



Association for Education Finance & Policy

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March 4, 2014

Dear Journalists,

The 2014 AEFP Annual Conference will take place in San Antonio, Texas on March 13-15. Our 39th year!

The conference will present, discuss and evaluate the latest research on a wide spectrum of education topics, from pre-K to postsecondary, and encourage vigorous debates about current reforms and policy directions and their effects.

The 2014 conference theme is *New Players in Education Finance and Policy*. Both K-12 and higher education are in the midst of rapid and fundamental change: proliferation of new technology; new sources of investment capital and start-up vendors offering potentially game changing products/services; new public-private partnerships; venture philanthropy; continued growth of new sources of teachers and school leaders; the emergence of 'big data.' What is the impact of these trends on the education sector and the prospects for improving effectiveness and equity? How can research help make sense of this fast-changing environment?

For your convenience we assembled a materials (below) that program highlights by session as well as a table a list of all Texas-based researchers and research featuring data from Texas.

We would love to see you at the conference! Please let me know how we can be of assistance to you should you decide to attend the conference or reach out to our authors.

Feel free to contact our Chair for Outreach directly at Betheny@uw.edu.

Sincerely,

Jane Hannaway
President, AEFP

Dominic Brewer
Chair, AEFP Program Committee, AEFP Incoming President

Program Highlights by Session

AEFP 39th Annual Conference
March 13-15, 2014, Marriott Rivercenter, San Antonio, Texas
NEW PLAYERS IN EDUCATION FINANCE AND POLICY

First General Session		Second General Session		
				
Mark David Milliron , Co-Founder & Chief Learning Officer, Civitas Learning	Cat Alexander , Education Consultant	Matt Randazzo , President & CEO, Choose to Succeed, San Antonio	Nick Fleege , Superintendent, Carpe Diem Schools, San Antonio	Oliver Sicat , CEO, Emagine Charter Schools and Principal, USC Hybrid High School
Registration	Schedule and Program	Hotel Reservation	Pre-Conference Workshops	
Paper/poster Upload	Paper/poster Download	Conference FAQs		

The first General Session will held Thursday, March 13, 1:00-2:30p.
The second General Session will be held Friday, March 14, 11:30a-1:00p.

Session I - Thursday, March 13: 10:15-11:45AM

1.01 - Teacher Effectiveness and Personnel Decision Making

Room: Conference Room 8, Third Floor

ELLEN GOLDRING, Vanderbilt University. *Moving on Out: Value Added Measures, Principals' Human Capital Decisions, and the Emergence of Teacher Observation Data*. Co-author: JASON A. GRISSOM, Vanderbilt University, MARISA ANN CANNATA, Vanderbilt University, TIMOTHY DRAKE, Vanderbilt University, CHRISTINE NEUMERSKI, Vanderbilt University

SUSANNA LOEB, Stanford University. *Performance Screens for School Improvement: The Case of Teacher Tenure Reform in New York City*. Co-author: LUKE C. MILLER, University of Virginia, JAMES WYCKOFF, University of Virginia

MORGAEN DONALDSON, University of Connecticut. *Implementing "Consequential" Teacher Evaluation in New Haven (CT) Public Schools*.

JASON A. GRISSOM, Vanderbilt University. *Assessing Principals' Assessments: A Closer Look at Subjective Evaluations of Teacher Effectiveness*. Co-author: SUSANNA LOEB, Stanford University

1.07 - The Impact of Accountability on Teachers

Room: Conference Room 12, Third Floor

MATTHEW A. SHIRRELL, Northwestern University. *The Effects of Subgroup-Specific Accountability on Teacher Attrition*.

ANDREW MCEACHIN, North Carolina State University. *Teacher Academic Ability, Encouraging Long Term Evidence*. Co-author: SUSANNA LOEB, Stanford University, HAMILTON LANKFORD, State University of New York Albany, LUKE C. MILLER, University of Virginia, JAMES WYCKOFF, University of Virginia

TOM AHN, University of Kentucky. *When Incentives Matter Too Much: Explaining Significant Responses to Irrelevant Information*. Co-author: JACOB VIGDOR, Duke University

MICHAEL HANSEN, American Institutes for Research. *Teacher-Level Responses to High-Stakes Testing: Examining the Prevalence and Predictors of Teaching To The Test*. Co-author: UMUT OZEK, American Institutes for Research, THOMAS GONZALEZ, American Institutes for Research

1.05 - Remediation in Higher Education

Room: Conference Room 19, Third Floor

DREW ALLEN, City University of New York. *Delaying Community College Enrollment: Exploring Postsecondary Outcomes and Implications for a New Approach to Remediation*. Co-author: AARON HORENSTEIN, City University of New York

FEDERICK NGO, University of Southern California. *Does Extending Time in Developmental Math Increase Community College Student Success? A Regression Discontinuity Approach*. Co-author: HOLLY KOSIEWICZ, University of Southern California

RICHARD BUDDIN, ACT. *Do Stricter High School Graduation Requirements Improve College Readiness?* Co-author: MICHELLE CROFT, ACT

OLGA RODRIGUEZ, Columbia University. *Estimating the Impact of a Developmental Mathematics Redesign: Evidence from an Interrupted Time Series Design*. Co-author: MADELINE TRIMBLE, Columbia University

Session II – Thursday, March 13: 2:45-4:15

2.01 - The Market for Schooling: How Families Choose Schools

Room: Conference Room 11, Third Floor

DOUGLAS N. HARRIS, Tulane University. *Going to Great Lengths: Parental Choice and New Orleans Public Schools Before and After Katrina*. Co-author: MATTHEW LARSEN, Tulane University, JILL ZIMMERMAN, Louisiana Department of Education

JON VALANT, Stanford University. *About What and From Whom? How the Provision of School Quality Information Affects Choosers' Attitudes, Behaviors, and Outcomes*. Co-author: SUSANNA LOEB, Stanford University

PATRICK WOLF, University of Arkansas. *Who Chooses What & How? School Shopping in Detroit*. Co-author: JOSHUA COWEN, Michigan State University

2.06 - Education Pipelines in New York City

Room: Conference Room 9, Third Floor

DOUGLAS D. READY, Teachers College Columbia University. *High School Mathematics Coursetaking in New York City: Implications for College Readiness and Completion*. Co-author: MIYA T. WARNER, SRI International

VANESSA COCA, New York University. *New York City Goes to College: A First Look at Patterns of College Enrollment, Persistence, and Degree Attainment of New York City Graduates*. Co-author: LISA MERRILL, Research Alliance for New York City Schools, JAMES KEMPLE, Research Alliance for New York City Schools, MICHA SEGERITZ, Research Alliance for New York City Schools

LISA MERRILL, Research Alliance for New York City Schools. *The Role of Undermatch in New York City and Implications for College Success*. Co- author: VANESSA COCA, New York University, JAMES KEMPLE, Research Alliance for New York City Schools, MICHA SEGERITZ, Research Alliance for New York City Schools

GILJAE LEE, City University of New York. *Discovering the Determinants of College Transfer: The Impact Of Math Course Taking and Performance*. Co- author: ANDREW WALLACE, City University of New York, SARAH TRUELSCH, City University of New York, COLIN CHELLMAN, City University of New York, DAVID CROOK, City University of New York

SESSION III – Thursday, March 13: 4:30-6:00

3.01 - Improving Teacher Human Capital Management With Intensive Partnerships

Room: Conference Room 2, Third Floor

BRIAN STECHER, American Institutes for Research. *Introduction to the Evaluation of the Intensive Partnership for Effective Teaching*. Co-author: MICHAEL GARET, American Institutes for Research

ILIANA BRODZIAK DE LOS REYES, American Institutes of Research.

