
CURRICULUM VITAE

Kenneth Shores

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Google Scholar; SSRN; EdWorkingPapers

EDUCATION

- 2010 – 2016 Ph.D., Education Policy Analysis, Stanford University,
Graduation School of Education, Stanford, CA
Dissertation Committee: Eamonn Callan, Susanna Loeb, Sean Reardon, Debra Satz
1999 – 2003 B.S., University of Rhode Island, Economics, Kingston, RI

EMPLOYMENT HISTORY

- 2020 – now Assistant Professor, University of Delaware, School of Education, Newark, DE
2018 – 2020 Assistant Professor, Pennsylvania State University, Human Development and Family
Studies, State College, PA
2016 – 2018 Post-Doctoral Fellow, University of Pennsylvania, Graduate School of Education,
Philadelphia, PA
2010 – 2016 Student, Teaching and Research Assistant, Stanford University, Graduate School of
Education, Stanford CA
2008 – 2010 Middle School Teacher, Colegio Americano de Quito, Quito, Ecuador
2003 – 2008 Elementary & Middle School Teacher, Pueblo Pintado Community School, Pueblo
Pintado, NM

ACADEMIC TEACHING EXPERIENCE

- EDUC 884 Advanced Quantitative Methods - Causal Inference (PhD; UDel)
EDUC 806 Quantitative Pro-Seminar (PhD; UDel)
EDUC 827 Secondary Data Analysis (EDD; UDel)
EDUC 878 Educational Inequality (EDD; UDel)
HDFS 597 Quasi-Experimental Methods (PHD; PSU)
HDFE 497 Family & Educational Inequality (Undergraduate; PSU)
EDUC 545 Education & Inequality (PHD; UPenn)

FELLOWSHIPS & AWARDS

- 2022 Office of Evaluation Sciences Associate Fellow (one-year fellowship)
2017 National Council on Measurement in Education (NCME) Annual Award (co-
recipient)
2015-2016 National Academy of Education/Spencer Dissertation Fellow
2012-2013 Stanford Philanthropy and Civic Society Dissertation Fellow
2010-2015 Stanford Graduate Student Fellow
2010-2015 Institute for Education Sciences Dissertation Training Fellow
2003 University of Rhode Island Presidential Award Winner in Economics
2003 Phi Beta Kappa
2002 Elton Rayack Scholarship in Economics

COMPETITIVE GRANTS

- 2022-2023 Office of Evaluation Sciences Fellowship \$150,000
- 2022-2023 University of Delaware (Internal) General University Research Grant “Facilities Disruptions and Disruptions to Student Learning: Empirical Evidence from the School District of Philadelphia” \$15,000
- 2021-2024 Institute for Education Sciences “Using Longitudinal Data to Support State Education Policymaking” (co-PI; project coordinator) \$999,999 <https://ies.ed.gov/funding/grantsearch/details.asp?ID=4535>
- 2021-2024 National Science Foundation “Identifying the Optimal Methods for Controlling Contamination Bias in Prospective Research on Child Maltreatment” (co-Investigator) \$495,508 https://www.nsf.gov/awardsearch/showAward?AWD_ID=2041333&HistoricalAwards=false
- 2021-2024 National Institutes of Health “Improving Risk Estimation in Observational Research on Child Maltreatment: Establishing Methods for the Effective Control of Contamination” (co-Investigator) \$80,250 <https://reporter.nih.gov/project-details/10190471>
- 2020-2022 Bell and Melinda Gates Foundation “Professional Learning Partnerships Initiative” (senior researcher)
- 2016 Russell Sage Foundation & W.T. Grant Foundation Small Grant Competition: Improving Education and Reducing Inequality in the United States (co-PI)

PUBLICATIONS

Key:

[◇] Authors listed alphabetically with equal contribution (this is standard in policy journals)

