

MIMI ENGEL

UNIVERSITY OF COLORADO
SCHOOL OF EDUCATION
249 UCB, BOULDER, CO 80309
MIMI.ENGEL@COLORADO.EDU

AREAS OF SPECIALIZATION

Improving opportunities to learn for youth from marginalized populations through research in areas including: early childhood education and kindergarten; mathematics teaching and learning; urban education; teacher labor markets; teacher policies; teacher outcomes; contextual influences on youth that potentiate positive developmental outcomes

Methodological foci: Mixed Methods, Program Evaluation, Quantitative Methods

CURRENT ACADEMIC & ADMINISTRATIVE APPOINTMENTS

2022- present Faculty Director for New Faculty Development, Office of Faculty Affairs, University of Colorado Boulder, Boulder, CO

2019-present Program Chair, Research & Evaluation Methodology, School of Education, University of Colorado Boulder

2017-present Associate Professor, School of Education, University of Colorado Boulder

PREVIOUS ACADEMIC POSITIONS

2009-2017 Assistant Professor of Public Policy and Education, Department of Leadership, Policy and Organizations, Peabody College of Vanderbilt University

2008-2009 Institute of Education Sciences Postdoctoral Fellow
With Larry Hedges, Northwestern University

EDUCATION

2008 Northwestern University
Ph.D., Human Development and Social Policy
Dissertation Committee: Greg Duncan (Chair), Brian Jacob, Larry Hedges, Jim Spillane

1998 University of Chicago
A.M., Social Service Administration

1993 University of Illinois at Urbana-Champaign
B.A., History

AFFILIATIONS

- 2018-present Fellow, Institute of Behavioral Science, University of Colorado Boulder
2020-present Fellow, Renée Crown Wellness Institute, University of Colorado Boulder
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)

RESEARCH GRANTS

- 2022-2025 Human Tutoring Augmented by Artificial Intelligence (AI): A Tutoring Analytics and Performance Support Model to Improve the Work and Professional Growth of Future Tutors. National Science Foundation, Standard Grant. (Co-PI). \$1,800,000
- 2022-2024 A Deeper Phase of Partnership: Supporting DPS as it Confronts Unintended Ethnoracial Bias in Teacher Policies. William T. Grant Foundation's Institutional Challenge Grant, 2-year Continuation Grant (PI), \$350,000
- 2019-2022 Partnering to Improve: The Denver Public Schools and CU-Boulder Teacher Workforce Collaborative. William T. Grant Foundation's Institutional Challenge Grant with support from The Spencer Foundation (PI), \$649,997
- 2019-2021 Mind the Gap: Partnering to Narrow Denver's Achievement Gaps by Retaining Top Teachers. Institute of Education Sciences, Researcher-Practitioner Partnerships in Education Research RFA (CFDA: 84.305H) (PI), \$400,000
- 2018-2019 Partnering to Improve Denver Public Schools' Talent Management Team: The SoE-DPS Teacher Workforce Collaborative. School of Education Place-Based Partnership Seed Grant. (Co-PI), \$20,000
- 2018-2019 Heising-Simons Foundation "Variation in Early Mathematics Instruction Across Grades and Schools" (Co-PI) approximately \$900,000 (CU subcontract approximately \$235,000)
- 2016-2017 Heising-Simons Foundation "The Alignment of Mathematics Content in the Earliest Years of Formal Schooling" (Co-PI), \$487,872
- 2015-2016 Heising-Simons Foundation, "A Field Study of Mathematics Teaching in Kindergarten" (Co-PI), \$265,415
- 2011-2014 WT Grant Foundation, "The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools" (Co-Investigator), \$597,811
- 2007-2008 AERA/IES Dissertation Grant, \$15,000
- 2006 WT Grant Foundation, Research Grant, (Co-Investigator), \$25,000

PEER-REVIEWED JOURNAL ARTICLES

*denotes current/former graduate students

Engel, M., Jacob, R., Claessens, A., & Hart, A. (2021) Kindergarten in a Large Urban District. *Educational Researcher*. 50(6). 401-415.

