

CARRIE TOWNLEY-FLORES

Stanford University

ctflores@stanford.edu • @ctownley_flores

RESEARCH INTERESTS

Education Policy, Early Childhood Education, Child Development, Childhood Health and Welfare, Racial and Economic Inequality, Quantitative Methods, Research-Practice Partnerships

EDUCATION

Ph.D., Education Policy Expected 2023

Stanford University, Graduate School of Education

Certificate in Quantitative Policy Analysis

Certificate in Partnership Research

Dissertation Committee: sean reardon & Jelena Obradović (advisors),
francis a. pearman, & Lee M. Sanders, MD, MPH

B.A., English and Education, with Teaching Certification 2009

University of Michigan, Ann Arbor, MI

GRANTS AND FELLOWSHIPS

American Educational Research Association Dissertation Grant. (\$27,500) 2022-2023

Social Impact Labs Summer Collaborative Fellowship. (\$4,000) 2021

Karr Family Graduate Fellowship in the Stanford Graduate School of Education. (\$10,000) 2021

Social X-Change Collaborative Research Fellowship. (\$7,000) 2020

Stanford Graduate Fellowship in Science and Engineering (\$125,100 over 3 years) 2017-2022

Institute of Education Sciences Fellowship: Stanford Interdisciplinary Doctoral Training
Program in Quantitative Education Policy Analysis (\$120,000 over 4 years) 2017-2021

PEER-REVIEWED MANUSCRIPTS

Townley-Flores, C., Sulik, M. J., Bardack, S., & Obradović, J. (*Forthcoming.*) Interplay of Motivational Beliefs and Self-Regulation with Achievement Across Economic Risk. *Journal of Applied Developmental Psychology*.

Drescher, J., Steyer, L., **Townley-Flores, C.**, Humphreys, K. (*Forthcoming.*) Has the Opioid Crisis Affected Student Learning? A National Analysis of Growth Rates. *The Annals of the American Academy of Political and Social Science*.

McDoniel, M., **Townley-Flores, C.**, Sulik, M. J., & Obradović, J. (2022) Widely Used Measures of Classroom Quality Are Largely Unrelated to Preschool Skill Development. *Early Childhood Research Quarterly*. 59, 243-253. <https://doi.org/10.1016/j.ecresq.2021.12.005>.

Steyer, L., **Townley-Flores, C.**, Sulik, M. J., & Obradović, J. (2022) Universal Screening of Hunger, Tiredness, and Sickness: Implications for Kindergarten Readiness and Racial/Ethnic Disparities. *Early Education and Development*. <https://doi.org/10.1080/10409289.2022.2067430>

Townley-Flores, C., Gerstein, A., Phibbs, C., & Sanders, L. (2021) Short-Term and Long-Term Educational Outcomes of Moderate and Late Preterm Infants. *Journal of Pediatrics*, 232, 31-37.[10.1016/j.jpeds.2020.12.070](https://doi.org/10.1016/j.jpeds.2020.12.070)

WORKING PAPERS

Matheny, K.*, Thompson, M.*, **Townley-Flores, C.***, & Reardon, S. Uneven Progress: Recent Trends in Academic Performance Among U.S. School Districts.
<https://edopportunity.org/research/>
(*Revise and Resubmit - American Education Research Journal*)

* denotes equal authorship

MANUSCRIPTS UNDER REVIEW

Sulik, M. J., **Townley-Flores, C.**, Steyer, L., & Obradović, J. Causal Impacts of Targeted and Universal Preschool Programs on School Readiness in a San Francisco Bay Area Public School District. (*Conditional Acceptance - Early Childhood Research Quarterly*)

Townley-Flores, C., McDoniel, M., & Obradović, J. Effects of Transitional Kindergarten on Literacy and Numeracy Skills: Convergence Between Kindergarten and Grade 2. (*Under Review*)

CONFERENCE PRESENTATIONS

American Educational Research Association 2022
Townley-Flores, C.[^], McDoniel, M., & Obradović, J.
Convergence of Skills Between PreK Enrollees and Nonenrollees Kindergarten To Grade 2.
San Diego, CA

American Educational Research Association 2022
Townley-Flores, C.[^], Pyne, J.
New Potential Leverage Points for Mitigating Within-School Discipline Disparities.
San Diego, CA

American Educational Research Association 2022
McDoniel, M.[^], **Townley-Flores, C.**, Sulik, M., & Obradović, J.
Widely Used Measures of Classroom Quality Are Largely Unrelated to Preschool Skill Development.
San Diego, CA

American Educational Research Association 2022
Steyer, L.[^], **Townley-Flores, C.**, Sulik, M., & Obradović, J.
Universal Screening of Hunger, Tiredness, and Sickness: Racial/Ethnic Disparities and Implications for Kindergarten Readiness.
San Diego, CA

