SARAH E. CASHDOLLAR

1126 E 59th St, Office 001
Chicago, IL 60637
(443) 610-0894 | scashdollar@uchicago.edu |sarahcashdollar.com

EDUCATION

2021 (Expected)	**Ph.D.** Comparative Human Development | The University of Chicago, Chicago, IL *Dissertation*: "Career and Technical Education in the Era of College for All: Influences on Youth Postsecondary Aspirations in 'Oaksburg, USA'" Advisors: Guanglei Hong and Andrew Abbott
2017	**M.A.** Comparative Human Development | The University of Chicago, Chicago, IL
2013	**A.B.** Anthropology | Dartmouth College, Hanover, NH Presidential Scholar with High Honors, Citations for Excellence

RESEARCH AND TEACHING INTERESTS

Career and Technical Education; Sociology of education; Educational inequality; Vocationalism; Standards-based reform; Adolescent development; Identity formation; Mixed methods

FELLOWSHIPS, GRANTS, & AWARDS

External Funding

2015 – present	Institute of Education Sciences (IES) Pre-Doctoral Research Fellowship ($32,000 per year)
2018 – 2020	Successful Pathways from School to Work Research Grant, Hymen Milgrom Supporting Organization ($20,900)

Internal Funding

2020 – 2021	University of Chicago Social Sciences Division Sixth-Year Fellowship
2015 – 2020	University of Chicago Social Sciences Division Graduate Fellowship
2019 – 2020	Gianinno Graduate Research Grant
2019 – 2020	Bernice Neugarten Scholarship Endowment Award
2019 – 2020	Robert & Shirley Valett Gift Research Grant
2017 - 2019	Gianinno Conference Fund Award
2017	Graduate Council Advanced Travel Award

Honors & Awards

2020 - 2021	PhD Dissertation Award and Bradley Fellow, Stigler Center for the Study of the Economy and the State, