

JOSH GAGNÉ

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EDUCATION

Ph.D. Sociology, Stanford University	2017-
M.A. Sociology of Education, Stanford University	2015-2017
B.A. Political Science, University of Chicago	2013
<i>Honors</i>	

RESEARCH EMPLOYMENT

Stanford University Graduate School of Education <i>Research Assistant, Prof. Sean Reardon</i>	2015-
University of Chicago Dept. of Comparative Human Development <i>Research Assistant, Prof. Guanglei Hong</i>	2013-2015
University of Chicago Booth School of Business <i>Research Assistant, Prof. Elizabeth Pontikes</i>	2010-2011
National Opinion Research Center <i>Research Assistant, General Social Survey</i>	2010

FELLOWSHIPS & AWARDS

Enhancing Diversity in Graduate Education (EDGE) Fellowship	2015-
Institute of Education Sciences (IES) Fellowship	2015-2019
Stanford Grad. School of Education Certificate in Quantitative Research in Education	2018
Senator J. George Mitchell Fellowship	2008-2013
University of Chicago Odyssey Scholarship	2008-2013
QuestBridge Scholarship	2008

GRANTS

Stanford Diversity and Inclusion Innovation Funds: \$6000 <i>Over 2 awards, Diversity and Inclusion in Sociology (DAIS); Grant author</i>	2018-2020
Karr Family Graduate Fellowship Research Funding Award: \$3850	2019-2020
Senator J. George Mitchell Fellowship Fall 2019 Award: \$1500	2019-2020

Lemann Center for Educational Entrepreneurship & Innovation in Brazil: \$1000 <i>First Non-Lemann Fellow to Receive Funding for a Research Project</i>	2019-2020
Stanford Center for Latin American Studies Research Grant: \$500	2019-2020
Stanford Freeman Spogli Institute for International Studies Research Grant: \$500	2019-2020
ASSU Graduate Voluntary Student Organization Grants: \$3000 <i>Over 3 awards, GSE Student Guild; Grant co-author</i>	2017-2019

REFEREED PUBLICATIONS & REPORTS

Reardon, Sean F., Christopher Doss, **Josh Gagné**, Rebecca Gleit, Angela Johnson, and Victoria Sosina. 2018. "A Portrait of Educational Outcomes in California. Getting Down to Facts II." *Policy Analysis for California Education (PACE)*.

WORKING PAPERS

Gagné, Josh. "Micro-Segregation by Chance: Rethinking Small-Unit Bias to Provide a New Explanation for Racial Segregation within Schools."

Gagné, Josh and Sean F. Reardon. "Has Income Segregation Already Caught Up to Racial Segregation? A Correction for Three Types of Measurement Error Bias in Income Segregation Estimates."

Gagné, Josh. "Classroom Segregation without Tracking: Comparing Racial Segregation in Brazilian and US Primary Schools."

Gagné, Josh. "Reconceptualizing Micro-Scale Segregation to Identify the Social Role of Chance."

Gagné, Josh, Sean F. Reardon, and Erin Fahle. "Patterns of White-Black and White-Hispanic Achievement Gap Change as Cohorts Progress through School."

INVITED PRESENTATIONS

Gagné, Josh. "'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presenting at the Universidade de Sao Paulo Economics of Education Speaker Series, Planned for March 2020, Sao Paulo, Brazil.

Gagné, Josh. "'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presenting at Instituto Unibanco, Planned for March 2020, Sao Paulo, Brazil.

Gagné, Josh. "'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presenting at the Minas Gerais State Department of Education, Planned for January 2020, Belo Horizonte, Brazil.

Gagné, Josh. "Colorblind Segregation: How Chance Produces Racial Segregation Within Non-Sorting Schools." Presented at the Tohoku University Center for Education and Research on Science for Global Safety, July 2018, Sendai, Japan.

Gagné, Josh. "Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil's Schools." Presented at the Institute of Education Sciences (IES) Pathways Training Program, May 2018, Stanford, CA.

Gagné, Josh. "Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil's Schools." Presented at the Annual Stanford Graduate School of Education Alumni Excellence in Education Meeting, October 2018, Stanford, CA.

Gagné, Josh. "Tracks without Tracking: Classroom Inequity in Brazilian Schools." Presented at the

Annual Stanford Graduate School of Education Alumni Excellence in Education Meeting, October 2017, Stanford, CA.

