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EMILY K. PENNER
University of California – Irvine
(August 2021)

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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

Education policy, educational and social inequality, school district policy, teacher pipelines and effectiveness, parenting, quantitative methods.

FELLOWSHIPS, HONORS, AND AWARDS

William T. Grant Scholar	2021-2026
Community Outcomes and Impact Award, International Association for Research on Service-Learning and Community Engagement	2020
Jacobs Foundation Young Scholar	2019
Spencer Foundation Postdoctoral Fellow	2018-2020
Society for Research in Child Development Dissertation Funding Award	2013

GRANTS

William and Flora Hewlett Foundation. “Centering Student Voice to Understand the Influence of Ethnic Studies Courses on Students’ Academic, Behavioral, and Social-Emotional Outcomes: A Cross-Case Mixed Methods Collaboration.” Co-I. (PI Kyo Yamashiro). 2021-2023. \$620,000.

William T. Grant Foundation Scholars Award. “How Ethnic Studies Teaching Reduces Racial Inequality: Identifying Effective Pedagogy and School Efforts to Promote It.” PI. 2021-2026 \$350,000.

UC Irvine Academic Senate Council on Research, Computing and Libraries (CORCL) Award. “K-12 School District Social Media Communication about Free/Reduced Price Meal Provision and its Relationship with Consumption During the COVID-19 Pandemic” PI. 2021. \$4,163.

William T. Grant Foundation. “Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from Three Research-Practice Partnerships.” PI. 2020-2022. \$570,000.

National Academy of Education/Spencer Postdoctoral Fellowship. “Before & After School: Using Administrative Records to Support Teacher Recruitment & Retention.” PI. 2019-2020. \$70,000.

Eunice Kennedy Shriver National Institute of Child Health and Human Development. “Education and Transition to Adulthood.” Co-I (PI Andrew M. Penner). 2018-2023. \$322,000.

Raikes Foundation/Mindset Scholars Network “The Effects of the African American Male Achievement (AAMA) Program.” Co-PI (PI Thomas S. Dee). 2017-2019. ~\$350,000.

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.

PEER REVIEWED JOURNAL ARTICLES

*Student co-author

Dee, Thomas S. and **Emily K. Penner**. 2021. “My Brother’s Keeper? The Dropout Effects of Targeted Educational Supports.” *Journal of Policy Analysis and Management*. NBER Working Paper No. 26386.

Bitler, Marianne P., Sean P. Corcoran, Thurston Domina, and **Emily K. Penner**. 2021. “Teacher Value-Added and Noise: An Analysis of Teacher Effects on Achievement and Anthropometrics.” *Journal of Research on Educational Effectiveness*. NBER Working Paper No. 26480.

Dizon-Ross, Elise*, Susanna Loeb, **Emily K. Penner**, and Jane Rochmes. 2019. “Stress in Boom Times: Understanding Teachers' Economic Anxiety in a High-Cost Urban District.” *AERA*

Open. Media coverage: Brookings, EducationNext, EdWeek, Housing Matters an Urban Institute Initiative.

Penner, Emily K. 2019. “Teach for America and Teacher Quality: Increasing Achievement over Time.” *Educational Policy*, 1-38. DOI: <https://doi.org/10.1177/0895904819843595>.

Penner, Emily K., Jane Rochmes, Jing Liu, Sabrina Solanki*, and Susanna Loeb. 2019. “Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates?” *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 5 (3) 103-127. DOI: <https://doi.org/10.7758/RSF.2019.5.3.06>.

Domina, Thurston, Nikolas Pharris-Ciurej, Andrew Penner, **Emily K. Penner**, Quentin Brummet, Sonya Porter, Tanya Sanabria*. 2018. “Is free and reduced-price lunch a valid measure of educational disadvantage?” *Educational Researcher*, 47 (9): 539–555. DOI: 10.3102/0013189X18797609

Penner, Emily K. 2018. “Early parenting and the reduction of educational inequality in childhood and adolescence.” *The Journal of Educational Research*, 111(2): 213-231. DOI: 10.1080/00220671.2016.1246407. NIHMSID: NIHMS844708.

Domina, Thurston, Andrew M. Penner, and **Emily K. Penner**. 2017. “Categorical inequality: Schools as sorting machines.” *Annual Review of Sociology*, 43: 311-330. DOI: 10.1146/annurev-soc-060116-053354.

Sun, Min, **Emily K. Penner**, and Susanna Loeb. 2017. “Resource- and Approach-Driven Multi-Dimensional Change: Three-Year Effects of School Improvement Grants.” *American Educational Research Journal*, 54(4): 607-643. DOI: 10.3102/0002831217695790.
Media coverage: Brookings Econ.

