

C. Kevin Fortner

Educational Policy Studies
College of Education &
Human Development
Georgia State University
PO Box 3977
Atlanta, GA 30302-3977

422 College of Education
Building
30 Pryor Street
(404) 413-8275
cfortner2@gsu.edu

Academic Work Experience

Associate Professor of Research, Measurement, and Statistics, Educational Policy Studies,
College of Education & Human Development, Georgia State University, April 2018 –
present.

Assistant Professor of Research, Measurement, and Statistics, Educational Policy Studies,
College of Education & Human Development, Georgia State University, 2012 – 18.

Affiliated Faculty, Education Policy Initiative at Carolina (EPIC), Carolina Institute for
Public Policy, University of North Carolina at Chapel Hill, August 2012 – present.
Urban Child Study Center, Georgia State University, Fall 2015 – present. Georgia
Policy Labs, Georgia State University, Fall 2017 – present.

Limited Term Visiting Assistant Professor, Educational Policy Studies, College of
Education, Georgia State University, July 2011 – July 2012.

Senior Research Associate, Carolina Institute for Public Policy, September 2007 – July 2012.

Education & Awards

Ph.D. in Public Policy (Concentration in Policy Analysis and Program Evaluation), Georgia
Institute of Technology and Georgia State University, Atlanta, Georgia, December
2010.

Dissertation Topic: – Within Classroom Peer Effects and Tracking: Assessing the Impact
of Classroom Peer Variation and Ability Tracking with Disaggregated High School Data.

- *Committee Chair:* Gary T. Henry
- *Dean's Fellowship Recipient:* 2004-2007
- *Outstanding Doctoral Student in Public Policy Award:* April 2008

M.P.A., University of North Carolina - Greensboro, December 2003.

B.I.S., Georgia State University, December 1997.

Refereed Journal Articles Published

- Bastian, K. C. and Fortner, C. K. (forthcoming). Is Less More? Subject-Area Specialization and Outcomes in Elementary Schools. *Education Finance and Policy*.
- Swars Auslander, S., Hughes, P., Stinson, D., and Fortner, C.K. (forthcoming). Elementary Teachers' Mathematical Beliefs and Mathematics Anxiety: How do They Shape Instructional Practices? *School Science and Mathematics*.
- Ribando, S. J., Slade, C. P., and Fortner, C. K. (forthcoming). Apples to Apples? Comparing University Consolidations. *Georgia Journal of Public Administration*.
- Fortner, C. K. and Jenkins J. M. (2018). Is delayed school entry harmful for children with disabilities? *Early Childhood Education Quarterly*, 44, 170-180.
- Ribando, S. J., Slade, C. P. and Fortner, C. K. (2017). Once More into the Breach: Examining the Human Capital Impact of a University Consolidation over Time. *Innovative Higher Education*.
- Fortner, C. K. and Jenkins J. M. (2017). Kindergarten Redshirting: Motivations and Spillovers using Census-level Data. *Early Childhood Education Quarterly*, 38, 44-56.
- Bastian, K.C., Fortner, C. K., Chapman, A., Fleener, J., McIntyre, E. and Patriarca, L. (2016). Data Sharing to Drive the Improvement of Teacher Preparation Programs. *Teachers College Record*, 118:12, 1-29.
- Slade, C. P., Ribando, S. J. and Fortner, C. K. (2016). Faculty Research Following Merger: A Job Stress and Social Identity Theory Perspective. *Scientometrics*, 107:1, 71-89.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2015). Learning by Doing: The Characteristics, Effectiveness, and Persistence of Teachers Who Were Teaching Assistants First. *Teachers College Record*, 117:11, 1-30.
- Eger, R. J., Fortner, C. K., and Slade, C. P. (2015). The Policy of Enforcement: Red Light Cameras and Racial Profiling. *Police Quarterly*, 18:4, 397-413.
- Li, H., Fortner, C. K., and Lei, X. (2015). Relationships between the Use of Test Results and U.S. Students' Academic Performance. *School Effectiveness and School Improvement*, 26:2, 258-278.
- Henry, G. T., Bastian, K. B., Fortner, C. K., Kershaw, D. C., Purtell, K. M., Thompson, C. L., and Zulli, R. A. (2014). Teacher Preparation Policies and their Effects on Student Achievement. *Education Finance and Policy*, 9:3, 264-303.