[§] Author order indicates strength of contribution

[△] Shared first author

[●] Media mentions

Bold indicates student authors

PUBLICATIONS IN PEER-REVIEWED JOURNALS

22. Shores, K. and Steinberg, M. “Fiscal Federalism and K-12 Education Funding: Policy Lessons from Two Educational Crises” (Accepted, *Educational Researcher*) (2022) [◇]
- *Brookings* 2022 Has federal crisis spending for K-12 schools served its intended objectives?
21. Candelaria, C., **McNeill, S.**, and Shores, K. “What is a School Finance Reform? Uncovering the ubiquity and diversity of school finance reforms using a Bayesian changepoint estimator (Under Review) (2022). [◇]
- *Brookings* 2022 What drives increases in state funding for education?
20. **Comstock, M.**, Shores, K. **Polancio, C.**, Litke, E., Hill, K., and Desimone, L.. Typologizing Teacher Practice: How Teachers Integrate Culturally Responsive, Ambitious, and Traditional Teaching Approaches. (Revise & Resubmit, *Elementary School Journal*) (2022). [§]
19. Lara, B., and Shores, K. “Measuring Preferences for Income Equality and Income Mobility” (Accepted, *Review of Economics and Statistics*) (2022). [◇]
18. **Lee, H.**, Shores, K., and **Williams, E.** “The Distribution of School Resources in The United States: A Comparative Analysis Across Levels of Governance, Student Sub-groups, And Educational Resources.” (*Peabody Journal of Education*) (2022). DOI: <https://doi-org.udel.idm.oclc.org/10.1080/0161956X.2022.2107369> [◇]
- *Brookings* 2021 Increasing Title I funds should target largest sources of school spending inequalities—across states
 - *Brookings* 2021 Expanding Title I could eliminate K-12 spending gaps—if the funds are well targeted
 - *Brookings* 2017 Do school districts spend less money on poor and minority students?

17. Anglum, C., Shores, K., and Steinberg, M. "Federal Stimulus Aid and School Finance: Lessons from the Great Recession." (forthcoming, *Recent Advancements in Education Finance and Policy* (Thomas Downes and Kieran Killeen, eds.) (2021). [\diamond]
16. Shores, K., Candelaria, C., and **Kabourek, S.** "Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990–2014." (*Education Finance and Policy*) (2021). DOI: https://doi.org/10.1162/edfp_a_00360 [Δ]
15. Chad S., Joseph R., Shores, K., Allen, E., and **Olson, A.** "Controlling contamination in child maltreatment research: Impact on effect size estimates for child behavior problems measured throughout childhood and adolescence" *Development and Psychopathology* DOI: doi:10.1017/S0954579420002242 (2021). [\S]
14. Shores, K., **Kim, H.**, and **Still, M.** "Categorical Inequality in Black and White: Linking Disproportionality Across Multiple Educational Outcomes". *American Educational Research Journal* (2020) DOI: <https://doi.org/10.3102/0002831219900128> [\S]
 - *Office for Civil Rights* 2021 Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students
 - *Brookings* 2020 Categorical inequalities between Black and white students are common in US schools—but they don't have to be
13. Shores, K. and Steinberg, M. "The Great Recession, Fiscal Federalism and the Consequences for Cross-District Spending Inequality." *Journal of Education Finance*. (2019) [\diamond]
 - *The Economist* 2020 Why reopening schools in minority neighbourhoods is hard
12. Candelaria, C. and Shores, K. "Get Real! Inflation Adjustments of Educational Finance Data." *Educational Researcher*. (2019) DOI: <https://doi.org/10.3102%2F0013189X19890338> [\diamond] Includes Stata software `cpiget`.
11. Shores, K., Ben-Porath, S., **Jefferson, M.** "Disparities in modes and content of civic engagement: an analysis using data from the Current Population Survey" *Social Science Quarterly*. (2019) DOI: <https://doi.org/10.1111/ssqu.12725> [\S]
10. Shores, K. and Steinberg, M. "Schooling During the Great Recession: Patterns of School Spending and Student Achievement Using Population Data". *AERA Open*. (2019) DOI: <https://doi.org/10.1177%2F2332858419877431> [\diamond]
 - *The New York Times* 2018 The Numbers that Explain why the Teachers are in Revolt
 - *The Economist* 2019 What budget cuts during the Great Recession did to pupils' test scores
9. Fahle, E., Shear, B., and Shores, K. "Monitoring Education Systems Using Test Scores: Progress and Challenges". *The ANNALS of the American Academy of Political and Social Science*. (2019) DOI: <https://doi.org/10.1177%2F0002716219841014> [\diamond]
8. Lara, B. and Shores, K. Identifying Preferences for Equal College Access, Income, and Income Equality. *Education Finance and Policy*. (2019) DOI: https://doi.org/10.1162/edfp_a_00271 [\diamond]
7. Reardon, S., Kalogrides, D. and Shores, K. "The Geography of Racial/Ethnic Test Score Gaps." *American Journal of Sociology*. (2019) DOI: <https://doi.org/10.1086/700678> [\S]
 - *The Washington Post* 2016 Achievement gaps matter, even if all students are learning
 - *The New York Times* 2016 Money, Race and Success: How Your School District Compares
 - *The Atlantic* 2017 The College-Town Achievement Gap
 - *The New York Times* 2017 Integration Works. Can it Survive the Trump Era?
 - *The New York Times* 2018 'You Are Still Black': Charlottesville's Racial Divide Hinders Students
6. Candelaria, C. and Shores, K. "Court-Ordered Finance Reforms in the Adequacy-Era: Heterogeneous Causal Effects and Sensitivity." *Education Finance and Policy*. (2019) DOI: https://doi.org/10.1162/edfp_a_00236 [\diamond]
5. **Barata, G.**, Shores, K. and Alperin, J.P. "Local chatter or international buzz? Language differences on posts about Zika research on Twitter and Facebook." *PLOS One*. (2018) [\S]

