

MICHAL KURLAENDER

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EDUCATION

Harvard University, Cambridge, MA Ed.D., 2005
Graduate School of Education
Dissertation Committee: John B. Willett (Chair), Richard J. Murnane, Christopher Jencks

Harvard University, Cambridge, MA Ed.M., 1997
Graduate School of Education, *Administration, Planning & Social Policy*

University of California at Santa Cruz, Santa Cruz, CA B.A., 1995
Majors: Political Science and Fine Art

EMPLOYMENT

University of California, Davis
Associate Professor 2010–Present
Assistant Professor 2004–2010

Harvard University Graduate School of Education 1999–2004
Teaching Fellow & Researcher

The Civil Rights Project, Harvard University 1997–2004
Researcher

ACADEMIC AWARDS AND HONORS

Chancellor’s Fellow, University of California, Davis (2013-2018)

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2009-2010)

Faculty Development Award, University of California, Davis (2007)

Spencer Dissertation Fellowship, Spencer Foundation (2004-2005)

Dissertation Grant, American Educational Research Association (2003-2004)

Spencer Research Training Grant, Harvard University Graduate School of Education (2001-2004)

Spencer Research Fellowship, Harvard University Graduate School of Education (2000-2001)

Roy Larsen Research Fellowship, Harvard University Graduate School of Education (1999-2000)

GRANTS

California Community Colleges and Career Technical Education: A Researcher-Practitioner Partnership. 2015-2017. Institute of Education Sciences, U.S. Department of Education (PI with Collaborator Ann Stevens, University of California, Davis.) —\$400,000

National Center on Developmental Education Assessment and Instruction. 2014-2019. Institute of Education Sciences, U.S. Department of Education (PI on California Project, Sub-Contract to Center grant, Thomas Bailey (PI) Teachers College, Columbia University.) —\$148,500

California Community Colleges, Vocational Programs and Workforce Development: Improving the Workforce and Improving Lives. 2013-2016. Research Investments in the Sciences and Engineering, University of California (Co-PI with Ann Stevens, University of California, Davis.) —\$500,000

Center for Analysis of Postsecondary Education and Employment. 2012-2015. Institute of Education Sciences, U.S. Department of Education (PI on California project with collaborator Ann Stevens, University of California, Davis. Sub-Contract to larger Center grant, Thomas Bailey (PI) Teachers College, Columbia University.) —\$60,000

Center for Poverty Research. 2011-2016. U.S. Department of Health and Human Resources (Co-Investigator, with Ann Stevens and Marianne Page, Co-PIs, University of California, Davis.)—\$4,000,000

Ready or Not? California's Early Assessment Program and the Transition to College. 2010-2014. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento and Eric Grodsky, University of Wisconsin.)—\$1,860,432

Developing College Readiness Skills in an Urban Middle School. 2011-2014. California Academic Partnership Program, California State University Chancellor's Office (PI)—\$140,000

University of California Educational Evaluation Center. 2010-2015. University of California Office of the President, Multi-campus Research Program and Initiative Grant, (Co-PI with Julian Betts, UC San Diego; Christina Christie, UC Los Angeles; Greg Duncan, UC Irvine; Bruce Fuller, UC Berkeley; William Shadish UC Merced; and John Yun (PI), UC Santa Barbara)— \$2,200,000

Testing the influence of course-level gender representation on postsecondary achievement and persistence in STEM courses. 2011-2012. Spencer Foundation (Co-PI, with Kimberlee Shauman, University of California, Davis) —\$40,000

Increasing College Readiness: An Investigation of California's Early Assessment Program. 2009-2010. National Academy of Education/Spencer Foundation Postdoctoral Fellowship—\$55,000

Understanding Barriers and Examining Interventions: A Project to Study Postsecondary Access and Success Using State Administrative Data. 2008-2012. Bill & Melinda Gates Foundation (PI on Sub-contract to investigate California (\$325,000); larger multi-state grant with Bridget Terry Long (PI) Harvard University; Stella Flores, Vanderbilt University; and Eric Bettinger, Stanford University.) — \$2,000,000

The Effects of Institutional Practices on Postsecondary Trajectories: Matriculation, Persistence and Time to Degree. 2007-2010. Institute of Education Sciences, U.S. Department of Education (PI, with collaborators: Jessica Howell, California State University Sacramento; Eric Grodsky, University of Minnesota; and Catherine Horn, University of Houston) —\$470,808

College Readiness to Degree Completion: Remedial Placement and Patterns of College Persistence. 2007-2008. Association for Institutional Research (PI, with collaborators: Jessica Howell, California State University Sacramento and Catherine Horn, University of Houston) —\$30,000

Early Predictors of High School Dropout. 2007-2008. California Dropout Project, funded by the Bill & Melinda Gates Foundation (PI)—\$15,000

Faculty Grant in Aid of Research, 2005, 2007. University of California, Davis (PI)—\$2,000

School Racial/Ethnic Composition and Student Outcomes. 2003. National Education Association (Co-PI with John Yun)—\$100,000

PUBLICATIONS (student co-authors underlined)

Journal Articles

Kurlaender, M., Friedmann, E., and VanOmmeren, A. Forthcoming. Addressing College Readiness Gaps at the College Door: Institutional Differences in Developmental, Education at California's Community Colleges. *New Directions for Community Colleges*.