Bassok, D. & **Engel, M.** (2019). Taking Preschool to Scale: Implications of Research for Policy and Practice. *AERA Open*. 5(1). 1-7.

Engel, M., Cannata, M., & *Curran, F.C. (2018). Principal Influence in Teacher Hiring: Documenting Decentralization over Time. *Journal of Educational Administration*. 56(3), 277-296.

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.

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.

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.

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.

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). Early Predictors 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. & **Engel, M.** (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.

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.

UNDER REVIEW

Robinson, K., Hubbard, D., Jacob, R., Erickson, A., **Engel, M.** “Variations in Mathematics Content Coverage, Topic Sequencing, Instructional Grouping, and Representational Strategies—An Analysis of Three U.S. Kindergarten Mathematics Textbooks” Conditionally Accepted, *Elementary School Journal*

Jacob, R. **Engel, M.** Erickson, A.H., *Shaw Attaway, D., Mattera, S., Claessens, A., “The Alignment of Mathematics Instruction from Prekindergarten to Third Grade in New York City”

Engel, M., *Denker, H., *Shaw Attaway, D., *Curriculum and Instruction in Early Childhood Education*. Eds Cohen-Vogel, L, Scott, J., Youngs, P. Handbook of Education Policy Research – 2nd Edition.

WORKING PAPERS (AVAILABLE UPON REQUEST)

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

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

REPORTS, POLICY BRIEFS, & OTHER SCHOLARLY OR PUBLIC FACING WORK

Atteberry, A. **Engel, M.** *Doughty, M., *Mangan, D. (2020). [Highest Priority Incentive Report Summary](#).

Atteberry, A. **Engel, M.** *Doughty, M., *Mangan, D. (2020). [A Report on the Denver Public Schools Highest Priority Incentive Program: Descriptive Results and Estimates of Causal Impacts](#).

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.

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
- 2003-2008 Institute for Policy Research Graduate Research Fellow, Northwestern University
- 2002-2003 Northwestern University Graduate Fellow

EDITORIAL ACTIVITIES

Bassok, D. & **Engel, M.** (2019). Successfully Taking Preschool to Scale: Implications of Research for Policy and Practice. Special topic in *AERA Open* on early childhood education. 5(1) DOI: 10.1177/2332858419828690

INVITED PRESENTATIONS [SELECT]

Denver Public Schools (DPS) & Denver Classroom Teachers Association (DCTA) Bargaining Session, August 2022. *Quantitative Analysis of Historical LEAP Data*

School of Education, University of Wisconsin, Madison, 2019. *Elementary School Absenteeism in Chicago.*

Institute of Behavioral Science, University of Colorado Boulder, 2018. *Understanding Elementary School Absenteeism.*

School of Education, University of Colorado Boulder, 2016 *Mathematics Instruction in Kindergarten: Understanding the Evidence*

School of Education, University of California, Irvine, 2016 *Kindergarten Mathematics Instruction: Content Coverage and Time Use*

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*.

PEER REVIEWED CONFERENCE PRESENTATIONS (SELECT)

The Alignment of Mathematics Instruction from Prekindergarten to Third Grade in New York City Association for Public Policy Analysis & Management Annual Meeting, 2020, remote

Evidence and Recommendations on Replication in Education
Association for Public Policy Analysis & Management Annual Meeting 2018, Washington DC

Replication and Robustness in Educational Research
Society for Research on Educational Effectiveness Annual Meeting 2018, Washington DC

All Work and No Play? Evidence on Kindergarten Instructional Time from New York City
Association for Public Policy Analysis and Management 2017 Fall Meeting, Chicago IL

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

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

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.