- Association for Education Finance and Policy** 2019
Townley-Flores, C.*^, McDoniel, M., & Obradović, J. Using Formative Assessments to Understand the Effects of two Preschool Programs on Literacy and Numeracy Skills: Convergence Between Kindergarten and Grade 2. Denver, CO
- RESHAPE Network** 2021
Townley-Flores, C.^
 All of the Puzzle Pieces: Birth to Grade 3. Online
- Society for Research in Child Development** 2021
 Steyer, L.^, Sulik, M. J., **Townley-Flores, C.**, & Obradović, J. Universal Kindergarten Health Screening: Associations with School Readiness. Online
- Sociology of Education Association** 2020
Townley-Flores, C.^, Sulik, M. J., & Obradović, J. District-Wide Pre-K Reduces Racial/Ethnic Disparities In Literacy, Socioemotional, and Cognitive Skills. Asilomar, CA
- American Educational Research Association** 2020
Townley-Flores, C.^, Sulik, M. J., & Obradović, J. District-Wide Pre-K Reduces Racial/Ethnic Disparities In Literacy, Socioemotional, and Cognitive Skills: Differences in Teacher-Report and Direct Assessment. San Francisco, CA (Conference canceled)
- American Educational Research Association** 2020
Townley-Flores, C.^, Bardack, S., Sulik, M. J., & Obradović, J. Importance of socio-emotional learning for academic achievement of homeless and highly mobile students. San Francisco, CA. (Conference canceled)
- Association for Public Policy Analysis and Management** 2019
 Matheny, K.*, Thompson, M.*, **Townley-Flores, C.*^**, & Reardon, S. How Demographic Changes and Policy Shifts Relate to Trends in Academic Disparities. Denver, CO
- American Sociological Association** 2019
 Matheny, K.*^, Thompson, M.*, **Townley-Flores, C.***, & Reardon, S. Uneven Progress: Trends in Academic Performance Among U.S. School Districts. New York City, NY
- Association for Education Finance and Policy** 2019
 Matheny, K.*, Thompson, M.*, **Townley-Flores, C.*^**, & Reardon, S. Variation in District-Level Trends in Test Performance. Kansas City, MO

Sociology of Education Association

2019

Matheny, K.*[^], Thompson, M.*[^], **Townley-Flores, C.***, & Reardon, S.

Inter-district and intra-district differences in school trends by race, SES, and geography, using the Stanford Education Data Archive.

Asilomar, CA

* denotes equal authorship [^] denotes presenter

RESEARCH EXPERIENCE

Research Assistant

2017-2021

P.I. sean reardon

Analyzed SEDA, ACS, and CCD data in STATA and R, and prepared manuscripts for publication. Prepared materials for large grant application. Supported partnership between Educational Opportunity Project and New York State Education Department.

Data Manager

2018 - Present

P.I. Jelena Obradović

Managed undergraduate research assistants. Oversaw a large data project.

Supported a research practice partnership with San Francisco Unified School District.

Research Analyst

2018-Present

P.I.s Lee Sanders, Amy Gerstein, Ciaran Phibbs

Cleaned and analyzed school district administrative data, linked it to OSHPD-VS birth records, and prepared manuscripts for publication. Supported a research practice partnership.

Research Assistant

2019

P.I. Tom Dee

Analyzed administrative data and GIS data using STATA and QGIS.

TEACHING EXPERIENCE WITH SELECT STUDENT FEEDBACK

Stanford University

SOC 205: Educational Inequality: Big Data for Large Scale Problems Fall 2021 & 2022

Teaching Assistant

P.I.: sean f. reardon

Guest Lecture: [Inequality in Early Childhood Education](#)

“Carrie did a great job teaching us how to use new software (RStudio and R) to build awesome visualizations. I feel pretty confident using R as new tool for data analysis.”

“Carrie was incredibly dedicated to her students. She never made me feel stupid even though I was basically starting from 0 in re-learning Stata.”

EDUC 271: Educational Policy in the United States

Winter & Spring 2022

Course Co-Designer and Teaching Assistant

P.I.: francis a. pearman

Guest Lecture: Interactions of School Choice Policies in Detroit, MI

“Her ability to create activities that pushed the class to think about how to create policy was very impressive and contributed greatly to the learning environment of the classroom.”

K-12 Teacher Finland, New Hampshire, & Michigan	2010-2017
Michigan Provisional Secondary Educator Certificate	2009-2016
New Hampshire Beginning Educator Certificate	2013-2016
Undergraduate Teaching Assistant University of Michigan	2009

PROFESSIONAL SERVICE

Ad-Hoc Reviewer <i>AERA Open</i> <i>Social Service Review</i> <i>British Journal of Obstetrics and Gynaecology</i>	2021-Present
Advanced Methods Workshop <i>Organizer:</i> Graduate workshops on neural networks, text analysis, synthetic control methods	2019
Graduate School of Education Student Guild <i>Family Chair:</i> Worked with university admin for academic success of students with families.	2017-2022
Stanford University Child Care Working Group <i>Graduate Student Representative:</i> Prepared recommendations to improve academia for families.	2018-2019

MEDIA MENTIONS

[“Francis Pearman maps out authentic learning: Course prepares students for complex policy challenges via interactive case studies.”](#) Stanford GSE Office of Innovation and Technology. 2022.

[“Summer collaborative research fellows build skills and community for public impact.”](#) Kloos, Karina (Reporter). Stanford Impact Labs. September, 2021.

[“Partnering with educators on research to address inequities.”](#) Stanford Graduate School of Education. Our Community. July, 2021.

[“Babies born too early likely to face educational and lifelong behavioral setbacks.”](#) Duff-Brown, Beth (Reporter). Stanford Health Policy News. January, 2021.

[“New data shines light on student achievement progress — and gaps — in California and US.”](#) Jones, Carolyn (Reporter). EdSource. January, 2021.