

ELIZABETH HUFFAKER

Stanford University, Graduate School of Education
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EDUCATION

- Ph.D. Education Policy, Stanford University, Exp. 2024
- M.A. Economics, Stanford University, 2022
- M.A. Education Policy, Teachers College, Columbia University, 2019
- B.A. Mathematical Economic Analysis & Philosophy, Rice University, 2013

RESEARCH INTERESTS

Education Policy | Economics of Education | K-12 Policy | Math Education | Academic Pathways

GRANTS AND FELLOWSHIPS

Stanford Graduate Fellowship	~\$180,000	2021-
Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis	~\$60,000	2019-2021
TC Scholarship at Teachers College, Columbia University	~\$14,000	2017-2018

WORKING PAPERS

Dee, T., **Huffaker, E.**, Phillips, C., & Sagara, E. (2021). [The revealed preferences for school reopening: Evidence from public-school disenrollment \(No. w29156\)](#). National Bureau of Economic Research.

MANUSCRIPTS IN PROGRESS

Huffaker, E., Novicoff, S. & Dee, T. S., (2022). Delayed stratification? Student math trajectories following district detracking.

Dee, T. S. & **Huffaker, E.** (2022). Building equitable math pathways: evidence from the Algebra Initiative.

CONFERENCE PRESENTATIONS

- 7th IZA Workshop on the Economics of Education, Virtual 2022
Dee, T. S. & **Huffaker, E.*** “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”
- The Society for Research on Educational Effectiveness 2022 Conference, Washington, D. C. 2022
Dee, T. S. & **Huffaker, E.*** “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”
- Association for Education Finance and Policy Annual Conference, Denver, CO 2022
Dee, T. S. & **Huffaker, E.*** “Building Equitable Math Pathways: Evidence from the Algebra Initiative.”
- Association for Education Finance and Policy Annual Conference, Virtual 2021
Huffaker, E. & Moyer, A.* “Preliminary Evidence on the Role of Gender and Family Structure in Changes to the Teacher Labor Force During COVID-19.”
- *Denotes presenter

RESEARCH

- Stanford Sequoia K-12 Research Collaborative, Stanford Graduate School of Education 2021-
Researcher
- Center for Education Policy Analysis, Stanford Graduate School of Education 2019-
Advisor: Dr. Thomas S. Dee
- Department of Education Policy and Social Analysis, Teachers College, Columbia University in Collaboration with the Harvard Center for Education Policy Research 2018-2021
Research Assistant, Dr. Sarah Cohodes
- Survey Research Initiative, Teachers College, Columbia University 2018-2019
Research Associate, Dr. Priscilla Wohlstetter
- ARC Financial, Calgary, AB 2012
Economic Research and Analysis Intern, Office of Chief Energy Economist Peter Tertzakian

TEACHING

- Stanford University, Graduate School of Education
Causal Inference in Quantitative Educational and Social Science Research
Teaching Assistant 2021, 2022
Syllabus Consultant 2021
- Mathematics Bootcamp for Incoming Graduate Students 2020, 2021, 2022
Instructor

Teachers College, Columbia University Data Analysis for Policy and Decision Making I <i>Course Assistant</i>	2018
Spring Woods High School, Spring Branch Independent School District <i>Teacher</i> , AP Calculus AB and BC, Calculus, Pre-Calculus, Algebra II <i>Instructional Coach</i> , Math Department	2013-2017 2016-2017

LEADERSHIP AND SERVICE

Student Mentor, Stanford Graduate School of Education	2022
Student Representative, Stanford Graduate School of Education Colloquium Series	2022
Reviewer, Journal of Policy Analysis and Management	2021
Executive Board Member, QueerTC at Teachers College, Columbia University	2018-2019