

BENJAMIN N. YORK
Curriculum Vitae

Stanford University
Center for Education Policy Analysis (CEPA)
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EDUCATION

Ph.D., Education Administration and Policy Analysis, Stanford University (expected 2015)

- Institute of Education Sciences Pre-doctoral Quantitative Education Policy Analysis Fellow
- Karr Fellow
- Wrote the annual donor letter for Stanford's Graduate School of Education (GSE) in 2013-14
- Gave the annual student presentation to the GSE's advisory council in 2013-14
- *Dissertation Committee*: Susanna Loeb, Deborah Stipek, Tom Dee

M.A., Political Science, Stanford University, 2014

B.A., Economics, Summa Cum Laude, University of Colorado at Boulder, 2002

- Business Writing Prize recipient
- Phi Beta Kappa Society member

RESEARCH AGENDA

My research focuses on educational policies and programs designed to provide helpful information to educators of young children, broadly defined, in an effort to enhance educational processes and improve child outcomes. For example, I recently led a randomized controlled trial (RCT) of an eight-month-long early literacy text messaging intervention for low-income parents of preschoolers. The program had positive effects on parental involvement at home and school, which translated into student learning gains of 0.21 to 0.34 standard deviations. I am currently leading the expansion of the intervention in San Francisco Unified School District (SFUSD) and areas of Santa Clara and Alameda Counties. I am also investigating the impact of web videos of students modeling Common Core State Standards, and I have an active research program focused on enhancing teachers' knowledge of individual students' skills (KISS).

WORKING PAPERS

York, B.N., & Loeb, S. (November 2014). *One step at a time: The effects of an early literacy text messaging program for parents of preschoolers*

York, B.N. (March 2014a). *Know the child: The importance of teacher Knowledge of Individual Students' Skills (KISS)*

York, B.N. (March 2014b). *Information for educators of young children: The effects of an early literacy interim assessment system*

York, B.N. (October 2013). *The differential effects of within-class ability grouping on the social and emotional skills of kindergartners and first graders*

RESEARCH IN PROGRESS

Year-two effects of an early literacy text messaging program for parents; with Susanna Loeb, Chris Doss and Erin Fahle

The effects of an early math text messaging program for parents of preschoolers; with Susanna Loeb, Chris Doss and Erin Fahle

The effects of a literacy text messaging program for parents of kindergartners; with Susanna Loeb, Chris Doss and Erin Fahle

The effects of personalizing the timing of an early literacy text messaging program for parents of preschoolers in Santa Clara and Alameda Counties; with Susanna Loeb

The effects of web videos of students modeling common core state standards; with Carly Robinson and Vidya Sundaram

Heterogeneous effects of teacher knowledge of individual students' skills; with Jane Rochmes

PRESENTATIONS AND POSTERS

Invited presentation, PACE seminar series (Sacramento, CA, February 13, 2015). "One step at a time: The effects of an early literacy text messaging program for parents of preschoolers."

Invited presentation, Save the Children (webinar with participants from various global regions, November 26, 2014). "One step at a time: The effects of an early literacy text messaging program for parents of preschoolers."

Invited presentation (GreatSchools, Oakland, CA, November, 13, 2014). "One step at a time: The effects of an early literacy text messaging program for parents of preschoolers."

Presentation of initial study findings, Stanford University/San Francisco Unified School District Partnership Meeting (San Francisco, CA, October, 17, 2014). "One step at a time: The effects of an early literacy text messaging program for parents of preschoolers."

Poster presentation, AEFP conference (San Antonio, TX, March 13-15, 2014). "Know the child: The importance of teachers' knowledge of individual students' skills (KISS)."

Project update presentation, Annual Meeting of the Advisory Council of the Graduate School of Education (GSE) at Stanford University (Stanford, CA, March 6, 2014). "READY4K!: The effects of a text-messaging program for parents of preschoolers."