Kurlaender, M., Jackson, J., Howell, J. and Grodsky, E. (2014) College Course Scarcity and Time to Degree. *Economics of Education Review*, 41: 24-39.

Jackson, J. & Kurlaender, M. (2014) College Readiness and College Completion at Broad Access Four-Year Institutions. *American Behavioral Scientist*, 58(8): 947-971.

Kurlaender, M. (2014) Assessing the Promise of California's Early Assessment Program for Community Colleges, *Annals of the American Academy of Political and Social Science*, 655:36-55.

Kurlaender, M. and Grodsky, E. (2013). Mismatch and the Paternalistic Justification for Selective College Admissions. *Sociology of Education*, 86(4): 294-310.

Kurlaender, M. & Larsen, M. (2013). K-12 and Postsecondary Alignment: Racial/Ethnic Differences in Freshmen Course-taking and Performance at California's Community Colleges. *Education Policy Analysis Archives*, 21(16): 1-24.

Kurlaender, M. & Jackson, J. (2012). Investigating Middle School Determinants of High School Achievement and Graduation in Three California School Districts. *California Journal of Politics and Policy*, 4(2): 1-24.

Graham, S. and Kurlaender, M. (2011). Using Propensity Scores in Educational Research: General Principles and Practical Applications. *The Journal of Educational Research*, 104(5): 340-353.

Howell, J., Kurlaender, M. & Grodsky, E. (2010). Postsecondary Preparation and Remediation: Examining the Effect of the Early Assessment Program at California State University. *Journal of Policy Analysis and Management*, 29(4): 726-748.

Reardon, S., Atteberry, A., Arshan, N., & Kurlaender, M. (2010). Effects of Failing a High School Exit Exam on Course Taking, Achievement, Persistence, and Graduation. *Educational Evaluation and Policy Analysis*, 32(4): 498-520.

Long, B. T. and Kurlaender, M. (2009). Do Community Colleges Provide a Viable Pathway to Baccalaureate Degree? *Educational Evaluation and Policy Analysis*, 31(1):30-53.

Kurlaender, M. and Yun, J. (2007). Measuring School Racial Composition and Student Outcomes in a Multiracial Society, *American Journal of Education*, (February 113): 213-242.

Reardon, S., Yun, J. and Kurlaender, M. (2006). Implications of Income-Based School Assignment Policies for Racial School Segregation. *Educational Evaluation and Policy Analysis*, 28(1): 49-75.

Kurlaender, M. (2006). Choosing Community College: Factors Affecting Latino College Choice. *New Directions for Community Colleges*, 133: 7-19.

Kurlaender, M. and Yun, J. (2005). Fifty Years after Brown: New Evidence of the Impact of School Racial Composition on Student Outcomes. *International Journal of Educational Policy, Research and Practice*, 6(1): 51-78.

Yun, J. and Kurlaender, M. (2004). School Racial Composition and Student Educational Aspirations: A Question of Equity in a Multiracial Society. *Journal of Education for Students Placed at Risk* 9(2):143-168.

Wald, J. and Kurlaender, M. (2003). Connected in Seattle? An Exploratory Study of Student Perceptions of Discipline and Attachments to Teachers. *New Directions for Youth Development: Theory, Practice and Research* (99):35-54. (Formerly, *New Directions for Mental Health Services*).

Shavit, Y., Ayalon, H. and Kurlaender, M. (2002). Schooling Alternatives, Inequality, and Mobility in Israel. *Schooling and Social Capital in Diverse Cultures, Research in Sociology of Education*, 13:105-124.

Kurlaender, M. with Orfield, G. (1999). In Defense of Diversity: New Research and Evidence from the University of Michigan. *Equity and Excellence in Education*, 32(2):31-35.

Working Papers

Stevens, A., Kurlaender, M. and Grosz, M. Career Technical Education And Labor Market Outcomes: Evidence From California Community Colleges. Working Paper 21137, National Bureau of Economic Research.

Kurlaender, M., Grodsky, E., Howell, J. and Jackson, J. Ready or Not? California's Early Assessment Program and the Transition to College.

