

MIMI ENGEL

UNIVERSITY OF COLORADO
SCHOOL OF EDUCATION
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AREAS OF SPECIALIZATION IN EDUCATIONAL POLICY & PROGRAM EVALUATION

Improving opportunities to learn for traditionally underserved students through research in areas including: early childhood education and kindergarten; mathematics teaching and learning; urban education; teacher labor markets; contextual influences on students

PROFESSIONAL EXPERIENCE

- 2017-present Associate Professor, Research & Evaluation Methodology, School of Education, University of Colorado at Boulder
- 2009-2017 Assistant Professor of Public Policy and Education, Department of Leadership, Policy and Organizations, Peabody College of Vanderbilt University
- 1998-2002 Research Associate, Consortium on Chicago School Research, Chicago, IL
- 1995-1997 Project Coordinator, Youth Outreach Services, Chicago, IL
- 1993-1994 Case Manager/Counselor, The Fillmore Center for Human Services, Berwyn, IL

EDUCATION

- 2008 Northwestern University
Ph.D. in Human Development and Social Policy
- 1998 University of Chicago
A.M. in Social Service Administration
- 1993 University of Illinois at Urbana-Champaign
B.A. in History

AFFILIATIONS

- 2011-present Affiliate, Urban Education Lab, University of Chicago
- 2008-2014 Affiliate, Center for the Analysis of Pathways from Childhood to Adulthood, University of Michigan (Center ended in 2014)

AWARDS & FELLOWSHIPS

- 2014-2016 National Academy of Education/Spencer Postdoctoral Fellow
- 2010-2011 Ralph E. Powe Junior Faculty Enhancement Award, Oak Ridge Associated Universities
- 2008-2009 Institute of Education Sciences Post-Doctoral Fellow, Northwestern University
- 2003-2007 Institute for Policy Research Graduate Research Fellow, Northwestern University
- 2002-2003 Northwestern University Graduate Fellow

PEER-REVIEWED JOURNAL ARTICLES

*denotes Vanderbilt graduate students

Engel, M., Claessens, A., Watts, T.W., Stone, S.I. (2016). Socioeconomic Inequality at School Entry: A Cross-Cohort Comparison of Families and Schools. *Children and Youth Services Review*. 71, 227-232.

Engel, M., Claessens, A., Watts, T.W., & Farkas, G. (2016). Mathematics Content Coverage and Student Learning in Kindergarten. *Educational Researcher*. 45(5), 293-300.

Engel, M., & *Curran, F.C. (2016). Toward Understanding Principals' Hiring Preferences. *Journal of Educational Administration*. 54(2), 173-190.

Watts, T. W., Duncan, G.J., Chen, M., Claessens, A., Davis-Kean, P.E., Duckworth, K., Engel, M. Siegler, R., Susperreguy, M.I. (2015). The Role of Mediators in the Development of Longitudinal Achievement Associations in Mathematics and Reading. *Child Development*. 86(6), 1892-1907.

Engel, M., & *Finch, M.A. (2015). Staffing the Classrooms: How Urban Principals Find Teachers and Make Hiring Decisions. *Leadership and Policy in Schools*. 14(1), 12-41.

Claessens, A., Engel, M., & *Curran, F.C. (2015). The Effects of Maternal Depression on Child Outcomes during the First Years of Formal Schooling. *Early Childhood Research Quarterly*. 32(3), 80-93.

Duncan, G.J., Engel, M., Claessens, A., & Dowsett, C. (2014). Replication and Robustness in Developmental Research. *Developmental Psychology*. 50(11), 2417-2425.

Claessens, A., Engel, M., & *Curran, F.C. (2014). Academic Content, Student Learning, and the Persistence of Preschool Effects. *American Educational Research Journal*, 51(2), 403-434.

Engel, M., Jacob, B., & *Curran, F.C. (2014) New Evidence on Teacher Labor Supply. *American Educational Research Journal*, 51(1), 36-72.

Engel, M., Claessens, A., & *Finch, M.A. (2013). Teaching students what they already know? The (Mis)Alignment between mathematics instructional content and student knowledge in kindergarten. *Educational Evaluation and Policy Analysis*, 35(2), 157-178.

Claessens, A., & Engel, M. (2013). How important is where you start? Early mathematics knowledge and later school success. *Teachers College Record*, 115(6), 1-29.

Engel, M. (2013). Problematic Preferences? A Mixed Method Examination of What Principals Look for when Hiring Teachers. *Educational Administration Quarterly*, 49(1), 52-91.

