



NATIONAL CENTER for
ANALYSIS of **LONGITUDINAL DATA** in
EDUCATION RESEARCH

Tracking Every Student's Learning Every Year



AMERICAN INSTITUTES FOR RESEARCH®

6th Annual CALDER Research Conference

Cradle to College, Work, and Retirement: New CALDER Research
American Institutes for Research ♦ Conference Rooms B & C
1000 Thomas Jefferson St, Washington, DC 20007

Thursday, February 21, 2013

Day 1 – K-12 research

8:00 a.m. – 8:30 a.m.

Continental Breakfast

8:30 a.m.

Welcome

Jane Hannaway, American Institutes for Research/CALDER

8:30 a.m. – 10:45 a.m.

PANEL I: Early Investments in Student Learning

Chair: Jane Hannaway, CALDER/American Institutes for Research

Preschool Inputs:

“The Effects of Texas’s Targeted Pre–Kindergarten Program on Academic Performance”

Rodney J. Andrews, University of Texas at Dallas/CALDER

Paul Jargowsky, Rutgers University – Camden/CALDER

Kristin Kuhne, Communities Foundation of Texas

“The Effect of Poor Neonatal Health on Cognitive Development: Evidence from a Large New Population of Twins”

David Figlio, Northwestern University/CALDER

Jonathan Guryan, Northwestern University

Krzysztof Karbownik, Uppsala University

Jeffrey Roth, University of Florida/CALDER

Discussant: **Cory Koedel**, University of Missouri/CALDER

Early School Inputs: Teachers and Courses:

“School Based Accountability and the Distribution of Teacher Quality Among Grades in Elementary Schools”

Sarah C. Fuller, Duke University

Helen (Sunny) Ladd, Duke University/CALDER

“Algebra for 8th graders: Evidence on Its Effects from 10 North Carolina Districts”

Charles Clotfelter, Duke University/CALDER

Helen (Sunny) Ladd, Duke University/CALDER

Jacob Vigdor, Duke University/CALDER

Discussant: **Jim Wyckoff**, University of Virginia/CALDER

Questions from the Floor

10:45 a.m. – 11:00 a.m. Coffee Break

11:00 a.m. – 12:45 p.m. PANEL II: New Research on Teachers

Chair/Discussant: David Figlio, Northwestern University/CALDER

“Who Benefits from Pension Enhancements?”

Cory Koedel, University of Missouri/CALDER

Shawn Ni, University of Missouri

Michael Podgursky, University of Missouri/CALDER

“Portability of Teacher Effectiveness Across School Settings”

Zeyu Xu, American Institutes for Research/CALDER

Umut Özek, American Institutes for Research/CALDER

Matthew Corritore, American Institutes for Research/CALDER

“Investigating the Role of Human Resources in School Turnaround: A Decomposition of Improving Schools in Two States”

Michael Hansen, American Institutes for Research/CALDER

Questions from the Floor

12:45 p.m. – 1:45 p.m. Lunch Break

1:45 p.m. – 3:20 p.m. PANEL III: New Research on Training, Growing and Evaluating Teachers

Chair/ Discussant: Tim Sass, Georgia State University/CALDER

“Teacher Preparation Programs and Teacher Quality: Are There Real Differences Across Programs?”

Cory Koedel, University of Missouri/CALDER

Eric Parsons, University of Missouri

Michael Podgursky, University of Missouri/CALDER

Mark Ehlert, University of Missouri/CALDER

“Do First Impressions Matter? Improvements in Early Career Teacher Effectiveness”

Allison Atteberry, University of Virginia

Susanna Loeb, Stanford University/CALDER

Jim Wyckoff, University of Virginia/CALDER

“Selecting Growth Models for School and Teacher Evaluations”

Mark Ehlert, University of Missouri/CALDER

Cory Koedel, University of Missouri/CALDER

Eric Parsons, University of Missouri

Michael Podgursky, University of Missouri/CALDER

Questions from the Floor

3:20 p.m. – 4:45 p.m. Moderated Discussion I: Informing Policy: Evidence and Lack Thereof for the Equity and Excellence Commission

Russlynn Ali, Emerson Collective

Cynthia G Brown, Center for American Progress

Eric Hanushek, Stanford University/CALDER



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Friday, February 22, 2013

Day 2 – Postsecondary Research

8:30 a.m. – 9:00 a.m.

Continental Breakfast

9:00 a.m.

Welcome

Jane Hannaway, American Institutes for Research/CALDER

9:00 a.m. – 10:15 a.m.

PANEL IV: Postsecondary Attainment and Earnings

Chair/ Discussant: Dan Goldhaber, University of Washington/CALDER

“Just the Facts, Ma’am: Postsecondary Education and Labor Market Outcomes in the U.S.”

Harry Holzer, Georgetown University & American Institutes for Research/ CALDER

Erin Dunlop, American Institutes for Research / CALDER

“Heterogeneous Paths Through College: Detailed Patterns and Relationships with Graduation and Earnings”

Rodney J. Andrews, University of Texas at Dallas/CALDER

Jing Li, University of Tulsa

Michael F. Lovenheim, Cornell University

Questions from the Floor

10:15 a.m. – 12:00 p.m.

PANEL V: Diversifying Access: Financial Aid and Courts

Chair: Rodney Andrews, University of Texas at Dallas/CALDER

“Losing HOPE: Financial Aid and the Line Between College and Work”

Celeste Carruthers, University of Tennessee–Knoxville/CALDER

Umut Özek, American Institutes for Research/CALDER

“What Do Stafford Loans Actually Buy You? – The Effect of Stafford Loan Access on Community College Students”

Erin Dunlop, American Institutes for Research/CALDER

“Color-Blind Affirmative Action and Student Quality”

Kate Antonovics, University of California at San Diego

Ben Backes, American Institutes for Research/CALDER

Discussant: Tim Sass, Georgia State University/CALDER

Questions from the Floor

12:00 p.m. – 1:00 p.m.

Lunch Break

1:00 p.m. – 2:15 p.m.

PANEL VI: Moving Ahead in College?

Chair/ Discussant: Shanna Jagers, Teachers College, Columbia University

“Developmental Education in North Carolina Community Colleges”

Charles Clotfelter, Duke University/CALDER

Helen (Sunny) Ladd, Duke University/CALDER

Clara Muschkin, Duke University/CALDER

Jacob Vigdor, Duke University/CALDER

“How Much of a “Running Start” Do Dual Enrollment Programs Provide Students?”

Dan Goldhaber, University of Washington – Bothell/CALDER

James Cowan, University of Washington

Questions from the Floor

2:15 p.m. – 3:45 p.m.

Moderated Discussion II: *Postsecondary Findings: Implications for Further Research and Policy*

Harry Holzer, CALDER/Georgetown University

Charles Clotfelter, CALDER/ Duke University

Mark Schneider, American Institutes for Research

Tom Weko, US Department of Education