Dee, Thomas S. and **Emily K. Penner**. 2017. “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum.” *American Educational Research Journal*, 54(1): 127-166. DOI: 10.3102/0002831216677002.

NBER Working Paper No. 21865.

Media coverage: *The New York Times*, *The San Francisco Chronicle*, *The Boston Globe*, *The Guardian*, *The San Diego Union-Tribune*, KGO Radio, KCBS Radio, Education Week, Vox.com, Fusion.net, *Atlanta Black Star*, BYU Radio, Diverseeducation.com, cta.org, ESSENCE Magazine, SanJoseInside.com, *Chicago Policy Review*, EdSource, Alternet.org, *Albuquerque Journal*, Assemblymember Luis Alejo California District 30 Press Release, Asian Journal, Black Voice News, PRI’s The World, *The Daily Californian*, Pacific Standard.

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; *California AB-738*: Research included in legislative analysis of bill which requires the development of a model curriculum in Native American studies to be adopted on or before March 31, 2020, and requires school districts

which elect to offer one course in Native American studies to make the course available in at least one year during a student's enrollment in grades 9-12; Referenced in *Gonzalez v. Douglas* trial of Tucson's Mexican American Studies program.

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. PMCID: PMC5031154.

Domina, Thurston, Andrew M. Penner and **Emily K. Penner**. 2016. "Membership Has Its Privileges': Status Incentives and Categorical Inequality in Education." *Sociological Science*, 3: 264-295. DOI: 10.15195/v3.a13. PMCID: PMC4873002.

Domina, Thurston, Andrew J. McEachin, Andrew M. Penner, and **Emily K. Penner**. 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 Analysis in Educational Evaluation: A Case Study from the New York City Voucher Program." *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.

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. PMCID: 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. PMCID: 3043459.

OTHER PUBLICATIONS

Penner, Emily K., Andrew M. Penner, Paul Hanselman, and Thurston Domina. Forthcoming. "Tracking in Schools and Social Inequality." In David Grusky, Nima Dahir and Claire Daviss (Eds.), *The Inequality Reader*, 5th Edition. Routledge.

Porter, Sonya R., Pharris-Ciurej, Nikolas, **Penner, Emily K.**, & Brummet, Quentin. 2018. Demonstrating the Use of Linked Data to Advance Education Research. *International Journal of Population Data Science*, 3(5).

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.

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.

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

Bonilla, Sade, Thomas S. Dee, and **Emily K. Penner**. 2021. "Ethnic Studies Increases Longer-Run Engagement and Attainment."

Brummet, Quentin, **Emily K. Penner**, Nikolas Pharris-Ciurej, and Sonya Porter. "After School: An Examination of the Career Paths and Earnings of Former Teachers."

Davison, Miles*, Andrew M. Penner, **Emily K. Penner**, Nikolas Pharris-Ciurej, Sonya Porter, Evan Rose, Yotam Shem-Tov, Paul Yoo*. "The School-to-Prison Pipeline and Racial Disparities in Early Adulthood."

Davison, Miles*, Andrew Penner, **Emily K. Penner**, "Restorative for all? Racial disproportionality and school discipline under Restorative Justice."

Hwang, NaYoung, **Emily K. Penner**, Thurston Domina, Miles Davison*, Paul Hanselman, Tanya Sanabria*, and Andrew Penner. "Racial, Ethnic, and Economic Disparities in School Discipline Prevalence and Severity." Center for Administrative Data Analysis Working Paper No. 2.

Kalogrides, Demetra, Susanna Loeb, and **Emily K. Penner**. "Is Falling Behind All Relative? Geographic and Temporal Variation in the Earnings Gap Between Teachers and Other College Graduates."

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

Spiegel, Michelle*, **Emily K. Penner**, Andrew M. Penner, and Scott Bartell. “Elevated Lead Levels and School Suspensions and Absences: Exploiting Within-School Variation in Lead Exposure.”

WORK IN PROGRESS

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

Jenkins, Jade M., Erica S. Harbatkin*, Shelby McNeill*, **Emily K. Penner**, and Gary T. Henry. “Can Universal Assessment in Early Grades Help Close School Achievement Gaps? Evidence from North Carolina.”

Liu, Yujia* and Emily K. Penner. “Does Mentoring Impact the Retention of Beginning Teachers? Evaluating the Oregon Beginning Teacher Mentoring Program.”

