

**Detroit Partnership for Education Equity & Research (Detroit PEER)
College Center Proposal
College of Education, Wayne State University**

Prepared by proposed Detroit PEER director, Dr. Sarah Winchell Lenhoff, Leonard Kaplan
Endowed Professor and Associate Professor of Educational Leadership & Policy Studies

A. Detroit PEER Mission

The mission of the Detroit Partnership for Education Equity & Research (Detroit PEER) is to produce high-quality research in partnership with Detroit education stakeholders and others who influence the educational ecosystem in Southeast Michigan to inform improvement in policy and practice. We work collaboratively with education stakeholders to design and implement studies that answer questions of critical importance to improving the systems that contribute to the academic, behavioral, and socioemotional outcomes of public school students in Detroit. Our work contributes new knowledge to academic scholarship while also being accessible to and usable by practitioners and policymakers, particularly in Detroit and Michigan.

B. Narrative Description and Objectives

The Detroit Partnership for Education Equity & Research will be the first research center focused exclusively on producing research to advance equitable education policy and practice in partnership with families, students, educators, community groups, and policymakers in Detroit. Aligned with Wayne State University's new strategic plan, Detroit PEER will support the university's aspiration to build on its legacy of community involvement by working directly with Detroiters to expand educational opportunity in the city, including contributing new knowledge to support school improvement in Detroit. Detroit PEER will contribute to the strategic plan objective of strengthening institutional infrastructure to support faculty, staff, and student engagement in community-based programming, services, and research. In addition, formalizing the existing Detroit Education Research Partnership (DERP) as a center creates opportunities to enhance the visibility of existing outreach and community support activities in the College of Education. Detroit PEER will also seek to contribute to the goal of recruiting, supporting, retaining, and empowering a diverse faculty and staff. Of the ten members of the current DERP team, four are Black women, including one of the founding affiliate faculty members and a newly hired postdoctoral fellow. Our principles, as outlined below, demonstrate our commitment to supporting this goal and others in line with the university's mission.

Our work is guided by the following principles:

- We engage in equitable work processes internally and externally.
- We have an improvement orientation, working with humility and striving to learn.
- We are committed to the co-creation of research with the Detroit communities we serve.
- We apply rigorous research methods and processes to our work to inform advocacy that is rooted in empiricism.

We seek to build on our existing partnerships with Detroit Public Schools Community District (DPSCD), the Every School Day Counts Detroit (ESDCD) coalition, 313Reads, and a group of

Detroit-based charter schools. Detroit PEER will launch with a research focus on student absenteeism, school choice, school culture and climate, and early student literacy. We envision expanding the scope of our projects in future years, as faculty with additional areas of expertise become involved.

Our work will be guided by the critical problems facing our partners and will focus on empirical research and evaluation to generate new knowledge for solving those problems. We will ground our work in an ecological systems framework, acknowledging the interconnected factors that contribute to student wellbeing and success in Detroit schools. Therefore, our work will seek to expand the scope of what “counts” as education policy and research by building relationships with scholars, policymakers, and activists throughout Detroit’s education and social service ecosystem. In addition, Detroit PEER projects will have a public-facing component, with findings, data, and policy recommendations available for general use. We will also build on existing relationships with the City of Detroit, local philanthropy, and public school systems to present our findings to key decision-makers and inform ongoing policy decisions.

In institutionalizing the Detroit Education Research Partnership as a center in the College of Education, we seek to create opportunities for scholars and students across the university and broader academic community to join our collaborative partnerships and gain access to data and study contexts that are necessary to answer questions of critical importance to the Detroit educational and youth development systems. We envision the Detroit PEER as a go-to resource for academics interested in conducting research on Detroit education policy-related issues as well as for Detroit education stakeholders to access data and information about Detroit schools, like the UChicago Consortium on School Research at the University of Chicago, the Education Research Alliance of New Orleans at Tulane University, and the Madison Education Partnership at the University of Wisconsin-Madison. A full list of peer organizations can be found at the National Network for Education Research Practice Partnerships website at <https://nnerpp.rice.edu/members/>.

We have laid solid groundwork for Detroit PEER through the existing Detroit Education Research Partnership (described below). Institutionalizing the partnership as a center has several important benefits. First, a formal college center structure will allow the partnership to exist beyond the tenure of specific individuals. While the director and faculty currently affiliated with the partnership are committed to continuing our work (and the director has committed to a five-year term), we strongly believe that a research partnership focused on issues of education equity in Detroit is needed and should be able to withstand the test of time. A center structure solidifies the partnership at Wayne State for the long term.

Second, the center infrastructure is attractive to grantmaking institutions, including philanthropy and the Institute of Education Sciences. It signals that the university supports and is committed to the work of the partnership and is demonstrating that commitment with resources. The center structure will make us more competitive for larger, longer-term grants because funders will see that we have the institutional infrastructure to support the work. In addition, the center structure would allow us to raise funds through donations to support graduate students that would not be possible otherwise. For example, when we promoted the Kaplan Endowment during Giving Day

this year and indicated that endowment funds would be used to support personnel working in the partnership, we were able to raise nearly \$4,000 from about 20 individual donors in one day.

Third, the center structure will create more visibility internally and externally for the partnership. Faculty collaborators will be more interested in affiliate faculty status with an established center that is more credible to external reviewers than a grant-funded project is. As a center, units across the university could work with us to establish new projects, which may also be useful for recruitment and retention of faculty and students.

Background

The Detroit Education Research Partnership was initially conceived as the Improvement Partnership in 2016 by Dr. Sarah Winchell Lenhoff, Dr. Ben Pogodzinski, and Dr. Jennifer Lewis, faculty in the College of Education, as they sought to partner with the Detroit Public Schools (now DPSCD) to produce rigorous research on issues of critical importance to the district. The first iteration had two components: 1) quick turnaround research products (e.g., literature reviews, descriptive data analysis) to inform immediate decision-making in the district and 2) in-depth research and evaluation to inform long-term policy decision-making and systems change efforts across the Detroit education ecosystem.

Our initial research focused on a critical problem for DPSCD – high rates of chronic absenteeism in district schools. At that time, about 70% of students were missing 10% or more school days (18 days or more). Missing that much school can have devastating effects on student outcomes like achievement, high school graduation, and socioemotional wellbeing. We are currently conducting multiple studies of interventions related to reducing absenteeism, and we run a professional learning community and provide professional development for the district’s attendance agents.

DERP has organized itself as a collaborative research partner with schools, organizations, and families working to improve educational policy in Detroit. To that end, we have also partnered with dozens of community-based organizations in Detroit to design research studies to evaluate and inform their work. For instance, we have evaluated after school programming and its effect on student attendance with Urban Neighborhood Initiatives; the effectiveness of early literacy tutoring on student outcomes with 313Reads; and a community-schools initiative in five Detroit schools (2 DPSCD, 3 charter) with the Every School Day Counts Detroit coalition.

Since 2018, the Detroit Education Research Partnership has raised nearly \$2.3 million from five funders for our collaborative research, including the first-ever award to WSU faculty from the Spencer Foundation, as part of their Research-Practice Partnership program. We have published 10 policy reports and eight peer-reviewed journal articles based on our partnership work, with many more in development. Dr. Lenhoff was recently awarded a grant from the American Educational Research Association (AERA) to organize a national conference about absenteeism with colleagues from the University of Pennsylvania and the University of Texas at Austin. The conference, “A is for Attendance: A First National Research Conference Addressing School Absenteeism”, will take place in May 2022 at Wayne State University and will showcase the work of three DERP researchers. In addition, more than half of the participants are staying for a

post-conference meeting with our community, policy, and school partners to generate new possibilities for research, collaborations, and funding opportunities.

The Skillman Foundation has been our largest funder, allowing us to build significant data and partnership infrastructure to support multiple strands of collaborative research. This infrastructure includes:

- A global data-sharing agreement with DPSCD that covers more than ten research projects related to absenteeism, school choice, early literacy, and high school success. The agreement gives us access to student-level administrative records from 2018-2022 that include dozens of variables on students, staff, and schools in the district, including those related to achievement, discipline, health, attendance, school climate, etc. The agreement also approves access to collect new survey and qualitative data with families and staff.
- A data-sharing agreement with the state of Michigan's Center for Educational Performance and Information (CEPI) that includes student-level administrative data from 2010-2025 for all students in public schools in the Metro Detroit area.
- Data-sharing agreements with about 40% of Detroit charter schools and counting, including approval to collect new survey data with charter school families.

In a multiyear, \$821,000 grant, the Skillman Foundation recently contributed \$78,000 to the Leonard Kaplan Endowed Professorship. As a direct result, the earnings generated from the Kaplan Professorship will be used to support the salary of the Center director. The remaining grant funds from the Skillman Foundation (\$743,000) will support the first three years of research in the proposed Detroit Partnership for Education Equity & Research.

Interdisciplinary Research

DERP is currently staffed by three affiliate faculty, two full-time research assistants, four student assistants, and a new postdoctoral fellow. Our current team offers a diverse set of topical interests and methodological skills. Dr. Lenhoff is a mixed-methods scholar with expertise in continuous improvement, school choice, student absenteeism, and school improvement. Dr. Erica Edwards is a qualitative methodologist who specializes in critical inquiry, the experiences of Black students in schools, and the school-prison nexus. Dr. Pogodzinski is a quantitative scholar whose expertise is in school choice, school personnel, and organizational conditions in schools. We seek to expand the range of faculty across the university who are engaged in Detroit-focused education research by building on existing informal research collaborations with current DERP faculty and colleagues in Economics, Social Work, Urban Planning, and the Center for Urban Studies. For instance, Dr. Lenhoff recently began working with Dr. Kess Ballentine in the School of Social Work on a project exploring how the conditions of employment in low wage jobs shape how workers support their children in school. This partnership will leverage existing survey data DERP has collected to answer new research questions relevant to fields beyond education. DERP faculty have also begun working with Dr. Yulya Truskinovsky and her students in Economics on projects related to neighborhood safety and school attendance and teacher labor market issues. We expect to formalize these collaborations through affiliate faculty roles as we move toward establishing Detroit PEER. We will also promote the new center and encourage faculty participation across the university,

especially within the College of Liberal Arts and Sciences (e.g., Sociology, Psychology, Political Science, Criminal Justice), the School of Social Work, and the School of Medicine.

We will build on existing interdisciplinary collaborations with external partners. For instance, DERP has partnered with the federally-funded National Center for Research on Education Access and Choice (REACH Center) to include Detroit as a key site in national studies about school choice. DERP faculty and graduate students benefit from this collaboration through access to data and research sites, publication opportunities, and networking with scholars from dozens of universities. In turn, our partners benefit from access to Detroit data, expertise on the Detroit context, and local researchers who can support data collection.

By formalizing DERP as a center with Detroit PEER, we will also be able to establish a more robust infrastructure for training graduate students in the College of Education and beyond. We expect to offer opportunities for master's level students to work with us through summer internships and other student assistant roles; we also expect to recruit promising Ph.D. students to our programs by offering them opportunities to work on Detroit PEER projects. Detroit PEER student training will contribute to strengthening the infrastructure for community engaged research at Wayne State.

Summary of Center Objectives

We are excited about the opportunity to launch a center in collaboration with our College of Education (COE) colleagues that can build on the successes and infrastructure of our work so far. Our goals for the center include:

- Serve as the go-to resource for Detroit education research and data analysis for school and community-based partners.
- Support faculty and students throughout the university to develop research projects in partnership with DPSCD, charter schools, and school systems throughout Metro Detroit that serve Detroit children. Build new projects within existing data-sharing agreements, to reduce the burden on faculty in doing this individually.
- Produce high-quality research and contribute new knowledge to the field through academic publications and presentations.
- Expand the scope of our research to include other issues/problems of critical importance to Detroit education stakeholders such as post-secondary success.
- Produce public reports/briefs with clear policy recommendations so that non-academics can learn from and act on our research to improve educational policy and practice in Detroit and beyond.
- Facilitate a research-supported, improvement orientation among Detroit education stakeholders.
- Ensure that all stakeholders, especially parents, students, and school-based staff are involved in informing, participating in, and using research to improve educational experiences and outcomes in Detroit.
- Provide policy reports for State legislators, the Michigan Superintendent of Public Instruction, and other stakeholders related to critical issues facing students in Southeast Michigan.

C. Steps to Achieve Objectives

We are already well on our way to achieving our initial objectives in launching the Detroit Partnership for Education Equity & Research. First, the Detroit Education Research Partnership is an established research project within the College of Education, with sustained funding since 2018. Second, DERP research has guaranteed external funding until 2024 and internal funding for the director and a graduate research assistant until 2026. To build on these initial successes to reach the objectives summarized above, we will 1) establish the center governance; 2) recruit new faculty affiliates from across the college and university; 3) formalize research and data infrastructure; and 4) secure additional funding to sustain and expand our research activities.

Establish Detroit PEER Governance

The Detroit PEER will be a faculty-led collaboration with community and school leaders in Detroit. The inaugural center director will be Dr. Sarah Winchell Lenhoff, Associate Professor in the Educational Leadership and Policy Studies program in the College of Education. The director will be responsible for generating and approving collaborations with faculty researchers, maintaining and expanding partnerships and data-sharing agreements with local school districts and community-based organizations, fundraising, managing non-faculty personnel (e.g., research assistants, postdoctoral fellows, admin staff), and grant management.

Faculty members Dr. Ben Pogodzinski and Dr. Erica Edwards have been closely involved in the development of this proposal and the projects that form the foundation of its funding. They will be inaugural affiliate research faculty and will serve as advisors to the director. An organizational chart can be found in Appendix B and faculty CVs can be found in Appendix C.

Detroit PEER will be guided by the counsel of a volunteer advisory board with representatives from the non-profit, school, and philanthropic communities in Detroit. The advisory board will meet quarterly with the director and support the Center in three primary ways: 1) provide input on the critical educational issues in Detroit that would benefit from further research evidence, 2) promote the use of partnership research in their organizations and the broader community, 3) facilitate connections between researchers and potential partners, including school systems, social sector agencies, and funders.

With input and approval from the dean of the College of Education, the Detroit PEER director will appoint members to three-year terms. In perpetuity, one member shall be appointed from the Skillman Foundation, in honor of its initial major investment in the center of over \$800,000. A tentative list of initial member organizations includes:

- The Skillman Foundation
- Detroit Public Schools Community District (Superintendent Dr. Nikolai Vitti confirmed)
- Detroit Charter School Community
- City of Detroit
- Community-Based Organization Partner
- Youth Development Resource Center
- COE Dean

- Detroit PEER Affiliate Faculty Member

Recruit Faculty Affiliates and Establish New Lines of Inquiry

Detroit PEER will recruit affiliate faculty who will broaden the disciplinary and subject matter expertise available to our partners. We will establish a formal process for faculty and graduate students to be affiliated with Detroit PEER. The Center director, with consultation from the Dean, will approve requests to be affiliated. Faculty and graduate student affiliates will accrue benefits of involvement with the center, including support to join existing research projects; support with establishing new research projects with Detroit PEER partners; access to quantitative data and support in gaining the appropriate approvals with IRB and our partners; data cleaning and basic analysis consultation and support; and white paper and research report publication opportunities through our website.

In addition to the emerging projects with faculty in the School of Social work and the department of Economics described above, we can envision projects with faculty and departments that realize our commitments to expanding what counts as education policy. For instance, our existing research suggests the school transportation is a major barrier to school enrollment and attendance, but that the current models for student transport are outdated and inefficient. We would be excited to work with colleagues in Engineering or Urban Planning on projects to create and test innovative school transport systems. In fact, our partners at DPSCD have already expressed interest in proposing such a project, perhaps to one of the Detroit auto company foundations. Likewise, we can envision working with colleagues in the School of Medicine to study school-connected health resources to support students and families. We have a strong relationship with DPSCD Chief Health Officer Dr. Elliott Attisha who has expressed interest in working together on community- and school-based health centers and other family health resources to support student enrollment and attendance in school. These are just a few examples of the projects that we would want to start in the first year or two of establishing Detroit PEER.

Commitments of affiliate faculty will include: a negotiated percentage in grant budgets for externally funded research projects significantly supported by the Detroit PEER; production of a research report or brief to be shared with our partners; and acknowledgement in any publications significantly support by Detroit PEER. For unfunded research projects, affiliate faculty will work with the Detroit PEER director to identify other opportunities to contribute to the Detroit PEER community, such as co-writing grant proposals or public presentations. Graduate students must have a Detroit PEER-affiliated faculty member supervise their work. If there is limited capacity to support graduate student projects, priority will be given to College of Education doctoral students.

Research and Data Infrastructure

As described, DERP has existing quantitative and qualitative data infrastructure that will form the foundation of Detroit PEER. Along with our data resources from the state and districts, we have established standard protocols for requesting access to confidential student-level data for specific projects. These protocols will allow new faculty affiliates to request datasets that have

already been cleaned and set up for analysis. Within the first six months of the Center, we will automate those protocols to minimize time to data delivery.

We will leverage our existing data sources to create annual public reports and datasets aggregated at the school and neighborhood levels so that stakeholders can access and use data to inform their decision-making. These reports will be helpful to partners who are interested in targeting resources to schools or areas of the city. Building on our existing relationships, we will serve as a connector between academics and community partners, helping to identify scholars who could support the research and evaluation needs of schools and organizations. We will also seek to identify contexts in which scholars can do impactful work in Detroit.

Secure Additional Funding

We will build on our strong track record of securing external funding to sustain the work of the Center beyond the initial five years. We expect to accomplish this goal through three primary paths: 1) major federal grant opportunities, 2) new local and national foundations, and 3) new partnerships with faculty affiliates.

With the award of a major grant from the Spencer Foundation, the preeminent education research funder, along with our affiliations with the National Network of Education Research-Practice Partnerships and the REACH Center, DERP has established a national reputation for high-quality, collaborative research on important education policy issues. We are in a strong position to apply for federal grant opportunities with the Institute for Education Sciences (IES), which typically require research institutions to partner with local education agencies in their proposals. We will continue to seek other opportunities for federal funding.

The Skillman Foundation is committed to connecting us with new local funders for our work. We are in ongoing conversations with the Blue Cross Blue Shield of Michigan Foundation, which is interested in funding research into the health-related causes of student absenteeism and evaluation of health interventions in schools. We see this as an opportunity to collaborate with our colleagues in the Center for Health and Community Impact. In addition, our research goals align well with grant programs at the W. K. Kellogg Foundation, Kresge Foundation, Russell Sage Foundation, the Arnold Foundation, the Smith-Richardson Foundation, W. T. Grant Foundation, and the Robert Wood Johnson Foundation. We will seek opportunities to apply for funding from these partners within the first two years of the Center and will establish a regular process for identifying new research funding.

