

Heewon Jang

Center for Education Policy Analysis, 520 Galvez Mall, Stanford, CA 94305
(650) 407-7454 | heewonj@stanford.edu

EDUCATION

Ph.D., Educational Policy & **M.A.**, Sociology, Stanford University; Stanford, CA Expected 2021
Dissertation Title: *Racial Disparities in School Poverty in the U.S.*
Dissertation Committee: Sean F. Reardon (Chair), David Grusky, Francis A. Pearman

M.Ed., Sociology of Education, Korea University; Seoul, South Korea 2016

B.A., Education & **B.A.** Statistics, Korea University; Seoul, South Korea 2013
Summa Cum Laude

PUBLICATIONS

Fahle, E. M., Reardon, S. F., Kalogrides, D., Weathers, E. S., & **Jang, H.** (2020). Racial segregation and school poverty in the United States, 1999-2016. *Race and Social Problems*, 12(1), 1-15.
(*Media Coverage: [Science Journal for Kids](#))

Park, H. & **Jang, H.** (2020). Do grandparents' education matter for grandchildren's education in Korea? In Park, H. & Woo, H. *Korean Families Yesterday and Today*. Ann Arbor, MI: The University of Michigan Press.

Jang, H. & Reardon, S. F. (2019). States as sites of educational (in)equality: State contexts and the socioeconomic status achievement gradient. *AERA Open*, 5(3), 1-22.

Manuscripts in Preparation

Reardon, S. F., Fahle, E. M., **Jang, H.**, & Dizon-Ross, E. Achievement gaps between poor and non-poor students in U.S. school districts.

Reardon, S. F., Weathers, E., Fahle, E. M., **Jang, H.**, and Kalogrides, D. Is separate still unequal? New evidence on school segregation and racial academic achievement gaps.
<https://edopportunity.org/papers/wp19-06-v092019.pdf>
(*Media Coverage: [Washington Post](#), [EdSource](#), [NonDoc](#))

Jang, H. Racial economic segregation among U.S. Public Schools, 1991-2018.

Peer-Reviewed Journal Articles in Korean

Jang, H., & Kim, K. (2015). Longitudinal analysis on predictors of academic achievement among middle and high school students in Seoul. *The Korea Educational Review*, 21(3), 175-196.

Youn, B., Lee, S., & **Jang, H.** (2015). The impact of the location of former college on labor market outcomes: focusing on the first job. *The Journal of Employment and Skills Development*, 18(2), 1-24.

Jang, H., & Kim, K. (2015). The effect of student socioeconomic composition on academic achievement: Focusing on the moderating effect of individual socioeconomic status. *The Journal of Educational Research*, 52(3), 27-53.

- Youn, B., & **Jang, H.** (2015). Temporal aspects and determinants of college student departure. *Korean Journal of Sociology of Education*, 25(1), 129-155.
- Kim, K., Youn, B., & **Jang, H.** (2014). Determinants of academic achievement among middle and high school students in Seoul and policy implications. *Korean Journal of Sociology of Education*, 24(4), 1-29.
- Jang, H.**, & Kim, K. (2014). A survival analysis of the determinants of students' speed toward graduation: Focusing on female students attending four-year colleges. *Korean Journal of Sociology of Education*, 24(3), 217-241.
- Hwang, Y., **Jang, H.**, & Kim, K. (2014). The effects of parental educational support on cognitive achievement of elementary school students. *The Korea Educational Review*, 20(1), 93-122.
- Youn, B., **Jang, H.**, & Kim, K. (2013). Structural relationships between parental socioeconomic status, academic support, parenting styles, participation in private education, and self-directed learning ability. *The Korea Educational Review*, 19(3), 99-122.

DATABASES

- Reardon, S. F., Ho, A. D., Shear, B. R., Fahle, E. M., Kalogrides, D., **Jang, H.**, Chavez, B., Buontempo, J., & DiSalvo, R. (2019). Stanford Education Data Archive (Version 3.0). <http://purl.stanford.edu/db586ns4974>.
- Open source data on educational conditions, contexts, and outcomes in school districts and counties across the U.S.

PRESENTATIONS (* denotes presenter)

- Jang, H.*** & Reardon, S. F. (2020). State contexts in the associations between family poverty, school poverty, and academic achievement. Paper accepted to the meeting of the Society for Research on Educational Effectiveness¹. Washington D.C.
- Jang, H.*** (2019). State contexts and SES achievement gradients. Paper presented at the meeting of the Society for Research on Educational Effectiveness. Washington D.C.
- Reardon, S. F., Fahle, E. *, **Jang, H.**, Dizon-Ross, E. (2019). Achievement gaps between poor and non-poor students in U.S. school districts. Paper presented at the meeting of the Society for Research on Educational Effectiveness. Washington D.C.
- Reardon, S. F., Weathers, E. *, Kalogrides, D., **Jang, H.**, Fahle, E. Buontempo, J. (2019). Segregation and educational inequality. Paper presented at the meeting of the Society for Research on Educational Effectiveness. Washington D.C.
- Reardon, S. F., Fahle, E. *, **Jang, H.**, Dizon-Ross, E. (2018). Achievement gaps between poor and non-poor students in U.S. school districts. Paper presented at the meeting of the American Educational Research Association. New York City, NY.
- Bardack, S. *, **Jang, H.**, Widen, S. (2018). Using a direct assessment of socio-emotional skills to test the external validity of the Desired Results Developmental Profile (DRDP). Paper presented at the meeting of the Association for Education Finance and Policy. Portland, Oregon.

¹ This meeting was cancelled due to the outbreak of COVID-19

- Jang, H.*** (2016). Latent class analysis on academically-oriented parental support in South Korea. Paper presented at the meeting of the Comparative International Education Society. Vancouver, Canada.
- Jang, H.*** & Kim, K. (2015). The effect of school socioeconomic composition on academic achievement in South Korea. Paper presented at the meeting of the Comparative International Education Society. Washington D.C.
- Youn, B., **Jang, H.***, & Kim, K. (2014). Structural relationships between parental socioeconomic status, academic support, parenting styles, participation in private education, and self-directed learning ability. Paper presented at the meeting of the Comparative International Education Society. Toronto, Canada.

RESEARCH EXPERIENCE

- Stanford Education Data Archive (SEDA) 2019 - Present
Dr. Sean Reardon, Stanford University
- Supported the construction of SEDA v3.0 and v4.0
 - Validated SEDA v3.0 built from nationwide test score estimates
 - Analyzed data for papers using SEDA with other large-scale social and educational data (e.g., American Community Survey, Common Core Data, and Civil Rights Data Collection)
- Student Assignment Policy in San Francisco Unified School District 2019
Dr. Sean Reardon, Stanford University
- Analyzed data on students' school choices and assignments
 - Wrote a policy brief to summarize findings
- Acelero Texting Project; Social Emotional Learning Project 2017 - 2018
CEPA Labs (PI: Dr. Susanna Loeb), Stanford University
- Cleaned and analyzed data on preschool children's social emotional learning collected in an urban district
 - Analyzed data on parenting behavior changes collected from a texting program designed to support parents
- Designing Educational Measures for Improving the Social Mobility and Social Integration Among the Disadvantaged 2014 - 2015
Dr. Kyung-keun Kim, Korea University
- Analyzed data from national institutes and published papers with findings on educational opportunities and outcomes for disadvantaged students
- Research in Developing National Index 2013
Statistics Korea
- Developed and published indices measuring educational opportunities, processes, and outcomes for national index website (<http://www.index.go.kr/main.do>)

TEACHING EXPERIENCE

- Using Data to Describe the World (EDUC 430C; SOC 258C) 2020
Stanford University, Teaching Assistant for Dr. Sean F. Reardon
- Graduate level course on descriptive social science research for PhD students in the Graduate School of Education and the Department of Sociology

- Gave a guest lecture
- Participated in class planning every week and assessed assignments
- Supported student learning in class & weekly office hours

Statistical Analysis in Education: Regression (EDUC 400B) 2020

Stanford University, Teaching Assistant for Dr. Eric Bettinger

- Graduate level introductory course on quantitative methods for MA and PhD students in the Graduate School of Education
- Graded assignments
- Supported student learning in weekly office hours

Introduction to Data Analysis and Interpretation (EDUC 200A) 2018

Stanford University, Teaching Assistant for Dr. Ann Porteus

- Graduate level introductory quantitative methods course for MA students in the Graduate School of Education
- Graded assignments
- Supported student learning in class & weekly office hours

Social Changes in Korea and Education (GESO051) 2014, 2015

Korea University, Teaching Assistant for Dr. Kyung-keun Kim

- Undergraduate level course
- Graded weekly assignments and supported student learning on social science writings

FELLOWSHIPS & AWARDS

Dissertation Support Grant, Stanford Graduate School of Education (\$2,565)	2020
Research Assistantship, Stanford University (\$22,896)	2019 - 2020
Karr Family Fellowship, Stanford University (\$25,406)	2018 - 2019; 2020 - 2021
Ph.D. Study Abroad Scholarship, Korea Foundation for Advanced Studies (\$294,095)	2016 - Present
1st Student Paper Award, BK21PLUS Project Group, Korea University	2015
Best Student Award, BK21PLUS Project Group, Korea University	2015
3rd Student Paper Award, Korea Employment Information Service	2014
Administrative Assistant Scholarship, Korea University (\$1,794)	2014 - 2015
Honor Graduates Scholarship, Korea University (\$13,145)	2013 - 2015
BK21PLUS Scholarship, Korea University (\$9,685)	2013 - 2015
3rd Student Paper Award, Statistics Korea	2013
Honors Scholarship, Korea University (\$16,820)	2009 - 2013

PROFESSIONAL SERVICES

Reviewer: Rural Sociology (2020), Berkeley Review of Education (2020)

Mentor: Stanford Graduate School of Education Mentorship Program

SKILLS

Software: Stata, HLM, R, SAS, SPSS

Language: Korean (native), English (fluent), Chinese (basic)

CERTIFICATION

Teacher Certification: Secondary Education. Ministry of Education: Seoul, South Korea

REFERENCES

Sean F. Reardon
Professor
Graduate School of Education
Stanford University
sreardon@stanford.edu

Erin M. Fahle
Assistant Professor
School of Education
St. John's University
fahlee@stjohns.edu

David Grusky
Professor
Department of Sociology
Stanford University
grusky@stanford.edu

Francis A. Pearman
Assistant Professor
Graduate School of Education
Stanford University
apearman@stanford.edu