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EMILY K. PENNER
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EMPLOYMENT

Assistant Professor, School of Education University of California, Irvine	2016-Present
Institute of Education Sciences Postdoctoral Fellow Center for Education Policy Analysis Stanford University	2014-2016

EDUCATION

Ph.D. in Education, Specialization in Education Policy and Social Context University of California, Irvine	2014
M.A. in Education University of California, Irvine	2012
M.A. in Education, with Multiple Subject Teaching Credential Alliant International University	2006
B.A. in Economics and International Relations, with Honors, <i>cum laude</i> Claremont McKenna College	2005

RESEARCH INTERESTS

Inequality, education policy, school district policy, teacher effectiveness, parenting, quantitative methods, and distributional methods.

GRANTS

National Science Foundation. “IBSS-L: Solving the Equation: Recruiting, Hiring, and Retaining Math and Science Teachers.” Co-PI. (PI-Susanna Loeb), 2016-2019. ~\$1,000,000.

Bechtel Foundation. “CORE-PACE Accountability System Evaluation Plan.” Investigator. (PIs-David Plank, Rick Miller, and Noah Bookman). 2015-2018. ~\$1,500,000.

PEER REVIEWED PUBLICATIONS

Dee, Thomas S. and Emily K. Penner. Forthcoming. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." *American Educational Research Journal*. NBER Working Paper No. 21865.

*Media coverage: *The San Francisco Chronicle*, *The Boston Globe*, *The Guardian*, KGO Radio, KCBS Radio, Vox.com The Weeds, EduSchuyster.com Blog, Fusion.net, *Atlanta Black Star*, BYU Radio, Diverseeducation.com, cta.org, ESSENCE Magazine, SanJoseInside.com, *Chicago Policy Review*, Sociology.about.com, EdSource, Alternet.org, Nonprofit Resource Memo, *Albuquerque Journal*, Assemblymember Luis Alejo California District 30 Press Release, Education Week, Asian Journal, Black Voice News.

*Legislative impact: California AB-2016: Research included in legislative analysis of bill requiring the State Board of Education to create a model ethnic studies curriculum for grades 9-12 and encourages all California districts to create an ethnic studies course or adopt the model curriculum on or before March 31, 2020.

Penner, Emily K. Forthcoming "Parenting and the Reduction of Inequality: How the Impact of Early Parenting on Achievement Varies across Class and with Development." *The Journal of Educational Research*. DOI: 10.1080/00220671.2016.1246407.

Penner, Emily K. 2016. "Teaching For All? Teach For America's Effects across the Distribution of Student Achievement." *Journal of Research on Educational Effectiveness*, 9(13): 259-282. DOI: 10.1080/19345747.2016.1164779. NIHMSID: 809947.

Domina, Thurston, Andrew M. Penner and Emily K. Penner. 2016. "Membership has its privileges': Student incentives and stigmatized identities in the accountability era." *Sociological Science*, 3: 264-295. DOI: 10.15195/v3.a13.

Domina, Thurston, Andrew J. McEachin, Andrew M. Penner, Emily K. Penner, AnneMarie Conley. 2015. "Aiming High and Falling Short: California's 8th Grade Algebra-For-All Effort." *Educational Evaluation and Policy Analysis*, 37(3): 275-295. DOI: 10.3102/0162373714543685.

Bitler, Marianne P., Thurston Domina, Emily K. Penner, and Hilary Hoynes. 2015. "Distributional Effects of a School Voucher Program: Evidence from New York City." *Journal of Research on Educational Effectiveness*, 8(3): 419-450. DOI: 10.1080/19345747.2014.921259. PMCID: 4507830.

Penner, Andrew M., Thurston Domina, Emily K. Penner, and AnneMarie M. Conley. 2015. "Curricular policy as a collective effects problem: A distributional approach." *Social Science Research*, 52: 627-641. DOI 10.1016/j.ssresearch.2015.03.008. PMCID: 4457374.