- Henry, G. T., Purtell, K.M., Bastian, K. B., Fortner, C. K., Thompson, C. L. Campbell, S., and Patterson, K.M. (2014). The Effects of Teacher Entry Portals on Student Achievement. *Journal of Teacher Education*, 65:1, 7-23.
- Winkler, C. K., Fortner, C. K., and Baugh-Harris, S. (2013). Overcoming Educational Challenges to Women Living in At-Risk Communities through Urban Debate. *Forum on Public Policy Online*, 2013:1.
- Henry, G. T., Fortner, C. K., and Bastian, K. B. (2012). The Effects of Experience and Attrition for Novice High School Science and Mathematics Teachers. *Science*, 335:11, 1118-21.
- Eger, R. J., Fortner, C. K., Hepburn, V. A., and Slade, C. P. (2011). Does Institutional Structure Effect Public Health Expenditures? *Public Budgeting and Finance*, 34:1, 136-147.
- Henry, G. T., Bastian, K.B., and Fortner, C. K. (2011). Stayers and Leavers: Early-Career Teacher Effectiveness and Attrition. *Educational Researcher*, 40:6, 271-280.
- Henry, G. T., Fortner, C. K., and Thompson, C. L. (2010). Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement. *Educational Evaluation and Policy Analysis*, 32:2, 183-204.

Papers Under Review

- Ribando, S., Slade, C.P., Fortner, C.K. Status, stress and fit: Comparing the initial impact of two university consolidations on faculty. *Public Performance & Management Review*.

Working Papers

- Fortner, C. K. and Henry, G. T. High School Tracking: A Method for Identification of Ability Tracking Implementation and Estimated Effects.
- Leroux, A J., Fortner, C. K., and Li, H. Impacts of Classroom Characteristics on Teacher Observation Ratings from Multiple Raters: Cross-Classified Random Effects Modeling.

Published Reports & Policy Briefs

- Bastian, K. C. and Fortner, C. K. (2016). *Which Credentials Predict the Performance of Early Grades Reading Teachers?* University of North Carolina, Chapel Hill, NC.
- Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report – Finance Supplement*. Georgia State University, Atlanta, GA.
- Fortner, C. K., Berryman, A. F., and Keehn, G. K. (2014). *Atlanta Public Schools Equity Audit Report*. Georgia State University, Atlanta, GA.
- Fortner, C. K., and Berryman, A. F. (2012). *Forecasting the Under-5 Population in Georgia Counties*. Georgia State University, Atlanta, GA.
- Henry, G. T., Thompson, C. L., Bastian, K. C., Fortner, C. K., Kershaw, D. C., Marcus, J. V., and Zulli-Lowe R. (2011). *UNC Teacher Preparation Program Effectiveness Report*. University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Thompson, C. L., Fortner, C. K., Bastian, K. C., and Marcus, J. V. (2011). *Technical Report: UNC Teacher Preparation Program Effectiveness Report*. University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Bastian, K.B., and Fortner, C. K. (2011). *Gains in novice teacher effectiveness: On-the-job development or less effective teachers leaving?* University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Thompson, C. L., Bastian, K. C., Fortner, C. K., Kershaw, D. C., Purtell, K. M., and Zulli-Lowe R. (2010). *Portal Report: Teacher Preparation and Student Test Scores in North Carolina*. University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Thompson, C. L., Fortner, C. K., Purtell, K. M., Zulli-Lowe R., and Kershaw, D. C. (2010). *Technical Report: The Impact of Teacher Preparation on Student Learning in North Carolina Public Schools*. University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Thompson, C. L., Fortner, C. K., Zulli-Lowe R., and Kershaw, D. C. (2010). *The Impact of Teacher Preparation on Student Learning in North Carolina Public Schools*. University of North Carolina, Chapel Hill, NC.
- Henry, G. T., Thompson, C. L., Fortner, C. K., and Zulli-Lowe R. (2009). *The Impact of the Disadvantaged Student Supplemental Fund on Middle School Student Performance in Pilot Districts*. University of North Carolina, Chapel Hill, NC.

Henry, G. T., Thompson, C. L., Fortner, C. K., Rickman, D. K., and Zulli-Lowe R. (2008). *The Impact of the Disadvantaged Student Supplemental Fund on High School Student Performance in Pilot Districts*. University of North Carolina, Chapel Hill, NC.

Henry, G. T., Thompson, C. L., Rickman, D. K., and Fortner, C. K. (2007). *Improving Teacher Quality in the DSSF Pilot Districts: A Comparison of Progress from 2004-05 to 2005-06*. University of North Carolina, Chapel Hill, NC.