Penner, Emily K., Sabrina Solanki*, and Xuehan Zhou*. “First Impressions: Can Initial District Screenings of Applicants Predict Student and Teacher Outcomes on the Job?”

INVITED PRESENTATIONS

Penner, Emily K. “With Liberty and Justice for All: A Colloquium on Ethnic Studies.” Invited Panelist on Orange County Department of Education panel led by County Superintendent Dr. Al Mijares. July 21, 2021.

Penner, Emily K. “An RPP Framed Around an Ongoing Question: What are the Impacts of Ethnic Studies?” OCEAN, UC Irvine. April 29, 2021.

Bonilla, Sade, Thomas S. Dee, and Emily K. Penner. “The Longer-Term Effects of Cultural Relevance: Evidence From an Ethnic-Studies Curriculum.” UC Center Sacramento. January 27, 2021.

Penner, Emily K., Rochmes, Jane, Liu, Jing, and Loeb, Susanna. “Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates?” Center for Research on Teacher Development and Professional Practice, UC Irvine. January, 2018.

Penner, Emily K. “Culturally-Relevant Pedagogy across Contexts: A Multi-Site Evaluation of Ethnic Studies.” Center for Demographic and Social Analysis, UC Irvine. January, 2018.

Penner, Emily K., Rochmes, Jane, Liu, Jing, and Loeb, Susanna. “Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates?” Russell Sage Foundation. January, 2018.

- Dee, Thomas S. and Emily K. Penner. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." Policy Analysis for California Education. Sacramento, CA. January, 2017.
- Dee, Thomas S. and Emily K. Penner. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." Summer at Census, July, 2016.
- 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.
- 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
(SINCE 2016)**

- Liu, Yujia* and Emily K. Penner. "Does Mentoring Impact the Retention of Beginning Teachers? Evaluating the Oregon Beginning Teacher Mentoring Program." Annual Meeting of the American Educational Research Association. Virtual Conference. April 2021.
- Bonilla, Sade, Thomas S. Dee, and Emily K. Penner. "The Longer-Term Effects of Cultural Relevance: Evidence From an Ethnic-Studies Curriculum." Annual Meeting of the Association of Education Finance and Policy. Virtual Conference. March 2021.
- Penner, Emily K., Shelby McNeill, Gary T. Henry, Erica Harbatkin, and Jade M. Jenkins. "Are Different Measures of Literacy Skills Equally Prone to Summer Learning Loss? Evidence from North Carolina's Read to Achieve Program." Annual Meeting of the Association of Education Finance and Policy. Virtual Conference. March 2021.

Liu, Yujia* and Emily K. Penner. “Does Mentoring Impact the Retention of Beginning Teachers? Evaluating the Oregon Beginning Teacher Mentoring Program.” Annual Meeting of the Association of Education Finance and Policy. Virtual Conference. March 2021.

Brummet, Quentin and Emily K. Penner. “After School: An Examination of the Career Paths and Earnings of Former Teachers.” Annual Meeting of the National Academy of Education. Virtual Conference. November 2020.

Penner, Emily K., Shelby McNeill, Gary T. Henry, Erica Harbatkin, and Jade M. Jenkins. “Are Different Measures of Literacy Skills Equally Prone to Summer Learning Loss? Evidence from North Carolina’s Read to Achieve Program.” Annual Meeting of the Society for Research on Educational Effectiveness. Virtual Conference. March 2020.

Penner, Emily K. and Thomas. S. Dee “My Brother’s Keeper? The Impact of Targeted Educational Supports.” Annual Meeting of the Sociology of Education Association Pacific Grove, CA. February 2020.

Penner, Emily K., Michelle Spiegel, Andrew Penner, and Scott Bartell. “Elevated Lead Levels and School Suspensions and Absences: Exploiting within-School Variation in Lead Exposure.” Annual Meeting of the American Educational Research Association. Toronto, Canada. April 2019.

Penner, Emily K., Sabrina Solanki*, and Xuehan Zhou*. “First Impressions: Can Initial District Screenings of Applicants Predict Student and Teacher Outcomes on the Job?” Annual Meeting of the Association of Education Finance and Policy. Kansas City, MO. March 2019.

Davison, Miles*, Andrew Penner, Emily K. Penner, “Restorative for all? Racial disproportionality and school discipline under Restorative Justice.” Annual Meeting of the American Educational Research Association. New York, NY. April 2018; and the Annual Meeting of the American Sociological Association. Philadelphia, PA. August 2018.