Finally, through small shares of affiliate grant budgets and indirect cost recovery accounts, we will create and maintain a budget for administrative functions of the Center. We expect to raise funds for the director salary attachment after the first five years, secretarial support, and a future associate director's salary.

D. Five-Year Plan

Aligned with the steps described above to reach our objectives, we have developed a five-year plan to outline the key activities that will be undertaken.

	Governance	Faculty Affiliates	Research and Data Infrastructure	Funding
Year 1	<ul style="list-style-type: none"> Recruit inaugural advisory board Develop consensus on goals, annual objectives Quarterly advisory board meetings 	<ul style="list-style-type: none"> Establish brand for Detroit PEER and promote to college and university Recruit at least 2 new affiliate faculty 	<ul style="list-style-type: none"> Automate data delivery protocols to ease of access for affiliate faculty Create webpage for sharing aggregated databases and annual report on Detroit education issues Produce inaugural aggregated databases and report 	<ul style="list-style-type: none"> Apply for a federal grant Formally launch Center with major event, invite local and regional funders to learn about Center Promote research via media engagement, public presentations Meet with at least two local funders about future grant opportunities
Year 2	<ul style="list-style-type: none"> Assess progress toward goals Revise processes based on assessment Initiate new research project recommended by advisory board Quarterly advisory board meetings 	<ul style="list-style-type: none"> Recruit at least 2 new affiliate faculty Negotiate revised data-sharing agreements to support new faculty affiliate projects Promote affiliate faculty research 	<ul style="list-style-type: none"> Partner outreach to determine research and evaluation needs Connect partners to WSU scholars with expertise and interest new research studies Update public databases and report 	<ul style="list-style-type: none"> Apply for at least one federal grant or major foundation grant Apply for at least one local or regional funder grant opportunity Establish funding agreement with at least one affiliate faculty
Year 3	<ul style="list-style-type: none"> Assess progress toward goals 	<ul style="list-style-type: none"> Assess Detroit PEER support of affiliate 	<ul style="list-style-type: none"> Interim assessment of data sharing 	<ul style="list-style-type: none"> Secure funding for at least one major new

	<ul style="list-style-type: none"> • Prepare report for COE and WSU on Center progress toward goals • Quarterly advisory board meetings 	<ul style="list-style-type: none"> • faculty, revise processes as necessary • Promote affiliate faculty research 	<ul style="list-style-type: none"> • and delivery protocols among affiliate faculty, partners • Revise protocols based on assessment • Update public databases and report • Assess website traffic to determine use of databases and reports 	<ul style="list-style-type: none"> • research project • Secure funding for at least two smaller research projects • Negotiate Skillman grant renewal to support continued data analysis and grantee evaluation • Establish funding agreement with at least two affiliate faculty
Year 4	<ul style="list-style-type: none"> • Recruit new advisory board members; consider expansion • Gauge interest from affiliate faculty in participating in advisory board • Quarterly advisory board meetings 	<ul style="list-style-type: none"> • Recruit non-COE affiliate faculty and establish new research strands • Recruit government partners to participate in research • Promote affiliate faculty research 	<ul style="list-style-type: none"> • Partner outreach to determine research and evaluation needs • Connect partners to WSU scholars with expertise and interest in new research studies • Update public databases and report 	<ul style="list-style-type: none"> • Apply for at least one federal grant or major foundation grant • Secure funding for new lines of research
Year 5	<ul style="list-style-type: none"> • Assess director performance; make recommendations to dean • Quarterly advisory board meetings 	<ul style="list-style-type: none"> • Assess Detroit PEER support of affiliate faculty, revise processes as necessary • Promote affiliate 	<ul style="list-style-type: none"> • Assess data sharing and delivery protocols among affiliate faculty, partners • Revise protocols 	<ul style="list-style-type: none"> • Secure funding for at least one major new research project • Secure funding for at least two smaller

		faculty research	based on assessment <ul style="list-style-type: none"> Assess website traffic to determine use of databases and reports, make necessary improvements 	research projects <ul style="list-style-type: none"> Establish Center funding for next two years
--	--	------------------	---	---

E. Performance Review Criteria

Every three years, the Detroit PEER advisory board will work with the director and staff to conduct a self-evaluation of the center. This self-evaluation will include a written report documenting progress made and evidence in the following areas:

- 1) Produce high-quality research on critical education issues in Detroit;
- 2) Support research partners in the Detroit educational ecosystem in using Detroit PEER research to inform decision-making;
- 3) Create a collaborative, equity-focused hub for researchers to partner with Detroit education stakeholders;
- 4) Establish a public-facing interface for stakeholders and others to learn about the best evidence on Detroit education issues;
- 5) Demonstrate fiscal responsibility in adhering to all legal and university rules and in ensuring that all affiliated staff, faculty, and partners are compensated fairly and equitably for their time and contributions. Included in the assessment of fiscal responsibility will be an evaluation of the budget sustainability of the Center.

In the first year of self-evaluation, the dean of the College of Education or their designee will identify an external review team (outside the College of Education) to work collaboratively with the advisory board and Detroit PEER director to identify specific metrics and acceptable evidence for these criteria. Once established, the director will be responsible for working with the board and staff to write a report on these metrics by the midpoint of the academic year every three years. By the end of the academic year every three years, an external review team will review the self-evaluation and conduct its own due diligence to ensure the center is ethically fulfilling its obligations and goals. The external review team will submit a report to the provost every three years with one of the following recommendations:

- **Approved:** Detroit PEER is ethically fulfilling its goals and obligations and should continue to be supported by the university.
- **Approved with Improvement Plan:** Detroit PEER is ethically fulfilling its goals and obligations in most areas and has developed appropriate improvement plans such that it should continue to be supported by the university.
- **Probation:** Detroit PEER is ethically fulfilling some of its goals and obligations but not others. The director and board will create an improvement plan and submit to annual external review until the external review committee has determined that it can be

approved or should be dissolved. The university should continue to support the center for at least a year and until a recommendation for approval or dissolution has been made.

- **Recommendation to Dissolve:** Detroit PEER is not ethically fulfilling its goals and obligations, has had at least one year-long probation period, and should no longer be supported by the university.

F. Proposed Budget

The initial funding for Detroit PEER budget will come from four primary sources: 1) a research partnership grant from the Spencer Foundation, 2) a grant to establish Detroit PEER and fund its initial research from the Skillman Foundation, 3) the Leonard Kaplan Endowment at the College of Education, and 4) the General Fund.

Facilities for Detroit PEER include faculty offices in the College of Education, along with two offices in the College of Education for research assistants and postdoctoral fellows. These offices will be provided to the Center by the Administrative & Organizational Studies division.

Endowment interest from the Leonard Kaplan Endowment will fund the administrative attachment for the director of the center in its first five years. Additional endowment interest may be used, in consultation with the dean or their designee, to support the administrative functions of the Center, including supplementing the salaries of students or support staff.

The Provost's Office has demonstrated their commitment to this initiative by supporting a Graduate Research Assistant for the Center through the General Fund for the first five years. One course release per academic year is requested from the General Fund to support the director in generating new funding for the Center. This request is made after consulting with directors from peer organizations about the time needed to develop new lines of research and funding for research centers, including Dr. Doug Harris at the Education Research Alliance of New Orleans at Tulane University, Dr. Katharine Strunk at the Education Policy Innovation Collaborative at Michigan State University, and Dr. Lyke Thompson at Wayne's own Center for Urban Studies.

The existing research partnership grants from Spencer and Skillman will fund Detroit PEER research for the first three years, with additional research grants supporting work beyond that. We expect that, by year 5, the Center will have raised over \$2 million in new external funding, more than five times as much as the General Fund will have contributed in that same time period. In addition, by leveraging existing college resources through the Kaplan Endowment, we are activating new possibilities for external donation and support of the Center. In fact, the college recently received a Giving Day commitment to match donations to the Leonard Kaplan Endowment after Dr. Lenhoff was named as the inaugural Leonard Kaplan Endowed Professor.

Please see the attached Appendix F for specifics on budget projections and current funding.

List of Appendices

- A. Detroit PEER Charter
- B. Organizational Chart
- C. Curriculum Vitae of director and affiliate faculty
- D. Letters of Support
 - a. Dr. Nikolai Vitti, Superintendent of Detroit Public Schools Community District
 - b. Rev. Larry Simmons, Co-Chair of Every School Day Counts Detroit
 - c. Punita Thurman, Vice President, Program & Strategy, Skillman Foundation
- E. Letter of Approval from College of Education Dean
- F. Budgetary Forms for Proposed Center or Institute (separate attachments)

Appendix A

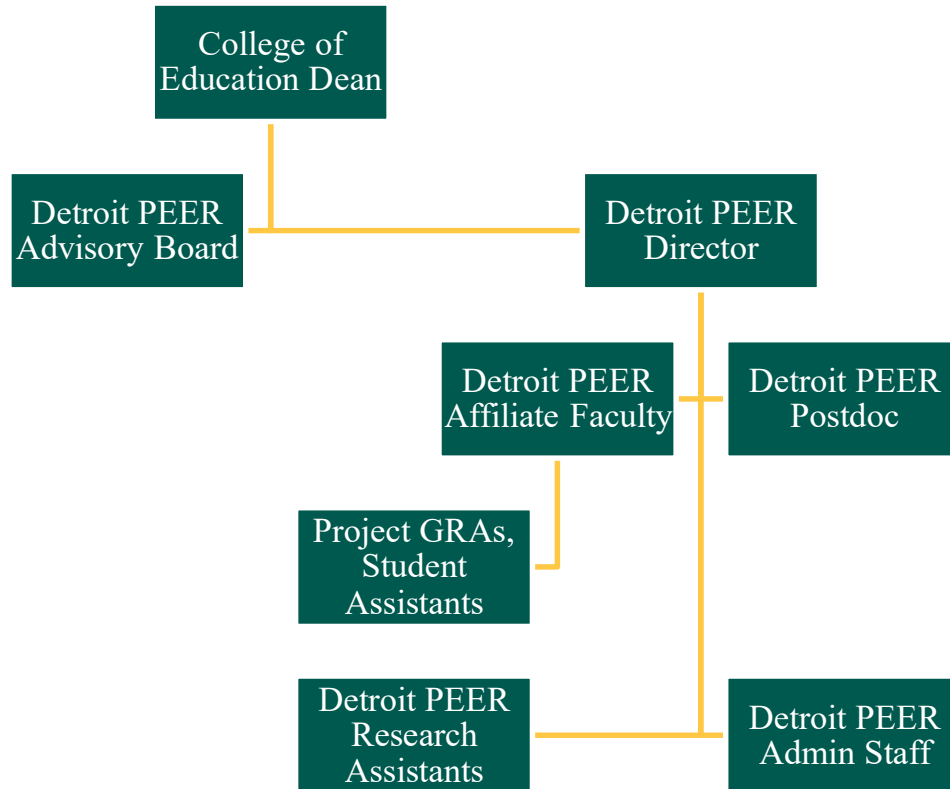
Charter for the Detroit Partnership for Education Equity & Research (Detroit PEER)

- I. Detroit Partnership for Education Equity & Research (Detroit PEER)
 - A. There shall be a **Detroit Partnership for Education Equity & Research (Detroit PEER)** center with a mission to produce high-quality research in partnership with Detroit education stakeholders and others who influence the educational ecosystem in Southeast Michigan to inform improvement in policy and practice. The center will work collaboratively with education stakeholders to design and implement studies that answer questions of critical importance to improving the systems that contribute to the academic, behavioral, and socioemotional outcomes of public school students in Detroit. This work will contribute new knowledge to academic scholarship while also being accessible to and usable by practitioners and policymakers, particularly in Detroit and Michigan.
- II. Personnel
 - A. The center shall be managed by a director appointed by the dean of the College of Education or their designee, serving at their pleasure. The director shall report to the dean of the College of Education or their designee.
 - B. The staff of the center shall include, as necessary, affiliate faculty paid fully or in part from center funds, faculty and staff from the College of Education, research scientists, research associates and assistants, clerical/technical support, and such other personnel as may be needed to carry out the center's mission. In the case of a participating faculty member holding tenure, or with tenure-track status, their tenure or tenure track status shall be in his/her academic unit.
 - C. The primary responsibility of the staff in the center shall be to conduct applied and collaborative research in education. Staff paid fully from center funds are not required to undertake teaching responsibilities but may have the opportunity to direct the research of graduate students or to engage in other teaching activities as may be mutually agreeable to them, the appropriate academic unit, and the director of the center.
- III. Governance
 - A. The primary responsibility for the day-to-day operation of the center shall reside with the center director and shall also draw upon the advice and counsel of an advisory committee to be composed of representatives from the education community in Detroit. The advisory committee will be appointed by the director after consultation with the dean of the College of Education or their designee and will meet regularly with the director to give advice on the operation and development of the center.
 - B. The center shall have affiliate faculty who shall give guidance and direction in setting priorities, in assessing results, and in identifying new opportunities.
- IV. Operating and Financial Procedures
 - A. The center shall follow all operating, personnel, and financial procedures that apply to academic units in the university.

- B. In seeking external funding to support research and other activities, the center shall conform to the university's standard grant application procedures and to the university research policies.
 - C. The center shall be governed by standard university budgetary and financial procedures; and it shall annually submit a budget for approval by the dean of the College of Education in the course of the regular university budget review process.
 - D. The center shall be periodically audited by the Internal Audit department. It may also be subject to such additional audits, by the state auditor or others, as are periodically conducted in the university or that may be specially conducted in connection with specific funding sources for the center.
- V. Review
- A. The center shall prepare an annual report for the dean of the College of Education or their designee describing its research accomplishments and partner interactions as they relate to its mission.
 - B. The center shall conduct a self-evaluation at the midpoint of the academic year every three years.
 - C. Every three years following the adoption of its permanent charter, the center shall undergo a comprehensive review with an external review team in accordance with the existing Statute on Centers and Institutes approved by the Board of Governors.

Appendix B

Detroit PEER Organizational Chart



Appendix C: Curriculum Vitae of Director and Affiliate Faculty

Sarah Winchell Lenhoff

College of Education • Wayne State University • 5425 Gullen Mall • Detroit, MI 48202 • sarah.lenhoff@wayne.edu

EDUCATION

Ph.D., Educational Policy, 2013

Michigan State University, East Lansing, MI

Dissertation: *Co-construction, infrastructure, and purpose: Influences on implementation of hub-outlet school reform*

Michael Sedlak, Chair

Donald J. Peurach, Co-Chair

M.S., Teaching, Adolescent Education, 2006

Pace University, New York, NY

B.A., English and Women's Studies, 2004

University of Georgia, Athens, GA

POSITIONS

Associate Professor of Educational Leadership and Policy Studies, 2021-present

Leonard Kaplan Endowed Professor, 2021-present

Director, Detroit Education Research Partnership, 2018-present

Assistant Professor of Educational Leadership and Policy Studies, 2015-2021

Wayne State University, College of Education, Detroit, MI

Director of Policy and Research, 2012-2015

Assistant Director of Policy and Research, 2011-2012

The Education Trust-Midwest, Royal Oak, MI

Field Instructor, 2010-2011

Research Assistant, 2007-2011

Michigan State University, College of Education, East Lansing, MI

English Language Arts Teacher, 2004-2006

M.S. 385, New York City Board of Education, New York, NY

AWARDED GRANTS & CONTRACTS

PI: Lenhoff, S. W. Co-PIs: Pogodzinski, B., & Edwards, E. (10/01/2021 – 10/01/2024). *Detroit Education Research Partnership*. Skillman Foundation. Amount: \$821,000.

PI: Gottfried, M. Co-PIs: Childs, J., & Lenhoff, S. W. (07/01/2021 – 09/30/2022). *A is for Attendance: A First, National Research Conference Addressing School Absenteeism*. American Education Research Association. Amount: \$34,875.

- PI: Cordes, S. Co-PIs: Schwartz, A. E., Lenhoff, S. W., & Cowen, J. (06/01/2021 – 12/31/2022). *School Access and Transportation in a Time of COVID*. Institute of Education Sciences. Amount: \$228,046.
- PI: Lenhoff, S. W.; Co-I: Pogodzinski, B. (09/01/20 – 09/01/21). *Detroit Education Research Partnership*. Skillman Foundation. Amount: \$200,000.
- PI: Lenhoff, S. W. (07/01/2020 – 06/30/2021). *A Co-Designed Approach to Cash Assistance as an Intervention for Chronic Absenteeism in the Springwells Neighborhood of Detroit*. Midwest Mobility from Poverty Network. Amount: \$25,000.
- PI: Lenhoff, S. W. (06/01/20 – 05/31/21). *The School Choice Paradox: Educational Markets and Family Stress*. Wayne State University Research Grant program. Amount: \$10,000.
- PI: Lenhoff, S. W.; Co-PIs: Edwards, E., Pogodzinski, B., Rose, J., Simmons, L., & Bell, C. (08/01/20 – 07/31/23). *Decreasing Chronic Absenteeism, Increasing Opportunity: A School-Community-Research Partnership to Improve Policy and Practice Related to Attendance in Detroit*. Spencer Foundation. Amount: \$400,000.
- PI: Lenhoff, S.W. (10/01/19 – 09/30/20). *Detroit Education Research Partnership: Chronic Absence Data, Evaluation, and Research*. Brightmoor Alliance. Amount: \$50,000.
- PI: Lenhoff, S.W.; Co-PI: Pogodzinski, B. (08/01/19 – 07/31/20). *Detroit Education Research Partnership: Chronic Absence Data, Evaluation, and Research*. Skillman Foundation. Amount: \$200,000.
- PI: Lenhoff, S. W.; Co-I: Somers, C. (05/25/19 – 12/31/19). *Summer Learning Developmental Evaluation*. Skillman Foundation. Amount: \$40,000.
- PI: Lenhoff, S. W.; Co-I: Pogodzinski, B. (09/01/18 – 08/31/19). *Detroit Education Research Partnership*. Skillman Foundation. Amount: \$198,500.
- PI: Lenhoff, S. W.; Co-I: Somers, C. (06/24/18 – 12/31/18). *Summer Learning Developmental Evaluation*. Skillman Foundation. Amount: \$30,000.
- PI: Lenhoff, S. W. (01/01/18 – 07/31/18). *Developmental Evaluation of Chronic Absenteeism Intervention Strategy (CAIS)*. Skillman Foundation and Urban Neighborhood Initiatives. Amount: \$17,934.
- PI: Lenhoff, S. W. (05/04/17 – 08/31/17). *Perceptions About and Impact of School Closures on Families and Communities*. Wayne State University, Kaplan Collaborative White Paper grant. Amount: \$2,000.
- PI: Lenhoff, S. W. (06/01/16 - 05/31/17). *Standard Work in Charter School Networks: Instructional Replication at Scale*. University Research Grant program. Amount: \$10,000.