4. Alperin, J.P, Hanson, E., Shores, K. and Haustein, S. "Twitter bot surveys: A discrete choice experiment to increase response rates." *Proceedings of the 8th International Conference on Social Media & Society*. (2017) [§]
3. Shores, K. and Loeb, S. "Distributive decisions in education: Goals, trade-Offs and feasibility constraints." *Theory and Research in Education*. (2016) DOI: <https://doi.org/10.1177/2F1477878515619797> [§]
2. Bischoff, K. and Shores, K. "The role of social science in action-guiding philosophy: The case of educational equity." *Theory and Research in Education*. (2015) DOI:<https://doi.org/10.1177/2F1477878514530243> [◇]
1. Reardon, S., Valentino, R., and Shores, K. "Patterns of literacy among U.S. students." *Future of Children*. 22:2, 17-37 (2012) [§]

INVITED TALKS

June 2022	IES Technical Working Group on Education Finance <i>Recovery and Beyond: Using Research to Support Education Finance Leaders</i>
April 2022	Midwestern Legislative Conference: Advancing Equity in Education
December 2020	National Academy of Education (NAE): Assessment in time of Covid Roundtable
December 2020	University of Delaware Dean's Advisory Council Meeting
March 2020	Georgetown University Advisory Board for School Finance Database
Feb 2018	Invited, Stanford University, Graduate School of Education Centennial Celebration
Nov 2017	Invited, New York University, Applied Statistics, Social Science, and Humanities Colloquium (New York, NY)
Sep 2017	Invited, University of Pennsylvania, Department of Sociology (Philadelphia, PA)
Sep 2017	Invited, Russell Sage & William T Grant Foundations, Educational Opportunity Monitoring Project (New York City, NY)
Sep 2017	Invited, Temple University, Department of Sociology (Philadelphia, PA)
May 2016	Invited, Education & Inequality in the 21 st Century (Stanford, CA)
Feb 2015	Invited, Stanford Center on Poverty and Inequality, State of the Union: Report Card on Poverty and Inequality (Stanford, CA)

OTHER ACTIVITIES

Referee: AERA Open; American Educational Research Journal; American Journal of Political Science; American Journal of Sociology; Developmental Psychology; Educational Researcher; Economics of Education Review; Educational Evaluation and Policy Analysis; Education Finance and Policy; Educational Psychology; Journal of Children and Poverty; Journal of Research in Rural Education; Measurement: Interdisciplinary Research & Perspectives; Peabody Journal of Education; Proceedings of the National Academy of Sciences of the United States of America; Race and Social Problems; Sociology of Education; Social Forces; Teachers College Record; Theory and Research in Education