School Leaders and Teachers' Time Allocation during the Intensive Partnership for Effective Teaching. Co-author: JAY CHAMBERS, American Institutes for Research, ANTONIA WANG, American Institutes for Research, CAITLIN O'NEIL, American Institutes for Research

LAURA HAMILTON, RAND Corporation. *Using Teacher Evaluation Data to Inform Professional Development*. Co-author: DEBORAH HOLTZMAN, American Institutes for Research, ELEANOR S. FULBECK, American Institutes for Research, ELIZABETH STEINER, RAND Corporation, ABBY ROBYN, RAND Corporation

MATTHEW BAIRD, RAND Corporation. *Trends in the Distribution of Teacher Effectiveness in the Intensive Partnership for Effective Teaching*. Co-author: JENNIFER L. STEELE, RAND Corporation, JOHN ENGBERG, RAND Corporation, GERALD HUNTER, RAND Corporation

3.02 - School Choice and Students with Disabilities

Room: Conference Room 3, Third Floor

MARCUS WINTERS, University of Colorado, Colorado Springs. *Understanding the Gap in Special Education Enrollments Between Charter and Traditional Public Schools: Evidence from New York City Elementary Schools.*

SIVAN TUCHMAN, University of Arkansas. *First Year Participant Effects for Students with Disabilities in the Louisiana Scholarship Program.*
Coauthor: JONATHAN MILLS, University of Arkansas, PATRICK WOLF, University of Arkansas

RICHARD WELSH, University Of Southern California. *Fair Or Foul? Student Mobility, Charter Schools, Student Subgroups In Post-Katrina New Orleans.* Co-author: MATTHEW DUQUE, University of Southern California, ANDREW MCEACHIN, University of Virginia.

MATTHEW LARSEN, Tulane University. *Does Closing Schools Close Doors? The Effect of High School Closures on Achievement and Attainment.*

3.07 – Teacher Quality: How Do Different Measures Compare

Room: Conference Room 12, Third Floor

DUNCAN CHAPLIN, Mathematica Policy Research. *Can Students and Principals Identify Good Teachers?: Using Multiple Measures to Predict*

Value Added. Co-author: HANNAH MILLER, University of Wisconsin at Madison, BRIAN GILL, Mathematica Policy Research, ALLISON THOMPSON, Mathematica Policy Research.

DAN GOLDHABER, University of Washington-Bothell. *Is a Good Teacher Always Good: Assessing the Effectiveness of Teachers Across Math and Reading.* Co-author: JAMES COWAN, Center for Education & Data Research

RONALD F. FERGUSON, Harvard University. *How Framework for Teaching and Tripod 7Cs Evidence: Distinguish Key Components of Effective Teaching.* Co-author: CHARLOTTE DANIELSON, The Danielson Group LLC

SESSION IV – Friday, March 14: 8:00-9:30

4.03 - Adequacy and Equity in School Finance

Room: Conference Room 8, Third Floor

NICOLA A. ALEXANDER, University of Minnesota. *Adequacy by Any Other Name: A Comparative Look at Educational Spending in Korea and the United States*. Co-author: HYUNJUN KIM, University of Minnesota

CHRISTOPHER A. CANDELARIA, Stanford University. *Court-Ordered Finance Reform During the Adequacy Era: Achievement Effects*. Co-author: KENNETH A SHORES, Stanford University

BARBARA LACOST, University of Nebraska - Lincoln. *Fiscal Equity for Students and Taxpayers in Nebraska Public Schools 2006 through 2010*.

FAITH E. CRAMPTON, University of Wisconsin-Milwaukee. *The Enduring Challenge of Achieving Equity and Adequacy in School Infrastructure Funding*.

4.04 - School Choice and Student Performance

Room: Conference Room 9, Third Floor

EUGENIA TOMA, University of Kentucky. *Is there a Link between Rural School Choice and Student Performance?* Co-author: JACOB FOWLES, Kansas University, SU TROSKE, University of Kentucky

HIREN NISAR, Abt Associates. *Heterogeneous Charter School Effects on Student Achievement*.

CHARISSE GULOSINO, University of Memphis. *Examining Variation in Achievement Impacts across California's Full Time Virtual Schools*. Coauthor: JONAH LIEBERT, Columbia University.