PEER-REVIEWED ARTICLES

*Denotes graduate student co-author.

Edwards, E. B., Singer, J.* & Lenhoff, S. W. (in press). Antiracism and attendance policy implementation: Evidence from a midwestern school district. *Educational Researcher*.

Lenhoff, S. W., & Singer, J.* (2022). Promoting ecological approaches to educational issues: Evidence from a partnership around chronic absenteeism in Detroit. *Peabody Journal of Education*. <https://doi.org/10.1080/0161956X.2022.2026723>

Singer, J.* & Lenhoff, S. W. (2022). Race, geography, and school choice policy: A critical analysis of Detroit students' suburban school choices. *AERA Open*, 8(1), 1–19. <https://doi.org/10.1177/23328584211067202>

Pogodzinski, B., Lenhoff, S. W., Cook, W., & Singer, J.* (2021). School transit and accessing public school in Detroit. *Education and Urban Society*.

Pogodzinski, B., Cook, W., Lenhoff, S. W., & Singer, J.* (2021). School climate and student mobility. *Leadership and Policy in Schools*. <https://doi.org/10.1080/15700763.2021.1901121>

Singer, J.*, Pogodzinski, B., Lenhoff, S. W., & Cook, W. (2021). Advancing an ecological approach to chronic absenteeism: Evidence from Detroit. *Teachers College Record*, 123(4). [https://www.tcrecord.org/library ID Number: 23652](https://www.tcrecord.org/library_ID_Number:23652)

Lenhoff, S. W., Singer, J.*, Pogodzinski, B., & Cook, W. (2020). Exiting Detroit for school: Inequitable choice sets and school quality. *Journal of Education Policy*. Advance online publication. <https://doi.org/10.1080/02680939.2020.1856932>

Lenhoff, S. W., Edwards, E. B., Claiborne, J.*, Singer, J.*, & French, K. R. (2020). A collaborative problem-solving approach to improving district attendance policy. *Educational Policy*. Advance online publication. <https://doi.org/10.1177/0895904820974402>

Lenhoff, S. W. (2020). Unregulated open enrollment and inequitable access to schools of choice. *Peabody Journal of Education*, 95(3), 248-271. <https://doi.org/10.1080/0161956X.2020.1776072>

Lenhoff, S. W., Somers, C., Tenelshof, B.*, & Bender, T.* (2020). The potential for multi-site literacy interventions to reduce summer slide among low-performing students. *Children and Youth Services Review*, Advance online publication. <https://doi.org/10.1016/j.childyouth.2020.104806>

Lenhoff, S. W., Lewis, J. M., Pogodzinski, B., & Jones, R. D.* (2019). 'Triage, transition, and transformation': Advocacy discourse in urban school reform. *Education Policy Analysis*

Archives, 27(32), 1–35. <https://doi.org/10.14507/epaa.27.4230>

Pogodzinski, B., Lenhoff, S. W., & Addonizio, M. F. (2019). The relationship between open enrollment and school bond voting. *Education Administration Quarterly*, 23(1–2), 153–169. <https://doi.org/10.1177/0013161X18809343>

Lenhoff, S. W., & Pogodzinski, B. (2018). School organizational effectiveness and chronic absenteeism: Implications for accountability. *Journal of Education for Students Placed at Risk*, 23(1-2), 153-169. <https://doi.org/10.1080/10824669.2018.1434656>

Superfine, B. M., Umpstead, R. R., Mayrowetz, D., Lenhoff, S. W., & Pogodzinski, B. (2018). Science and politics in *Friedrichs v. California Teachers Association*. *Educational Policy*, 32(2), 211-233. <https://doi.org/10.1177/0895904817741545>

Lenhoff, S. W., & Pogodzinski, B., Mayrowetz, D., Superfine, B., Umpstead, R. R. (2018). District stressors and teacher evaluation ratings. *Journal of Educational Administration*, 56(2). <https://doi.org/10.1108/JEA-06-2017-0065>

Pogodzinski, B., Lenhoff, S. W., & Addonizio, M. F. (2017). The push and pull of open enrollment policy in Metro Detroit. *Educational Review*, 70(5), 622–642. <http://dx.doi.org/10.1080/00131911.2017.1359148>.

Lenhoff, S. W., & Ulmer, J. B. (2016). Reforming for “all” or for “some”: Misalignment in the discourses of education reformers and implementers. *Education Policy Analysis Archives*, 24(108), 1-29. <https://doi.org/10.14507/epaa.24.2273>

Peurach, D. J., Lenhoff, S. W., & Glazer, J. L. (2016). Large scale high school reform through school improvement networks: Examining possibilities for “developmental evaluation.” *Teachers College Record*, 118(13), 1-28. <http://www.tcrecord.org/library/abstract.asp?contentid=20622>

Peurach, D. J., Glazer, J. L., & Lenhoff, S. W. (2016). The developmental evaluation of school improvement networks. *Educational Policy*, 30(4), 606–648. <http://doi.org/10.1177/0895904814557592>

Jacobsen, R., Frankenberg, E., & Lenhoff, S. W. (2012). Diverse schools in a democratic society: New ways of understanding how school demographics affect civic and political learning. *American Educational Research Journal*, 49(5), 812–843. <http://doi.org/10.3102/0002831211430352>

BOOK CHAPTERS

Lenhoff, S. W., Singer, J.*, & Pogodzinski, B. (2020). The potential for continuous improvement to maximize the policy-relevance of research partnerships. In A. Urick, D. DeMatthews, & T. Ford (Eds.), *Maximizing the policy-relevance of research for school improvement* (pp. 189-216). Charlotte, NC: Information Age Publishing.

Larbi-Cherif, A., Lenhoff, S. W., & Glazer, J. L. (2019). Where's the playbook? Common curriculum and high school turnaround. In C. Meyers, & Darwin, M. (Eds.), *School turnaround in secondary schools: Possibilities, complexities & sustainability* (pp. 169-188). Charlotte, NC: Information Age Publishing.

Jabbar, H., & Lenhoff, S. W. (2019). Parent decision making and school choice. In M. Berends, A. Primus, & M. G. Springer (Eds.), *Handbook of research on school choice, 2nd edition* (pp. 351-364). New York: Routledge.

Ulmer, J. B., & Lenhoff, S. W. (2017). Critical discourse and twenty-first-century education reform policy. In J. N. Lester, C. R. Lochmiller, & R. Gabriel (Eds.), *Discursive perspectives on education policy and implementation* (pp. 175–195). London, UK: Palgrave Macmillan.

Sykes, G., & Winchell, S. (2010). Assessing for teacher tenure. In M. Kennedy (Ed.), *Teacher assessment and the quest for teacher quality: A handbook* (pp. 201-224). San Francisco, CA: Jossey-Bass.

POLICY REPORTS

Lenhoff, S. W., & Singer, J.* (2021). *Detroit families' experiences with COVID-19 and attendance: Survey evidence from DPSCD*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>

Lenhoff, S. W., Singer, J.*, Stokes, K.*, & Mahowald, J. B.* (2021). *Why do Detroit students miss school? Implications for returning to school after COVID-19*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>

Cook, W., Lenhoff, S. W., Pogodzinski, B., & Singer, J.* (2021). *Third grade reading and attendance in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>

Lenhoff, S. W., Stokes, K.*, Khawaja, S.*, & Singer, J.* (2020). *Detroit students' experiences during the novel coronavirus pandemic*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>

Singer, J.*, Pogodzinski, B., Lenhoff, S. W., & Cook, W. (2020). *School transportation policies in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>

Glazer, J. L., Massell, D., Lenhoff, S. W., Larbi-Cherif, A., Egan, C., Taylor, J. E., Ison, A.*, Deleveaux, J.*, & Millington, Z. (2020). *District-led school turnaround: Aiming for ambitious and equitable instruction in Shelby County's iZone*. Consortium for Policy Research in Education. https://repository.upenn.edu/cpre_researchreports/114/

- Singer, J.*, & Lenhoff, S. W. (2020). *Attendance throughout the seasons in the Detroit Public Schools Community District*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Singer, J.*, Cook, W., Lenhoff, S. W., & Pogodzinski, B. (2019). *Detroit's uniquely challenging context for student attendance*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Singer, J.*, Lenhoff, S. W., Pogodzinski, B., & Cook, W. (2019). *Geography, school type, and high student attendance in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Lenhoff, S. W., Singer, J.*, Pogodzinski, B., & Cook, W. (2019). *Exiting Detroit for school: Inequitable choice sets and school quality*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Pogodzinski, B., Cook, W., Lenhoff, S. W., & Singer, J.* (2019). *School characteristics and student mobility in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Lenhoff, S. W., Pogodzinski, B., Singer, J.*, & Cook, W. (2019). *Student exit, mobility, and attendance in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
- Lenhoff, S. W., Arellano, A., & Joy, S. (2015). *Michigan achieves: Becoming a top ten education state*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>
- Lenhoff, S. W., Joy, S., & Arellano, A. (2015). *Accountability for all: The need for real charter school authorizer accountability in Michigan*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>
- Lenhoff, S. W., & Arellano, A. (2014). *Stalled to soaring: Michigan's path to educational recovery*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>
- Lenhoff, S. W. (2013). *Supporting Michigan's teachers: Smart implementation of high standards, training, and educator evaluation*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>
- Lenhoff, S. W., Arellano, A., & Zeman, D. (2013). *Invest in what works: An education road map for Michigan leaders*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>
- Jacobs, D., Lenhoff, S. W., & Arellano, A. (2012). *Good for teachers, good for students: The need for smart teacher evaluation in Michigan*. The Education Trust-Midwest.

<https://midwest.edtrust.org/research-and-policy/publications/>

Lenhoff, S. W. (2012). *Strengthening Michigan's teacher force: How a new teacher evaluation system will better equip Michigan educators to improve student achievement*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>

Arellano, A., Lenhoff, S. W., & Jacobs, D. (2012). *What our students deserve: Facing the truth about education in the Great Lakes state*. The Education Trust-Midwest. <https://midwest.edtrust.org/research-and-policy/publications/>

NON-PEER REVIEWED ARTICLES

Lenhoff, S. W., Singer, J.*, & Gottfried, M. (2022). Thinking ecologically in education policy and research [Editors' introduction in guest issue]. *Peabody Journal of Education*.

Peurach, D. J., Glazer, J. L., & Lenhoff, S. W. (2012). Make or buy? That's really not the question. *Phi Delta Kappan*, 93(7), 51–55. <http://doi.org/10.1177/003172171209300712>

PEER-REVIEWED CONFERENCE PRESENTATIONS

Lenhoff, S. W., & Singer, J.* (2022, April 21-25). *Promoting ecological approaches to educational issues: Evidence from a partnership around chronic absenteeism in Detroit* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Lenhoff, S. W., Singer, J.*, & Gottfried, M. A. (2022, April 21-25). *Thinking ecologically in education policy and research* [Symposium]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Lenhoff, S. W., Glazer, J. L., & Massell, D. (2022, April 21-25). *Negotiating instructional logics for continuous improvement* [Roundtable paper session].

Cordes, S., Singer, J.*, Lenhoff, S. W., & Schwartz, A. E. (2022, March 17-19). *Choice in a time of COVID: Immediate enrollment decisions and a new baseline for future research* [Paper presentation]. Association for Education Finance and Policy Annual Conference, Denver, CO.

Lenhoff, S. W., Singer, J., Stokes, K., Mahowald, J. B., & Khawaja, S. (2021, April 9-12). *Reconceptualizing the problem of school transportation from an ecological perspective* [Synchronous paper session]. Annual Meeting of the American Educational Research Association, Online.

Singer, J., & Lenhoff, S. W. (2021, April 9-12). *Race, space, and school choice policy: Detroit students' suburban school choices* [Synchronous paper session]. Annual Meeting of the American Educational Research Association, Online.

- Mahowald, J. B.*, Lenhoff, S. W., Singer, J.* (2021, March 17-20). *The empirical and conceptual relationship between suspensions and chronic absenteeism*. [Synchronous paper session]. Association for Education Finance and Policy Annual Conference, Online.
- Stokes, K.*, Lenhoff, S. W., Singer, J.*, Pogodzinski, B. (2021, March 17-20). *Complicating the role of relationships in reducing student absenteeism*. [Synchronous paper session]. Association for Education Finance and Policy Annual Conference, Online.
- Lenhoff, S. W., & Singer, J.* (2020, November 16-19). *Developmentally evaluating district attendance policies from an ecological perspective* [Synchronous paper session]. Annual Meeting of the University Council for Educational Administration, Online.
- Edwards, E. B., Singer, J.*, & Lenhoff, S. W. (2020, November 16-19). *Deficit narratives and counter-narratives of racially minoritized parents and school attendance* [Synchronous paper session]. Annual Meeting of the University Council for Educational Administration, Online.
- Lenhoff, S. W., Singer, J.*, Pogodzinski, & B., Cook, W. (2020, April 17-21). *Exiting Detroit for school: Inequitable choice sets and school quality* [Paper session]. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Lenhoff, S. W., Edwards, E. B., Claiborne, J.*, & French, K. R. (2020, April 17-21). *How schools combat chronic absenteeism in Detroit: A research-school-community approach to continuous improvement* [Paper session]. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Glazer, J. L., Lenhoff, S. W., Larbi-Cherif, A. M. (2020, April 17-21). *Building knowledge of practice and improvement within schools and systems: The Shelby County iZone* [Symposium]. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Lenhoff, S. W., & Singer, J.* (2020, March 19-21). *What's missed when measures of chronic absenteeism are used to inform attendance interventions?* [Paper session]. Association for Education Finance and Policy Annual Conference, Fort Worth, TX.
- Singer, J.*, Pogodzinski, B., Lenhoff, S. W., & Cook, W. (2020, March 19-21). *Advancing a bioecological systems approach to chronic absenteeism: Evidence from Detroit* [Paper session]. Association for Education Finance and Policy Annual Conference, Fort Worth, TX.
- Pogodzinski, B., Singer, J.*, & Lenhoff, S. W. (2020, March 19-21). *School transit and accessing public schools in Detroit* [Paper session]. Association for Education Finance and Policy Annual Conference, Fort Worth, TX.
- Lenhoff, S. W. (2019, November 21-24). *Continuous improvement on a turnaround timeline*

- [Roundtable]. Annual Meeting of the University Council for Educational Administration, New Orleans, LA.
- Lenhoff, S. W., Edwards, E. B., Claiborne, J.*, Singer, J.*, & French, K. R. (2019, November 21-24). *A continuous improvement approach to integrating the voices of the subaltern in policymaking around attendance* [Paper session]. Annual meeting of the University Council for Educational Administration, New Orleans, LA.
- Singer, J.*, & Lenhoff, S. W. (2019, November 7-9). *How policymakers make sense of and act on mapping data in education research* [Paper session]. Mapping (In)Justice Symposium at Fordham University, New York, NY.
- Larbi-Cherif, A. M., Lenhoff, S. W., & Glazer, J. L. (2019, April 5-9). *Where's the playbook? Common curriculum and high school turnaround* [Poster presentation]. Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Lenhoff, S. W. (2019, April 5-9). *Improving attendance through collective learning among schools, communities, and families* [Roundtable]. Annual Meeting of the American Educational Research Association, Toronto, Canada.
- French, K., Lenhoff, S. W., & Pogodzinski, B. (2019, April 5-9). *Stayers & leavers: Parental decision-making in a volatile school choice environment* [Roundtable]. Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Lenhoff, S. W. (2018, November 14-18). *How local discretion limits school choice access* [Paper session]. Annual Meeting of the University Council for Educational Administration, Houston, TX.
- Lenhoff, S. W., & Caldwell, R.* (2018, November 14-18). *Access to opportunity or isolation? School choice, race, and geography in Metro Detroit* [Paper session]. Annual Meeting of the University Council for Educational Administration, Houston, TX.
- Glazer, J., Larbi-Cherif, A., Egan, C., Deleveaux, J., Massell, D., Lenhoff, S. W., Ison, A. (2018, April 13-17). *Building district capacity to support a coherent school turnaround strategy* [Symposium Paper session]. Annual Meeting of the American Educational Research Association, New York, NY.
- Lenhoff, S. W. (2018, April 13-17). *How local discretion limits school choice access and competition* [Paper session]. Annual Meeting of the American Educational Research Association, New York, NY.
- Lenhoff, S. W., & Pogodzinski, B. (2018, April 13-17). *Open enrollment and school segregation in Metro Detroit* [Paper session]. Annual Meeting of the American Educational Research Association, New York, NY.
- Pogodzinski, B., & Lenhoff, S. W. (2018, April 13-17). *Why students switch schools:*

- Organizational effectiveness and student mobility in Detroit* [Paper session]. Annual Meeting of the American Educational Research Association, New York, NY.
- Superfine, B., Umpstead, R. R., Mayrowetz, D., Lenhoff, S. W., & Pogodzinski, B. (2018, April 13-17). *The law, politics, and evidence of Friedrichs v. California Teachers Association* [Paper session]. Annual Meeting of the American Educational Research Association, New York, NY.
- Lenhoff, S. W., & Pogodzinski, B. (2018, March 15-17). *Inter-district school choice and student segregation: Evidence from Metro Detroit* [Paper session]. Association for Education Finance and Policy Annual Conference, Portland, OR.
- Pogodzinski, B., & Lenhoff, S. W. (2018, March 15-17). *School-level organizational factors and student mobility* [Poster presentation]. Association for Education Finance and Policy Annual Conference, Portland, OR.
- Superfine, B., Umpstead, R. R., Mayrowetz, D., Lenhoff, S. W., & Pogodzinski, B. (2017, November 9-11). *The law, politics, and evidence of Friedrichs v. California Teachers Association* [Paper session]. Annual Conference of the Education Law Association, San Diego, CA.
- Pogodzinski, B., & Lenhoff, S. W. (2017, April 27-May 1). *The complex associations between school climate and student absenteeism in Detroit* [Paper session]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Lenhoff, S. W., Pogodzinski, B., Mayrowetz, D., Superfine, B., & Umpstead, R. (2017, March 16-18). *The relationship between district stressors and teacher evaluation outcomes* [Paper session]. Association for Education Finance and Policy Annual Conference, Washington, D. C.
- Pogodzinski, B., & Lenhoff, S. W. (2016, November 17-20). *Inter-district school choice and educational opportunities for Detroit schoolchildren* [Symposium presentation]. Annual Meeting of the University Council for Educational Administration, Detroit, MI.
- Lenhoff, S. W. (2016, November 17-20). *Education research in Detroit: From the legislature to the classroom* [Symposium]. Annual Meeting of the University Council for Educational Administration, Detroit, MI.
- Lenhoff, S. W., Lewis, J., Pogodzinski, B., & Jones, B. D.* (2016, April 8-12). *“Triage, transition, and transformation”: A study of the Coalition for the Future of Detroit Schoolchildren* [Paper session]. Annual Meeting of the American Educational Research Association, Washington, D. C.
- Peurach, D. J., & Lenhoff, S. W., & Glazer, J. L. (2012, June 10-12). *Large scale high school reform through school improvement networks: Examining possibilities for ‘developmental evaluation’* [Paper session]. Vanderbilt University’s National Center on Scaling Up

Effective Schools Conference, Achieving Success at Scale: Research on Effective High Schools, Nashville, TN.