Domina, Thurston, Andrew M. Penner, Emily K. Penner, AnneMarie Conley. 2014. "Algebra for All: California's 8th grade Algebra Initiative as Constrained Curricula." *Teachers College Record*, 116(8). PMCID: 4479347.

Auger, Anamarie, Stephanie M. Reich, and Emily K. Penner. 2014. "The Effect of Baby Books on Mothers' Reading Beliefs and Reading Practices." *Journal of Applied Developmental Psychology*, 35: 337-346. DOI: 10.1016/j.appdev.2014.05.007. PMCID: 4171731.

Penner, Emily K. 2012. "Education Policy and Conflict in Latin America: Lessons from Chile and Venezuela." Pp. 181-212 in *Economic Development Strategies and the Evolution of Violence in Latin America* (William Ascher and Natalia Mirovitskaya, Eds.) New York, New York: Palgrave Macmillan.

Reich, Stephanie M., Emily K. Penner, Greg J. Duncan, and Anamarie Auger. 2012. "Using Baby Books to Change New Mothers' Attitudes About Corporal Punishment." *Child Abuse & Neglect*, 36(2): 108-117. PMID: 3321267.

Reich, Stephanie M., Emily K. Penner, and Greg J. Duncan. 2011. "Using Baby Books to Increase New Mothers' Safety Practices." *Academic Pediatrics*, 11(1): 34-43. doi:10.1016/j.acap.2010.12.006. PMID: 3043459.

OTHER PUBLICATIONS

Bitler, Marianne, Thurston Domina, Andrew M. Penner, and Emily K. Penner. 2014. "Quantile Regression." In Dominic J. Brewer and Lawrence O. Picus (Eds.), *Encyclopedia of Education Economics and Finance*. Thousand Oaks, CA: Sage.

POLICY BRIEFS

Hough, Heather, Emily K. Penner, and Joe Witte. August 2016. "Identity Crisis: Multiple Measures and the Identification of Schools Under ESSA." Policy Analysis for California Education (PACE). Stanford, CA.

*Media coverage: *Education Week*, *Sacramento Bee*, *Brookings*, *EdSource*

WORK UNDER REVIEW

Penner, Emily K. "Teacher Quality and Teach For America's Increasing Effectiveness over Time."

Domina, Thurston, Andrew M. Penner, and Emily K. Penner. "Categorical inequality: Schools as sorting machines."

Sun, Min, Emily K. Penner, and Susanna Loeb. "Resource- and Approach-Driven Multi-Dimensional Change: Three-Year Effects of School Improvement Grants."

WORK IN PROGRESS

Bitler, Marianne P., Sean P. Corcoran, Thurston Domina, and Emily K. Penner. "Teacher Value-Added and Noise: An Analysis of Teacher Effects on Achievement and Anthropometrics."

Domina, Thurston, Andrew M. Penner, and Emily K. Penner. *Schooled and Sorted: How Our Most Egalitarian Institutions Produce Inequality*. Book manuscript under contract with Russell Sage Foundation.

Penner, Emily K. “Does Teach For America Have Long-Term Impacts?”

Penner, Emily K. “Teaching For America? The Good, the Bad, and the Unknown.”

Rochmes, Jane, Emily K Penner, and Susanna Loeb. “Educators as Equity Warriors.”

FELLOSHIPS, HONORS, AND AWARDS

Society for Research in Child Development Dissertation Funding Award	2013
UC Irvine Department of Education Travel Awards	2010-2012
UCEC Innovative Evaluation Research Award	2011
Invited Participant, UCEC Institute for Training in Educational Evaluation	2011
International Relations Outstanding Student Award	2005
Baker Lowe Political Economy Scholar	2004-2005
President of Claremont International Relations Society	2004-2005

INVITED PRESENTATIONS

Domina, Thurston, Andrew M. Penner, and Emily K. Penner. “Membership has its privileges?: Student incentives and stigmatized identities in the accountability era.” Center for Education Policy Analysis, Stanford Graduate School of Education. May, 2016.