Project presentation, Stanford University/San Francisco Unified School District Partnership Lunch Meeting (Stanford, CA, November, 18, 2013). "READY4K!: The effects of a text-messaging program for parents of preschoolers."

Presentation of initial study findings, Stanford University/San Francisco Unified School District Annual Partnership Meeting (Stanford, CA, March, 1, 2013). "Findings from SFUSD's pilot implementation of an early literacy formative assessment system in pre-k, k and 1."

Paper presentation, AEFP conference (New Orleans, LA, March 14-16, 2013). "The Other Teacher Knowledge: Teachers with Strong Knowledge of Their Students' Skills and Their Effect on Student Achievement."

Paper presentation, AEFPP conference (Boston, MA, March 15-17, 2012). “The Effects of Within-Class Ability Grouping on the Social and Emotional Skills of Kindergartners and First Graders.”

MEDIA MENTIONS

Wong, M. (2014, November 17). Stanford ‘tips-by-text’ program helps boost literacy in preschoolers, study finds. *Stanford University News*. Retrieved from: <http://news.stanford.edu/news/2014/november/texting-literacy-tips-111714.html>

McCallister, K. (2014, November 17). New Stanford program texts parents to help teach their kindergartners to read. KGO 810 Morning News. Link to audio: http://www.kgoradio.com/common/page.php?pt=New+Stanford+Program+Texts+Parents+to+Help+Teach+Their+Kindergartners+to+Read&id=97212&is_corp=0

Rich, M. (2014, November 14). To help language skills of children, a study Finds, text their parents with tips. *The New York Times*. Retrieved from: http://www.nytimes.com/2014/11/15/us/to-help-language-skills-of-children-a-study-finds-text-their-parents-with-tips.html?_r=0

Bunker, N. (2014, November 12). Can text messages boost child literacy? Washington Center for Equitable Growth. Retrieved from: <http://equitablegrowth.org/news/can-text-messages-boost-child-literacy/>

RESEARCH EXPERIENCE & RELATED ACTIVITIES

Led the development of an early literacy text messaging program for parents of preschoolers

Led a large-scale RCT of the early literacy parent text messaging program in SFUSD

- Managed research assistants, research agreements, IRB submissions, purchasing, budgeting, implementation logistics, external relations and reporting requirements
- Co-wrote grant applications

Currently leading the expansion of the parent texting messaging program in SFUSD into early math in pre-kindergarten and literacy in kindergarten

- Embedded in the expansion are multiple experimental studies

Currently co-leading an experimental study of web videos of students modeling Common Core State Standards

Led a large-scale RCT of an early literacy interim assessment program in SFUSD

- Duties similar to those described above

Referee for Educational Evaluation and Policy Analysis

Provided SFUSD with analytical support (throughout my Ph.D. program)

- Created the District’s first-ever set of data reports and analysis protocols for pre-k teachers and site managers
- Led professional development sessions on data reports and analysis protocols
- Developed a kindergarten readiness measure for SFUSD, which is used to identify areas of need and allocate support
- Supported grant writing and gave presentations to the District’s funders

OTHER PROFESSIONAL EXPERIENCE

After-School Program Manager, Boulder Valley School District, 2008-2009 school year

- Set yearly and weekly programmatic objectives
- Managed the program's finances as well as district, school and parent relations
- Directed daily activities (staff of five and about 50 kindergarten through 5th grade students)

Research Associate, The Charter School Growth Fund, Colorado, 2006-2008

- Conducted due diligence on growing charter management organizations (CMOs)
- Helped take CMOs through expansion planning (developing a business plan and financial model)
- Built the firm's first financial model template for use among portfolio members

Associate & Senior Associate in Equity Research, UBS, Lehman Brothers and Stifel Nicolaus, Denver and New York, 2002-2006

- Extensively researched the energy sector and energy companies
- Built and maintained financial models on energy companies
- Contributed to investment recommendations on the common equities of energy companies