PAIGE C. PEREZ, Texas A&M University. *Charter Schools and Progress Scores: Does Representative Bureaucracy Work When the Rules Change?*

4.06 - Strategic Philanthropy in K-12 Education

Room: Conference Room 13, Third Floor

Chair: ANDREW MCEACHIN, North Carolina State University

The last 15 years have seen several dramatic shifts in the world of K-12 education philanthropy. For one, several new foundations with large endowments and an interest in reforming the U.S. education system have emerged, including the Bill & Melinda Gates Foundation, Kern Family Foundation, Broad Foundation, and the Walton Family Foundation. These newer philanthropies have tended to take more strategic approaches to their grantmaking, treating grants like venture capital investments that are based on strategic plans, cost-benefit analyses, and performance benchmarks for measuring returns. This new approach is a significant divergence from previous philanthropic approaches that primarily focused on providing operating grants to charitable organizations with little focus on measuring the social impact of those programs and projects. This panel is comprised of representatives from three foundations that are actively involved in K-12 education and that utilize new venture philanthropy approaches to grantmaking. The panel members will discuss how their foundations approach grantmaking and measurement to determine the impact and value of investments made. In addition, they will describe how evidence informs future grantmaking strategies and decisions in their foundations.

4.10 - Accounting and Budgeting Strategies to Reduce Costs

Room: Conference Room 14, Third Floor

GALIT EIZMAN, Harvard University. *Budgeting: A Powerful Tool in Higher Education Management*.

THOMAS A. DELUCA, University of Kansas. *Does Centralization of Noninstructional Services Influence Instructional Spending? Evidence from NCES Common Core Data*.

BRETT A. GEIER, University of South Florida. *Public Educator Retirement Systems: Broken Promises or Justifiable Restructuring*. Co-author: DENNIS MCCRUMB, Western Michigan University

THOMAS E. DAVIS, University of Maryland. *Does the Inclusion of School Employees in Statewide Health Insurance Pools Help Control Costs?*

Session V – Friday, March 14: 9:45-11:15

5.01 - TEACHER EFFECTIVENESS

Room: Conference Room 14, Third Floor

DAVID BLAZAR, Harvard Graduate School of Education. *What Does It Mean to be a “High” or “Low” Value-Added Teacher? Observing Differences in Instructional Quality Across Districts.* Co-author: ERICA LITKE, Harvard Graduate School of Education, JOHANNA BARMORE, Harvard Graduate School of Education

SETH GERSHENSON, American University. *Linking Teacher Quality, Student Attendance, and Student Achievement.* Co-author: ALISON JACKNOWITZ, American University

SETH GERSHENSON, American University. *The Implications of Summer Learning Loss for Value-Added Estimates of Teacher Effectiveness.* Co-author: MICHAEL S. HAYES, American University

LI FENG, Texas State University. *Public School Teacher Mobility: Application of the Bayesian Poisson Pseudo-maximum Likelihood Estimator.* Co-author: JAMES LESAGE, Texas State University

5.04 - THE EFFECTS OF TEACHERS' UNIONS AND COLLECTIVE BARGAINING

Room: Conference Room 7, Third Floor

DAN GOLDHABER, University of Washington-Bothell. *Inconvenient Truth? Do Collective Bargaining Agreements Help Explain the Inequitable Distribution of Teachers Within School Districts?.* Co-author: LESLEY LAVERY, Macalester College, RODDY THEOBALD, University of Washington

LI FENG, Texas State San Marcos. *Using Teacher Value-added Estimates to Test the Relationship between Collective Bargaining Agreements and the “Teacher Quality Gap”.* Co-author: LORA COHEN-VOGEL, UNC-Chapel Hill, LA'TARA OSBORNE-LAMPKIN, Florida State

JESSICA S. MERKLE, Auburn University. *The Monopsony Power of Districts and the Advent of Teachers' Unions.* Co-author: MICHELLE A. PHILLIPS, Missouri University of Science and Technology

KATHARINE O. STRUNK, University of Southern California. *Much ado about nothing? The relationship between collective bargaining agreement strength and student outcomes in California public schools.*