Lenhoff, S. W. (2012, April 13-17). *Understanding external supports for instructional improvement in Michigan: The Case of the New Tech Network* [Paper session]. Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Sykes, G., & Winchell, S. (2010, April 30-May 4). *Assessing for teacher tenure* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Denver, CO.

Winchell, S., & Grogan, E. (2010, March 18-20). *Predictors of 4-year college attendance: Evidence of the importance of hands-on science instruction from the 2005 12th grade NAEP* [Paper session]. Annual Meeting of the American Education Finance Association, Richmond, VA.

Jacobsen, R., Frankenberg, E., & Winchell, S. (2009, April 13-17). *Civic engagement and school racial context: How changing student demographics affect civic engagement outcomes* [Paper session]. Annual Meeting of the American Educational Research Association, San Diego, CA.

Grogan, E., Maier, A., & Winchell, S. (2009, April 13-17). *North Carolina charter schools' effects on achievement in nearby traditional public schools* [Paper session]. Annual Meeting of the American Educational Research Association, San Diego, CA.

INVITED PRESENTATIONS

Navigating the impacts of COVID-19 on education in Michigan. Invited panelist, Education Policy Initiative, Ford School of Public Policy, University of Michigan, Online: December 2021. <https://fordschool.umich.edu/event/2021/navigating-impacts-covid-19-education-michigan>

What to do about Michigan's missing students? Invited panelist, Zoom webinar hosted by Chalkbeat Detroit, Detroit Free Press, and The Education Trust-Midwest, Online: March 2021. <https://www.facebook.com/watch/?v=953646762043267>

Returning to school: Insights, implications, and impact. Invited panelist, Skillman Foundation Board of Trustees Meeting, Online: September 2020.

Education now Detroit. Invited panelist at an NBC News Special Live Forum, The Henry Ford, Dearborn, MI: October 2019. <https://www.facebook.com/NBCNewsLearn/videos/500403864143148/UzpfSTI1NzAwNDY3OjEwMTA0OTMzODE0NzI3Nzg4/>

Implications of de/segregation and school choice. Virtual roundtable for the Great Lakes Equity Center: August 2019.

Attendance Summit. Invited presenter. E3 Alliance, Austin, TX: August, 2019.

25 years of school choice. What do we know? Invited panelist at the Lansing Area League of Women Voters, Lansing, MI: April, 2019.

Chronic absenteeism in Detroit: Collective action at the nexus of schools, communities, and families. Invited presentation at the University of Texas College of Education, Austin, TX: February, 2019.

School choice in urban America: Prospects and challenges. Invited panelist at the Wayne State University Presidential Symposium, Detroit, MI: April, 2018.

Building relationships, expanding opportunity: Evidence from Detroit. Invited presentation at the Michigan Pre-College and Youth Outreach Conference, University of Michigan, Ann Arbor, MI: November, 2017.

The limits of schooling, the power of poverty. Invited commentator, AERA Centennial Lecture Series, Detroit Institute of Arts, Detroit, MI: March 2017.

<https://www.youtube.com/watch?v=jexJl8iqTqI>

Family and community engagement in Detroit schools. Invited presentation at the charter school authorizer school leader meeting, Eastern Michigan University, Ypsilanti, MI: May, 2016.

Post-doctorate careers seminar. School of Education, University of Michigan, Ann Arbor, MI: April, 2016.

Education, race, and society: The dignity of people, the destiny of Detroit. Invited presentation on school governance in Detroit schools in the TeachDETROIT lecture series, Wayne State University, Detroit, MI: October, 2015.

Accountability for all: The need for real charter school authorizer accountability in Michigan. Invited presentation to the Detroit Regional Chamber Foundation Board, Detroit, MI: March, 2015.

Accountability for all: The need for real charter school authorizer accountability in Michigan. Invited presentation to the Coalition for the Future of Detroit Schoolchildren, Policy Subcommittee, Detroit, MI: February, 2015.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to Southwest Michigan First, Education and Public Policy Committees, Kalamazoo, MI: January, 2015.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to a Macomb Intermediate School District conference, Detroit, MI: August, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited webinar to the Michigan Association of United Ways: July, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to the Grand Valley State University Charter Schools Office, Detroit, MI: June, 2014.

What school leaders and policymakers can do to improve education. Invited presentation to the K-12 Education Forum at Michigan State University, East Lansing, MI: June, 2014.

Stalled to soaring: Michigan's path to educational recovery. Guest lecture at the University of Michigan – Flint, Flint, MI: June, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to the Tri-County Alliance, Bloomfield Hills, MI: June, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to the Council of Michigan Foundations, Lansing, MI: April, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited keynote presentation at the Beecher Scholarship Incentive Fund conference, Flint, MI: April, 2014.

Stalled to soaring: Michigan's path to educational recovery. Invited presentation to the Michigan State Board of Education, Lansing, MI: April, 2014.

Educator evaluation in Michigan. Invited presentation at the Michigan Association for School Administrators and Michigan Association of School Boards conference, Lansing, MI: March, 2014.

Measuring teacher impact on student learning. Invited presentation at the Michigan Elementary and Middle School Principals Association, Lansing, MI: March, 2014.

Measuring teacher impact on student growth. Invited presentation at the Michigan Association for School Administrators legislative committee meeting, Lansing, MI: January, 2014.

The role of authorizers in ensuring charter school quality. Invited presentation at The Education Trust National Conference, Baltimore, MD: October, 2013.

Educator evaluation in Michigan. Invited keynote at the Michigan Association for School Administrators conference, Traverse City, MI: September 2012.

TEACHING

Wayne State University

EDA 7660: Administrative Leadership in School-Community Relations and Public Relations
ED 7998: Field Studies
ED 7999: Terminal Master's Thesis/Essay Project
EPS 8180: Research Seminar
EPS 8710: Readings in General Administration

Michigan State University

TE 501: Internship in Teaching Diverse Learners I
TE 502: Internship in Teaching Diverse Learners II

STUDENT COMMITTEES

Educational Leadership & Policy Studies (Ph.D.)

Primary Advisor: Anglesia Brown, Ramarra Garrett, Adrian Johnson, James Bear Mahowald, Jeremy Singer

Doctoral Committees: Andrea Lappin (2021), Lori Lucas (2021), Taylor Barczyk (2019)

Educational Leadership & Policy Studies (Ed.D.)

Primary Advisor: Andre Anderson, Crystal Lee, Deborah Gibson, Fatemh Reslan, Jameson Smith, Joslyn Clark, Rayven McMurray, Tameka Arnold, Daniel Lake (2021), Stephanie Millender-Grubb (2021)

Doctoral Committees: Regina Baker (2021), Mark Evely (2020)

External Committee Member

Autumn Blanchard, Ph.D., Communications, Wayne State University. (2020).
Laura Groth, Ph.D., Education Policy, George Washington University. (2019).

HONORS AND AWARDS

Faculty Service Award, College of Education, Wayne State University	2021
Education Policy Collaborative (EPC) Outstanding Early Career Publication Award	2020
Competitive GRA Award, Wayne State University	2020
Kathleen Reilly Koory Endowed Faculty Development Award	2019
Featured Profile, Michigan Nightlight	2013
Hinman Graduate Fellowship, Michigan State University	2011
Clark Seminar Selected Participant, University Council for Educational Administration	2011
Summer Research Fellowship, Michigan State University	2010
Roe L. Johns Travel Grant, American Education Finance Association	2010
Summer Research Fellowship, Michigan State University	2009
Dean's Scholar Award, Michigan State University	2007-2011
Barnett Award, University of Georgia	2001

PROFESSIONAL AFFILIATIONS AND SERVICE

Peer Reviewer

- AERA Open, 2018, 2021
- American Educational Research Association (AERA), 2011-2021
- American Educational Research Journal, 2017, 2019, 2020, 2021(2)
- Children and Youth Services Review, 2017, 2021
- Education Sciences, 2016
- Educational Administration Quarterly, 2020
- Educational Policy, 2016
- Educational Researcher, 2021(2)
- International Journal of Education Policy and Leadership, 2020
- Journal of Education for Students Placed at Risk (JESPAR), 2020, 2021
- Journal of Education Human Resources, 2021
- Journal of Education Policy, 2021(2)
- Journal of Educational Change, 2018
- Journal of Urban Affairs, 2021
- National Science Foundation Review Panel, 2018
- Peabody Journal of Education, 2020, 2021
- Rowman & Littlefield Book Review, 2020, 2021
- The Elementary School Journal, 2015, 2017, 2018, 2019, 2021
- University Council for Educational Administration (UCEA), 2016-2019

Wayne State University Committees

- ELPS Faculty Search Committee, Chair (2021-22)
- COE Executive Committee (2019-2021)
- Wayne State University Academic Senate (2017-2020)
- COE Elections Committee (2017-2021), Chair (2019-2021)
- COE Doctoral Advisory Committee (2015-present)
- ELPS Faculty Search Committee (2017-2018)
- COE Post-Doctoral Fellow Search Committee (2017)
- COE Facilitator of College Conversations (2017)
- Graduate School Scholarships Reviewer (2016-2017)
- COE Peer Review of Teaching Committee (2016-2018)
- COE Scholarships Reviewer (2016-2017)
- COE Kaplan Collaborative (2016-2019)

External Committees and Other Service

- Every School Day Counts Detroit, Leadership Team Member (2018-present)
- Education Policy Collaborative, Board Member (2020-present)
- William L. Boyd National Educational Politics Workshop, Mentor (2020-2021)
- AERA Division L (Educational Policy and Politics) Social Media Committee, Member (2019-present)
- Plenum Representative for UCEA (2018-2021)
- Coalition for the Future of Detroit Schoolchildren, School Attendance/Chronic Absenteeism Leadership Team and Parental Support and Engagement Leadership

Team (2017)

- Excellent Educators Advisory Group, Michigan Department of Education (2016)
- Educator Effectiveness Research Agenda Setting Process, Michigan Department of Education (2016)

Member

- American Educational Research Association (2008-present)
- Association for Education Finance and Policy (2008-2010, 2018-present)

MEDIA MENTIONS & EDITORIALS

Hay, K. (2022, January 14). Detroit Public Schools reports dip in virtual school attendance: Face-to-face learning expected to return by end of month. *WXYZ Detroit*. <https://www.wxyz.com/news/detroit-public-schools-reports-dip-in-virtual-school-attendance>

Altavena, L. (2022, January 13). Detroit Public Schools students struggle with virtual attendance. *Detroit Free Press*. <https://www.freep.com/story/news/education/2022/01/13/detroit-public-schools-virtual-online-attendance-covid-omicron/9186089002/>

Bakuli, E. (2021, December 20). Latest report outlines COVID impact on Detroit families and school attendance. *Chalkbeat Detroit*. <https://detroit.chalkbeat.org/2021/12/20/22846792/detroit-district-schools-chronic-absenteeism-covid>

French, R. (2021, December 14). 10 years of strict teacher evaluations haven't boosted learning in Michigan. *Bridge Michigan*. <https://www.bridgemi.com/talent-education/10-years-strict-teacher-evaluations-havent-boosted-learning-michigan>

Edwards, D. S. (2021, April 22). Best schools often out of reach for disadvantaged students in choice programs. *The Conversation*. <http://theconversation.com/best-schools-often-out-of-reach-for-disadvantaged-students-in-choice-programs-158676>

Simmons, L. (2021, April 13). The search for Detroit's absent students. *The Skillman Foundation Blog*. <https://www.skillman.org/blog/absent-students/>

Hannon, T. (2021, March 31). TD Summit attendees discuss student absenteeism, transportation's role. *School Transit News*. <https://stnonline.com/news/td-summit-attendees-discuss-student-absenteeism-transportations-role/>

Murray, J. (2021, March 29). The calculus of student absenteeism. *Thomas B. Fordham Institute, Ohio Gadfly Daily*. <https://fordhaminstitute.org/ohio/commentary/calculus-student-absenteeism>

Spitzley, N. (2021, March 25). Schooling during the pandemic, part 2: Insights from students and families. *NNERPP Extra*. <https://nnerppextra.rice.edu/schooling-during-the-pandemic-part-2>

[2/?utm_source=NNERPP+Extra&utm_campaign=9efd139c81-EMAIL_CAMPAIGN_2019_01_14_11_51_COPY_01&utm_medium=email&utm_term=0_d4f8df6e62-9efd139c81-101956761](https://www.chalkbeat.com/articles/2019/01/14/11-51-COPY-01&utm_medium=email&utm_term=0_d4f8df6e62-9efd139c81-101956761)

Bauman, C. (2021, March 22). Panel: To educate Michigan's missing students, districts have to address systemic issues beyond the COVID-19 pandemic. *Chalkbeat Detroit*. <https://detroit.chalkbeat.org/2021/3/22/22345165/michigan-missing-students-chronic-absenteeism-covid-19-pandemic-education-trust>

Altavena, L. (2021, March 19). For thousands of Michigan students, the barriers to getting to school are steep. *Detroit Free Press*. <https://www.freep.com/story/news/education/2021/03/19/nearly-300-000-michigan-students-chronically-absent/4716210001/>

Fisher, E. (2021, March 3). Over half of Detroit students are chronically absent and here's why: Detroit Education Research Partnership offers solutions to Detroit's high chronic absence rate. *Detroit Is It*. <https://detroitisit.com/half-of-detroit-students-chronically-absent/>

Lewis, O. (2021, March 2). Third-graders return to classroom, but are they prepared to succeed? *Bridge Detroit*. <https://www.bridgedetroit.com/third-graders-return-to-classroom-but-are-they-prepared-to-succeed/>

Authentically Detroit: Bargaining for the common good with Jerry King & Savanna Brewer. (2021, February 25). <https://www.ecn-detroit.org/authenticallydetroit>

Turner, G. (2021, February 22). Lack of school transportation in Detroit drives down reading achievements. *D Business*. <https://www.dbusiness.com/daily-news/lack-of-school-transportation-in-detroit-drives-down-reading-achievements/>

Higgins, L. (2021, February 22). Want to fix the chronic absenteeism problem in Detroit schools? Start with transportation. *Chalkbeat Detroit*. <https://detroit.chalkbeat.org/2021/2/19/22291990/want-to-fix-the-chronic-absenteeism-problem-in-detroit-schools-start-with-transportation>

Higgins, L. (2020, August 25). As teachers brace for student learning losses, many worry about the impact on Michigan's most vulnerable students. *Chalkbeat Detroit*. <https://detroit.chalkbeat.org/2020/8/25/21401217/as-teachers-brace-for-student-learning-losses-many-worry-impact-on-michigan-most-vulnerable-students>

Edghill, L. (2020, January 08). Missing school. *World*. https://world.wng.org/content/missing_school

Lenhoff, S. W., Simmons, L., & Bell, C. (2019, December 16). The importance of expanding educational research partnerships with community. *NNERPP Extra*, 1(4), 9-12. http://nnerppextra.rice.edu/expanding-educational-research-partnerships-with-community/?utm_source=NNERPP+Extra&utm_campaign=f7dfb8b4a5-

EMAIL_CAMPAIGN_2019_01_14_11_51_COPY_01&utm_medium=email&utm_term=0_d4f8df6e62-f7dfb8b4a5-101956761

- French, R. (2019, November 26). Why do Detroit kids miss so much school? Hint: Don't just blame the schools. *Bridge*. <https://www.bridgemi.com/talent-education/why-do-detroit-kids-miss-so-much-school-hint-dont-just-blame-schools>
- Higgins, L. (2019, November 25). Report: Detroit schools need help in fight against chronic absenteeism. *Chalkbeat Detroit*. <https://www.chalkbeat.org/posts/detroit/2019/11/25/report-detroit-among-most-challenged-big-cities-for-factors-that-lead-to-chronic-absenteeism/>
- Levin, K. (2019, October 17). Study: The Detroit students with the best attendance travel the farthest to school. *Chalkbeat Detroit*. Republished in the *Detroit Free Press* on October 21, 2019. <https://www.chalkbeat.org/posts/detroit/2019/10/17/detroit-high-attenders/>
- Simmons, L., & Bell, C. (2019, October 1). School attendance must be a priority after Count Day. *Detroit Free Press*. <https://www.freep.com/story/opinion/contributors/2019/10/01/detroit-county-day-school-attendance/3828692002/>
- Higgins, L. (2019, September 4). Report: Detroit students leave the city for schools that aren't much better. *Chalkbeat Detroit*. Republished in the *Detroit Free Press* on September 14, 2019. <https://www.chalkbeat.org/posts/detroit/2019/09/04/report-detroit-students-leave-the-city-in-big-numbers-but-not-always-for-better-schools/>
- Lenhoff, S.W., Pogodzinski, B., & Edwards, E. (2019, May 15). Opinion: Schools and researchers must collaborate to help Detroit students. *Bridge Magazine*. <https://www.bridgemi.com/guest-commentary/opinion-schools-and-researchers-must-collaborate-help-detroit-students>
- French, Ron. (2019, May 17). Will Michigan 3rd- grade reading law hurt poor? Florida's history says yes. *Bridge Magazine*. https://www.bridgemi.com/talent-education/will-michigan-3rd-grade-reading-law-hurt-poor-floridas-history-says-yes?utm_source=Bridge+Magazine&utm_campaign=71dd13cb53-Bridge+Newsletter+5%2F17%2F19&utm_medium=email&utm_term=0_c64a28dd5a-71dd13cb53-73957785
- WWJ Radio. (2019, April 20). *Student exit, mobility, and attendance in Detroit*.
- Einhorn, E. (2019, April 15). Thousands of Detroit students leave the city every day to go to school. A new study helps explain why. *Chalkbeat Detroit*. Republished in the *Detroit Free Press* on April 22, 2019. <https://detroit.chalkbeat.org/2019/4/15/21107901/thousands-of-detroit-students-leave-the-city-every-day-to-go-to-school-a-new-study-helps-explain-why>