Bitler, Marianne P., Thurston Domina, Emily K. Penner, and Hilary Hoynes. “Distributional Effects of a School Voucher Program: Evidence from New York City.” School Choice and Education Quality: Perspectives from Megacities. Occidental College. April, 2016.

Dee, Thomas S. and Emily K. Penner. “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum.” National Association of Ethnic Studies. Annual meeting. Tucson, AZ. March, 2016.

Penner, Emily K. “Teaching For All? Variation in the Effects of Teach For America.” Population, Society and Inequality Brown Bag, Department of Sociology. University of California, Irvine. November 2013; Department of Social Science and Policy. New York University, Abu Dhabi. November 2013; Department of Educational Psychology, College of Education. University of Illinois, Urbana-Champaign. December 2013; School of Education. University of California, Davis. February 2014; School of Education. University of California, Irvine. February 2014; School of Education. The University of Michigan. March 2014; Center for Education Policy Analysis, Graduate School of Education, Stanford University. March 2014.

Penner, Emily K. “Education Policy and Conflict in Latin America: Lessons from Chile and Venezuela.” Presented at the Conference on Politics, Economics, and Inclusive Development, Pacific Basin Research Center, SOKA University of America, Aliso Viejo, California, November 2011.

PEER REVIEWED CONFERENCE PRESENTATIONS

Dee, Thomas and Emily K. Penner “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum.” Presented at: the Annual Meeting of the American Educational Research Association, Washington, DC, April, 2016; the Annual Meeting of the Association of Education Finance and Policy Denver, CO, March 2016; the Annual Meeting of the Sociology of Education Association, Pacific Grove, CA, February 2016; the Annual Meeting of the Association for Public Policy Analysis and Management, Miami, FL, November, 2015; the Annual Meeting of the Council of Great City Schools, Long Beach, CA, October, 2015; the Annual Meeting of the American Educational Research Association, Chicago, IL, April, 2015; and the Annual Meeting of the Sociology of Education Association, Pacific Grove, CA, February 2015.

Rochmes, Jane, Emily K Penner, and Susanna Loeb. “Educators as Equity Warriors.” Annual Meeting of the Sociology of Education Association, Pacific Grove, CA, February 2016.

Domina, Thurston, Andrew M. Penner, and Emily K. Penner. ““Membership has its privileges”: Student incentives and stigmatized identities in the accountability era.” Presented at the Annual Meeting of the Sociology of Education Association, Pacific Grove, CA, February 2015.

Penner, Emily K. “Does Teach For America Have Long-Term Impacts?” Presented at: the Annual Meeting of the American Educational Research Association, San Francisco, California, April, 2013; the Annual Meeting of the Sociology of Education Association, Pacific Grove, California, February, 2014; the Spring Conference of the Society for Research on Educational Effectiveness, Washington D.C., March, 2014; the Annual Meeting of the American Educational Research Association, Philadelphia, PA, April, 2014; and the Annual Meeting of the Association for Public Policy Analysis and Management, Albuquerque, New Mexico, 2014.

Domina, Thurston, Andrew M. Penner, and Emily K Penner. “Social Rewards: Incentives, Stigma, and Stereotype Threat in High School,” XVIII International Sociological Association, World Congress of Sociology, Yokohama, Japan, July, 2014.

Penner, Emily K. “Missing Data and Mixed Results: The Effects of Teach For America on Student Achievement Revisited.” Spring Conference of the Society for Research on Educational Effectiveness, Washington D.C., March, 2013.

Penner, Emily K. “Treatment Heterogeneity in the Effect of Teach For America.” Annual Meeting of the Sociology of Education Association, Pacific Grove, California, February, 2013.