Henry, G. T., Thompson, C. L., Rickman, D. K., Fortner, C. K., and Dean, K. M. (2007). *First Report of the Evaluation of the Disadvantaged Student Supplemental Fund (DSSF)*. Georgia State University, Atlanta, GA.

Henry, G. T., Rickman, D. K., Fortner, C. K. and Henrich, C. C. (2005). *Report of the Findings from Georgia's Third Grade Retention Policy*. Georgia State University, Atlanta, GA.

Conference Papers and Presentations

Fortner, C. K., Bastian, K. C., and Caton, K. (2019). Subject-area Specialization and Teacher Retention: An Elementary School Story. Paper presented at the Association for Educational Finance and Policy Conference in Kansas City, MO.

Jenkins, J. M., and Fortner, C. K. (2019). A Natural Experiment to Estimate Redshirting Effects. Paper presented at the Association for Educational Finance and Policy Conference in Kansas City, MO.

Patton-Terry, N., Clay, J., Fortner, C. K., and Bingham, G. E. (2018). Atlanta 323: Partnerships for Early Education Readiness and Achievement From Age 3 to Grade 3. Presentation at the American Educational Research Association Conference, New York, NY.

Bastian, K.C., and Fortner, C. K. (2018). Is Less More? Outcomes for Subject-Area Specialists in Elementary Grades. Paper presented at the Association of Educational Finance and Policy Conference, Portland, OR.

Leroux, A J., Li, H., and Fortner, C. K. (2017). Impacts of Classroom Characteristics on Teacher Observation Ratings from Multiple Raters: Cross-Classified Random Effects Modeling. Paper presented at the American Educational Research Association Conference, San Antonio, TX.

Fortner, C. K., Li, H., Webb, M, and Lei, X. (2016). Classroom Composition and Observational Ratings: Do classroom characteristics predict ratings? Paper presented at the American Educational Research Association Conference, Washington, DC.

- Fortner, C. K. and Jenkins J. M. (2016). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Washington, DC.
- Fortner, C. K. and Jenkins J. M. (2015). Is delayed school entry harmful for children with disabilities? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Miami, FL.
- Fortner, C. K. and Jenkins J. M. (2015). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Li, L., Fortner, C. K., Qin, Q., and Lei, X. (2015). An Examination of Teachers' Assessment Practices in the US: Evidence from the TIMSS. Paper presented at the American Educational Research Association Conference, Chicago, IL.
- Fortner, C. K. and Jenkins J. M. (2014). Will increasing the kindergarten birthdate cutoff improve student test score outcomes? Evidence from North Carolina. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Albuquerque, NM.
- Henry, G. T., Fortner, C. K. and Megan-White, C. (2014). How long will she be around?: Estimating Teaching Persistence Based on Training. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Fortner, C. K., Bastian, K. C., Kershaw, D. C., and Lynn H. H. (2014). Co-Pilot to Pilot: Are Former Teaching Assistants a Better Hire? Paper presented at the Association of Educational Finance and Policy Conference, San Antonio, TX.
- Li, H., Fortner, C. K., and Lei, X. (2013). How are School Assessment and Accountability Policies Related to Student Performance?: Comparison of the U.S., Canada, Shanghai-China, and Korea. Poster presented at the American Educational Research Association Conference, San Francisco, CA.
- Fortner, C. K. and Jenkins, J. M. (2012). Kindergarten Redshirting: Assessing Incidence and Impacts. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Baltimore, MD.
- Henry, G. T., Bastian, K. B., and Fortner, C. K. (2012). Returns to Experience in Secondary Grades Science Courses: Examining Estimation Strategies and Explanations for Variability. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Baltimore, MD.
- Fortner, C. K. and Berryman, A. F. (2012). *Cutting Back: NBC Teachers and the Impact of Reduced Supplements*. Poster presented at the Association for Educational Finance and Policy Annual Conference, Boston, MA.

Fortner, C. K. and Henry, G. T. (2010). *High School Tracking: The Effects of Tracking on Student Achievement with Tests of Mediation*. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Boston, MA.

Fortner, C. K., Henry, G. T., and Thompson, C. L. (2009). *Targeted Funding for Educationally Disadvantaged Students: A Regression Discontinuity Estimate of the Impact on High School Student Achievement*. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Washington, DC.

Thompson, C. L., Henry, G. T., and Fortner, C. K. (2009). *Regression Discontinuity within a Slopes as Outcomes Mode: Estimating the Impact of an Educational Funding Intervention on Middle School Student Achievement Growth*. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Washington, DC.