- Henderson, S. (2018, October 3). Detroit students mobility creates challenges for their education. *Detroit Today*. Detroit, MI: WDET. <https://wdet.org/posts/2018/10/03/87356-detroit-students-mobility-creates-challenges-for-their-education/>
- Einhorn, E. & Dawsey, C. P. (2018, October 2). Moving costs. *Chalkbeat Detroit and Bridge Magazine*. <https://chalkbeat.org/series/moving-costs/>
- Chambers, J. (2018, April 18). Educators discuss impact of school choice at WSU forum. *The Detroit News*. <https://www.detroitnews.com/story/news/education/2018/04/18/educators-school-choice-forum/33967915/>
- Chambers, J. (2018, April 10). Michigan test scores lag nationally despite increase. *The Detroit News*. <https://www.detroitnews.com/story/news/local/michigan/2018/04/10/michigan-test-scored-naep/33693921/>
- French, R. & Wilkinson, M. (2018, April 10). On nation's report card, Michigan students remain in back of class. *Bridge*. <https://www.bridgemi.com/talent-education/nations-report-card-michigan-students-remain-back-class>
- Einhorn, E. (2018, April 10). Detroit schools ranked worst on national exam – again. But is there hope that things can improve? *Chalkbeat Detroit*. <https://detroit.chalkbeat.org/2018/4/10/21104741/detroit-schools-ranked-worst-on-national-exam-again-but-is-there-hope-that-things-can-improve>
- Rahn, A. & Park, S. (2018, April 4). The new state school scoring index is here. See how Detroit schools stacked up. *Chalkbeat Detroit*. <https://www.chalkbeat.org/posts/detroit/2018/04/04/the-new-state-school-scoring-index-is-here-see-how-detroit-schools-stacked-up/>
- Rahn, A. (2018, February 28). Most Detroit kindergartners miss too much school. They'll likely struggle to read later. *Chalkbeat Detroit*. <https://www.chalkbeat.org/posts/detroit/2018/02/28/kids-who-often-miss-kindergarten-struggle-later-heres-how-it-hurts-detroits-district-students/>
- Rahn, A. (2018, February 15). Getting kids to class may be harder than some lawmakers think. New study casts doubt on how big a role educators can play. *Chalkbeat Detroit*. <https://www.chalkbeat.org/posts/detroit/2018/02/15/getting-kids-to-class-may-be-harder-than-some-lawmakers-think-new-study-casts-doubt-on-how-big-a-role-educators-can-play/>
- Wilkinson, M. (2018, February 13). Academic State Champs: Poverty doesn't always predict school success in Michigan. *Bridge*. <http://www.bridgemi.com/talent-education/academic-state-champs-poverty-doesnt-always-predict-school-success-michigan>
- Lenhoff, S. W. (2017, October 24). Yes, Michigan's schools are failing. But don't blame it on parents. *Bridge*. <http://www.bridgemi.com/guest-commentary/yes-michigans-schools-are-failing-dont-blame-it-parents>

- Lenhoff, S. W. (2017, September 28). Letter: There's no doubt Michigan has education crisis. *The Detroit News*. <http://www.detroitnews.com/story/opinion/2017/09/28/letter-michigans-undoubted-education-crisis/106060118/>
- Einhorn, E. (2017, March 14). How a DeVos-founded school benefitted from Michigan's ranking system. *The Atlantic*. <https://www.theatlantic.com/education/archive/2017/03/how-a-devos-founded-school-benefitted-from-michigans-ranking-system/519489/>
- Einhorn, E. (2017, March 13). How changes to Michigan's school ranking system hurt Cass Tech — and helped the DeVos family charter school. *Chalkbeat Detroit*. <http://www.chalkbeat.org/posts/detroit/2017/03/13/how-changes-to-michigans-school-ranking-rules-hurt-cass-tech-and-helped-the-devos-family-charter-school/>
- McVicar, B. (2017, February 22). Why one parent doesn't want her Michigan school shuttered. *MLive*. http://www.mlive.com/news/index.ssf/2017/02/why_one_parent_doesnt_believe.html
- Al Jazeera English*. (2017, February 7). US Senate divided over Trump's education secretary pick. *Al Jazeera English*. <http://video.aljazeera.com/channels/eng/videos/us-senate-divided-over-trumps-education-secretary-pick/5313589390001>
- Lenhoff, S. W. (2017, January 30). Getting to school in Detroit. *Green & Write: Education Policy Research Insights*. <http://edwp.educ.msu.edu/green-and-write/2017/getting-to-school-in-detroit/>
- Dawsey, C. P. (2016, December 6). Betsy DeVos's Michigan legacy. *Bridge*. <http://bridgemi.com/2016/12/betsy-devoss-michigan-legacy/>
- Wilkinson, M., & Dawsey, C. P. (2016, September 20). School choice, metro Detroit's new white flight. *Detroit Free Press*. <http://www.freep.com/story/news/local/michigan/detroit/2016/09/20/schools-choice-creating-white-flight-metro-detroit/90509180/>
- Wilkinson, M., & Dawsey, C. P. (2016, September 13). School choice, metro Detroit's new white flight. *MLive*. http://www.mlive.com/news/detroit/index.ssf/2016/09/school_choice_metro_detroits_n.html
- Wilkinson, M., & Dawsey, C. P. (2016, September 13). School choice, metro Detroit's new white flight. *Bridge*. <http://bridgemi.com/2016/09/school-choice-michigans-new-white-flight/>
- Einhorn, E. (2016, April 11). The extreme sacrifice Detroit parents make to access better schools. *The Atlantic*. <http://www.theatlantic.com/education/archive/2016/04/the-extreme-sacrifice-detroit-parents-make-to-access-better-schools/477585/>

Einhorn, E. (2016, April 8). The extreme sacrifice Detroit parents make to access better schools. *Chalkbeat Detroit*. <http://detroit.chalkbeat.org/six-hours-eight-buses-the-extreme-sacrifice-detroit-parents-make-to-access-better-schools/>

ERICA B. EDWARDS

eedwards@wayne.edu

(313)577-1676

EDUCATION

- Ph.D. Educational Policy Studies, Georgia State University, 2018
Qualitative Research Methods Certificate, Georgia State University, 2018
M.S. Education, University of Pennsylvania, 2006
B.A. History, Spelman College, 2004

ACADEMIC APPOINTMENTS

- 2018-Present Assistant Professor, Educational Leadership & Policy Studies, Wayne State University
2012-2018 Graduate Fellow, Research and Teaching Associate, Georgia State University

AREAS OF SPECIALIZATION

Educational Leadership & Policy Studies, Black Feminist Research, Cultural Studies

PEER-REVIEWED PUBLICATIONS

Edwards, E. B., Singer, J., & Lenhoff, S. W. (in press). Antiracism and attendance policy implementation: Evidence from a midwestern school district. Paper accepted for publication in *Educational Researcher*.

Yu, M., **Edwards, E. B.**, Gonzales, S. M., Robert, S. A., & DeNicolo, C. P. (in press). Remember. (Re)member. Re-member: Theorizing the process of healing sustaining, and transforming as motherscholars. Paper accepted for publication in *Peabody Journal of Education*.

Edwards, E. B., Patton-Terry, N., Bingham, G., Singer, J. (2021). Perceptions of classroom quality and well-being among Black women teachers of young children. *Education Policy Analysis Archives*, 29(56), 2-27. <https://doi.org/10.14507/epaa.29.5964>

Lenhoff, S., **Edwards, E. B.**, Claiborne, J., Singer, J., French, K. (2020). A collaborative problem-solving approach to integrating practitioner voices in attendance policy. *Educational Policy*, Advance online publication. <https://doi.org/10.1177/0895904820974402>

Fournillier, J. B. & **Edwards, E. B.**, (2020). Liminal pedagogy at the graduate level: Reflections on the doctoral advisement process in a neoliberal university context. *The Journal of Negro Education*, 89(4), 459-470.

Edwards, E. B. (2020). Toward being nobody's darling: A womanist reframing of school culture and climate. *International Journal of Qualitative Studies in Education*, 33(7), pp. 759-772, DOI: <https://doi.org/10.1080/09518398.2020.1753254>

Owens, L., **Edwards, E. B.**, & McArthur, S. (2018). Black women researcher's path to breaking silence: Three scholars reflect on voicing oppression, self-reflexive speech, and talking back to elite discourses. *Western Journal of Black Studies*, 42(3&4), pp. 125-135.

Edwards, E. & Esposito, J. (2018). Reading the Black woman's body via Instagram fame. *Communication, Culture & Critique*, 11(3), pp. 341-358.

Esposito, J. & **Edwards, E. (2018).** When Black girls fight: Interrogating, interrupting, and (re)Imagining dangerous scripts of femininity in urban classrooms. *Education & Urban Society*, 50(1), pp. 87-107.

Edwards, E., Esposito, J. & Evans-Winters, V. (2017). Does Beyoncé's *Lemonade* really teach us to turn lemons into lemonade? Exploring the limits and possibilities through Black feminism. *Taboo: The Journal of Education and Culture*, 16(2), pp. 85-96.

Edwards, E., McArthur, S. & Russell, L. (2016). Relationships, being-ness, and voice: Exploring multiple dimensions of humanizing work with Black girls. *Equity and Excellence in Education*, 49(4), pp.1-11.

Edwards, E. & Esposito, J. (2016) Where is the love? An interrogation of love in VH1's *Love and Hip Hop New York* and a call to educators to respond to anti-love messages, *Review of Education, Pedagogy & Cultural Studies*, 38(2), pp.124-140

Edwards, E. (2016). "It's irrelevant to me!" Young Black women talk back to VH1's *Love and Hip Hop New York*, *Journal of Black Studies*, 47(3), pp. 273-292.

BOOK

Edwards, E. & Esposito, J. (2019). *Intersectional analysis of popular culture texts: Clarity in the matrix*. London: Routledge. DOI.10.4324/9780429056314*

* 2021 American Educational Studies Association Critics Choice Award Winner, 2021 International Congress of Qualitative Inquiry Book Award, 2021 American Educational Research Association Outstanding Book Award Nominee.

BOOK CHAPTER

Edwards, E. B., Robert, S. A., DeNicolo, C. P., Gonzales, S. M., & Yu, M. (2022). Invoking abuelita epistemologies for academic transformation in the coronavirus age: Autoethnographic reflections from a motherscholar collective. In J. Beoku-Betts, A. Darkwah, M. Heath, & B. Purkayastha, Eds., *Global feminist autoethnographies during COVID-19: Displacements and Disruptions* (162-175). Routledge.

BOOK REVIEW

Edwards, E.B. (2021). [Review of *A second helping of gumbo for the soul: More liberating stories and memories to inspire females of color*, edited by M. F. T. Scott, N. M. Walters, J. L. Young, & D. Y. Ford]. *Teachers College Record*.
<https://www.tcrecord.org/Content.asp?ContentID=23755>

OTHER PUBLICATIONS

Edwards, E.B. (in press). The refuge. *Ypsi on my Mind: A zine by Untold Stories of Liberation and Love*.

Edwards, E.B. (2020, May 18). Our singing looks good on us. Untold Stories of Liberation and Love. <https://www.liberationstories.com/post/week-9-our-singing-brought>

Edwards, E.B. (2020, May 10). A requiem for tomorrow. Untold Stories of Liberation and Love. <https://www.liberationstories.com/post/week-8-say-tomorrow-doesn-t-come>

Edwards, E.B. (2020, May 9). A movement. Untold Stories of Liberation and Love. <https://www.liberationstories.com/post/why-not-go-toward-the-things-i-love>

MANUSCRIPTS IN REVIEW

Edwards, E.B., Yett, A. & Webb, J. (in review). Homeplace in the last option: What K-12 educators can learn from cultivating sisterhood with Black girls attending an urban alternative school. Paper submitted to *Urban Education*.

Edwards, E.B. (in review). Centering Black girls' voices to trouble notions of care in the urban neoliberal educational context. Paper submitted to *The Urban Review*.

Edwards, E.B. & Esposito, J. (Eds.) (in review). Insurrection at the U.S. Capitol: Intersectional analyses of popular culture (re)presentations of the 2020 presidential election and subsequent coup attempt. A special issue of *Cultural Studies Critical Methodologies*.

GRANTS, CONTRACTS & FELLOWSHIPS

PI: Lenhoff, S. W.; Co-PIs: Pogodzinski, B., & **Edwards, E.** (10/01/2021-10/01/2024). *Detroit Education Research Partnership*. Skillman Foundation, (\$821,000).

PI: Edwards, E. B. (2019-2021). *Restorative Practice Integration Study*. Westwood Community School District, (\$60,000).

PI: Lenhoff, S. W.; Co-PIs: **Edwards, E.**, Pogodzinski, B., Rose, J., Simmons, L. & Bell, C. (08/01/20 - 07/31/23). *Decreasing chronic absenteeism, increasing opportunity: A school-community-research partnership to improve policy and practice related to attendance in Detroit*. Spencer Foundation, (\$400,000).

PI: Edwards, E. B. (2019-2020). *STEM engagement as protective factor among at-risk African-American girls*. Oak Ridge Associated Universities Ralph E. Powe Junior Faculty Enhancement Award, (\$10,000).

PI: Edwards, E. B. (2018-2019). *Youth-Led pedagogy: What educational leaders can learn from girls who are out of educational options*. Internal Research Award, Wayne State University College of Education, (\$7,995).

PI: Edwards, E. B. (2017-2018). *A pilot study on the state of Black girlhood in Detroit's public high schools*. Research Stimulation Initiative, Wayne State University College of Education, (\$5,000).

Edwards, E. B. (2017-2018). Georgia State University Provost's Dissertation Fellowship, (\$25,000).

Edwards, E. B. (2016). Georgia State University Dissertation Grant Program, (\$2,000).

Edwards, E. B. (2016). College of Education & Human Development Doctoral Dissertation Support Award, (\$1,000).

Edwards, E. B. (2015). Georgia State University College of Education Alumni Network Scholarship, (\$1,000).

FUNDING PROPOSALS UNDER REVIEW

PI: Edwards, E. B.; Co-PI: McArthur, S.A. (2022-2023). *Storying to stay: Engaging Black women career teachers in Black feminist narrative practice*. American Education Research Association, Division K Anti-Racist Teacher Education Seed Grant, (\$15,000).

PI: Edwards, E. B.; Co-PIs: King, N. & Reynolds, A. (2022-2023). *Sisterhood-I AM STEM: Supporting Black girls' confidence and social consciousness through STEM education*. General Motors, (\$250,000).

PEER REVIEWED CONFERENCE PRESENTATIONS

Edwards, E. B. (2021, November). From cultivating homeplace to launching teacher activism: Liberatory praxis with Black girls as a driver for structural change (Paper Presentation). American Educational Studies Association Conference, Portland, OR.

Yu., M. **Edwards, E. B.**, Gonzales, S.M., Robert, S.A., & DeNicolo, C.P. (2021, April). (Re)membering the motherscholar self: (Re)storing and (re)storying ancestral ways amidst pandemic [Paper Presentation]. AERA Annual Meeting (Virtual).

Edwards, E. B. (2021, April). *Taking responsibility for racial justice in educational leadership preparation: Anti-racist implications in doctoral student work* [Symposium]. AERA Annual Meeting (Virtual).

Lenhoff, S. W., **Edwards, E. B.**, Singer, J. (2020, November). Deficit narratives and counter-narratives of racially minoritized parents and school attendance in Detroit [Paper Presentation]. University Council for Educational Administration Annual Convention (Virtual).

Edwards, E. B. (2020, November). Sista-circles as sacred methodology: Youth-led pedagogy together with Black girls [Paper Presentation]. National Council of Teachers of English Annual Convention (Virtual).

Edwards, E. B. & Esposito, J. (2020, May) *Future Directions in Qualitative Data Analysis: Liberating Meaning Making in Repressive Times*. International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign (Conference Canceled).

- Edwards, E. B. (2020, April) *Safe Space in the Last Option: What K–12 Educators Can Learn From Cultivating Sisterhood With Black Girls in Second-Chance Schools* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vx4awsd> (Conference Canceled)
- Lenhoff, S. W., **Edwards, E. B.**, French, K. R. & Claiborne, J. (2020, April) *How Schools Combat Chronic Absenteeism in Detroit: A Research-School-Community Approach to Continuous Improvement* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/qnaeq5e> (Conference Canceled)
- Lenhoff, S., **Edwards, E. B.**, Claiborne, J., Singer, J. (2019, November) *A continuous improvement approach to integrating the voices of the subaltern in policymaking around attendance* [Paper Presentation]. University Council for Educational Administration Conference, New Orleans, LA.
- Edwards, E. B. (2019, April) *Troubling the heart-to-heart: Exploring the barriers to social justice leadership* [Symposium]. AERA Annual Meeting Toronto, Ontario.
- Edwards, E. B. (2019, February). *Toward an intersectional approach to workforce development: Black women infant, toddler, and pre-school teachers' perceptions of improving classroom quality* [Paper Session]. The University of the West Indies Biennial Conference St. Augustine, Trinidad and Tobago.
- Edwards, E. B. (2018, November) *Meeting at the kitchen-table: Learning from (bad) girls through a womanist approach to narrative inquiry* [Poster Session]. National Women's Studies Association Conference Atlanta, GA.
- Fournillier, J. B. & Edwards, E. B. (2018, May). *Liminal pedagogy at the graduate level: Reflections on the doctoral advisement process in a neoliberal university context* [Paper Session]. International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.
- Edwards, E. B. (2018, April). *(Bad) Girls: Black girls' school re-entry experiences after exclusionary discipline* [Paper Session]. AERA Annual Meeting New York, NY.
- Edwards, E. B. & Esposito, J., (2016, November). *Future texts or same old stereotypes? Reading the Black woman's body via Instagram fame* [Paper Session]. American Educational Studies Association Conference, Seattle, WA.
- Edwards, E. B. (2015, April). *Radical youthwork as a site of liberatory potential* [Paper Session]. AERA Annual Meeting Chicago, IL.
- Edwards, E. B., McArthur, S.A., & Russell, L. (2015, April). *Emancipatory Research Methods for Black Girls* [Paper Session]. AERA Annual Meeting Chicago, IL.
- Edwards, E. B., (2014, October). *"It's irrelevant to me!" Young Black women talk back to*

VHI's Love and Hip-Hop New York [Paper Session]. American Educational Studies Association Conference Toronto, Ontario.

Edwards, E. B. (2014, November). *Racial subjugation and the neoliberal educational project: Institutional violence at play on Black bodies* [Paper Session]. International Conference on Urban Education Montego Bay, Jamaica.

Edwards, E. B. (2014, May). *Transformative action research toward the amelioration of power dynamics in classrooms: An approach to caring for African-American girls* [Paper Session]. International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.

Esposito, J. & **Edwards, E. B.** (2014, April). *Where is the love? An interrogation of love in VHI's Love and Hip-Hop* [Paper Session]. Sources of Urban Excellence Conference Atlanta, GA.