Engel, M. (2012). The timing of teacher hires and teacher qualifications: Is there an association? *Teachers College Record*, 114(12), 1-29.

Cannata, M. & Engel, M. (2012). Does Charter Status Determine Preferences? Comparing the Hiring Preferences of Charter and Traditional Public School Principals. *Education Finance and Policy*, 7(4), 455-488.

Siegler, R.S., Duncan, G.J., Davis-Kean, P.E., Duckworth, K., Claessens, A., Engel, M., Susperrguy, M.I., & Chen, M., (2012). Precursors of High School Mathematics Achievement. *Psychological Science*, 23(7), 691-697.

Claessens, A., Duncan, G.J., & Engel, M. (2009). Kindergarten Skills and Fifth Grade Achievement: Evidence from the ECLS-K. *Economics of Education Review*, 28(4), 415-427.

Duncan, G.J., Dowsett, C.J., Claessens, A., Magnuson, K., Huston, A.C., Klebanov, P., Pagani, L., Feinstein, L., Engel, M., Brooks-Gunn, J., Sexton, H., Duckworth, K., & Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43(6), 1428-1466.

Stone, S.I., & Engel, M. (2007). "Same Old, Same Old? Students' Experiences of Grade Retention Under Chicago's Ending Social Promotion Policy." *American Journal of Education*, 113(4), 605-634.

Stone, S.I., Engel, M., Nagaoka, J., & Roderick, M. (2005). "Getting it the Second Time Around: Student Classroom Experience in Chicago's Summer Bridge Program." *Teachers College Record*, 107(5), 935-957.

Roderick, M. & M. Engel. (2001) "The Grasshopper and The Ant: Motivational Responses of Low Achieving Students to High-Stakes Testing." *Educational Evaluation and Policy Analysis*, 23(3), 197-227.

OTHER JOURNAL ARTICLES

Engel, M. & Cannata, M. (2015) Localism and Teacher Labor Markets: How Geography and Decision-Making May Contribute to Inequality. *Peabody Journal of Education*. 90(1), 84-92.

BOOK CHAPTERS

Engel, M. (2007). Mixing Methods: Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality. In K. Edin & P. England (Eds.), *Unmarried Couples with Children*. Russell Sage Foundation, New York, NY.

SUBMITTED MANUSCRIPTS

Engel, M., Cannata, M., & *Curran, F.C. Principal Influence in Teacher Hiring: Documenting Decentralization over Time (revise and resubmit at *Journal of Educational Administration*)

WORKING MANUSCRIPTS (AVAILABLE UPON REQUEST)

Engel, M., *Kabourek, S., Bassok, D., Claessens, A., & Watts, T. *Has Kindergarten Become Too Academic? Instruction and Children's Development in the First Year of School*

Engel, M., Claessens, A. *Mentoring to Prevent Truancy in Chicago: Early results from a mixed methods process evaluation*

Cannata, M., Engel, M., *Nguyen, T., *Curran, F.C. *Teacher Involvement in Hiring: Changes over Time*

Engel, M., Jacob, R., Claessens, A., *Kabourek, S., MDRC. *Understanding Mathematics Instruction in Kindergarten: Evidence from a Large Urban District*

MANUSCRIPTS UNDER DEVELOPMENT

Understanding Elementary School Absenteeism (with Amy Claessens)

Replication Practices in Educational Research: An Empirical Analysis (with Amy Claessens and *Sarah Kabourek)

REPORTS, POLICY BRIEFS, AND OTHER SCHOLARLY WORK

Bassok, D., Claessens, A., & Engel, M. (2014). The Case for the New Kindergarten: Challenging and Playful. *Education Week*. (Invited commentary).

Engel, M. (2014) Teacher Labor Supply in Chicago's Public Schools. *Policy Analysis for California Education, Conditions of Education in California Blog*.

Duncan, G., Miller, C., Claessens, A., Engel, M., Hill, H., & Lindsay, C. (2008). *New Hope's Eight-Year Impacts on Employment and Family Income*. New York: MDRC.

Roderick, M., Engel, M. & Nagaoka, J. (2003). *Ending Social Promotion in Chicago: Results from Summer Bridge*. Chicago: Consortium on Chicago School Research.

EDITORIAL ACTIVITIES

Bassok, D. & Engel, M. (forthcoming, 2017). Successfully Taking Preschool to Scale: Implications of Research for Policy and Practice. Special topic in *AERA Open* on early childhood education.