Domina, Thurston, Emily K. Penner, Andrew M. Penner, and AnneMarie Conley. “Does Detracking Work? Evidence from a Mathematics Curricular Reform.” Presented at the: Fall Conference of the Association for Public Policy Analysis and Management, Baltimore,

Maryland, October, 2012; and the Annual Meeting of the American Sociological Association, Las Vegas, Nevada, August, 2011.

Penner, Emily K. "The Equitable Effects of Early Concerted Cultivation on Elementary and Middle School Achievement." Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April, 2012.

Bitler, Marianne, Thurston Domina, and Emily K. Penner. "Teacher Effects on Achievement and Anthropometrics: A Cautionary Tale." Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada, April, 2012.

Domina, Thurston, Emily K. Penner, Andrew M. Penner, and AnneMarie Conley. "Detracking Across the Distribution: Evidence from a Mathematics Curricular Reform." Presented at the: Annual Meeting of the Sociology of Education Association, Pacific Grove, California, February, 2011; and the Spring Conference of the Society for Research on Educational Effectiveness, Washington D.C., March, 2012.

Bitler, Marianne, Thurston Domina, Hilary Hoynes, and Emily K. Penner. "Distributional Effects of a School Voucher Program: Evidence from New York City." Spring Conference of the Society for Research on Educational Effectiveness, Washington D.C., March, 2012.

Penner, Emily K. "Parenting and the Reduction of Inequality: How the Impact of Early Parenting on Achievement Varies Across Class Boundaries and with Development." Annual Meeting of the Sociology of Education Association, Pacific Grove, California, February, 2012.

Penner, Emily K.. "Who Does Concerted Cultivation Help? Examining the Distributional Effects of Concerted Cultivation." Annual Meeting of the American Sociological Association, Las Vegas, Nevada, August, 2011.

Reich, Stephanie M., Leonard Bickman, Greg Duncan, Emily K. Penner, Anamarie Auger, Benjamin Saville, JoAnn Alvarez, Ana Regina Andrade, and Alejandra Albarran. "Using Baby Books to Increase Knowledge, Improve Maternal Attitudes, Beliefs, and Practices, and Promote Child Health." Meeting of the Pediatric Academic Society, Denver, Colorado, May, 2011.

Auger, Anamarie, Stephanie M. Reich, Emily K. Penner, and Greg J. Duncan. "The Effect of Baby Books on Mothers' Reading Beliefs and Reading Practices." Biennial Meeting of the Society for Research in Child Development, Montreal, Canada, April, 2011.

UNIVERSITY TEACHING EXPERIENCE

Education 261 - Social and Cultural Foundations of Education, UC Irvine Fall 2016

K-12 TEACHING EXPERIENCE

Literacy and ELD Coach, Hannalei Elementary School	2008-2009
Lindamood Bell Clinician, Hannalei Elementary School	2008-2009
Founding Teacher and Grade Level Chair, Greenleaf Elementary School	2007-2008
Bilingual and Structured English Immersion Teacher, Whittier Elementary	2005-2007
Teach for America Corps Member, Bay Area '05 Placement: Bilingual first and second grade	2005-2007

SERVICE

Ad Hoc Reviewer: *Journal of Policy Analysis and Management, Sociology of Education, Social Science Research, Review of Educational Research, Educational Evaluation and Policy Analysis, American Educational Research Journal, Education Finance and Policy, AERA Open*

Cohort Representative to the Associated Doctoral Students in Education	2012-2013
Ph.D. Student Recruitment Committee	2011

SKILLS AND CERTIFICATIONS

STATA, with training in longitudinal data analysis, advanced regression models (including fixed effects, propensity score matching, regression discontinuity designs, and instrumental variables), quantile regression, value-added models, HLM.

Fluent Spanish

Lindamood-Bell reading fluency and comprehension intervention certified

California Multiple Subjects Credential (cleared)

Spanish Bilingual, Cross-cultural, Language, and Academic Development Credential (BCLAD)