

CONTACT INFORMATION	Department of Leadership, Policy, and Organizations Peabody College, Vanderbilt University PMB 414 230 Appleton Place Nashville, TN 37203-5721	Office: (615) 322-0722 E-mail: <a href="mailto:chris.candelaria@vanderbilt.edu">chris.candelaria@vanderbilt.edu</a> Website: <a href="http://chriscandelaria.com">chriscandelaria.com</a> Twitter: @chriscandel
ACADEMIC APPOINTMENT	Assistant Professor of Public Policy and Education Vanderbilt University, 2016–Present.	
SPECIALIZATION AREAS	Teacher Labor Markets and Teacher Quality, Education Finance Policy, Federal and State Accountability, Causal Methods in Quantitative Research	
EDUCATION	Stanford University, Stanford, CA - Ph.D., Economics of Education and Education Policy, June 2016 Certificate in Quantitative Research Methods - M.A., Economics, June 2014 Coursework: Graduate Econometrics, Microeconomics, Labor Economics, and Public Finance - B.A., Economics, June 2006 Minor in Mathematics	
GRANTS	2021–24 Co-PI, National Science Foundation: “Developing the STEM Workforce: Career Pathways of Math and Science Teachers in Texas and Washington” (PI: David Knight, University of Washington; Co-PIs Min Sun and Ana Elfers, University of Washington, and David DeMatthews, University of Texas at Austin). [Subcontract of \$199,970 on \$1.5 million total award]  2021 Co-PI, Gates Foundation & Tennessee Education Research Alliance: “Understanding and Addressing Teacher Shortages in Tennessee” (PI: Matt Kraft, Brown University). [Awarded \$8,382]  2021–22 Co-PI, William T. Grant Foundation, Major Research Grant: Reducing Inequality. “Reducing Inequality through School Finance Reform: Understanding the Mechanisms and Outcomes” (PI: Min Sun, University of Washington; Co-PIs David Knight and Marge Plecki, University of Washington). [Subcontract of \$42,920 on \$249,475 total award]  2021 Principal Investigator, William T. Grant Foundation, Officers’ Research Grant: Reducing Inequality. “Rethinking School Budgets: Principals’ Resource Allocation Decisions and the Promise of Equity.” [\$44,471]  2018–23 Consortium PI and Co-Investigator, National Institutes of Health (NICHD R01). “Education and Transition to Adulthood” (PI: Andrew Penner, University of California, Irvine). [Subcontract of \$107,004 on \$3.22 million total award]  2017–18 Principal Investigator, Tennessee Education Research Alliance Small Grant (sponsored by Peabody College). “Longer-term teacher effects on student achievement.” [\$13,060]	
FELLOWSHIPS AND AWARDS	2021 Outstanding Reviewer Award for <i>Educational Researcher</i> . Presented by American Educational Research Association.	

- 2020–21 Vanderbilt Strong Funding. Awarded \$3,446 to support research and teaching during the COVID-19 Pandemic.
- 2019 Outstanding Reviewer Award for *Educational Researcher*. Presented by American Educational Research Association.
- 2018–19 Provost Research Studio. Awarded \$4,000 to host scholars from other institutions at Vanderbilt for a discussion of school finance research.
- 2017–18 Vanderbilt Junior Faculty Teaching Fellow. Awarded \$2,000 in research funds.
- 2016–17 Emerging Education Policy Scholar Program (Cohort 6): AEI and Fordham Institute.

#### JOURNAL PUBLICATIONS

*Key:* ► indicates a current or former student coauthor with whom the majority of collaboration took place while the coauthor was a student.

7. Shores, K. A., Candelaria, C. A., & ► Kabourek, S. “Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014.” **Forthcoming** at *Education Finance and Policy*. DOI:10.1162/edfp\_a\_00360.
6. Knight, D. S., Hassairi, N., Candelaria, C. A., Sun, M., & Plecki, M. L. (2022). “Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policymakers.” *Education Finance and Policy*. DOI: 10.1162/edfp\_a\_00356
5. Shores, K. A. & Candelaria, C. A. (2020). “Get Real! Inflation Adjustments of Educational Finance Data.” *Educational Researcher*, 49(1). DOI: 10.3102/0013189X19890338.
4. Candelaria, C. A. & Shores, K. A. (2019). “Court-Ordered Finance Reforms in the Adequacy Era: Heterogeneous Causal Effects and Sensitivity.” *Education Finance and Policy*, 14(1). DOI: 10.1162/EDFP\_a\_00236.
3. Caballero, J., Candelaria, C. A., & Hale, G. B. (2018) “Bank Linkages and International Trade.” *Journal of International Economics*, 115: 30–47. DOI: 10.1016/j.jinteco.2018.08.006.
2. Whitney, C. R. & Candelaria, C. A. (2017). “The Effects of No Child Left Behind on Children’s Socioemotional Outcomes.” *AERA Open*, 3(3): 1–21. DOI: 10.1177/2332858417726324.
1. Candelaria, C. A., Daly, M. C., & Hale, G. B. (2015). “Persistence of Regional Wage Differences in China.” *Pacific Economic Review*, 20(3): 365–387. DOI: 10.1111/1468-0106.12113.