5.07 - ISSUES IN RECENT SCHOOL REFORMS

Room: Conference Room 10, Third Floor

DANIEL PLAYER, University of Virginia. *Improving Ohio's lowest-performing schools: Evaluation of the School Turnaround Specialist Program.* Co-author: VERONICA KATZ, University of Virginia

ELLEN GOLDRING, Vanderbilt University. *The Implementation of Teacher Evaluation Systems: Redefining the Role of Principal as Instructional Leader*. Co-author: CHRISTINE M. NEUMERSKI, Vanderbilt University, JASON GRISSOM, Vanderbilt University, MARISA CANNATA, Vanderbilt University, MOLLIE RUBIN, Vanderbilt University

KEVIN C. BASTIAN, UNC Chapel Hill. *The Apprenticeship Learning Environment: The Impact of Assistant Principal Experiences on Early-Career Principal Effectiveness*. Co-author: GARY T. HENRY, Vanderbilt University

CHRISTINA LICALSI LABELLE, Northwestern University. *The Uneven Implementation of Universal School Policies: Maternal Education and Florida's Mandatory Grade Retention Policy*. Co-author: DAVID FIGLIO, Northwestern University

Session VI – Friday, March 14 1:15-2:45

6.01 - ASSIGNMENT TO EFFECTIVE TEACHING

Room: Conference Room 11, Third Floor

DAN GOLDHABER, University of Washington-Bothell. *Uneven Playing Field? Assessing the Inequity of Teacher Characteristics and Measured Performance Across Students*. Co-author: LESLEY LAVERY, University of Washington-Bothell, RODDY THEOBALD, University of Washington-Bothell

MARIA (CUKY) PEREZ, University of Washington. *Using a Natural Experiment to Understand How Teachers are Sorted Across Students with Different Language Proficiencies*.

ALLISON ATTEBERRY, University of Virginia. *Teacher Churning and Student Achievement*. Co-author: SUSANNA LOEB, Stanford University, JAMES WYCKOFF, University of Virginia

6.05 - UNPACKING HETEROGENOUS EFFECTS OF EARLY CHILDHOOD INTERVENTIONS: THE ROLE OF CLASSROOM QUALITY & PROGRAM INTENSITY

Room: Conference Room 6, Third Floor

CHLOE GIBBS, University of Virginia. *Does the Impact of Early Childhood Intervention Systematically Fade? Exploring Variation in the Persistence of Preschool Effects*. Co-author: DAPHNA BASSOK, University of Virginia, SCOTT LATHAM, University of Virginia

IRMA ARTEAGA, University of Missouri. *One year of preschool or two? The effects of children's Head Start enrollment in the state of Missouri*. Co-author: SARAH PARSONS, University of Missouri

CHRISTOPHER WALTERS, University of California -- Berkeley. *Inputs in the production of early childhood human capital: Evidence from Head Start*.

XIN GONG, Columbia University. *The Causal Effect of Experiencing a B.A. Teacher in Preschools on Children's Development Outcomes*.

6.08 – HUMAN CAPITAL AND PRODUCTIVITY

Room: Conference Room 10, Third Floor

MATTHEW FINSTER, Westat. *Empirical Costs of Implementing a Performance-Based Educator Pay Schedule: Insight into Factors Driving Implementation Costs*. Co-author: JACKSON MILLER, Westat

MARGUERITE ROZA, Edunomics Lab. *What if we paid our best teachers more to teach more students?*. Co-author: SUZANNE SIMBURG, Edunomics Lab

DAVID S. KNIGHT, University of Southern California. *Resource Allocation Decisions in the Context of Budget Restoration: Examining the Cost-Effectiveness of Raising Teacher Salaries or Reducing Class Sizes*.

Session VII – Friday, March 14: 3:00-4:30

7.01 - Managing the Teacher Workforce in the District of Columbia

Room: Conference Room 11, Third Floor

RACHEL ROSEN, University of Michigan. *The Stages of Hiring: Evidence from Rich Data on Applicants, Interviewees, and New Teachers*. Co-author: BRIAN A. JACOB, University of Michigan, BENJAMIN LINDY, Teach for America, JONAH ROCKOFF, Columbia University, ERIC TAYLOR, Stanford University

VERONICA KATZ, University of Virginia. *Performance-Based Incentives and Teacher Cross-Sector Mobility in D.C.*

THOMAS DEE, Stanford University. *Incentives, Selection, and Teacher Performance*. Co-author: JAMES WYCKOFF, University of Virginia

MELINDA ADNOT, University of Virginia. *The Malleability of Teacher Practice in Response to Information and Performance Incentives*.

Session VIII – Saturday, March 15: 8:00-9:30

8.01 - Access to Effective Teaching for Disadvantaged Students

Room: Conference Room 7, Third Floor

STEVEN GLAZERMAN, Mathematica Policy Research. *Transfer Incentives for High-Performing Teachers: Final Results from a Multisite Randomized Experiment*. Co-author: ALI PROTIK, Mathematica Policy Research, BING- RU TEH, Mathematica Policy Research, JULIE BRUCH, Mathematica Policy Research, JEFFREY MAX, Mathematica Policy Research

MATTHEW A. KRAFT, Brown University. *Within Context: The Effect of Middle School Context Measures on Student Academic Growth and Teacher Turnover*. Co-author: WILL MARINELL, Harvard University, DARRICK YEE, Harvard University

ERIC ISENBERG, Mathematica Policy Research. *Access to Effective Teaching for Disadvantaged Students*. Co-author: JEFFREY MAX, Mathematica Policy Research, PHILIP GLEASON, Mathematica Policy Research, LIZ POTAMITES, Mathematica Policy Research, ROBERT SANTILLANO, Mathematica Policy Research

8.07 – Teacher Compensation, Training and Measuring Their Added Value

Room: Conference Room 11, Third Floor

CASSANDRA GUARINO, Indiana University. *Bias and Precision of Teacher Value-Added Models Under Grouping*. Co-author: SCOTT A. IMBERMAN SCOTT IMBERMAN, Michigan State University, JEFFREY M. WOOLDRIDGE, Michigan State University

JOSHUA COWEN, Michigan State University. *Does Content-Based Teacher Training Improve Student Outcomes Over Time? Evidence from the Appalachian Math and Science Partnership in Kentucky.* Co-author: NATHAN BARRETT, University of North Carolina, EUGENIA TOMA, University of Kentucky, SUZANNE TROSKE, University of Kentucky

ALEX SMITH, University of Virginia. *The Effects of Performance-Based Compensation: Evidence from the Teacher Incentive Fund (TIF).* Co-author: THOMAS DEE, Stanford University, JAMES WYCKOFF, University of Virginia

ALLISON ATTEBERRY, University of Virginia. *Teacher Incentive Fund Impacts in Virginia.* Co-author: ALEX SMITH, University of Virginia, JAMES H. WYCKOFF, University of Virginia

8.08 - Academic and Economic Outcomes of "Promise" Scholarships

Room: Conference Room 5, Third Floor

ROBERT BIFULCO , Syracuse University. *Estimating the Effect of Say Yes to Education in Syracuse: An Application of Synthetic Control Methods.* Co- author: ROSS RUBENSTEIN, Syracuse University, HOSUNG SOHN, Syracuse University

JENNIFER ASH, University of Arkansas. *Estimating the Impact of the El Dorado Promise Scholarship on High School Achievement and Graduation.* Co-author: GARY RITTER, University of Arkansas

DOUGLAS N. HARRIS, Tulane University. *Is Traditional College Aid Too Little, Too Late? Impacts on High School Outcomes from a Cluster Randomized Trial of a Performance-Based Early College Scholarship.*

BRAD J. HERSHBEIN, W.E. Upjohn Institute for Employment Research. *A Second Look at Enrollment Changes after the Kalamazoo Promise.*

SESSION IX – Saturday, March 15: 9:45-11:15

9.05 - Costs to College Students

Room: Conference Room 12, Third Floor

BRAD HERSHBEIN, Upjohn Institute. *The Distribution of College Graduate Debt, 1990 to 2008: A Decomposition Approach.*

BETH AKERS, Brookings Institution. *Is a Student Loan Crisis on the Horizon? Understanding Changes in the Distribution of Student Loan Debt over Time.* Co-author: MATTHEW CHINGOS, Brookings Institution

MICHAEL S. KOFOED, The University of Georgia. *The Effect of the Business Cycle on Freshman Financial Aid.* Co-author: ELIZABETH S. BRADLEY, CNA

ROBERT KELCHEN, Seton Hall University. *A Longitudinal Analysis of Student Fees: The Roles of States and Institutions.*

9.07 - Health Interventions and Academic Outcomes

Room: Salon L, Third Floor

RANDALL REBACK, Barnard College. *Where Health Policy meets Education Policy: School-based Health Centers in New York City.* Co-author: TAMARA LALOVIC COX, Barnard College

DAVE MARCOTTE, University of Maryland. *Seasonal Allergens and Test Performance: Does Pollen Affect Proficiency.*

DAVID FIGLIO, Northwestern University and NBER. *A population-level study of the effects of early intervention for autism.* Co-author: JANET CURRIE, Princeton University and NBER, JOSHUA GOODMAN, Harvard University, CLAUDIA PERSICO, Northwestern University, JEFFREY ROTH, University of Florida

MICHAEL F. LOVENHEIM, Cornell University. *How Does Access to Health Care Affect Health and Education? Evidence from School-based Health Center Openings.* Co-author: RANDALL REBACK, Barnard College, LEIGH WEDENOJA, Cornell University

9.09 - Building Fiscal and Policy Capital in the Age of Budget Cuts

Room: Conference Room 9, Third Floor

Chair: IRIS BOND-GILL, Office of the State Superintendent of Education

Fiscal and policy leaders share best practices on how campus, district and state leaders can maximize financial resources in an era of budget cuts and sequestration. These thought leaders offer engaging and timely discussion that will guide your approach to navigating fiscal and policy implications in an era of decreasing resources. Panelist shares how to implement cross cutting strategies in schools, districts and states, alike.

SESSION X – Saturday, March 15: 11:30-1:00

10.01 - Teach For America's Impact

Room: Conference Room 7, Third Floor

HANLEY S. CHIANG, Mathematica Policy Research. ***Supplying Disadvantaged Schools with Effective Teachers: Experimental Evidence on Secondary Math Teachers from Teach For America***. Co-author: MELISSA A. CLARK, Mathematica Policy Research, SHEENA MCCONNELL, Mathematica Policy Research

BEN BACKES, American Institutes for Research. ***Examining Spillover Effects from Teach For America Corps Members in Miami-Dade County Public Schools***. Co-author: MICHAEL HANSEN, American Institutes for Research, VICTORIA BRADY, American Institutes for Research, ZEYU XU, American Institutes for Research

ROLF STRAUBHAAR, University of California, Los Angeles. ***The Perceived Role of the Teach For America Program on Teachers' Long-Term Career Aspirations***. Co-author: MICHAEL A. GOTTFRIED, University of California Santa Barbara.

10.05 State Higher Education Finance

Room: Conference Room 6, Third Floor

JOHN FOSTER, Southern Illinois University. ***Ethnic Diversity and State Financial Support for Higher Education***. Co-author: JACOB FOWLES, University of Kansas

NICHOLAS W. HILLMAN, University of Wisconsin. ***The effectiveness of higher education performance funding***. Co-author: DAVID TANDBERG, Florida State University, ALISA HICKLIN, University of Oklahoma

BRADLEY CURS, University of Missouri. ***Institutional expenditures and state merit-based financial aid***. Co-author: JASON EVANS, University of Missouri

MICHAEL K. MCLENDON, Southern Methodist University. ***"New Players" in the State Political Economy of Higher Education: How Representational Aspects of State Legislatures Influence Public Spending on Higher Education***. Co-author: SARAH GUTHERY, Southern Methodist University