Fortner, C. K. (2008). *School Organization and High School Transition: Estimating Impacts on Student Outcomes*. Paper presented at the American Education Finance Association Conference, Denver, CO.

Fortner, C. K. (2007). *Impacts of the North Carolina Disadvantaged Student Supplement Fund on High School Student Achievement*. Paper presented at the American Evaluation Association Conference, Baltimore, MD.

Fortner, C. K. and Henry, G.T. (2007). *School Organization and High School Transition: Estimating Impacts on Student Outcomes*. Poster presented at the Association for Public Policy Analysis and Management Fall Conference, Washington, DC.

Eger, R. J., Fortner, C. K., and Slade, C. P. (2007). *Policy of Enforcement: Red Light Cameras and Racial Profiling*. Poster presented at the Transportation Research Board Annual Meeting, Washington, D.C.

Eger, R. J., Fortner, C. K., Hepburn, V. A., Kim, J., and Slade, C. P. (2006). *Public Health Districts and Bureaucratic Cost Efficiency: A Needed Level of Government or Potential Barrier to Financial Performance*. Paper presented at the Association for Budgeting and Financial Management Fall Conference, Atlanta, GA.

Henry, G. T., Rickman, D. K., and Fortner, C. K. (2006). *Outcomes and Quality of Alternative Early Education Policies*. Paper presented at the Midwest Political Science Association Conference, Chicago, IL.

Eger, R. J., Fortner, C. K., and Slade, C. P. (2005). *The Policy of Enforcement: Red Light Cameras and Law Enforcement Officers*. Paper presented at the Association for Public Policy Analysis and Management Fall Conference, Washington, DC.

Fortner, C. K. (2005). *Can States End Social Promotion?: District Level Effects and High-Stakes Testing*. Paper presented at the PAUS Student Seminar Series, Atlanta, GA.

Teaching

EPRS 7900 – Methods of Research in Education: Graduate course, Fall 2013, Spring 2014, Fall 2014, Fall 2015, Fall 2016, Spring 2017 (online), Fall 2017

EPRS 8540 – Quantitative Methods and Analysis in Education II: Graduate course, Spring 2013, Spring 2016

EPRS 8550 – Quantitative Methods and Analysis in Education III: Graduate course, Fall 2015

EPRS 8620 – Educational Evaluation / Program Evaluation I: Graduate course, Spring 2012, Summer 2012 (Ed. D. cohort students), Spring 2016, Spring 2017, Fall 2017; Fall 2018

EPS 8360 – Educational Policy Making and Analysis: Graduate course, Fall 2011, Fall 2012, Spring 2015, Spring 2019

PAUS 4091 - Workshop in Public Policy: Undergraduate course, Spring 2006

Teaching Interests: Quantitative Methods, Policy Analysis, Program Evaluation, Education Policy

Dissertation Committee Chair/Advisor:

Anita Faust Berryman – EPS Ph.D. – Graduated December 2014

Adrian Gibson (A&S Music) – Graduated December 2015

Rachel Patterson – EPS Ph.D. – Graduated Summer 2019

Katelyn Caton – EPS Ph.D. – pre-comps

Janelle Clay – EPS Ph.D. – pre-comps

Kimberly Richardson – EPS Ph.D. – pre-comps

Dissertation Committee Member:

Chris Bell – Ph.D. Completed 2014

Jeffrey Dillard – Ed.D. Completed 2015

Edward Lindenkugel – Ed.D. Completed 2015

Qualyn McIntyre – Ed.D. Completed 2015

Pamela Hughes – Ph.D. Completed 2015

Taneisha Lee – Ph.D. Completed 2016

Xiaoxuan Lei – Ph.D. Completed 2016

Jieru Chen – Ph.D. (EPS) Completed 2017

Jarod Apperson – Ph.D. (Economics) Completed 2018

Amanda Moll – Ph.D. (EPS) Completed 2018

Julian Allen – Ph.D. (CEHD) Completed 2018

Amber Mason – Ph.D. (EPS) Completed 2019

Qi Qin – Ph.D. (EPS) Completed 2019
Carycruz Bueno – Ph.D (Economics) Completed 2019

Olufunmilayo Adeolu-adu Adesesan – Ph.D. (EPS)
Jodye Calloway – Ed.D. (EPS)
Monisola Olubuyide – Ph.D. (CEHD)
Alexandra Pettyman – Ph.D. (Economics)
Ken Zeff – Ed.D. (EPS)