#### MANUSCRIPTS UNDER REVIEW

*Key:* ► indicates a current or former student coauthor with whom the majority of collaboration took place while the coauthor was a student.

3. Sun, M., Candelaria, C. A., Knight, D., ► LeClair, Z., Kabourek, S. E. & ► Chang, K. T-C. “The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover” (Revise at Resubmit)
2. ► McNeill, S. M., & Candelaria, C. A. “Paying for School Finance Reforms: Assessing How States Fund Increases in Elementary-Secondary Education Spending.” (Under Review)
1. Edwards, D. S., Kraft, M. A., Christian, A., & Candelaria, C. A. “Teacher Shortages: A Unifying Framework for Understanding and Predicting Vacancies.” (Under Review)

#### OTHER PUBLICATIONS

5. Loeb, S. & Candelaria, C. A. (2012). “How stable are value-added estimates across years, subjects, and student groups?” [The Carnegie Knowledge Network](#).
4. Candelaria, C. A., Lopez, J. A., & Spiegel, M. M. (2011). “Bond Currency Denomination and the Yen Carry Trade.” In Yin-Wong Cheung and Guonan Ma (Eds.), *Asia and the China in the Global Economy*, Singapore: World Scientific, Chapter 9, pp. 245-282. DOI: 10.1142/9789814335270\_0009.

3. Caballero, J., Candelaria, C. A., & Hale, G. B. (2009). “Bank Relationships and the Depth of the Current Economic Crisis.” [FRBSF Economic Letter 2009-38](#).
2. Candelaria, C. A., Daly, M. C. & Hale, G. B. (2009). “Interprovincial Inequality in China.” [FRBSF Economic Letter 2009-13](#).
1. Candelaria, C. A. & Hale, G. B. (2008). “Did Large Recalls of Chinese Consumer Goods Lower U.S. Imports from China?” [FRBSF Economic Letter: 2008-17](#).

#### SOFTWARE & PROGRAMS

1. Candelaria, C. A., & Shores (2019). “CPIGET: Stata module to construct an annual CPI series based on a user-specified fiscal-year time span.” Statistical Software Components S458682, Boston College Department of Economics. Note: This module should be installed from within Stata by typing “ssc install cpiget”. The module is made available under terms of the GPL v3 (<https://www.gnu.org/licenses/gpl-3.0.txt>).

#### WORKING PAPERS

4. Candelaria, C. A., McNeil S. M., & Shores, K. A. “What is a School Finance Reform? Uncovering the ubiquity and diversity of school finance reforms.”
3. Candelaria, C. A., Crutchfield, A., McGill, D. G., Brown, K. A., & Springer, M. G. “Rethinking School Budgets: Weighted-Student Funding, Principals’ Resource Allocation Decisions, and the Promise of Equity.”
2. Candelaria, C. A., Crouch, M. L., & Dee, T. S. “Waivers, Accountability, and School Reform: Evidence from Georgia.”
1. Candelaria, C. A., & Bartanen, B. ”Rethinking Teacher Impacts on Achievement: Heterogeneous Cumulative Teacher Effects”

#### INVITED PRESENTATIONS & WORKSHOPS

- 2022 > “The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover.” Presented at University of Pennsylvania, Graduate School of Education on November 30, 2022. Joint work with Min Sun, David Knight, Zach LeClair, Sarah Kabourek, and Katherine Chang.
  - > Presentation to the North Carolina State Board of Education on April 7, 2022. Board session title: “Planning to Achieve Greatness—Practices of Promise: Exploring Resource Allocation.”
  - > “The Effects and Local Implementation of School Finance Reforms on Teacher Salary, Hiring, and Turnover.” Presented at Brown University: Annenberg Seminars on Educational Policy on March 9, 2022. Link to event details: <https://tinyurl.com/candelaria-annenberg-20220309>. Joint work with Min Sun, David Knight, Zach LeClair, Sarah Kabourek, and Katherine Chang.
- 2021 > Partnering in Education Research (PIER) Public Seminar Series, Center for Education Policy Research at Harvard University. Presentation on school finance research. Link to recorded presentation: <https://youtu.be/0M3vpx2fJvQ>.
- 2020 > Teacher Value-Added Modeling Workshop. Two-day online workshop given at College of Education, University of California, Irvine.
- 2017 > “School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990–2014.” Joint work with Sarah Kabourek and Kenneth A. Shores. Presented at Michigan State University.