10.08 - Out of School

Room: Conference Room 5, Third Floor

AMY ELLEN SCHWARTZ, New York University. ***The Short-term Impacts of Summer Employment on Academic Performance***. Co-author: JACOB LEOS-URBEL, Claremont Graduate University, MEGAN SILANDER, New York University

SETH GERSHENSON, American University. ***The Economics of Summer Learning Loss***. Co-author: MICHAEL S. HAYES, American University

LORA COHEN-VOGEL, UNC-Chapel Hill. ***Extended Instructional Time: A Narrative Review of Double-dosing Strategies***. Co-author: BROOKE MIDKIFF, UNC-Chapel Hill, CHRIS HARRISON, UNC-Chapel Hill

Texas Focused Papers

Below is a list of papers that feature Texas-based authors or include presentations that feature data from Texas.

Session number	Day/Time	Room	Title	Presenter	TX-focused study	TX-based author
2.05	TH/2:45	Conf. Rm. 8	Does increased Physical Education Funding Reduce Overweight and Increase Test Scores? An Evaluation of Texas Fitness Now.	Paul von Hippel	X	X
2.11	TH/2:45	Conf. Rm. 6	The Path to Timely Completion: Supply And Demand-Side Policy Analyses of Time to Degree	Jane Arnold Lincove		X
4.01	FRI/8a	Conf. Rm. 11	Financial Incentives to Promote Teacher Retention: An Exploratory Study of the Florida Critical Teacher Shortage Program	Li Feng		X
4.04	FRI/8a	Conf. Rm. 9	Charter Schools and Progress Scores: Does Representative Bureaucracy Work When the Rules Change?	Paige C. Perez		X
4.05	FRI/8a	Conf. Rm. 10	Training Teachers for Profit or Prestige: An Analysis of a Diverse Market	Jane Arnold Lincove		X
4.08	FRI/8a	Conf. Rm. 6	Transfer and Time to Degree: A Quasi-Experimental Study of Credits, Preparation, and Pace	Jenna Cullinane		X
5.01	FRI/9:45a	Conf. Rm. 14	Public School Teacher Mobility: Application of the Bayesian Poisson Pseudo-Maximum Likelihood Estimator	Li Feng		X
5.04	FRI/9:45a	Conf. Rm. 7	Using Teacher Value-added Estimates to Test the Relationship between Collective Bargaining Agreements and the “Teacher Quality Gap”	Li Feng		X
6.10	FRI/1:15p	Conf. Rm. 14	Tests, Courses, and High School Quality: Using College Readiness Indicators to Predict College Success	Sandra Black		X
Poster Session	FRI/4:45p	Salon F – 12.	A Discussion of Budget-Maximization Theory and Economic Efficiency Comparisons Among Texas Public School Districts	Anthony Rolle	X	
Poster Session	FRI/4:45p	Salon F – 20.	School Resources and Dropout Rate in Texas	Bryce Cashell	X	X
Poster Session	FRI/4:45p	Salon F – 60.	Who Votes for (or against) School Choice? Evidence from Texas	Michael McShane	X	
Poster Session	FRI/4:45p	Salon F – 61.	Effect of Alternatively Certified Teachers On Performance of Texas Public Schools	Michael Villarreal	X	X
Poster Session	FRI/4:45p	Salon F – 62.	Heterogeneous Impacts of Need-based Student Financial Aid: Exploiting a Natural Experiment to Estimate Effects of Receiving Need-Based Grant Aid	Michael Villarreal		X

Poster Session	FRI/4:45p	Salon F – 80.	The Effect of Test Score Reliability on Student Learning Objectives Assessment	Shuqiong Lin		X
8.03	SAT/8a	Conf. Rm. 10	Home Equity Credit and Unequal College Access: Evidence from Texas	Harold Stolper	X	
8.10	SAT/8a	Salon L	The Role of Work in the College Experiences of First-Generation Hispanic Students	Anne-Marie Nunez		X
8.11	SAT/8a	Conf. Rm. 6	At What Point Do Schools Fail to Meet Adequate Yearly Progress and What Factors are Most Closely Associated with Their Failure? A Survival Model Analysis	Penny L. Pruitt		X