Penner, Emily K., Jane Rochmes, Jing Liu, and Susanna Loeb. “Equity-oriented applicants: What do prospective teachers say about the achievement gap and does it make them more attractive candidates?” Annual Meeting of the Association of Education Finance and Policy. Portland, OR. March 2018.

Dizon-Ross, Elise, Susanna Loeb, Emily K. Penner, and Jane Rochmes, “Stress in Boom Times: Understanding Teachers' Economic Anxiety in a High Cost Urban District”. Annual Meeting of the Association of Education Finance and Policy. Portland, OR. March 2018.

Pharris-Ciurej, Nikolas, Brummet, Quentin, Domina, Thurston, Penner, Andrew, Penner, Emily, Porter, Sonya. “Examining the Utility of Educational Administrative Records for Research and Improving Survey Operations: A Pilot Project at the U.S. Census Bureau.” 2018 Federal Committee on Statistical Methodology Research and Policy Conference. March 2018.

Brummet, Quentin and Emily K. Penner. "After School: An Examination of the Career Paths and Earnings of Former Teachers." Annual Meeting of the Association of Public Policy and Management. Chicago, IL. November 2017.

Domina, Thurston, Andrew Penner, Nikolas Pharris-Ciurej, Tanya Sanabria, Emily Penner, Sonya Porter. "A Poor Proxy for Poverty: Administrative Free and Reduced-price Lunch Data and Household Income." Annual Meeting of the Association of Public Policy and Management. Chicago, IL. November 2017.

Rochmes, Jane, Emily K Penner, and Susanna Loeb. "Educators as Equity Warriors." Annual Meeting of the American Sociological Association. Montréal, Quebec, Canada. August, 2017.

Penner, Emily K., Heather Hough, Joe Witte, "Identity Crisis: Multiple Measures and the Identification of Schools under ESSA." Annual Meeting of the Association of Education Finance and Policy. Washington D.C. March, 2017.

Sun, Min, Emily K. Penner, and Susanna Loeb. "Resource- and Approach-Driven Multi-Dimensional Change: Three-Year Effects of School Improvement Grants." Annual Meeting of the Association of Public Policy and Management. Washington D.C. November, 2016.

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.

UNIVERSITY TEACHING EXPERIENCE

Education 253 – Foundations of Education Policy and Social Context	Spring 2021
Education 261 – Social and Cultural Foundations of Education, UC Irvine	Fall 2016
Education 50 – Origins, Purposes, and Central Issues in K-12 Education	Winter 2016
Education 180 – Courts, Classrooms, and Controversies in K-12 Education	Fall 2017
Education 251 – Education Policy and Politics	Fall 2017, 2020

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

Discipline:	
Editorial Board Member, <i>Sociology of Education</i>	2020-2023
Association for Education Finance and Policy Annual Meeting Early Childhood Section Selection Committee	2021

American Sociological Association Annual Meeting Education Policy Session Organizer	2020
Ad Hoc Reviewer: <i>Journal of Policy Analysis and Management, American Sociological Review, Sociology of Education, American Educational Research Journal, Social Science Research, Review of Educational Research, Educational Evaluation and Policy Analysis, Education Finance and Policy, AERA Open, The High School Journal, Educational Administration Quarterly.</i>	
University of California:	
UC Office of the President Ethnic Studies Admissions Requirement Work Group Member	2021
UC Network on Child Health, Poverty, and Public Policy UC Irvine Co-Site Lead	2019-2021
UC Irvine:	
School of Education Research Methods and Epistemology Work Group	2020-2021
Council on Undergraduate Admissions and Relations with Schools	2019-2022
School of Education Brown Bag Seminar Coordinator	2017-2018
Faculty Hiring Committee	2016-2017
Student Supervision:	
Primary Advisor: Yujia Liu	2018-present
Dissertation Committee Member:	
Bent Sortkær, Danish School of Education, Aarhus University	2019
Lauren Godfrey, School of Education, UC Irvine	2018
Dissertation Proposal Committee Member:	
Yongwon Cho, Department of Psychology and Social Behavior, UC Irvine	2021
Lauren Godfrey, School of Education, UC Irvine	2018
Edward “Ted” Watson, Department of Sociology, UC Irvine	2018
Miles Davison, Department of Sociology, UC Irvine	2018
Summer Undergraduate Research Fellows:	
Jessica Guerrero (Subsequently enrolled in MPP at UC Irvine)	2017

SKILLS AND CERTIFICATIONS

California Multiple Subjects Teaching Credential (cleared)
Spanish Bilingual, Cross-cultural, Language, and Academic Development Credential (BCLAD)