ACADEMIC & OTHER ADMINISTRATIVE/PROFESSIONAL EXPERIENCE

2022- present **Faculty Director for New Faculty Development**, Office of Faculty Affairs, University of Colorado Boulder, Boulder, CO

2019-present **Program Chair**, Research & Evaluation Methodology, School of Education, University of Colorado Boulder, Boulder, CO

- Serve on Dean's Advisory Council (DAC)
- Lead curriculum and course schedule planning
- Coordinate graduate student assistantships
- Informal faculty mentor to several junior faculty

2015-2016 Facilitator, Doctoral Professional Seminar, Vanderbilt University, Nashville, TN

- Redesigned doctoral student seminar and led weekly sessions
- Developed and facilitated series of units on diversity, equity, & inclusion
- Mentored doctoral students on job market preparation, etc.

- 1998-2002 Research Associate/Study Co-Director, Consortium on Chicago School Research & School of Social Service Administration, University of Chicago, Chicago, IL
- Co-directed mixed-methods study of high-stakes testing in Chicago Public Schools
 - Hired and supervised graduate research assistants and administrative support
 - Managed budget, co-authored grants, reports, and academic manuscripts
- 1995-1997 Project Coordinator, Youth Outreach Services, Chicago, IL
- Oversaw 8 sites implementing a state-funded youth substance abuse prevention program
 - Wrote state reports, managed, observed, and gave feedback to sites on program implementation
- 1993-1994 Case Manager/Counselor, Fillmore Center for Human Services, Berwyn, IL

COURSES TAUGHT

Quasi-Experimental Design for Causal Inference in Social Sciences (graduate), *University of Colorado Boulder*

Educational Program Evaluation (graduate), *University of Colorado Boulder*

Basic Statistical Methods (undergraduate/graduate), *University of Colorado Boulder*

Regression Analysis (graduate), *University of Colorado Boulder*

Education Policy Analysis (undergraduate), *Vanderbilt University*

Policy Analysis (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 (*indicates completion)

University of Colorado Boulder: Malerie Barnes, Jackie Bristol, Hannah Denker (*Chair*), Michelle Doughty (*Chair*), Spencer Dudley*, Dan Mangan (*Chair*), Danielle Shaw Attaway (*Chair*), Kim Strong

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

PROFESSIONAL SERVICE AND ACTIVITIES

- 2019-present Editorial Board, *Educational Researcher*
- 2016-present Editorial Board, *Educational Evaluation and Policy Analysis*
- 2022 Reviewer, Spencer Large Grant proposal
- 2021 Reviewer, AIR Equity Initiative Scholars & Leaders
- 2021 Reviewer, NAEd/Spencer Dissertation Fellowship Program
- 2019, 2020 Reviewer, Spencer Foundation Research-Practice Partnership Grant Program
- 2020 Ad-hoc reviewer, Institute of Education Sciences Education Systems and Broad Reform Education Research Scientific Review Panel
- 2020-2022 Reviewer for Association for Public Policy Analysis and Management Annual Meeting
- 2018-2019 Section Chair, Early Childhood Education, Program Committee for Society for Research on Educational Effectiveness 2019 Annual Meeting
- 2015-2017 Division L, Section 3 Program Committee Member American Educational Research Association Annual Meeting
- 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 of Education Sciences (IES), panel member for grant application review
- 2012-2019 Reviewer for AERA and SREE annual meetings
- 2010-2019 Panel discussant and/or chair AERA, APPAM, AEFPP

SERVICE, UNIVERSITY OF COLORADO BOULDER

- 2022-present Faculty Director for New Faculty Development, Office of Faculty Affairs

SERVICE, SCHOOL OF EDUCATION

- 2021 Chair, Faculty Search Committee (REM); successful hire
- 2019-present Program Chair, REM
- 2019-2022 Salary/Merit Review Committee
- 2018-2020 School of Education Curriculum Committee
- 2020 PUEC Committees (2)

- 2018 PUEC Committees (2)
2018 Faculty Search Committees (2)

SERVICE, VANDERBILT UNIVERSITY

- 2015-2016 PhD Steering Committee
2014-2016 LPO Committee on Diversity
2011-2015 LPO Research Colloquium (co-founded, developed, and managed)
2011-2016 MPP Admissions Committee
2010-2015 PhD Admissions Committee
2009-2015 Faculty Search Committees (6 total)

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 Educational Administration, 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, Review of Educational Research, 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