RESEARCH GRANTS

- 2016-2017 Heising-Simons Foundation “The Alignment of Mathematics Content in the Earliest Years of Formal Schooling (PIs: Mimi Engel, Robin Jacob, and Amy Claessens,)”, \$487,872
- 2015-2016 Heising-Simons Foundation, “A Field Study of Mathematics Teaching in Kindergarten” (PIs: Mimi Engel, Robin Jacob and Amy Claessens), \$265,415
- 2011-2014 WT Grant Foundation, “The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools” (Co-Investigator, PI: Jon Guryan), \$597,811
- 2007-2008 AERA/IES Dissertation Grant, \$15,000
- 2006 WT Grant Foundation, Research Grant, (PI: Brian Jacob), \$25,000

INVITED PRESENTATIONS

EdPolicyWorks, Curry School of Education, University of Virginia, 2016: *Mathematics Instruction in Kindergarten: Understanding the Evidence*

Vanderbilt University, Gifted Education Institute, 2015: *Rising Inequality at School Entry: A Cross-Cohort Comparison.*

University of Chicago, Committee on Education. Workshop on Education, 2015: *Understanding Elementary School Absenteeism.*

University of Michigan, Ann Arbor, Ford School of Public Policy. Causal Inference in Education Research Seminar (CIERS), 2014: *The Misalignment of Kindergarten Mathematics Content.*

Stanford University, Center for Educational Policy Analysis (CEPA), 2012: *Teaching Students What They Already Know? The (mis)alignment between instructional content in mathematics and student knowledge in kindergarten.*

University of Chicago, Harris School of Public Policy, Center for Human Potential and Public Policy. Distinguished Scholar in Residence, 2011: *How Important is Where You Start? Early Mathematics Knowledge and Later School Success.*

Northwestern University, K-12 Advisory Council, 2009: *Problematic preferences? How principals hire teachers in urban schools.*

Russell Sage Foundation, New York, NY. 2005: *Mixing Methods: Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality*.

Northwestern University, Human Development and Social Policy Conference on the Family, 2005: *Examining Reliability and Validity across Quantitative and Qualitative Measures of Relationship Quality using the TLC3 and Fragile Families*.

Reading is Fundamental & Teach Baltimore, Washington, D.C. 2002: *Results from Summer Bridge*.

National Science Foundation, Workshop on Evaluation Methods, VA. 2002: *Evaluation research using mixed methods*.

National School Board Association Annual Meeting, San Diego, CA. 2001: *Ending Social Promotion in Chicago: Results from Summer Bridge*.

CONFERENCE PRESENTATIONS

Understanding Mathematics Instruction in Kindergarten: Evidence from a large urban district Association for Public Policy Analysis and Management 2016 Fall Meeting

Teacher Involvement in Hiring: Changes over Time. Paper presented at the 2016 annual meeting for the American Educational Research Association

Has Kindergarten become too Academic? Instruction and Children's Development in the First Year of School. Paper presented at the 2016 annual meeting for the American Educational Research Association

Understanding Elementary School Truancy, Association for Public Policy Analysis and Management 2015 Fall Meeting

Has Kindergarten become too Academic? Instruction and Children's Development in the First Year of School. Association for Public Policy Analysis and Management 2015 Fall Meeting

Who Decides? Changes over Time in the Distribution of Decision-Making related to Teacher Hiring. Association for Public Policy Analysis and Management 2015 Fall Meeting

The Misalignment of Kindergarten Mathematics Content. Paper presented at the 2015 annual meeting for the American Educational Research Association

The Distribution of Decision-Making in Teacher Hiring: Changes over Time. Paper presented at the 2015 annual meeting for the American Educational Research Association

Rising Inequality at School Entry: A cross-cohort comparison. Paper presented at the 2014 annual meeting for the Association for Public Policy Analysis and Management.

The Misalignment of Kindergarten Mathematics Content. Paper presented at the 2014 annual meeting for the Association for Public Policy Analysis and Management.

Optimizing Content: Evidence on the Importance of Content Coverage for Improving Student Outcomes. Paper Presented at the 2013 annual meeting for the American Educational Research Association

Strategic vs. Reactive Hiring Strategies: Developing a Typology of Principal Hiring Practices. Paper Presented at the 2013 annual meeting for the American Educational Research Association

Strategic vs. Reactive Hiring Strategies: Developing a Typology of Principal Hiring Practices. Paper presented at the 2013 annual meeting of the Association for Education Finance and Policy.