CONFERENCE  
PRESENTATIONS

- 2022 ▷ “What Is a School Finance Reform? Uncovering the Ubiquity and Diversity of State Involvement in Elementary-Secondary Education Funding.” Joint work with Shelby M. McNeill and Kenneth Shores. Paper presented at APPAM annual conference.
- ▷ “Teacher Shortages: A Unifying Framework for Understanding and Predicting Vacancies.” Joint work with Danielle S. Edwards, Matthew A. Kraft, and Alvin Christian. Paper presented at APPAM annual conference.
- 2021 ▷ “Rethinking School Budgets: Principals’ Resource Allocation Decisions and the Promise of Equity.” Joint work with Angelique Crutchfield and Matthew G. Springer. Paper presented at AEFPP annual conference.
- ▷ “Assessing the Impact of Washington State’s McCleary School Finance Reforms on the Distribution of Teacher Salaries.” Joint work with Min Sun, David S. Knight, Zach Leclair, Sarah Kabourek, and Katherine Chang. Paper presented at AEFPP annual conference.
- ▷ “Prioritizing School Finance Equity during an Economic Downturn: Recommendations for State Policymakers.” Joint work with David S. Knight, Nail Hassairi, Min Sun, and Margaret L. Plecki. Paper presented at AEFPP annual conference.
- 2020 ▷ “Long-Term Progressivity in Educational Spending: Description and Causes of Variation among States.” Joint work with Kenneth A. Shores, Elinor Williams, and Shelby McNeill. Paper presented at AEFPP annual conference.
- ▷ “Student-Based Budgeting: A Case Study in Metro Nashville Public Schools.” Joint work with Angelique Crutchfield and Matthew G. Springer. Poster presented at AEFPP annual conference.
- 2019 ▷ “Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014.” Joint work with Kenneth Shores and Sarah Kabourek. Paper presented at SREE annual conference.
- ▷ “Medium-term Teacher Effects on Student Achievement.” Joint work with Brendan Bartanen. Paper presented at AEFPP annual conference and APPAM annual conference.
- 2018 ▷ “School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990–2014.” Joint work with Sarah Kabourek and Kenneth A. Shores. Paper presented at AEFPP annual conference.
- 2017 ▷ “Waivers, Accountability, and School Reform: Evidence from Georgia.” Joint work with Michael L. Crouch and Thomas S. Dee. Paper presented at AEFPP annual conference.
- 2016 ▷ “The Sensitivity of Causal Estimates from Court-Ordered Finance Reform on Spending and Graduation Rates.” Joint work with Kenneth A. Shores. Paper presented at the AEFPP annual conference.
- 2015 ▷ “Rethinking Teacher Effects on Student Achievement.” Paper presented at the AEFPP annual conference.
- 2014 ▷ “The Persistence of Value-Added for Teachers of Special Education Students.” Presented research results at the *Unpacking Value-Added Measures of Teacher Performance: Implications for Disadvantaged Students and the Parents and Teachers Who Support Them* symposium at the AERA annual conference.

- ▷ “Whole-School Reforms under NCLB Waivers: Evidence from Indiana and Oklahoma.” Joint work with Thomas S. Dee, Steven W. Hemelt, and Brian A. Jacob. Paper presented at the AEFPP annual conference.
- ▷ “Court-Ordered Finance Reform During the Adequacy Era: Achievement Effects.” Joint work with Kenneth A. Shores. Paper presented at the AEFPP annual conference.
- 2013 ▷ “Who Matters for Student Achievement: Examining the Impact of NCLB on School Staff.” Poster presented at the AEFPP annual conference.
- ▷ “Who Matters for Student Achievement: Examining the Impact of NCLB on School Staff.” Paper presented at the AEFPP annual conference.

## TEACHING EXPERIENCE

*ELP 8210: Resource Allocation and Deployment.* Peabody College, Vanderbilt University (Summer 2018, 2019, 2020, 2021, 2022). This course covers resource allocation issues for lower and higher education, public and private education, and United States and overseas education. “Resource,” in this context principally, but not exclusively, refers to financial resource. The purpose of this course is to introduce participants to the means by which answers can be framed for questions such as: Who pays for education? Who goes to school, and who benefits from schooling? How much does education cost? How can resources be used to influence the trajectory of an organization? And how can resources for education be spent more efficiently? Additionally, the course is intended to enable participants to gain and enhance analytic and information gathering skills related to education finance and resource allocation.

