

Introducing the New Editorial Team

Stephanie Riegg Cellini and Randall Reback, Editors

Nora Gordon, Cassandra Hart, Steven Hemelt, Andrew McEachin, Stephen L. Ross, and Katherine O. Strunk, Associate Editors

Editors

Stephanie Riegg Cellini is a professor of public policy and public administration, and of economics, in the Trachtenberg School of Public Policy and Public Administration at the George Washington University. She is a research associate of the National Bureau of Economic Research and a nonresident senior fellow at the Brookings Institution. She is currently working on federal higher education policy as a fellow with the U.S. House of Representatives, Committee on Education and Labor. Her research examines the impact of public funding on institutional behavior and student choice in higher education, with a particular focus on federal student aid and for-profit colleges.

Randall Reback is a professor of economics at Barnard College, a faculty affiliate at Columbia University's Population Research Center, and a research fellow at the Center for Economic Studies in Munich, Germany. Early in his career, he was a fifth-grade teacher in East Palo Alto, California. Reback's research focuses on K-12 education policies—topics such as property taxes, school choice programs, and school accountability and testing programs. His most recent work examines school-based services addressing students' health and mental health needs.

Associate Editors

Nora Gordon is an associate professor at the McCourt School of Public Policy, Georgetown University. She is a research associate of the National Bureau of Economic Research, nonresident fellow of the Urban Institute, and a member of the Professional Advisory Board of the National Center for Learning Disabilities. She earned her Ph.D. in economics at Harvard University and her B.A. in economics at Swarthmore College.

Cassandra Hart is an associate professor of education policy at the University of California, Davis. Her research focuses on school choice programs, effects of online education on student outcomes, and effects on students of exposure to demographically similar teachers. Hart received her Ph.D. in Human Development and Social Policy from Northwestern University in 2011.

Steven Hemelt is an associate professor of public policy at University of North Carolina at Chapel Hill, a research fellow at the Institute of Labor Economics (IZA), and a senior researcher with the National Center for the Analysis of Longitudinal Data in Education Research (CALDER). His recent research examines transitions from high school to college, postsecondary costs and cost drivers, and student success in higher education—with a particular focus on low-income and traditionally-underserved students.

Andrew McEachin is a policy researcher at the RAND Corporation. The unifying goal of his research is to generate rigorous policy-relevant evidence to help educators and policy makers in their efforts to raise student achievement and narrow achievement gaps. His research agenda focuses on the determinants of persistent achievement gaps as well as evaluating the effect of popular responses by policy makers and educators to reduce these gaps.

Stephen L. Ross is a professor of economics at the University of Connecticut. He is an urban economist whose research focuses on understanding the experiences of disadvantaged groups in U.S. cities, especially African Americans. He studies peer effects and social interactions, neighborhood effects, residential and school segregation, housing and mortgage lending discrimination, urban labor markets, racial profiling, and state and local governments.

Katharine O. Strunk is a professor of education policy and, by courtesy, economics, and the Clifford E. Erickson Distinguished Chair in Education at Michigan State University. She is also co-director of the Michigan State University Education Policy Innovation Collaborative (EPIC). Dr. Strunk's research focuses on education governance, including teachers' unions, collective bargaining agreements, and portfolio management models, as well as teacher labor markets, school turnaround, and accountability policies. She has worked extensively with district and state policy makers, including working with the Los Angeles Unified School District and the California and Michigan Departments of Education to help decision makers formulate, design, and revise policy.

We are honored to be the next editors of *Education Finance and Policy*. We hope we can continue to build on EFP's tradition of high-quality, policy-relevant research. The journal should remain a valuable resource for both AEFPP members and the broader education policy community. Our focus will be on four areas: outreach, visibility, timeliness, and clarity. First, we plan to improve the accessibility of our research to a policy audience by making nontechnical summaries available to the public. Second, we hope to enhance the visibility and prestige of the journal within academic and policy circles by promoting methodological diversity and publicizing our work more broadly. Third, we plan to carefully monitor review times and time-to-print. Fourth, to enhance readability and reduce the burden on reviewers, we will provide suggested guidelines to authors on our expectations for the style and length of submissions. In the coming months we look forward to developing these and other ideas for improving the journal. We welcome your suggestions and feedback as we start this new chapter of EFP.

Stephanie & Randall