Edwards, E. B. (2014, February). "School ain't my life" *The impact of corporate education reform on impoverished Black communities* [Paper Session]. Southeast Philosophy of Education Society Annual Meeting Decatur, GA.

McArthur, S. & **Edwards, E. B.** (2013, November). *Beyond your perception: Bridging the gap between African-American girls and their teachers* [Paper Session]. American Educational Studies Association Conference Baltimore, MD.

INVITED PRESENTATIONS

Wayne State University, Department of Sociology, Panelist. On *Suspended: Punishment, violence, and the failure of school safety* – a critical conversation with Charles Bell. October 19, 2021.

Michigan Department of Education, African American Student Initiative - Race, Power, and Privilege: Dismantling Through Dialogue & Purposeful Action (Phase 2), Facilitator. On "Cultivating Safe Space for Black Girlhood in Public Schools Across Contexts: Implications for Urban, Suburban, and Rural School Leaders." November 10, 2021.

International Institute for Qualitative Methods Thinking Qualitatively Conference, Facilitator. On "Intersectional analysis as a method to analyze popular culture texts: A workshop to help researchers find clarity in the matrix." July 5, 2021.

Fem the Future – Nevertheless She Persisted Girls Digital Summit: Telling Her Story, Education Career Panel. On "Being a Black Woman Educator in Higher Education." June 26, 2021.

NEW, Centering Justice Series. On "Joy is Revolutionary." June 9, 2021.

Michigan Department of Education, African American Student Initiative - Race, Power, and Privilege: Dismantling Through Dialogue & Purposeful Action (Phase 1), Facilitator. On

“Critically conscious restorative practices to intervene against anti-Black racism in school discipline.” March 17, 2021.

Dr. Benjamin Carson High School of Science and Medicine, Social Justice and Equity Day, Panelist. On “Racial and gender equity in the midst of co-occurring pandemics: Implications for educators.” February 26, 2021.

University of Detroit Mercy School of Law, Virtual Student Leadership Conference. On “Urban public schooling and the carceral state: Exploring the meaning of school safety before and after COVID-19.” February 18 & 19, 2021.

Dripping in Black [Podcast]. On “Educational Equity in the Dual Pandemic Age: Implications for Black students, families, and communities.” September 30, 2020.

Wayne State University, College of Education & Education Scholars Alliance, Graduate Student Virtual Forum. On “Caregiving in the time of COVID-19: Women of color centering community & self-recovery in the midst of pandemic.” May 4, 2020 (Online).

Georgia State University, Graduate Student Forum. On “The transition from graduate student to faculty member: Lessons from my first year on the tenure track.” December, 17, 2019 (Online).

Wayne State University, Office of the Vice President for Research, New Faculty Research Reception. On “My experience as a first-year tenure-track faculty person.” October 23, 2019 (Detroit, MI).

American International Academy. On “Racial Disparities in School Discipline: Exploring Beliefs.” May 24, 2019 (Inkster, MI).

University of Georgia, Undergraduate Course: Freshmen Seminar in Girlhood Studies. On “Criminalized Education: The Plight of Black Girls in Urban Public Schools.” August 23, 2018 (Online).

Spelman College, Department of History Lecture Series: From the History Classroom to Community Engaged Research for Social Justice. On “BAAAD Girls: Black Girls’ School Re-entry Experiences after Exclusionary Discipline,” March 26, 2018 (Atlanta, GA).

Urban Child Study Center, Georgia State University. On “Cultural Competence in Research & Evaluation,” September 18, 2017.

Georgia State University, Graduate Course: Curriculum & Instruction Research Design. On “Approaches to Narrative Analysis,” June 12, 2017 (Atlanta, GA).

University of North Georgia, Undergraduate Course: Culture and Education. On “Urban public schooling and the carceral state: Exploring the meaning of school safety,” April 3, 2017 (Gainesville, GA).

Georgia State University, Qualitative Research Methods III Graduate course: On ‘Where is the love’: A paper written with Dr. Jennifer Esposito,” October 13, 2016 (Atlanta, GA).

Georgia Department of Juvenile Justice, Fayette County Department of Community Services. On “Making the Most of Mentoring,” September 27, 2016 (Fayetteville, GA).

AWARDS & HONORS

Kathleen Reilly Koory Endowed Faculty Development Award, College of Education, Wayne State University, May 6, 2021.

Faculty Scholarship Award, College of Education, Wayne State University, May 6, 2021.

Feature, “Local collective to launch zine of women of color’s poetry about Ypsilanti.” *Concentrate*, April 21, 2021.

<https://www.secondwavemedia.com/concentrate/features/ypsionmymind0589.aspx>

Feature, “Edwards helps district address disparities in discipline through restorative practice study,” College of Education News, June 1, 2020. <https://education.wayne.edu/news/edwards-helps-district-address-disparities-in-discipline-through-restorative-practice-study-38604>

Feature, “New assistant professor to research black girls’ over-representation among youth disciplined in Detroit schools,” College of Education News, December 12, 2018.

<https://education.wayne.edu/news/new-assistant-professor-to-research-black-girls-over-representation-among-youth-disciplined-in-detroit-schools-38449>

Selected Participant, “Division G Early Career Seminar” hosted by Division G (Social Context of Education) of the American Educational Research Association, April 17, 2020 (Conference Canceled).

Selected Participant, “2020 Pre-Conference Scholarly Retreat” hosted by the Research Focus on Black Education Special Interest Group of the American Educational Research Association, April 16, 2020 (Conference Canceled).

Nominee, “Foundation for Child Development’s 2021 Young Scholars Program,” April 15, 2020.

Selected Participant, “Getting SMART About Adaptive Interventions in Education,” University of Michigan Institute for Social Research, March 11-14, 2019.

Travel Award, American Educational Research Association, Division K Equity and Inclusion Committee, April 16, 2018 (\$300).

Research, Measurement & Statistics Doctoral Student Award, April 19, 2017.

Outstanding Graduate Teaching Assistant, Department of Educational Policy Studies, Georgia State University, April 15, 2014.

SERVICE

College Level

Faculty Search Committee Member (Assistant/Associate Professor of Educational Leadership & Policy Studies, Administrative & Organizational Studies Division, College of Education, Wayne State University, 2021-2022

Faculty Search Committee Member (Tenure Track Assistant Professor of Learning Design & Technology), Administrative & Organizational Studies Division, College of Education, Wayne State University, 2019-2020.

Internal Advisory Board Member, Kaplan Center for Research on Urban Education, 2019-2022

Faculty Search Committee Member (Tenure Track Assistant Professor of Educational Psychology), Theoretical & Behavioral Foundations Division, College of Education, Wayne State University, 2018-2019.

Administrative & Organizational Studies Division Representative, Budget Committee, College of Education, Wayne State University, 2019-2021

Administrative & Organizational Studies Division Representative, Grievance Committee, College of Education, Wayne State University, 2019-2021

President, Educational Policy Studies Student Association, College of Education & Human Development, Georgia State University, 2014-2016

Student Representative, Educational Policy Studies Academic Affairs Committee, College of Education & Human Development, Georgia State University, 2014-2015

Secretary, Georgia State University Urban Education Think Tank, 2013-2016

University Level

College of Education Representative, Wayne State University Academic Senate, 2021-2024

College of Education Representative, Academic Technology Advisory Group, Wayne State University, 2019-2021

Professional Service

Plenum Representative for Wayne State University College of Education, University Council for Educational Administration, 2021-2023.

Co-Chair, Division K Equity & Inclusion Committee, American Educational Research Association Conference, 2020-2023.

Program Coordinator, American Association of Colleges of Teacher Education Holmes Scholars Program, March 2020-Present.

Chair, American Educational Studies Association Conference, Multicultural Education Reviewer's Choice Symposium, November 4, 2016.

Paper/Proposal Reviewing

Peer Reviewer, *Teacher's College Record*, May 2021.

Proposal Reviewer, Spencer Foundation Small Grants Program, 2020.

Peer Reviewer, *Making Sense of Social Research Methodology: A Student and Practitioner-Centered Approach*, a book in development for the Research Methods Division of Sage Publications, February 2020.

Peer Reviewer, *Curriculum Inquiry*, January 2020

Peer Reviewer, *International Journal of Qualitative Studies in Education*, February 2019.

Proposal Reviewer, American Educational Research Association - Division G, Social Context of Education Policy, Politics, and Praxis & Research Focus on Black Education, August 2017

Peer Reviewer, *Taboo: The Journal of Culture & Education*, January 2016.

Proposal Reviewer, American Educational Research Association - Division G, Social Context of Education Policy, Politics, and Praxis, August 2016

Proposal Reviewer, 11th Annual Sources of Urban Educational Excellence Conference, February 2014 & 2015.

RESEARCH EXPERIENCE

Faculty Researcher 2018-Present
Detroit Education Research Partnership, Wayne State University

Post-Doctoral Research Associate January – July, 2018
Urban Child Study Center, Georgia State University

Project Coordinator 2013-2017
Urban Child Study Center, Georgia State University

Graduate Research Assistant 2012-2013
Alonzo A. Crim Center for Urban Education Research, Georgia State University

TEACHING EXPERIENCE

Courses Taught

Wayne State University

EPS 7370 (Synchronous): Intersectional Issues in Education

EPS 8180 (Synchronous): Research Seminar

EPS 8880 (Hybrid & Synchronous): Workshop in Administrative & Organizational Studies
 ED 7990 (Synchronous & Asynchronous): Field Studies
 EER 7870 (Hybrid): Qualitative Research I

Georgia State University
 EPRS 8700: Visual Research Methods
 EDUC 2110: Investigating Critical and Contemporary Issues in Education

Doctoral Advising

Peter Kabogozza, Ph.D. Candidate: *Understanding the services and supports educational leaders provide to deaf students in Uganda.*

LaJoyce Brown, Ed.D. Candidate: *Career strategies leading to and retaining senior level higher education administration roles for Black women.*

Dissertation Committee Work

Sean Lively, Ph.D.: *The Detroit Promise: Access and opportunity to higher education for Detroit Public Schools Community District high school graduates.* Chair, Dr. Ben Pogodzinski.

Deborah Gibson, Ed.D. Candidate: *The influence of role beliefs on faculty-to-staff bullying in Michigan colleges & universities.* Chair, Dr. Sarah W. Lenhoff.

OTHER EMPLOYMENT

Director of After School Programs 2007-2012
 Sasha Bruce Youthwork, Washington, DC.

Education Support Specialist 2006-2007
 Standards Work! Washington, DC.

Middle School Teacher 2004-2006
 Teach for America, Philadelphia, PA.

MEMBERSHIPS & PROFESSIONAL AFFILIATIONS

Board Member, Fundraising Chair, Teach-HER Beyond, Inc., 2021-present
 American Educational Research Association, 2014-Present – Division G SIG
 International Congress of Qualitative Inquiry, 2014-Present
 American Educational Studies Association, 2013-2016
 Teach for America, Philadelphia Corps, 2004-2006
 Delta Sigma Theta Sorority, Incorporated, 2002

11/29/2021

WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Ben Pogodzinski

OFFICE ADDRESS:
377 Education Building

HOME ADDRESS:
24650 Ridgedale St
Oak Park, MI 48237

OFFICE PHONE:
(313) 577-2413

HOME PHONE:
(248) 219-5805

DEPARTMENT/COLLEGE: College of Education
Administrative & Organizational Studies

PRESENT RANK & DATE OF RANK: Associate Professor
08-19-16

WSU APPOINTMENT HISTORY:

Year Appointed/Rank: 2016, Associate Professor
2010, Assistant Professor

Citizen of: United States

EDUCATION:

Baccalaureate: Major: History Education (1999)
University of Michigan

Graduate: M.P.P.: Public Policy (2003)
Georgetown University

Ph.D.: Educational Policy (2009)
Michigan State University

Signature:



PROFESSIONAL SOCIETY MEMBERSHIPS:

American Educational Research Association (AERA), 2005-present

Association for Education Finance and Policy (AEFP), 2014-present

University Council for Educational Administration (UCEA), 2010-present

American Sociological Association (ASA), 2010-2011

American Education Finance Association (AEFA), 2010-2011

Association for Public Policy Analysis and Management (APPAM) – 2003-2005

HONORS/AWARDS:

Kathleen Reilly Koory Endowed Faculty Award, 2016

Institute of Education Sciences Research Fellow, University of Virginia, 2009-2010

Dean's Scholar Award, Michigan State University, 2005-2009

BIOGRAPHICAL CITATIONS (National/Regional or Professional Directories):

I. TEACHING

A. Years at Wayne State: 10 2010-present

B. Years at Other Colleges/Universities 0

C. Courses Taught at Wayne State

 1. Undergraduate

 2. Graduate

EDA 7600 – Structure of American Education (F12, W13, S15, S16)

EDA 7660 – School and Community Relations (S16)

EDA 7690 – Introduction to Michigan School Law (F10, W11, F11, W12, S12, F12, W13, S13, F13, W14, S14, F14, W15, S15, F15, W16, S16, F16, S17, F17, S18, F18, F19, W20)

EDA 8650 – Staff Development and School Improvement (F16)

EDA 8990 – Internship in Administration (W12)

EPS 8180 – Research Seminar (W18, F19)

EPS 9600 – Seminar in Research and Theory in Administration (S11, S12, F13, S14)

EPS 9610 – Educational Policy Development (F14, W17, W18, F18, W19, W20, S20, F20, F21)

EPS 9620 – Educational Policy Initiatives (W14, W15, W16, W17, F17, S19, W21)

D. Essays/Theses/Dissertations Directed

1. Doctoral Dissertations (Chaired) – Regina Baker (2021), Andrea Lappin (2021), Yvette McElroy (2021), Angela Jack (2021), Lori Lucas (2021), Gail Strickland (2021), Namrata Murthy (2021), Jennifer Bondy (2021), Lois Vaughn-Hussain (2020), Alvin Ward (2020), Nicholas Sseggobe-Kiruma (2020), Jaime Goetz (2020), Tereza Williams Sewell (2020), Sean Lively (2020), Jean-Daniel Ostertag (2020), Tara Reid (2020), Mark Evely (2020), Taylor Barczyk (2019), Yvonne Wilson (2019), Michael Carruthers (2017), Russell Pickell (2017), Michael Carruthers (2016), Tonya Norwood (2016)

Ph.D./Ed.D. Current Advising (Chair)

a. Blaine Armstrong, Lisa Gillon, Tracye Henderson, Adrienne Hill, Deborah Perry, Trienere Powell, Richard Rockwell, Leticia Sampson, Daniela Silva, David Harris, Jolia Hill, Mahin Oveis, Rehab Alahmadi, Mona Alamri, Iman Harp, Lori Lucas, Gabrielle Burgess-Smith, Joseph Whalen, Matthew Geoghagen, Alexandra Jowett, Lauren Hedrick, Michelle Johnson, Treyvon Harlin,

b. Doctoral committee: Stephanie Millender (2021), Melanie Stawkey (2021), Stephanie Hawkes (2020), Gari Viney (2020), Adeeb Mozip (2020), Shantalea Johns (2020), Dustin Saalman (F2019), Azra Ali (W2019), Hiyam Alawneh (W2019), Nicholas Lenk (W2018), Megan Throm-Peterson (W2018), Angela Principato (W2017), Thomas Zook (W2016), Sean Whitman (2014), Rita Maranowski (2011), Kingsley Reeves, Elizabeth Agius, Annivory Calvert, Anna Jochum, Kristen Allen, LaSondra Dawn, Deborah Gibson, Nicholas Fawaz, Sean McBrady

2. Master's Theses (Primary Advisor)

Master's Advising

a. Educational Specialist Certificate in General Administration and Supervision: Program Level Advising

b. Master of Education in Educational Leadership: Program Level Advising

3. Master's Projects (Primary Advisor)

E. Course Curriculum Development

EDA 7690 – Introduction to Michigan School Law (revised course – Fall 2011)

F. Course Materials (Unpublished)

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in the Last Five Years:

Detroit Education Research Partnership (ongoing) – a research-practice partnership with the Detroit Public Schools Community District (DPSCD) and various community groups intended to build research capacity within the district while facilitating research to address specific issues. Current efforts include utilizing student-level administrative data received from the Michigan Department of Education and DPSCD to identify predictors of student attendance and enrollment patterns. Additionally, a developmental evaluation is being conducted with regard to the district's implementation of strategies to reduce chronic absenteeism within the district. Finally, I lead partnering and research with community organizations geared towards improving student literacy in Detroit. The partnership has received the following funding:

PI: Lenhoff, S. W. **Co-PIs: Pogodzinski, B., & Edwards, E.** (10/01/2021 – 10/01/2024). *Detroit Education Research Partnership*. Skillman Foundation. Amount: \$821,000.

PI: Pogodzinski, B. (08/01/21-11/30/21). *313Reads Literacy Evaluation*. Amount: \$20,000.

PI: Lenhoff, S. W.; **Co-PIs: Edwards, E., Pogodzinski, B., Rose, J., Simmons, L., & Bell, C.** (08/01/20 – 07/31/23). *Decreasing Chronic Absenteeism, Increasing*

Opportunity: A School-Community-Research Partnership to Improve Policy and Practice Related to Attendance in Detroit. Spencer Foundation. Amount: \$400,000.

PI: Lenhoff, S. W.; **Co-I: Pogodzinski, B.** (09/01/20 – 09/01/21). *Detroit Education Research Partnership.* Skillman Foundation. Amount: \$200,000.

PI: Lenhoff, S.W.; **Co-PI: Pogodzinski, B.** (08/01/19 – 07/31/20). *Detroit Education Research Partnership: Chronic Absence Data, Evaluation, and Research.* Skillman Foundation. Amount: \$200,000.

PI: Lenhoff, S. W.; **Co-I: Pogodzinski, B.** (09/01/18 – 08/31/19). *Detroit Education Research Partnership.* Skillman Foundation (\$198,500).

A Unified Approach to Literacy Instruction (2015-2016) – an Improving Teacher Quality Grant (US Department of Education, Title II, Part A grant) (**\$220,000**) aimed at engaging in 90 hours of professional development with grade K-3 teachers to enhance teachers’ literacy instruction practice. The primary investigators for this grant/research were Kathryn Roberts and Poonam Arya (College of Education, Wayne State University) and I served as the internal evaluator. Research analysis of the intervention was aimed at furthering our understanding of the effects of contextually embedded professional development on teachers’ instructional practices and effectiveness over the course of one year.

Dream Keepers Urban Teacher Residency Program (2017) – a US Department of Education Title II, 3a grant (**\$677,000**) aimed at training paraprofessionals working with the Detroit Public Schools Community District (DPSCD) to earn full teacher certification to continue working within the district as a fully certified teacher. The primary investigators for this grant/research were Kathleen Crawford-McKinney and Leah van Belle (College of Education, Wayne State University) and I served as the internal evaluator. Research analysis of the program intervention was aimed at furthering our understanding of the effects of contextually embedded alternative certification models focused on urban education improve developing teachers’ instructional practices and over the long run retention teaching within DPSCD.