*LPO 8851: Regression Analysis I.* Peabody College, Vanderbilt University (Spring 2017, 2018, 2019, 2020, 2021, 2022, 2023). The goal of this Ph.D.-level course is to develop an understanding of regression analysis. Topics covered include the simple linear regression model, interval estimation and hypothesis tests on regression parameters, prediction, multiple regression, omitted variable bias, multicollinearity, joint tests of significance, regression with indicator variables, and estimation of limited dependent variable models. Students also gain experience using the software program Stata as a means to estimate regressions.

*HODE 3225: Introduction to Public Finance of Education.* Peabody College, Vanderbilt University (Spring 2017, 2018, 2019, 2020, 2021). This undergraduate-level course provides a foundation of knowledge for the economics of the public sector. Then the course examines economic models to explain real world government policymaking with a specific focus on education policy.

*EDP-6140: Economics of Education/Education Policy.* Peabody College, Vanderbilt University (Fall 2016, 2017, 2018, 2020). This M.P.P.-level course focuses on problems of the American educational system. The goals of the course are to study what economists have said about the problems of American education and to understand (and use) economic tools of analysis.

*EDUC 255C: Applied Quasi-Experimental Research in Education.* Teaching Assistant for Dr. Sean F. Reardon. Stanford University 2014. Fielded student inquiries, held office hours, prepared and lead weekly discussion sections, taught advanced Stata techniques, and graded problem sets.

*Stanford Graduate School of Education Math Camp.* Co-Founder, Coordinator and Instructor. Stanford University 2012, 2013, 2014, and 2015. Taught a review of pre-calculus, calculus, probability theory, statistics, regression, matrix algebra, and Stata to incoming graduate students at the Stanford Graduate School of Education. Developed lecture review notes and problem sets.

## ADVISING

### *Current Doctoral Advisees*

- Michael Crouch (Primary Adviser)

- Angelique Crutchfield (Primary Adviser)
- Kenton Shimozaki (Primary Adviser)

#### *Dissertation Committees*

- Shelby McNeill (Dissertation Committee Chair, Defended March 2022)
- Michael Crouch (Dissertation Committee Chair)
- Sara E. Kabourek (Dissertation Committee, Defended July 11, 2019)
- Sy Doan (Dissertation Committee, Defended July 8, 2019)
- Brendan Bartanen (Dissertation Committee, Defended May 20, 2019)
- Adam Kho (Dissertation Committee, Defended June 28, 2018)
- Tuan D. Nguyen (Dissertation Co-Chair, Defended April 2, 2018)

#### *Undergraduate Advising*

- Total Undergraduate Students: 19

### PROFESSIONAL EXPERIENCE

#### **Center for Education Policy Analysis, Stanford, CA**

##### *Project Manager*

August 2015–July 2016

Manage the design and implementation of a large-scale randomized text-messaging experiment. Collaborate with partner organizations and co-principal investigators Susanna Loeb and Benjamin N. York.

##### *Graduate Student Researcher*

September 2010–June 2016

Produce academic research, participate in student seminars, and collaborate on projects with faculty members and other graduate students.

#### **San Francisco Federal Reserve Bank, San Francisco, CA**

##### *Economic Research Associate*

June 2006–June 2010

Managed multiple research and policy based projects for three economists; assisted with econometric analyses and data management. Participated directly in economic research by coauthoring economic letters and papers with economists. Prepared briefing materials and assisted with special topics for the Federal Open Market Committee meetings. Fact checked speeches for Dr. Janet Yellen, former President and CEO of the Federal Reserve Bank of San Francisco.

### SERVICE

#### *Editorial Board*

Educational Researcher: 2018–19 to Present

#### *Professional Organizations*

- AEFPP Program Committee: School Finance Section Chair, 2022 Spring Conference
- APPAM Program Committee: Education Policy Section Chair, 2022 Fall Conference

#### *Reviewer*

AERA Open; Economics of Education Review; Education Finance and Policy; Educational Assessment Evaluation and Accountability; Educational Evaluation and Policy Analysis; Educational Researcher; Journal of Labor Economics; Journal of Policy Analysis and Management; National Tax Journal; Review of Economics and Statistics

#### *Departmental Service*

- Faculty Search Committee Member for Education Leadership: 2021–22
- Leadership, Policy, and Organizations Colloquium Co-Organizer: 2017–18, 2019–20, 2020–21
- Ph.D.-level admissions committee: 2017–18, 2019–20
- MPP admissions committee: 2019–20, 2020–21, 2021–22
- ELP admissions committee: 2020–21, 2021–22, 2022–23

*College and University Service*

- Advanced Computing Center for Research and Education (ACCRE): Faculty Advisory Board Member: 2020–21 to Present

PROFESSIONAL  
MEMBERSHIPS

American Economic Association (AEA)  
 American Education Research Association (AERA)  
 Association for Education Finance and Policy (AEFP)  
 Association for Public Policy Analysis and Management (APPAM)  
 Society for Research in Educational Effectiveness (SREE)