Master’s Advisees:

Xiaoyun Zhang – Graduated 2015
Nardos Ghebream – Graduated 2016
Wade Hanse – (Thesis) Graduated 2016
Kimberly Richardson – (Thesis) Graduated 2018
Shannon Young – Graduated 2019

Jamie Pasley
Dylan Stone-Miller

Master’s Thesis Committee:

Brianna Williams – Completed 2015

External Funding

Principal Investigator Roles:

City Schools of Decatur Research and Evaluation Partnership. (January 2017 – December 2018). \$92,811 funded by the City Schools of Decatur. I serve as the principal investigator on a project providing evaluation services to the City Schools of Decatur. This project collects both qualitative and quantitative evidence from a wide range of stakeholders concerning the provision of the spectrum of special education services provided by the district to students.

Equity Audit for Atlanta Public Schools (Project No. SP00011593). (March – June, 2014). \$26,760 funded by Atlanta Public Schools. I served as the principal investigator on a project to execute an equity audit comparing the characteristics of students, classrooms, schools, and neighborhood characteristics across schools in the APS system. This project provided funding for two full-time PhD level Graduate Research Assistants.

Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning (Contract No. 46900-621-V14GSU026). (January – July 2014). \$10,729 funded by the State of Georgia. I served as the principal investigator on the project

providing consultation on methodology used to assess questions of interest to DECAL program and evaluation staff, train staff on the use of Stata statistical software, the use of GIS software to address questions of interest to policymakers and DECAL staff, and to develop a working paper to disseminate findings from the collaborative project.

Statistical Evaluation, Consultation, and Training with Georgia Department of Early Care and Learning. (Project No. SP00010871). (April 2012 – May 2013). \$19,000 funded by the State of Georgia. I served as the principal investigator on the project which provided population forecasts for Georgia residents under age 5 by county and year of age for a five-year period, additional statistical consulting, and GIS training.

Co-Principal Investigator and Co-Investigator Roles:

External Evaluator: Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C (2018 – 2021). \$450,000 funded by US Department of Education. Co-PI on a project to conduct a comprehensive evaluation of the Striving Readers Grant in the state of Georgia.

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (October 2017-September 2020). Approximately \$431,982 funded by US Department of Education - Partnerships and Collaborations Focused on Problems of Practice or Policy Program: Researcher-Practitioner Partnerships in Education Research, CFDA84.305H. I serve as a co-principal investigator on this proposal to organize an integrated longitudinal data system to connect student records of pre-K experiences and link these records to K-12 outcomes for Atlanta Public School students. Research activities will compare pre-K and kindergarten readiness and K-3 achievement across students and explore what components of readiness predict K-3 achievement.

Atlanta 323: Partnership for School Readiness and Achievement from Age 3 to Grade 3 (January 2017 – December 2019). \$400,000 funded by the Spencer Foundation. Co-PI on a project to continue the establishment of a research alliance between Atlanta Public Schools (APS) and Georgia State University focused on APS's preschool to 3rd grade early childhood system. The project supports the development of a research database linking preschool experiences data to K-3 data for students to facilitate programmatic and policy improvements, conduct additional research studies, and engage additional pre-K providing partner organizations in the preschool space serving APS kindergarten.

The YMCA – Read Right Project. (2011 – 2017). \$923,238 funded by The Metro Atlanta YMCA, the United Way of Greater Atlanta, and the Woodruff Foundation. Co-investigator on this project to assess the effectiveness of early childhood education classrooms on a variety of socio-emotional and academic outcomes and improve the provision of student performance data to program staff for the purposes of program improvement.

Urban Child Study Center Data Management. (Summer, 2016). Funded through three Urban Child Study Center grants (“Sheltering Arms Early Education and Family Centers – Read

Right from the Start Project,” “The Kindergarten Plus Project,” and “Educare Atlanta Local Evaluation Partner”) to oversee the creation of a new data management strategy to facilitate increased capacity for peer reviewed research productivity. This project will improve the organization, documentation, and processes surrounding data collected by the center.

Language and Literacy Seed Grant. (September, 2014). Co-investigator on a successfully funded internal grant from Georgia State University. This project funded access to the Measures of Effective Teaching dataset and investigations using this data to focus on outcomes for students identified in the dataset as English language learners.

Boston Debate League Evaluation. (Project No. SP00010693). (May 2010 – December 2012). \$29,793 funded by Boston Debate League. Co-investigator on project to provide evidence regarding the effectiveness on a variety of student test score outcomes and student engagement measures for students participating in urban debate league programs in the Boston Public Schools.

