

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

- 2018-present Fellow, Institute of Behavioral Science, CU 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)

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

PEER-REVIEWED JOURNAL ARTICLES

*denotes current/former graduate students

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.

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). 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. & 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.

WORKING MANUSCRIPTS (AVAILABLE UPON REQUEST)

Engel, M., Jacob, R., Claessens, A., & Hart, A. *Sitting & Listening or Standing & Waiting: Kindergarten in a Large Urban District*. Under review.

Bassok, D. & Engel, M. *Early Childhood Education at Scale: Lessons From Research for Policy and Practice*.

Engel, M., Claessens, A., & *Kabourek, S. *Evidence on Replication in Education*

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*

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*

Claessens, A., & Engel, M. *Understanding Elementary School Absenteeism*

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). Successfully Taking Preschool to Scale: Implications of Research for Policy and Practice. Special topic in *AERA Open* on early childhood education.

RESEARCH GRANTS

- 2018-2019 Heising-Simons Foundation “Variation in Early Mathematics Instruction Across Grades and Schools” (PIs: Robin Jacob, Mimi Engel, Amy Claessens) 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” (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

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.*

CONFERENCE PRESENTATIONS

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.

COURSES TAUGHT

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

Regression Analysis (graduate), *University of Colorado 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

Laura Neergaard

Beth Smith

Walker Swain

Kerri Tobin

PROFESSIONAL SERVICE AND ACTIVITIES

2018-2019 Section Chair, Early Childhood Education, Program Committee for Society for Research on Educational Effectiveness 2019 Annual Meeting

2016-2017 Division L, Section 3 Program Committee Member American Educational Research Association Annual Meeting

2016-2019 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
- 2010-2019 Panel discussant and/or chair AERA, APPAM, or AEFPP

SERVICE, UNIVERSITY OF COLORADO BOULDER

- School of Education Equity Faculty Search Committee, Fall 2018
- School of Education Curriculum Committee, 2018
- School of Education Faculty Search Committee, Summer 2018

DEPARTMENTAL AND UNIVERSITY SERVICE, VANDERBILT UNIVERSITY

- 2015 Topping Up Awards Committee
- 2015-2016 PhD Student Professional Seminar
- 2015-2016 PhD Steering Committee
- 2015 Higher Education Faculty Search Committee
- 2014-2016 LPO Committee on Diversity
- 2011-2015 Organizer, LPO Research Colloquium
- 2011-2016 MPP Admissions Committee
- 2010, 2014 PhD 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 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
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