III. Publications

A. Chapters Published

1. Co-Authored

1. Lenhoff, S.W., Singer, J., & **Pogodzinski, B.** (2020). The Potential for improvement science and research partnerships to maximize the policy-relevance of school improvement research. In Urick, A., DeMatthews, D., & Ford, T. (Eds.), *Maximizing the Policy-Relevance of Research for School Improvement*. Charlotte, NC: Information Age Publishing.

Contribution: Participated in the conceptual framing and development of the chapter, and provided editing through the chapter. Overall contribution: 20%.

2. Kelly, S., Pogodzinski, B., Zhang, Y. (2018). Teacher quality. In B. Schneider & G. Saw (Eds.), *Handbook of the Sociology of Education in the 21st Century*. New York: Springer.

Contribution: In addition to providing some edits throughout the paper, I specifically contributed to sections in the chapter regarding the social organization of schools. Overall contribution: 30%.

3. Pogodzinski, B. (2015). The formal and informal contexts of union socialization. In N. Bascia (Ed.), *Teacher Unions in Public Education: Politics, History and the Future*. New York: Palgrave Macmillan.

4. Youngs, P., Frank, K.A., & Pogodzinski, B. (2012). The role of mentors and colleagues in beginning elementary and middle school teachers' language arts instruction. In S. Kelley (Ed.), *Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement*. New York: Teachers College Press.

Contribution: As a research assistant on the project, I was heavily involved with data collection and processing of the data. For this chapter, I was primarily responsible for analyzing the data and building subsequent tables. Overall contribution: 30%.

5. Youngs, P., Pogodzinski, B., & Low, M. (2010). The role of formative assessment in new teacher induction. In M. Kennedy (Ed.), *Handbook of Teaching and Teacher Quality*. San Francisco: Jossey-Bass.

Contribution: I was primarily responsible for contributing to the section of the book chapter focused on peer-assistance and review and providing general feedback/editing for the entire chapter. Overall contribution: 30%.

B. Journal Articles Published

1. Refereed Journals

1. Pogodzinski, B., Lenhoff, S. W., Cook, W., & Singer, J.* (2021). School Transit and Accessing Public School in Detroit. *Education and Urban Society*, DOI: 00131245211027369.

2020 SRJ (SCImago Journal Rank) Score: 0.74 (Q1 - Urban Studies) (Q2 - Education)
H Index: 38

Contribution: I was the primary researcher responsible for data analysis and authorship of the manuscript. Sarah Lenhoff contributed to the conceptualization of the research, and the additional co-authors provided assistance with the data management, literature review, conceptualization, and editing the manuscript. Overall contribution: 70%.

2. Pogodzinski, B., & Morris, A. (2021). Organizational effectiveness in Catholic schools across the Archdiocese of Detroit. *Journal of Catholic Education*, 24(1), 204-224.

2020 SJR (SCImago Journal Rank) Score: Not Available
H Index: Not Available

Contribution: This work stems from research conducted from work within the Archdiocese of Detroit schools. I conducted the data analysis and wrote the majority of the manuscript, except for the literature review. Overall contribution: 80%.

3. Pogodzinski, B., Cook, W., Lenhoff, S.W., & Singer, J.* (2021). School climate and student mobility. *Leadership and Policy in Schools*. DOI: 10.1080/15700763.2021.1901121

2020 SRJ (SCImago Journal Rank) Score: 0.71 (Q2 - Education)
H Index: 19

Contributions: I was the primary researcher responsible for data analysis and authorship of the manuscript. Walter Cook contributed to the structuring of the data, and the additional co-authors provided assistance with the literature review, conceptualization, and editing the manuscript. Overall contribution: 70%.

4. Singer, J.* , Pogodzinski, B., Lenhoff, S.W., & Cook, W. (2021). Advancing an ecological approach to chronic absenteeism: Evidence from Detroit. *Teachers College Record*, 123(4).

2020 SRJ (SCImago Journal Rank) Score: 1.18 (Q1 - Education)
H Index: 89

Contribution: Assisted with the conceptualization of the manuscript, contributed to the writing, and helped conduct the statistical analysis. Overall contribution: 30%.

5. Lenhoff, S.W., Singer, J.* , Pogodzinski, B., & Cook, W. (2020) Exiting Detroit for school: inequitable choice sets and school quality. *Journal of Education Policy*, DOI: [10.1080/02680939.2020.1856932](https://doi.org/10.1080/02680939.2020.1856932)

2019 SRJ (SCImago Journal Rank) Score: 2.27 (Q1 - Education)
H Index: 73

Contribution: Emerging from ongoing research on student mobility, I primarily contributed to the manuscript through collaborative conceptualization of the study and editing. Overall contribution: 10%.

6. Lenhoff, S.W., Lewis, J.M., Pogodzinski, B., & Dorigo-Jones, R. (2019). ‘Triage, transition, and transformation’: Advocacy discourse in urban school reform. *Education Policy Analysis Archives*, 27, 32.

2017 SJR (SCImago Journal Rank) Score: 0.55 (Q2 – Education)

H Index: 39

Contribution: With the co-authors, I helped design the study, develop the data collection protocols, and collect data. I also wrote significant parts of the theoretical framework of the manuscript. Overall contribution: 30%.

7. Pogodzinski, B., Lenhoff, S. W., & Addonizio, M. (2019). The Relationship Between Open Enrollment and School Bond Voting. *Educational Administration Quarterly*, 55, 510-534.

2017 SJR (SCImago Journal Rank) Score: 2.14 (Q1 – Education)

2017 JCR Impact Factor: 1.851

H Index: 60

Contribution: I was the primary researcher responsible for data analysis and authorship of the manuscript. Co-authors provided assistance with the literature review, conceptualization, and editing the manuscript. Overall contribution: 80%.

8. Lenhoff, S. W., & Pogodzinski, B. (2018). School organizational effectiveness and chronic absenteeism: Implications for accountability. *Journal of Education for Students Placed at Risk (JESPAR)*, 23(1-2), 153-169.

2016 SJR (SCImago Journal Rank) Score: 0.74 (Q1 – Education)

H Index: 9

Contribution: With the lead author, I was primarily involved with research design and development of the conceptual framework. In addition to editing, I was primarily responsible for the development of the theoretical framework. Overall contribution: 30%.

9. George, C., Ingle, W.K., & Pogodzinski, B. (2018). Exploring the politics of collective bargaining and unions in education. *Educational Policy*, 32, 143-151.

Contribution: As an introductory piece to a special issue of which I was a co-editor, I assisted with the overview of the work included in the special issue and provided editorial assistance. Overall contribution: 10%.

2016 SJR (SCImago Journal Rank) Score: 0.67 (Q1 – Education)

2016 JCR Impact Factor: 1.030

H Index: 37

10. Superfine, B. M., Umpstead, R. R., Mayrowetz, D., Lenhoff, S. W., & Pogodzinski, B. (2018). Science and Politics in *Friedrichs v. California Teachers Association*. *Educational Policy*, 32, 211-233.

Contribution: Emerging from ongoing research on labor relations in education and part of a special issue that I co-edited, I primarily contributed to the manuscript through collaborative conceptualization of the study and editing. Overall contribution: 10%.

2016 SJR (SCImago Journal Rank) Score: 0.67 (Q1 – Education)

2016 JCR Impact Factor: 1.030

H Index: 37

11. Lenhoff, S. W., Pogodzinski, B., Mayrowetz, D., Superfine, B.M., & Umpstead, R. R. (2018). District stressors and teacher evaluation ratings. *Journal of Educational Administration*, 56, 146-160.

Contribution: I was primarily responsible for research design, data collection/organizing, and data analysis and reporting. Also authored significant portions of the data analysis section.

Overall contribution: 40%.

2016 SJR (SCImago Journal Rank) Score: 1.06 (Q1 – Education; Q1 – Public Administration)

2016 JCR Impact Factor: Not Available

H Index: 41

12. Pogodzinski, B., Lenhoff, S. W., & Addonizio, M. F. (2018). The push and pull of open enrolment policy in metro Detroit. *Educational Review*, 70, 622-642.

Contribution: I was the primary researcher responsible for data analysis and primary authorship throughout the manuscript. Developed a framework for understanding the socio-cultural dynamics associated with inter-district school choice. Co-authors provided assistance with authorship of specific sections of the manuscript and editing. Overall contribution: 70%.

2016 SJR (SCImago Journal Rank) Score: 0.60 (Q2 – Education)

2016 JCR Impact Factor: 1.464

H Index: 36

13. Pogodzinski, B. (2016). The microfoundations of human resources management in US public schools. *Journal of Educational Administration*, 54, 537-557.

2016 SJR (SCImago Journal Rank) Score: 1.06 (Q1 – Education; Q1 – Public Administration)

2016 JCR Impact Factor: Not Available

H Index: 41

14. Owens, M. A., Pogodzinski, B., & Hill, W. E. (2016). Job-embedded professional development policy in Michigan: can it be successful?. *Professional development in education*, 42, 201-217.

Contribution: I was primarily responsible for writing the section analyzing Michigan's proposed policy within the context of the framework/literature review. Additionally, I built the tables to summarize the information. Overall contribution: 40%.

2014 SJR (SCImago Journal Rank) Score: 0.66 (Q1 – Education)

2014 JCR Impact Factor: Not Available

H Index: 11

15. Youngs, P., Kwak, H.S., & Pogodzinski, B. (2015). How middle school principals can affect beginning teachers' experiences. *Journal of School Leadership, 25*, 157-189.

Contribution: As part of a research team, I played an integral part in data collection, and cleaning and organizing the data. I helped develop the theoretical underpinnings for the manuscript, and provided feedback and editing throughout the writing of the manuscript. Overall contribution: 20%.

2014 SJR (SCImago Journal Rank) Score: Not Available

2014 JCR Impact Factor: Not Available

H Index: Not Available

6-10 percent acceptance rate (2011)

16. Pogodzinski, B., Umpstead, G., & Witt, J.* (2015). Teacher evaluation reform implementation and labor relations. *Journal of Education Policy, 30*, 540-561.

Contribution: I was the primary researcher responsible for data analysis and authorship of the manuscript. Co-authors provided assistance with data collection and editing the manuscript. Overall contribution: 80%.

2014 SJR (SCImago Journal Rank) Score: 1.31(Q1 – Education)

2014 JCR Impact Factor: 1.318

H Index: 47

17. Pogodzinski, B. (2015). The impact of administrative context on novice-mentor interactions. *Journal of Educational Administration, 53*, 40-65.

2014 SJR (SCImago Journal Rank) Score: 0.92 (Q1 – Education)

2014 JCR Impact Factor: Not Available

H Index: 31

18. Youngs, P., Pogodzinski, B., Grogan, E., & Perrone, F.* (2015). Person-organization fit and research on instruction. *Educational Researcher, 44*, 37-45.

Contribution: I contributed significantly to the building of theoretical framework and was primarily responsible for building the graphic representation of the framework. I also provided general feedback and editing of the manuscript. Overall contribution: 40%.

2014 SJR (SCImago Journal Rank) Score: 2.84 (Q1 – Education)

2014 JCR Impact Factor: 2.527

H Index: 50

19. Youngs, P., Pogodzinski, B., & Galey, S.* (2015). How labor management relations and human resource policies affect the process of teacher assignment in urban school districts. *Educational Administration Quarterly*, 51, 214-246.

Contribution: I played an integral part in the collection of data, and I significantly contributed to the literature review and development of the framework (in addition to providing feedback and editing the manuscript). Overall contribution: 40%.

2014 SJR (SCImago Journal Rank) Score: 1.91 (Q1 – Education)

2014 JCR Impact Factor: 1.326

H Index: 43

20. Pogodzinski, B., & Jones, N. (2015). Examining novice teachers' socialization into unions. *Education and Urban Society*, 47, 669-694.

Contribution: I was the primary researcher responsible for data analysis and authorship of the manuscript. Co-author provided assistance with data collection, development of the framework, and editing the manuscript. Overall contribution: 80%.

2014 SJR (SCImago Journal Rank) Score: 0.31 (Q3 – Education; Q2 – Urban Studies)

2014 JCR Impact Factor: 0.333

H Index: 23

21. Pogodzinski, B. (2014). Collegial support and novice teachers' perceptions of working conditions. *Journal of Educational Change*, 15, 467-489.

2014 SJR (SCImago Journal Rank) Score: 0.74 (Q1 – Education)

2014 JCR Impact Factor: Not Available

H Index: 18

22. Pogodzinski, B., & Jones, N. (2014). Exploring novice teachers' attitudes and behaviors regarding teacher unionism. *Educational Policy*, 28, 491-515.

Contribution: I was the primary researcher responsible for data analysis and authorship of the manuscript. Co-author provided assistance with data collection, development of the framework, and editing the manuscript. Overall contribution: 80%.

2014 SJR (SCImago Journal Rank) Score: 0.67 (Q1 – Education)

2014 JCR Impact Factor: 0.585

H Index: 29

23. Pogodzinski, B., Youngs, P., & Frank, K.A. (2013). Collegial climate and novice teachers' intent to remain teaching. *American Journal of Education*, 120, 27-54.

Contribution: This manuscript stemmed from a multi-year research project for which the co-authors were the PIs and I served as a research assistant. For this manuscript, I had the primary

role of data analysis and writing of the manuscript. Peter Youngs edited the work and Kenneth Frank was integral in helping develop the framework and with methods of analysis. Overall contribution: 70%.

2014 SJR (SCImago Journal Rank) Score: 1.96 (Q1 – Education)

2014 JCR Impact Factor: 1.488

H Index: 29

24. Umpstead, R., Pogodzinski, B., & Lund, D. (2013). An analysis of state teacher evaluation laws enacted in response to the federal race to the top initiative. *West's Education Law Reporter*, 286, 795-823.

Contribution: I was primarily responsible for writing the literature review on teacher evaluations and value-added modeling. Additionally I collected data from secondary sources and built the tables in the manuscript. I also provided general feedback and editing for the whole manuscript. Overall contribution: 40%.

2014 SJR (SCImago Journal Rank) Score: Not Available

2014 JCR Impact Factor: Not Available

H Index: Not Available

25. Pogodzinski, B., Youngs, P., Frank, K.A., & Belman, D. (2012). Administrative climate and novices' intent to remain teaching. *The Elementary School Journal*, 113, 252-275.

Contribution: This manuscript stemmed from a multi-year research project for which the co-authors Peter Youngs and Kenneth Frank were the PIs and I served as a research assistant. For this manuscript, I had the primary role of data analysis and writing of the manuscript. Peter Youngs provided extensive editorial assistance and with the development of the framework, and Kenneth Frank and Dale Belman (who also served on my dissertation committee) were integral in helping develop the framework and with methods of analysis. Overall contribution: 65%.

2014 SJR (SCImago Journal Rank) Score: 1.15 (Q1 - Education)

2014 JCR Impact Factor: 1.083

H Index: 47

26. Pogodzinski, B. (2012). Socialization of novice teachers. *Journal of School Leadership*, 22, 982-1023.

2014 SJR (SCImago Journal Rank) Score: Not Available

2014 JCR Impact Factor: Not Available

H Index: Not Available

Acceptance rate (2011): 6-11 percent

27. Pogodzinski, B. (2012). Considering the social context of schools: A framework for investigating new teacher induction. *Mentoring and Tutoring: Partnership in Learning*, 20, 325-342.

2014 SJR (SCImago Journal Rank) Score: 0.47 (Q2 – Education)

2014 JCR Impact Factor: Not Available

H Index: 6

28. Pogodzinski, B. (2012). The socialization of novice teachers into teacher unions. *Labor Studies Journal*, 37, 183-202.

2014 SJR (SCImago Journal Rank) Score: 0.21 (Q3 – Industrial Relations)

2014 JCR Impact Factor: Not Available

H Index: 15

2. Non-Refereed Journals: N/A

C. Abstracts Published in Academic Journals: N/A

D. Book Reviews Published: N/A

E. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

1. Stokes, K. *, Lenhoff, S.W., Singer, J. *, **Pogodzinski, B.** (March, 2021). *Complicating the role of relationships in reducing student absenteeism*. Paper to be presented at the Association for Education Finance and Policy Annual Conference, Virtual.

2. Cook, W., Lenhoff, S.W., **Pogodzinski, B.**, Singer, J.* (March, 2021). *The causal effect of attendance on achievement in Detroit: An instrumental variables approach*. Paper to be presented at the Association for Education Finance and Policy Annual Conference, Virtual.

3. Lenhoff, S. W., Singer, J. *, **Pogodzinski, B.**, & Cook, W. (2020). *Exiting Detroit for school: Inequitable choice sets and school quality*. Paper presented at the American Educational Research Association, San Francisco, CA.

4. **Pogodzinski, B.**, Singer, J. *, & Lenhoff, S. W. (2020). *School transit and accessing public schools in Detroit*. Paper presented at the Association for Education Finance and Policy Annual Conference, Fort Worth, TX.

5. Singer, J. *, **Pogodzinski, B.**, Lenhoff, S. W., & Cook, W. (March, 2020). *Advancing a bioecological systems approach to chronic absenteeism: Evidence from Detroit*. Paper to be presented at the Association for Education Finance and Policy Annual Conference, Fort Worth, TX.

6. **Pogodzinski, B.**, & Morris, A. (2019). Organizational effectiveness across Catholic schools in the Archdiocese of Detroit. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.

7. Rollert, K., Lenhoff, S.W., & **Pogodzinski, B.** (2019). Stayers & leavers: parental decision-making in a volatile school choice environment. Paper to be presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.
8. Lenhoff, S. W., & **Pogodzinski, B.** (2018). Open enrollment and school segregation in Metro Detroit. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.
9. **Pogodzinski, B.**, & Lenhoff, S. W. (2018). Why students switch schools: Organizational effectiveness and student mobility in Detroit. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.
10. Superfine, B., Umpstead, R. R., Mayrowetz, D., Lenhoff, S. W., & **Pogodzinski, B.** (2018). The law, politics, and evidence of *Friedrichs v. California Teachers Association*. Paper to be presented at the annual meeting of the American Educational Research Association, New York, NY.
11. Lenhoff, S. W., & **Pogodzinski, B.** (2018). Inter-district school choice and student segregation: Evidence from Metro Detroit. Paper to be presented at the annual conference of the Association for Education Finance and Policy, Portland, OR.
12. **Pogodzinski, B.**, & Lenhoff, S. W. (2018). School-level organizational factors and student mobility. Paper to be presented at the annual conference of the Association for Education Finance and Policy, Portland, OR.
13. **Pogodzinski, B.**, & Lenhoff, S. W. (2017). *The complex associations between school climate and student absenteeism in Detroit*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
14. Lenhoff, S. W., **Pogodzinski, B.**, Mayrowetz, D., Superfine, B., & Umpstead, R. (2017). *The relationship between district stressors and teacher evaluation outcomes*. Paper presented at the annual conference of the Association for Education Finance and Policy, Washington, D. C.
15. **Pogodzinski, B.**, & Lenhoff, S. (2016). Inter-district school choice and educational opportunities for Detroit schoolchildren. Paper presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.
16. **Pogodzinski, B.**, & Addonizio, M. (2016). The push and pull of open enrollment policies. Paper to be presented at the annual meeting of the Association for Education Finance and Policy, Denver, CO.
17. Lenhoff, S., Lewis, J., **Pogodzinski, B.**, & Dorigo Jones, R. (authors listed by alphabetical order) (2016). Investigating Coalitions in Education: The Coalition for the Future of Detroit Schoolchildren. Paper to be presented at the annual meeting of the American Educational Research Association, Washington, DC.