Atlanta Debate League: Evaluation. (Project No. SP000I3604). (September 2007 – June 2014). \$150,000 funded by Atlanta Housing Authority. I joined this project in progress and conducted program evaluation activities using data from Atlanta Public Schools and debate participation evidence collected by program implementers.

Teacher Quality Research Project. (2008 – 2014). \$1,476,164 funded by the University of North Carolina General Administration. I supervised numerous graduate students working on the project and directed the construction of a longitudinal database integrating data across schools, teachers, and students for the entire state of North Carolina. My role also included authorship roles on numerous reports and publications related to the Teacher Quality Research Project.

Evaluation of North Carolina’s Disadvantaged Student Supplemental Fund. (2006 – 2008). \$1,262,000 funded by the North Carolina Department of Public Instruction. I executed the construction of a longitudinal database integrating data across schools, teachers, and students across the state of North Carolina in order to study the effectiveness of the NC Disadvantaged Student Supplemental Fund. My role included authorship roles on reports related to the study and an academic publication utilizing a regression discontinuity design to estimate the effectiveness of the program.

A Study of the Implementation of Georgia’s Third Grade Retention Policy and Remediation Activities. (2004 – 2005). \$100,000 funded by the Georgia Department of Education.

Impacts of Research on State-level Higher Education Policy. (2004 – 2005). \$277,341 funded by the Lumina Foundation for Education.

External Funding Projects Under Review:

Media Mentions and Coverage

Hicks, V. and Suggs, E. (2015, April 29). The complicated role of race in the APS case. Print and online: <http://www.myajc.com/news/news/local/the-complicated-role-of-race-in-the-aps-case/nk56G/>

Bloom, M. (2014, June 24). Study: Inequities abound in Atlanta Public Schools. Print and online: <http://www.myajc.com/news/news/local-education/study-inequities-abound-in-atlanta-public-schools/ngRnR/>.

Professional Activities and Affiliations

Reviewer	American Journal of Evaluation American Education Research Journal American Educational Research Association Annual Conference Submissions Educational Researcher Evaluation and Program Planning Learning and Individual Differences Journal of Research on Educational Effectiveness Journal of Research in STEM Education Social Psychology of Education
Session Chair	2017 AERA Annual Research Conference (three sessions) 2016 AERA Annual Research Conference (two sessions)
Discussant	2018 AERA Annual Research Conference 2014 AEFPP Annual Conference 2012 APPAM Fall Conference 2011 APPAM Fall Conference
Member	American Educational Research Association Association for Education Finance and Policy Association for Public Policy Analysis and Management
Service	Georgia State University Internal Grant Review Panel (January 2017 – Present) College of Education and Human Development Strategic Planning Committee (Fall 2016 – 2018) Atlanta Education Research Board (2014 - 2016) College of Education Faculty Affairs Committee (Fall 2015 – 2017) Educational Policy Studies Research and Scholarship Committee (Fall 2016 – Present) (Committee Chair)

Educational Policy Studies Faculty Affairs Committee (Fall 2015 – 2017)
College of Education and Human Development Research and Scholarship
Committee (January 2013 – Spring 2015; Secretary Fall 2013 – Spring 2015;
Fall 2018 – Present; Secretary Fall 2018 – Present))
Educational Policy Studies Student Affairs Committee (Fall 2012 – Fall 2016)
Educational Policy Studies Research and Scholarship Committee (January
2013 – Spring 2015)
Invited Speaker – US Department of Education: Roundtable Discussion on
Teacher Preparation and College Completion (May, 2011)

Prof. Service

Quality Rated Validation Committee – Georgia Department of Early Care and
Learning (2017 – Present)
Reviewer for Submissions for the 2019 AERA Annual Conference (Division
L; SIG - Data-Driven Decision Making in Education)
Reviewer for Submissions for the 2018 AERA Annual Conference (Divisions
K and L; SIG - Data-Driven Decision Making in Education)
Reviewer for Submissions for the 2017 AERA Annual Conference (Divisions
H, K, and L)
Reviewer for Submissions for the 2016 AERA Annual Conference (Divisions
H, K, and L)
Reviewer for Submissions for the 2015 AERA Annual Conference
Reviewer for Submissions for the 2014 AERA Annual Conference
Reviewer for Submissions for the Division H Outstanding Publications Award
for AERA (2014)

References

Available upon request