Professional Affiliations: Association for Education Finance and Policy (AEFP); American Educational Research Association (AERA); Association for Public Policy Analysis and Management (APPAM); Society for Research on Educational Effectiveness (SREE)

CONFERENCE PRESENTATIONS

- Nov 2022 Association for Public Policy Analysis and Management (Washington, DC), “What Is a School Finance Reform? Uncovering the Ubiquity and Diversity of State Involvement in Elementary-Secondary Education Funding”
- Nov 2022 Association for Public Policy Analysis and Management (Washington, DC), “Racial and Socioeconomic Disparities in School-Level Policing and Social Support”
- Nov 2022 Association for Public Policy Analysis and Management (Washington, DC), “Concentrators or Not? Misclassification of Career and Technical Education Concentration in High School”
- March 2022 Association for Public Policy Analysis and Management (Washington, DC), “Racial and Socioeconomic Disparities in School-Level Policing and Social Support”
- March 2022 Association for Public Policy Analysis and Management (Washington, DC), “Spending More on the Poor?”
- March 2022 American Education Finance and Policy (Washington, DC), “A Critical Appraisal of Title I”
- April 2021 American Education Research Association (Virtual), “Typologizing Teacher Practice”
- March 2020 American Education Finance and Policy (Virtual), “The Politics of School Finance Reform”
- March 2020 American Education Finance and Policy (Virtual), “ong-Term Progressivity in Educational Spending: Description and Causes of Variation among States”
- April 2019 American Education Research Association (Toronto, CA), “Stratified Analysis of School Resource Inequality and its Correlates”
- Mar 2019 Society for Research on Educational Effectiveness (Washington, DC), “Spending More on the Poor? A Comprehensive Summary of State-Specific Responses to School Finance Reforms from 1990-20”
- Mar 2019 Society for Research on Educational Effectiveness (Washington, DC), “The Relationship between Racial Achievement Gaps and Affluence in U.S. School Districts”
- Mar 2018 American Education Finance and Policy (Portland, OR), “The Great Recession, Fiscal Federalism and Cross-District Spending Inequality”
- Mar 2018 American Education Finance and Policy (Portland, OR), “School Finance Reforms Are Not Created Equally: State-Specific Responses to Court- and Legislative-Reforms from 1990 - 2014”
- Mar 2018 American Education Finance and Policy (Portland, OR), “Identifying Preferences for Equal Educational Opportunity, Income, and Income Equality”

SUPERVISION & MENTORING

Hojung Lee
PhD 2020-present
Univ of Delaware

Chanel Gaither
PhD 2021; EDD 2022-present
Univ of Delaware

Calaia Jackson
PhD 2021-present
Univ of Delaware

Yue Huang
PhD 2021-2022
Univ of Delaware

Arielle Lentz
PhD 2021-present
Univ of Delaware

Saira Zaman
PhD 2022
Univ of Delaware

Liliane Nienstedt
PhD 2022
Vanderbilt University

Shelby McNeill
PhD 2021-2022
Vanderbilt University

Ismael Muñoz
PhD 2020-2022
Pennsylvania State Univ

Emma Alters
Undergrad 2020-present
Univ of Delaware

Cornelia Soelaiman
Undergrad 2020-2021
Univ of Delaware

Dionna Miller
Undergrad 2021-2022
Univ of Delaware

PROFESSIONAL REFERENCES

Prof. Sean Reardon
Stanford University
Department of Education
✉ sreardon@stanford.edu

Prof. Matthew Steinberg
George Mason University
College of Education & Human Development
✉ msteinb6@gmu.edu

Prof. Sigal Ben-Porath
University of Pennsylvania
Graduate School of Education
✉ sigalbp@upenn.edu

Prof. Eamonn Callan
Stanford University
Department of Education
✉ ecallan@stanford.edu

Prof. Susanna Loeb
Brown University
Department of Education
✉ loeb@brown.edu

Prof. Kendra Bischoff
Cornell University
Department of Sociology
✉ kbischoff@cornell.edu

Prof. Debra Satz
Stanford University
Department of Philosophy
✉ dsatz@stanford.edu

Prof. Daniel E. Koditschek
University of Pennsylvania
School of Engineering and Applied Sciences
✉ kod@seas.upenn.edu