data collection, Analysis and Documentation Tasks: Perspectives of Key Central Office Staff and School Principals Regarding Resource Allocation Policies and Procedures

6.10 The Impact of Choice

Room:

Chair: MARIA MARTA FERREYRA, Carnegie Mellon

CHRISTOPHER JEPSEN, University of Kentucky – Are Catholic Primary Schools More Effective than Public Primary Schools? (co-author Todd Elder)

NIRAV MEHTA, University of Pennsylvania- Competition in Public School Districts: Charter School Entry, Student Sorting and School Input Determination.

YONGMEI NI, University of Utah- Charter school effectiveness: Evidence from Utah. (co-author Andrea Rorrer)

Discussants: MARIA MARTA FERREYRA, Carnegie Mellon, JOSHUA COWEN, University of Kentucky, and DAVID MITCH, University of Maryland-Baltimore County

7.1 Higher Education Program Effects

Room:

Chair: DOUGLAS N. HARRIS, University of Wisconsin-Madison

EDWARD C. SEE, University of Florida— Effects of College Educational Standards: A Regression Discontinuity Analysis

SUNG-WOO CHO, Community College Research Center, Columbia University— Developmental Education Program Effect Analysis: A Within-State Difference-in-Differences Approach (co-authors Davis Jenkins and Thomas Bailey)

JIN CHEN, Indiana University— Unmet Needs and College Persistence of Middle-income Students: A Generalized Growth Modeling Analysis (co-author Desiree Zerquera)

JOSE LUIS SANTOS, UCLA Beyond the Baccalaureate: An Examination of How Student Indebtedness Impacts Graduate School Attendance (co-author Ray Franke and Hironao Okahana)

Discussant: DOUGLAS N. HARRIS, University of Wisconsin-Madison, and SU JIN JEZ, Sacramento State University

7.2 Parental Choice

Room:

Chair: DAVID FIGLIO, Northwestern University

JOSHUA COWEN, University of Kentucky— The Choices They Face: New Evidence on School Vouchers and School Variation in Milwaukee

JASON IMBROGNO, Carnegie Mellon University — Evaluating Education Programs That Have Lotteried Admission and Selective Attrition (co-author Dennis Epple)

CHRISTINA CLARK TUTTLE, Mathematica Policy Research— Using Lotteries to Evaluate Charter School Impacts (co-authors Phil Gleason and Melissa Clark)

CASSANDRA HART, Northwestern University— Selection in Means-Tested School Voucher Programs (co-author David Figlio)

Discussant: DAVID FIGLIO, Northwestern University, and DAVID MUSTARD, University of Georgia

7.3 Smart Food: The Impact of School Food Policy on Student Meal Participation, Health, and Academic Outcomes

Room:

Symposium Organizer: JACOB LEOS-URBEL, New York University

JACOB LEOS-URBEL, New York University— Does Lunch Money Matter? The Impact of Changing Prices on Students' School Meal Participation and Academic Outcomes (co-authors Amy Ellen Schwartz, Meryle Weinstein, and Sean Corcoran)

RACHANA BHATT, Georgia State University— The Impact of School Lunch Length on Children's Health

DAVID FRISVOLD, Emory University— Nutrition and Cognitive Achievement: An Evaluation of the School Breakfast Program

7.4 Administrator Labor Market

Room:

Chair: JOHN WIENS, University of Manitoba

JASON GRISSOM, University of Missouri— Race, Gender, and the Principal Pipeline (co-author James R. Harrington)

KAREN J. DEANGELIS, University of Rochester— Affecting the Supply of and Demand for Educational Administrators (co-author Nahoko Kawakyu O'Connor)

BRAD WHITE, Illinois Education Research Council— Principal Turnover and The Distribution of Principal Characteristics (co-author Karen DeAngelis)

WILLIAM A. OWINGS, Old Dominion University, Troops-to-teachers as School Administrators: A National Study of Principal Quality

Discussant: SEAN CORCORAN, New York University, and DEMETRA KALOGRIDES, Stanford University

7.5 Teacher Fit

Room:

Chair: DAVID KNIGHT, University of Kansas

ERIN GROGAN, Michigan State University — Fitting In: Person-Organization, Person-Job, and Person-Group Fit as Drivers of Teacher Mobility (co-author Peter Youngs)

NATHAN BARRETT, University of Kentucky — Teacher Professional Development: Are We Targeting Those Who Benefit Most? (co-author Eugenia Toma)

KIERAN KILLEEN, University of Vermont — Teacher Applications, Job Posting, and Labor Market Pools: What is the Importance of Job Information in the Sorting of Teachers? (co-author Susanna Loeb)

AUSTIN LASSETER, SRI International — Community and Autonomy: The Social Organization of Catholic High Schools and Its Effect on Teachers' Job Satisfaction

Discussant: TAMMY KOLBE, University of Connecticut, and MEGHAN HAUPTLI, Florida State University.

7.6 Preparing and Recruiting Teachers

Room:

Chair: DAN GOLDHABER, University of Washington

KEVIN C. BASTIAN, University of North Carolina at Chapel Hill — Costly to Import: The Detrimental Effects of Out-of-State Prepared Teachers in North Carolina Elementary Schools (co-author Gary T. Henry)

RACHEL HESS O'BRIEN, Stanford University and PATTEN PRIESTLY MAHLER, University of Virginia — Alternative Certification in the Long Run: Student Achievement, Teacher Retention, and the Distribution of Teacher Quality in New York City

MATTHEW RONFELDT, University of Michigan — Where Should Student Teachers Learn to Teach? Effects of Field Placement School Characteristics on Teacher Retention and Effectiveness

ERIC ISENBERG, Mathematica Policy Research — Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Control Study

Discussants: CASSANDRA GUARINO, Michigan State University and LUKE C. MILLER, Urban Institute

7.7 Education Finance in a Post-Recession, Post-Stimulus World

Room:

This symposium will consist of three segments beginning with a formal presentation of highlighted findings from the journalism and research of *Quality Counts*, led by Editorial Projects in Education Vice President, Christopher Swanson, and staff from the *Education Week* newsroom and the EPE Research Center. Those highlights and lessons will serve as a jumping-off point for engaging a larger discussion of the impacts that the great recession and the stimulus have had on state education-finance conditions. Next, responses and reactions will be offered by two or three noted authorities in the field of education finance and policy. Responders will be drawn from the technical advisory board of Quality Counts 2011, which includes some of the nation's most highly regarded education finance and policy experts. The session will close with ample time for questions and answers from the audience.

Moderator: CHRISTOPHER SWANSON, Editorial Projects in Education

Participants:

SEAN CAVANAGH, *Education Week*

JANE HANNAWAY, The Urban Institute

CHRISTOPHER SWANSON, Editorial Projects in Education

RON SKINNER, Association of School Business Officials International

7.8 State Education Reform

Room:

Chair: LARRY PICUS, University of Southern California

MARK LAVENIA, Florida State University — The Common Core State Standards Initiative: An Event History Analysis of State Adoption (co-author Lora Cohen-Vogel)

NICOLA ALEXANDER, University of Minnesota — How the Race was Won: A Political Economic Look at States and the RTTT

COLLEEN BROWN, University of Missouri— Event History Analysis: Missouri A+ Program (co-author Brad Curs)

Discussants: LARRY PICUS, University of Southern California, CAROLYN HERRINGTON, Florida State University, and KIMBERLY BERRY, Florida State University

7.9 Strategic School Funding for Research-Implementation

Room:

Organizer: JAY CHAMBERS, Center for Special Education Finance Research

Symposium: This symposium brings representatives from AIR and PLP implementation team along with representatives from the participating school districts to share our experience to date in working with our three district partners on the ground. This symposium will focus attention on implementation issues to share some of the accomplishments, lessons learned, and challenges faced during the first year and one-half of the project. We will design this session to allow time for comments, questions, and discussion among the panelists and the audience to stimulate a healthy exchange about the project.

Participants:

JIM BROWN, Co-PI, SSFR project

STEVE JUBB, Project Director, Implementation Team

MATT HILL, Administrative Officer, Superintendent's Office, LA Unified

MAHALA ARCHER, SSFR project manager, Twin Rivers Unified

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