

EDUCATION

Stanford University, Graduate School of Education

Stanford, CA

Ph.D. in Education Policy, MA in Sociology

2017–2022 (expected)

- Dissertation Committee: Mitchell Stevens (chair), Janelle Scott (UC Berkeley), Douglas McAdam, Francis A. Pearman

Stanford University, Graduate School of Education

Stanford, CA

Joint M.A. in Policy, Organization and Leadership Studies and Masters in Public Policy, GPA: 3.9/4.0 2015–2017

- MA Capstone Project: “RaiseMe: Transitioning from a College Access Resource to an Intervention in High Schools”
- MPP Capstone Project: “Alternative School Accountability in California: Findings from San Jose Unified”

Harvard College

Cambridge, MA

B.A. in Government, High Honors in Field

2007–2011

- Thesis: The Mississippi Christmas Miracle: Factors of Success in the Passage of the Mississippi Education Reform Act of 1982

ACADEMIC PUBLICATIONS

- Bettinger, E. P.*, **Lu, A***, Matheny, K. T.*, Kienzl, G. S. (2022). Unmet Need: Evaluating Pell as a Lever for Equitable Dual Enrollment Participation and Outcomes. *Educational Evaluation and Policy Analysis*.
- Lamboy, L., **Lu, A.** (2017). The pursuit of college for all: Ends and means in ‘no excuses’ charter schools. *Theory and Research in Education*, 15(2), 202-229. (in authorship order)

MANUSCRIPTS UNDER REVIEW

- **Lu, A.*** and Williams, R*. “Contracting Whiteness: Charter Authorizing and the Erasure of Blackness in Southern Urban Spaces” *Revise and Submit at Urban Education*.
- **Lu, A.*** and Matheny, K*. “Equal Inputs, Unequal Outputs: How Capacity Constrains Policy Implementation.” *Revise and Resubmit at Harvard Educational Review*. *Revise and Resubmit at Harvard Educational Review*.
- Bulkley, K., **Lu, A.**, Meza Fernandez, K. and Gerry, A.. “Equal Inputs, Unequal Outputs: How Capacity Constrains Policy Implementation.” *Submitted to Educational Policy*. (in authorship order)
- **Lu, A.**, Meza Fernandez, K. and Bulkley, K. “Target Populations or Targeted Populations: The Relationship between Constructed Student Racial Identities and Educational Practice in Charter Schools.” *Submitted to Sociology of Education* (in authorship order)

MANUSCRIPTS IN PROGRESS

- **Dissertation:** Public Input, Private Decisions: Three Papers on Community Voice in New Orleans’ Highly Decentralized and Privatized All-Charter School District
 - Paper 1: Lifelong Stakeholders: How Community-Level Actors Use the Politics of Collective Memory to Historicize and Familiarize a New Strategic Action Field
 - Paper 2: Entitled Loyalty: A Case Study of Charter Board Politics in New Orleans’ Whitest Charter School
 - Paper 3: The Rooms Where it Happens: How and When Community Voice Can be Effective in Low Democracy Public Spaces

- **Lu, A.**, Meza Fernandez, K. and Bulkley, K. “ Target Populations or Targeted Populations: The Relationship between Constructed Student Racial Identities and Educational Practice in Charter Schools.” (in authorship order)
- **Lu, Amanda** with Danielle M. Greene, Privatized Input: The Influence of Public Commentary in School Closure Decisions in Three Gentrifying Cities

PUBLIC-FACING RESEARCH

- Blog Post, Brookings Brown Center, Do Pell Grants increase dual enrollment for low-income students?
- Policy Brief, Stanford Public Policy, Alternative School Accountability in California: Findings from San Jose Unified
- White Paper, RaiseMe, Impact and Efficacy White Paper: An Exploratory Study of RaiseMe Micro-Scholarships