Kurlaender, M., Jackson, J. and Howell, J. K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. Revise and Resubmit at *American Journal of Education*.

In Preparation

Kurlaender, M., Carrell, S., and Jackson, J. Forthcoming. Exploring Institutional Effects of Community Colleges: Evidence from California. For *Russell Sage Foundation*.

Carrell, S., Kurlaender, M. and Bhatt, M. My Professor Cares: Experimental Evidence of Professor Engagement on Student Outcomes in Postsecondary Education.

Kurlaender, M., Shauman, K. and Jackson, E. Testing the influence of course-level gender representation on postsecondary achievement and persistence in STEM courses.

Edited Books

Grodsky, E. and Kurlaender, M. (2010). Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209. Cambridge, MA: Harvard Education Press.

Orfield, G. with Kurlaender, M. (2001). *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, MA: Harvard Education Press.

Book Chapters

Kurlaender, M., Friedmann, E., and Chang, T. (2015). Access and Diversity at the University of California in the Post-Affirmative Action Era. In Jayakumar, U., Garces, L. and Hernandez, F. (Eds), *Affirmative Action and Racial Equity: Considering the Fisher Case to Forge the Path Ahead*. Routledge Press.

Kurlaender, M., Howell, J. & Jackson, J. (2015) Improving Collegiate Outcomes at Broad-Access Institutions: Lessons for Research and Practice. In M. L. Stevens & Kirst, M. W., (Eds), *Remaking College: The Changing Ecology of Higher Education*. Stanford University Press.

Grodsky, E. & Kurlaender, M. (2010). The Demography of Higher Education in the Wake of Affirmative Action. Pp. 33-58 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Grodsky, E. (2010). Toward Equal Opportunity in Higher Education. Pp. 217-226 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Edley, C., Henderson, A., Kurlaender, M. Grodsky, E. & (2010). Proposition 209 and the National Debate on Affirmative Action. Pp. 1-10 in E. Grodsky & M. Kurlaender (Eds.), *Equal Opportunity in Higher Education: The Past and Future of California's Proposition 209*. Cambridge, MA: Harvard Education Press.

Horn, C. & Kurlaender, M. (2008). The End of *Keyes*—Resegregation Trends and Achievement in Denver Public Schools. Pp. 221-238 in C. E. Smrekar & E. B. Goldring (Eds.), *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*. Cambridge, MA: Harvard Education Press.

Kurlaender, M. & Felts, E. (2008). Bakke Beyond College Access: Investigating Racial/Ethnic Differences in College Completion. Pp. 110-141 in P. Marin, & C. Horn (Eds.), *Realizing Bakke's Legacy: Affirmative Action, Equal Opportunity, and Access to Higher Education*. Sterling, VA: Stylus.

Kurlaender, M. & Flores, S. (2005). The Racial Transformation of Higher Education. Pp. 11-32 in G. Orfield, P. Marin, & C. Horn (Eds.), *Higher Education and the Color Line*. Cambridge, MA: Harvard Education Press.

Ma, J. and Kurlaender, M. (2005). The Future of Race-Conscious Policies in K-12 Public Schools: Support from Recent Legal Opinions and Social Science Research. Pp. 239-260 in *Resegregation of the American South*. Orfield, G., Boger, J., Edley, C. and High, R. (Eds.). Chapel Hill, NC: University of North Carolina Press.

Kurlaender, M. and Yun, J. (2001). Is Diversity a Compelling Educational Interest: Evidence from Metropolitan Louisville. Pp. 111-141 in *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Orfield, G. with Kurlaender, M. (Eds.). Cambridge, MA: Harvard Education Press.

Kurlaender, M. (1999). Vignettes from the Field: Portraits of Religious Activists. In *Religion Race and Justice in a Changing America*. Orfield, G. and Lebowitz, H. (Eds.), New York, NY: Century Foundation Press.

Reports, Policy Briefs, and Media

Kurlaender, M. and Jackson, J. (January 28, 2015). Obama's Free College Plan is No Panacea: Just Ask California. The Washington Post.