CONFERENCE PRESENTATIONS (Presenter(s) Indicated by *)

- Gagné, Josh***. "Micro-Segregation by Chance: Rethinking Small-Unit Bias to Provide a New Explanation for Racial Segregation within Schools." Presenting at the Annual Meeting of the International Sociological Association, Research Conference 4: Sociology of Education, Accepted for July 2020, Porto Alegre, Brazil.
- Gagné, Josh*** and Sean F. Reardon. "Has Income Segregation Already Caught Up to Racial Segregation? A Correction for Three Types of Measurement Error Bias in Income Segregation Estimates." Presenting at the Annual Meeting of the American Educational Research Association, Accepted for April 2020, San Francisco, CA.
- Gagné, Josh***. "Segregation by Chance: An Unappreciated Mechanism of Classroom Segregation." Presented at the Annual Meeting of the International Sociological Association, Research Conference 28: Social Stratification, August 2019, Princeton, NJ.
- Gagné, Josh***. "Segregation by Chance: An Unappreciated Mechanism of Classroom Segregation." Presented at the Annual Meeting of the American Sociological Association, August 2019, New York, NY.
- Gagné, Josh***. "Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil's Schools." Presented at the Education and Inequality in 21st Century America Conference, February 2018, Stanford, CA.
- Gagné, Josh***. "Tracks without Tracking: Classroom Inequity in Brazilian Schools." Presented at the Annual Race, Inequality and Language in Education Conference, October 2017, Stanford, CA.
- Gagné, Josh*** and Erin Fahle. "Understanding Changes in Racial Achievement Gaps during Elementary and Middle School." Presented at the Annual Conference of the Society for Research on Educational Effectiveness, March 2017, Washington, D.C.
- Gagné, Josh*** and Guanglei Hong. "The Content Area Impacts of ELL Classification and Continuation in the Early Grades." Presented at the Annual Stanford-Berkeley Immigration Conference, January 2016, Stanford, CA.
- Gagné, Josh*** and Guanglei Hong. "How Crucial is ELL Support in Kindergarten and First Grade for Spanish-Speaking Students' Math Learning?" Presented at the Annual Meeting of the American Educational Research Association, April 2015, Chicago, IL.
- Hong, Guanglei* and **Josh Gagné***. "What Is the Optimal Length of an ELL Program?" Presented at the Annual Conference of the Society for Research on Educational Effectiveness, March 2014, Washington, D.C.

TEACHING EXPERIENCE

- Using Data to Describe the World: Descriptive Social Science Techniques Spring 2018
Teaching Assistant for Sean Reardon, Stanford University
Co-developed course syllabus, readings, assignments, and class and section teaching plans; taught one weekly section and co-taught one class; provided supplemental teaching support and office hours; graded assignments
- New Models and Methods in the Social Sciences Summer 2017
Teaching Assistant for David Grusky, Stanford University

Provided office hours and graded assignments

TRAINING WORKSHOPS TAUGHT

Gagné, Josh. "Initiating a Research Project." Workshop taught at the Institute of Education Sciences (IES) Pathways Training Program Research Methods Workshop, May 2018, Stanford, CA.

PROFESSIONAL SERVICE

Stanford Graduate School of Education Faculty Reappointment Review 2018
Letter of Evaluation (By Request)

Reviewer: *American Journal of Sociology, American Education Research Journal (x3), AERA Open (x2)*

Professional Affiliations: *American Sociological Association, Sociology of Education Association, American Education Research Association, Society for Research on Educational Effectiveness*

COMMUNITY LEADERSHIP

Stanford Diversity and Inclusion in Sociology (DAIS) 2018-
Co-Founder

Co-President 2018-
Managed a \$3000 budget

Stanford Association of Sociology Graduate Students (ASGS) 2018-
Diversity and Inclusion Chair

Stanford Enhancing Diversity in Graduate Education (EDGE) Fellow Mentorship 2018-
Mentored 2 EDGE fellows over their first and second years

Served on several panels about being a non-traditional Stanford PhD student

Stanford Graduate First-Generation Low-Income Partnership (Grad-FLIP) 2015-
Leadership Committee

Stanford Graduate School of Education Student Guild 2017-2019
Student Events Chair

Managed an annual budget of about \$4000

Be Healthy: Non-Profit Produce 2010-2012
Founder

President

Maine People's Resource Center 2008
State Director, 2008 Voter Registration Canvass

Maine People's Alliance 2007-2008
Board of Directors (Elected)

Youth+Adults+Dialogue=Action (Y.A.D.A.) 2008
Steering Committee

Representative, Youth Civic Engagement Committee (Elected)

Facilitator, Youth Civic Engagement Committee (Elected)

COMMUNITY PARTICIPATION

Stanford Sociology and Education Network (SAEN)	2013-
Louis Stokes Alliances for Minority Participation (LSAMP)	June 2018
<i>Invited Panelist, Non-Traditional Graduate Student Panel (with California State University – Los Angeles)</i>	
Stanford Graduate School of Education Collegial Dialogue Series	May 2018
<i>Invited Moderator, “What We Assess & the World That Produces” (Inaugural Event)</i>	
Institute of Education Sciences (IES) Pathways Training Program	May 2018
<i>Invited Panelist, Non-Traditional IES Fellow Panel (with University of Texas – San Antonio)</i>	
Leland Stanford Junior Scholars Program	February 2018
<i>Invited Panelist, First-Generation / Low-Income Student Panel</i>	
University of Chicago Odyssey Scholars	November 2017
<i>Guest Speaker, Graduate School Pathways for Odyssey Scholars</i>	