PRESENTATIONS

- **Conference Presentation, Paper Panel** at ASA August 2022
“We are forever stakeholders.”: How community-level actors contest school identities in New Orleans’ charter schools
- **Conference Presentation, Paper Panel** at AERA April 2022
“Targeted Populations: How the Social Construction of Race Determines Means and Ends in Charter Schools”
- **Conference Presentation** at Chicago Ethnography Conference April 2022
“We are Forever Stakeholders.”: How Community-level Actors Contest School Identities in New Orleans’ Charter Schools
- **Conference Presentation** at AEFPP March 2022
Sites of Strife: How School Facilities Generate Inter-organizational Inequalities
- **Conference Presentation** at Sociology of Education Association Feb 2022
“Targeted Populations: How the Social Construction of Race Determines Means and Ends in Charter Schools”
- **Conference Presentation** at AERA April 2021
Equity Through Authorizing? A Cross-State Analysis of Charter School Authorizers and Charter School Applicants with Katrina Bulkley, Alica Gerry, and Kate Mesa Fernandez
- **Conference Presentation** at AEFPP March 2021
Equity Through Authorizing? A Cross-State Analysis of Charter School Authorizers and Charter School Applicants with Katrina Bulkley, Alica Gerry, and Kate Mesa Fernandez
- **Conference Presentation** at APPAM October 2020
Everyone’s Own Good Reason: Evaluating the Implementation of a Federal Experiment for Pell Grants to Fund Dual Enrollment with Kaylee Matheny and Eric Bettinger
- **Conference Presentation, Paper Panel** at AERA (canceled) April 2020
State Takeover and Charter Expansion: Educational Visions Deferred? with Rachel Williams
- **Conference Presentation** at AEFPP March 2020
Everyone’s Own Good Reason: Evaluating the Implementation of a Federal Experiment for Pell Grants to Fund Dual Enrollment with Kaylee Matheny and Eric Bettinger
- **Convening Organizer and Presenter** at NACEP Annual Conference October 2019
Annual Convening of Participants of the High School Pell Experiment
- **Convening Organizer and Presenter** at NACEP Annual Conference November 2018
Annual Convening of Participants of the High School Pell Experiment

AWARDS AND FELLOWSHIPS

- **Spencer Foundation/National Academy of Education Dissertation Fellow** (\$27,600, 1 year)
- **Stanford Graduate Fellowship** (\$130,000, 3 years)

- **Institute of Education Sciences Training Grant** (\$70,000, 2 years)
- **Bruce M. Owen Award for Outstanding Stanford Public Policy Graduate** (\$300)
- **Stanford GSE Masters Fellowship** (\$20,000, 2 years)
- **Harvard Government Department Saloma Fund Grant** (\$1,000, 1 year)
- **Harvard Institute of Politics Summer Grant** (\$4,000, 3 months)
- **Harvard Committee on African Studies Summer Grant** (\$7,000, 3 months)
- **Harvard Center on International Development Summer Grant** (\$6,000, 3 months)

TEACHING

- **Teaching Assistant** at Stanford University Spring 2021
Economic Policy Analysis for Undergraduates (PUBLPOL 104)
- **Lead Instructor** at Stanford University 2021-2022
Policy, Organization, and Leadership Studies Seminar (EDUC 209A)
- **Teaching Assistant** at Stanford University Fall 2019, Fall 2018
Policy, Organization, and Leadership Studies Seminar (EDUC 209A)
- **Course Assistant** at Stanford University Spring 2017
Statistical Analysis in Education: Regression (EDUC 400B)
- **Teaching Assistant** at Stanford University Spring 2019, Spring 2017
Economic Policy Analysis for Policymakers (PUBLPOL 301B)
- **Teaching Assistant** at Stanford University Winter 2016, Winter 2017
Applied Econometrics for Public Policy (PUBLPOL 303D)
- **Teacher and College Advisor** at Edna Karr High School (New Orleans, LA) August 2011-June 2015
AP Statistics, ACT Test Prep, Remedial Math

PROFESSIONAL AND RESEARCH COMMUNITIES

- National Center on Research on Education Access and Choice, *Research Partner*
- Association for Education Finance and Policy
- American Education Research Association
- Sociology of Education Association
- Association for Public Policy Analysis and Management
- Summer Institute for Computational Social Science (Boston 2019)
- Teach for America Alumnus

SKILLS

- **Qualitative Policy Research Methods:** ethnography, semi-structured interviewing, case study, focus group
- **Quantitative Policy Research Methods:** econometrics, machine learning, discrete outcome models, text as data methods, descriptive analysis
- Teaching and Curriculum Development
- Program Management and Development

LANGUAGES

- **English:** Native fluency
- **Chinese (Mandarin):** Advanced speaking, Intermediate reading and writing
- **Programming Languages:** R, STATA