Kurlaender, M., Jackson, J. and Howell, J. (September 2012). K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program. Research Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/k12-alignment-accountability-early-assessment-program.pdf>

Kurlaender, M. and Howell, J. (December 2012). Academic Preparation for College: Evidence on the Importance of Academic Rigor in High School. Background Paper of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/affinity-network-academic-preparation-college.pdf>

Kurlaender, M. and Howell, J. (September 2012). Collegiate Remediation: A Review of the Causes and Consequences. Literature Brief of the College Board Advocacy & Policy Center. Available at: <http://advocacy.collegeboard.org/sites/default/files/collegiate-remediation-review-causes-consequences.pdf>

Kurlaender, M., Grodsky, E., Agronow, S., Horn, C. (2011). *State Standards, the SAT, and Admission to the University of California*. Policy Brief, Policy Analysis for California Education. Available at: http://www.stanford.edu/group/pace/PUBLICATIONS/PB/PACE_BRIEF_NOV_2011.pdf

Reardon, S. and Kurlaender, M. (2009). *Effects of the California High School Exit Exam on Student Persistence, Achievement, and Graduation*. Policy Brief, Policy Analysis for California Education. Available at: <http://gse.berkeley.edu/research/pace/reports/PB.09-3.pdf>

Kurlaender, M., Reardon, S., & Jackson, J. (2008). Middle School Predictors of High School Achievement in Three California School Districts. A Report Released by the California Dropout Research Project. Available at: <http://cdrp.ucsb.edu/>

Kurlaender, M. (2006) The Benefits of Racial/Ethnic Diversity in Elementary and Secondary Education. Written testimony to the U.S. Commission on Civil Rights. Available at: <http://www.usccr.gov/pubs/112806diversity.pdf>

Horn, C. and Kurlaender, M. (2006). The End of *Keyes*—A Cautionary Tale of Resegregation Trends and the Achievement Gap in Denver Public Schools, A Report to the Piton Foundation. Available at: <http://www.piton.org/Documents/term11.pdf>

Kurlaender, M. and Yun, J. (2005). From Desegregation to Diversity: Trends and Implications Commissioned by the University of Virginia, Curry School of Education for the Centennial Celebration Conference.

Kurlaender, M. (2003). What Do We Know About the Benefits of Diversity in K-12 Education. A Report by The Center for Civil Rights at the University of North Carolina & The Civil Rights Project, Harvard University.

TEACHING

Education and Social Policy (Undergraduate and Graduate Level)
Beginning Research Design
Program Evaluation
Intermediate Statistics: Applied Data Analysis
Economics of Education

PROFESSIONAL SERVICE & AFFILIATIONS

Co-Director, Policy Analysis for California Education—PACE (2014—Present)
National Academy of Education/Spencer Foundation Dissertation Fellowship Selection Committee, (2014-2017)
Review Panel, Institute of Education Sciences, U.S. Department of Education, Education Systems and Broad Reform (2014-2017)
Program Section Chair, Education and Social Inequality, Society of Research on Educational Effectiveness Annual Meeting (Spring 2014)
Small Grants Review Panel, Spencer Foundation (2012-2014)
Research Advisory Board, Center for Advocacy and Policy, The College Board (2011-Present)
Editorial Board, *Educational Evaluation and Policy Analysis*
Faculty Researcher, Center for the Analysis of Postsecondary Readiness, Teachers College, Columbia University (2014-2019)
Advisory Member, San Francisco Unified School District, Student Assignment Plan (2010-2015)
Faculty Researcher, Center for Analysis of Postsecondary Education and Employment, Teachers College, Columbia University (2011-2017)
Faculty Mentor, National Academy of Education Post-doctoral and Dissertation Fellows
Program Chair, Sociology of Education Association Annual Meeting (February 2013)
Research Advisor, California Community Colleges Early Assessment Program Implementation Advisory Committee (2009)
Technical Working Group, Regional Educational Laboratory Northwest (2013-14)
Advisory Board, Chief Justice Warren Institute on Race, Ethnicity and Diversity, UC Berkeley School of Law, Boalt Hall (2006—2010)
Reviewer: National Science Foundation, Public Policy Institute of California, W.T. Grant Foundation, Spencer Foundation, Society for Research on Educational Effectiveness,
Reviewer: Journal of Policy Analysis and Management, Educational Evaluation and Policy Analysis, Annual Review of Sociology of Education, Review of Educational Research, Sociology of Education, Social Forces, Journal of Comparative Policy Analysis, Educational Researcher, Economics of Education Review; Social Science Research, Education Policy Analysis Archives, Research in Higher Education, American Education Research Journal, Education Finance and Policy

Member: American Educational Research Association (2002—Present), Association for Public Policy Analysis and Management (2005—Present), Sociology of Education Association (2005-Present), Association for Education Finance and Policy (2010—Present), Research Committee 28 on Social Stratification and Mobility (2004—Present)

University of California Davis

Executive Committee & Founding Faculty, University of California Davis Center for Poverty Research (2011—Present)

Program Committee, Economy, Justice and Society, Institute for Governmental Affairs, University of California Davis (2005—2010)

Appointed Member, UC Davis Study Group on Accessibility and Affordability (2012-2013)

Site Director, Davis Campus, UC Educational Evaluation Center (2010-2014)

Head Graduate Advisor, PhD program in Education, University of California Davis (2006-Present)