Mentoring to Prevent Truancy in Chicago: Early results from a mixed methods process evaluation. Paper presented at the 2012 annual meeting for the Association for Public Policy Analysis and Management

Opportunities Lost: Kindergarten Classrooms and the Fadeout of Preschool Advantages. Paper Presented at the 2012 annual meeting for the American Educational Research Association

Teaching Students What They Already Know? The (Mis)alignment between Instructional Content in Mathematics and Student Knowledge in Kindergarten Paper presented at the 2011 fall meeting for the Society for Research on Educational Effectiveness

How Important is Where You Start? Early Mathematics Knowledge and Later School Success Paper presented at the 2010 annual meeting for the Association for Public Policy Analysis and Management

Staffing the Classrooms: How Urban Principals Make Teacher Hiring Decisions Paper presented at the 2010 annual meeting for the American Educational Research Association

Time-out on Timing: The Relationship between the Timing of Teacher Hires and Teacher Quality Paper presented at the 2009 annual meeting for the Association for Public Policy Analysis and Management

What characteristics do principals in the Chicago Public Schools look for in teachers? A mixed methods study Paper presented at the 2007 annual meeting of the Association for Public Policy Analysis and Management

Teacher Hiring Practices: A Mixed-Methods Look at How Principals Make Hiring Decisions. Paper presented at the 2007 annual meeting of the American Educational Research Association.

Investigating the Demand Side of the Teacher Labor Market. Paper presented at the 2006 annual meeting of the Association for Public Policy Analysis and Management

Is Summer School More than Just School? Evidence from Chicago's Summer Bridge Program.
Paper Presented at the 2001 Annual Meeting of the American Educational Research Association.

COURSES TAUGHT

Basic Statistical Methods, *University of Colorado at Boulder*
Education Policy Analysis Methods (undergraduate), *Vanderbilt University*
Policy Analysis Methods (undergraduate), *Vanderbilt University*
Teacher Policy (graduate), *Vanderbilt University*
Educational Policy & Program Evaluation (graduate), *Vanderbilt University*
Statistics and Data Analysis (graduate), *University of Chicago*

DISSERTATION COMMITTEES

Dominique Baker
Ryan Balch
F. Chris Curran (*Chair*)
Maida Finch
Sarah Kabourek (*Chair*)
Laura Neergaard
Brooks Rosenquist
Beth Smith
Walker Swain
Kerri Tobin

PROFESSIONAL SERVICE AND ACTIVITIES

2016-2018 AERA Division L Program Committee Member, Educational Policy and Politics,
Chair Section 3: Curriculum and Instructional Practice
2016-2018 Editorial Board, Educational Evaluation and Policy Analysis
2016 Expert reviewer, IES Report
2015-2017 Principal Member Institute of Education Sciences (IES) Education Systems and
Broad Reform Education Research Scientific Review Panel
2014 Institute for Education Sciences (IES), panel member for grant application review
2012-2017 Reviewer for AERA and SREE annual meetings
2010-2017 Panel discussant and/or chair AERA, APPAM, AEFPP

DEPARTMENTAL AND UNIVERSITY SERVICE

2015 Topping Up Awards Committee
2015-2016 Taught LPO Ph.D. Student Professional Seminar
2015-2016 Ph.D. Steering Committee
2015 Higher Education Faculty Search Committee
2014-2016 LPO Committee on Diversity
2011-2015 Organizer, LPO Research Colloquium
2011-2016 M.P.P Admissions Committee
2010, 2014 Ph.D. Admissions Committee
2014 K-12 Faculty Search Committee
2010 K-12 Faculty Search Committee
2009 K-12 Faculty Search Committee

REFEREE SERVICE

AERA Open
American Educational Research Journal
American Journal of Education
Child Development
Child Development Perspectives
Developmental Psychology
Early Childhood Research Quarterly
Education Finance and Policy
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Researcher
Evaluation Review
Journal of Family Psychology
Journal of Policy Analysis and Management
Journal of Research on Educational Effectiveness
Journal of School Leadership
Leadership and Policy in Schools
Learning and Individual Differences
Learning and Instruction
Pediatrics
Social Forces
Sociology of Education
Teaching and Teacher Education

PROFESSIONAL AFFILIATIONS

American Educational Research Association
Association for Education Finance and Policy
Association for Public Policy Analysis and Management
Society for Research on Educational Effectiveness