18. Mayrowetz, D., **Pogodzinski, B.**, Superfine, B., & Umpstead, R. (authors listed by alphabetical order) (2015). Examining the influence of state collective bargaining policy on the design of school districts' teacher evaluation systems. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
19. **Pogodzinski, B.**, & Addonizio, M. (2015). The impact of school choice on school bond voting (revised paper). Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
20. **Pogodzinski, B.**, & Addonizio, M. (2015). The impact of school choice on school bond voting (revised paper). Paper presented at the annual meeting of the Association for Education Finance and Policy, Washington, DC.
21. **Pogodzinski, B.**, & Addonizio, M. (2014). The impact of school choice on school bond voting. Paper presented at the annual meeting of the Association for Education Finance and Policy, San Antonio, TX.
22. **Pogodzinski, B.**, & Addonizio, M. (2013). The impact of school choice on school millage funding. Paper presented at the annual fall meeting of the Association for Public Policy and Management, Washington, DC.
23. Owens, M., **Pogodzinski, B.**, & Hill, W. (2013). Learning communities matter: Evaluating Michigan's proposed job-embedded professional development policy. Paper presented at the annual meeting of the University Council for Educational Administration, Indianapolis, IN.
24. Youngs, P., & **Pogodzinski, B.** (2013). How labor management relations and human resource policies affect teacher assignment in urban school districts. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
25. Umpstead, R., & **Pogodzinski, B.** (2013). An analysis of state teacher evaluation laws enacted in response to the federal race to the top initiative. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
26. **Pogodzinski, B.** (2012). Administrative climate and novice teacher retention. Paper presented at the annual meeting of the University Council for Educational Administration, Denver, CO.
27. **Pogodzinski, B.**, Addonizio, M., & Kearney, P. (2012). Teacher mobility in a metropolitan labor market: What teacher, school, and district attributes matter? Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
28. **Pogodzinski, B.**, & Jones, N. (2012). Teacher colleagues' influence on novice teachers' perceptions of teacher unions and labor-management relations. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

- 29.** Youngs, P., Kwak, H.S., & **Pogodzinski, B.** (2012). The role of principal leadership in beginning middle school teacher commitment and retention. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- 30.** Youngs, P., & **Pogodzinski, B.** (2012). How human resources policies and labor management relations affect beginning teacher fit and retention. Paper presented at the annual meeting of the Association for Education Finance and Policy, Boston, MA.
- 31. Pogodzinski, B.,** & Jones, N. (2011). Union involvement in the work lives of novice teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 32.** Youngs, P., & **Pogodzinski, B.** (2011). Labor-management relations and human resources policy: Impacts on teacher fit and retention. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 33.** Kwak, H.S., Youngs, P., & **Pogodzinski, B.** (2011). How nonclassroom work roles affect the commitment of middle school mathematics and science teachers. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 34.** Youngs, P., **Pogodzinski, B.,** & Low, M. (2010). The role of formative assessment in new teacher induction. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- 35. Pogodzinski, B.** (2010). Person-Environment fit: Effects on novice teacher commitment. Paper presented at the annual meeting of the American Educational Finance Association, Richmond, VA.
- 36. Pogodzinski, B.** (2009). Collective bargaining and human resources policies: Effects on mentoring and commitment levels of novice teachers. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- 37. Pogodzinski, B.,** & Youngs, P. (2008). Labor relations' influence on new teachers' induction experiences and commitment levels. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- 38. Pogodzinski, B.,** & Youngs, P. (2007). How school-level social capital influences new teachers' experiences: An analytical review of empirical research on induction. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 39.** Youngs, P., **Pogodzinski, B.,** & Wayne, A. (2006). How district policies and school-level social capital influence new teachers' labor market decisions: A review of research on teacher retention. Paper presented to the annual meeting of the American Educational Research Association, San Francisco, CA.

F. Other Scholarly Work

Policy Reports

1. Cook, W., Lenhoff, S. W., **Pogodzinski, B.**, & Singer, J.* (2021). Third grade reading and attendance in Detroit. Detroit Education Research Partnership, Wayne State University. <https://education.wayne.edu/detroit-education-research-partnership>
2. Singer, J.*, **Pogodzinski, B.**, Lenhoff, S. W., & Cook, W. (2020). *School transportation policies in Detroit*. Detroit Education Research Partnership. <https://education.wayne.edu/detroit-education-research-partnership>
3. Singer, J.* , Cook, W., Lenhoff, S. W., & **Pogodzinski, B.** (2019). *Detroit's uniquely challenging context for student attendance*. Detroit, MI: Wayne State University. https://coe.wayne.edu/kaplan-crue/student_attendance.php
4. Singer, J.* , Lenhoff, S. W., **Pogodzinski, B.**, & Cook, W. (2019). *Geography, school type, and high student attendance in Detroit*. Detroit, MI: Wayne State University. https://coe.wayne.edu/kaplan-crue/student_attendance.php
5. Lenhoff, S. W., Singer, J.* , **Pogodzinski, B.**, & Cook, W. (2019). *Exiting Detroit for school: Inequitable choice sets and school quality*. Detroit, MI: Wayne State University. <https://coe.wayne.edu/kaplan-crue/student-exit.php>
6. **Pogodzinski, B.**, Cook, W., Lenhoff, S. W., & Singer, J.* (2019). *School characteristics and student mobility in Detroit*. Detroit, MI: Wayne State University. https://coe.wayne.edu/kaplan-crue/student_mobility.php
7. Lenhoff, S. W., **Pogodzinski, B.**, Singer, J.* , & Cook, W. (2019). *Student exit, mobility, and attendance in Detroit*. Detroit, MI: Wayne State University. <http://go.wayne.edu/DetEdResearch>

Professional Association Publication

8. Pogodzinski, B. (2016). Point/Counterpoint: Accountability and teacher evaluation. *UCEA Review*, 57(1).

Manuscript under Review

Manuscripts in Progress

* Signifies author was a graduate student

IV. SERVICE

A. Administrative Appointment at Wayne State in Last Five Years: N/A

B. Administrative Appointment at Other College/Universities in Last Five Years: N/A

C. Committee Assignments in Last Five Years

1. University Committee Chaired:

RCM Budget Taskforce, Co-Chair Strategic Funding Committee, W2017-W2019

2. University Committee Membership

Graduate Council, W2018-present (New Programs Subcommittee, F2018-W2019)

Academic Technology Advisory Group, F2014-F2018

3. College/Department Committee Chaired:

Budget Committee, F2018-W2019

Awards Committee, F2017-W2019

4. College/Department Committee Membership (College of Education)

College Assembly Chair, F2020-present

College Assembly Chair-elect, F2019-F2020

Dean's Search ad-hoc Committee, F2018-W2019

EER Advisory ad-hoc Committee, F2018-W2019

College Review ad-hoc Committee, W2018-F2018

Awards Committee, W2016-W2019

Social Amenities Committee, W2013-F2018

Executive Committee, F2014-W2016

Curriculum Committee, F2011-F2013

D. Positions Held in Professional Associations in Last Five Years

1. University Council of Educational Administration (UCEA) plenum representative, 2014-2016

E. Membership/Offices Held in Public or Private Agencies Related to Discipline

1. Board of Directors member, Loyola High School, Detroit, MI, 2015-present (co-chair of Academic Committee 2015-2018, chair of Academic Committee 2018-present)

2. Archdiocesan Catholic School Council member, Archdiocese of Detroit, Detroit, MI, 2015-present (chair of Academic Excellence Committee 2016-present)

3. Academic Subcommittee member, Coalition for the Future of Detroit Children, 2015

F. Professional Consultation: N/A

G. Journal/Editorial Activity

1. Editorships: N/A

2. Editorial Board Membership:

American Educational Research Journal, 2020-present
Educational Evaluation and Policy Analysis, 2019-present
Elementary School Journal, 2017-present

3. Ad-hoc Reviewer

Educational Administration Quarterly
Educational Policy
Educational Researcher
Teachers College Record
Journal of School Leadership
Teaching and Teacher Education
SAGE Open
School Effectiveness and School Improvement

F. Other Professionally Related Service

Post-doc Fellowship reviewer for Research Foundation – Flanders, Belgium, 2015

Convention Paper Reviewer, University Council of Educational Administration (UCEA), 2012-2017

Convention Paper Reviewer, American Educational Research Association (AERA), 2006-2019

Appendix D: Letters of Support



Dr. Nikolai P. Vitti
Superintendent of Schools

Fisher Building • 3011 West Grand Blvd., 14th Floor • Detroit, MI 48202
O (313) 873-7922 • F (313)873-3482 • Email: nikolai.vitti@detroitk12.org

detroitk12.org

April 11, 2022

Dr. Sarah Winchell Lenhoff
5425 Gullen Mall
Education #375
Detroit, MI 48202

Dear Dr. Lenhoff,

The Detroit Public Schools Community District (DPSCD) enthusiastically supports your proposal to formalize the Detroit Education Research Partnership (DERP) as a College of Education center at Wayne State University. Since 2016, we have worked closely with DERP as you developed research to identify the causes and consequences of student absenteeism in Detroit. You have played an important role in supporting our attendance strategy, working closely with the Office of Equity and Culture to facilitate a professional learning community and providing professional development to our attendance agents for two years. In addition, staff from the Office of Enrollment, the Office of Family and Community Engagement, and Operations have benefitted from collaborating on research and evaluation projects to inform improvements in district policy and processes.

We look forward to continuing to work together to establish mutually beneficially data-sharing agreements so that DERP-affiliated researchers can access the data and information needed to produce research aligned with the goals of the DPSCD strategic plan. In addition, we anticipate working together to apply for federal funding of research and evaluation activities that will help us identify and measure the effect of interventions to support student attendance, school persistence, and achievement.

As a testament to our commitment to the DERP Center, I commit to serving on the advisory board for at least the initial three years. In this capacity, I will 1) provide input on the critical educational issues in Detroit that would benefit from further research evidence, 2) promote the use of DERP Center research in the district and broader community, 3) facilitate connections between DERP researchers and potential partners.

It is important to DPSCD that we have a research partner that is committed to producing research focused on the critical issues facing our students, educators, and schools and working closely with us to ensure that our decisions are well-informed by that research. We have found that in DERP and are excited about the potential for a deeper partnership as DERP becomes formalized as a center.

If you have any questions, please contact me at nikolai.vitti@detroitk12.org.

Sincerely,

Nikolai P. Vitti, Ed.D.
Superintendent

Detroit Public Schools Community District

Students Rise. We all Rise

DPSCD does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, age, religion, height, weight, citizenship, marital or family status, military status, ancestry, genetic information, or any other legally protected category, in its educational programs and activities, including employment and admissions. Questions? Concerns? contact the Civil Rights Coordinator at (313) 240-4377 or dpscd.compliance@detroitk12.org or 3011 West Grand Boulevard, 14th Floor, Detroit MI 48202.



Brightmoor Alliance Inc.
17421 Telegraph Road
Detroit, MI 48219-3165
48223

Mailing Address:
P. O. Box 23116
Detroit, MI

Phone: 313-766-6041 Fax: 313-766-5985
www.brightmooralliance.org

BOARD OF DIRECTORS

John J. George
Chairman

Rev Michael Collins
Vice Chairman

Jackie Evans
(In Memorium)

Cindy Dorman

Andrea Junior

Jonathan Clark
(In Memorium)

Gwen Shivers

Lamar Curry
Youth Member

Rev. Larry L. Simmons Sr
Executive Director

Our Vision for Our
Brightmoor
Neighborhood

*"Brightmoor is an
innovative community
where people of modest
means can live,
learn, commune, and
work in a safe, healthy
culturally diverse and
sustainable
environment."*

April 11, 2022

Dr. Ingrid Guerra-Lopez Dean,
College of Education
Wayne State University
Detroit, Michigan

Dear Dean Guerra-Lopez,

"I am writing this reference letter to express Every School Day Counts Detroit's support for The Detroit Partnership for Education Equity & Research (Detroit PEER). As a cofounder of Every School Day Counts Detroit, I have worked closely with The Detroit PEER to evaluate the components of our efforts. They have pioneered chronic absence research in Detroit and have ensured that their research and evaluation moves us closer to addressing the barriers that lead to chronic absence."

If that sounds familiar it is taken from the letter written by Christine Bell. It is a characteristic of our work that we collaborate to align and maximize resources. Hence why repeat that which has been stated.

I would add only the following:

Dr. Lenhoff is humble in her brilliance. As one of the premier thinkers and actors in the area of student attendance in America, she leads a team of scholars like herself: innovative, insightful, respectful and attending to the rigor this subject requires. We are blessed to have them among our peers and enthusiastic to see there work elevated here before they are called to broader challenges in other places.

You know all the techie stuff so I won't repeat it.

The Detroit PEER will represent.

Please contact me at lsimmons@brightmooralliance.org, if you have any questions.

Working to build Abundant Food, Shelter, Clothing and Hope for Everyone,

Rev. Larry L Simmons Sr.
Executive Director, Brightmoor Alliance



April 13, 2022

Dr. Sarah Winchell Lenhoff
5425 Gullen Mall, Education #375
Wayne State University
Detroit, MI 48202

Dear Dr. Lenhoff,

This letter is to express The Skillman Foundation's support for the creation of the Detroit Partnership for Education Equity & Research (Detroit PEER) as a formal research center at Wayne State University. The Skillman Foundation is committed to ensuring that Detroit youth have access to high-quality educational and economic opportunities and a strong, broad network of champions that work on behalf of young people's interests. The Foundation has long championed systemic transformation around education and understands the critical role that Detroit PEER plays in accelerating improvements and changes of practice and policy.

The Detroit PEER team has created a citywide partnership of champions dedicated to improving attendance, and it has led the way to co-design opportunities for school and community leaders to refine their practices to increase student engagement and attendance. They bring a unique commitment and capacity to bridge critical academic research faculty knowledge with neighborhood and community leader intelligence and expertise.

We are proud to have supported several aspects of your research, including a developmental evaluation of the Chronic Absenteeism Intervention Strategy in three Detroit Public Schools Community District middle schools in 2017-18. This evaluation was critical in building the capacity for your partnership to collaborate on problems of practice, use data to identify key levers for change, and adapt practices and policies to improve student experiences. It also helped to crystallize for us the importance of collaborative decision-making, user-centered design, and a learning orientation in determining how to address the problem of chronic absenteeism in Detroit.

We have also learned a great deal from the research reports, presentations, and community engagement that have stemmed from our support of the developmental evaluation of Attendance Works in Detroit Public Schools Community District in 2018-19; the community-engaged research on factors that are associated with attendance in Detroit; and the networked improvement community. We are especially excited about the proposed research that will build on these efforts to identify, implement, and evaluate school- and community-based strategies for reducing absenteeism. Thank you for sharing our commitment to research and learning on behalf of improving opportunities for Detroit's youth. We look forward to continuing to learn from and with you in the years ahead as we collectively address the urgent and persistent issue of chronic absenteeism in our community.

With much gratitude,

Punita Dani Thurman
Vice President of Program and Strategy
Skillman Foundation

100 Talon Centre Dr. Suite 100
Detroit, Michigan 48207

PHONE: (313) 393.1185 URL: www.skillman.org EMAIL: info@skillman.org  [TheSkillmanFoundation](https://www.facebook.com/TheSkillmanFoundation)  [SkillmanFound](https://twitter.com/SkillmanFound)

Appendix E: Letter of Approval from College of Education Dean



WAYNE STATE
College of Education

Office of the Dean
5425 Gullen Mall, Suite 441
Detroit, MI 48202

April 15, 2022

Dr. Mark L. Kornbluh, Provost
Senior Vice President for Academic Affairs
Office of the Provost
4228 Faculty Administration Building
Detroit, MI 48202

Dear Provost Kornbluh,

It is with great enthusiasm I write to endorse the establishment of the Detroit Partnership for Education Equity & Research (Detroit PEER) Center. The mission of the proposed center is to produce high-quality research in partnership with Detroit education stakeholders and others who influence the educational ecosystem in Southeast Michigan to inform improvement in policy and practice. The center will work collaboratively with education stakeholders to design and implement studies that answer questions of critical importance to improving the systems that contribute to the academic, behavioral, and socioemotional outcomes of public-school students in Detroit. This work will contribute new knowledge and academic scholarship while also being accessible and actionable to practitioners and policymakers, particularly in Detroit and Michigan.

The Detroit Partnership for Education Equity & Research Center will be the first research center focused exclusively on producing research to advance equitable education policy and practice in partnership with families, students, educators, community groups, and policymakers in Detroit. Aligned with Wayne State University's new strategic plan, the Detroit PEER Center will support the university's aspiration to build on its legacy of community involvement by working directly with Detroiters to expand educational opportunity in the city, including contributing new knowledge to support school improvement in Detroit. The Detroit PEER Center will contribute to the strategic plan objective of strengthening institutional infrastructure to support faculty, staff, and student engagement in community-based programming, services, and research. In addition, formalizing Detroit PEER as a center creates opportunities to enhance the visibility of existing

outreach and community support activities in the College of Education. The Detroit PEER Center will also seek to contribute to the goal of recruiting, supporting, retaining, and empowering a diverse faculty and staff. Of the ten members of the current Detroit PEER team, four are Black women, including one of the founding affiliate faculty members and a newly hired postdoctoral fellow. Our principles, as outlined below, demonstrate our commitment to supporting this goal and others in line with the university's mission.

In summary, the Detroit PEER Center will be an outstanding contributor to the College of Education and Wayne State University and I fully support Dr. Lenhoff's proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Ingrid Guerra-Lopez".

Ingrid Guerra-Lopez, Ph.D., Interim Dean
College of Education
Wayne State University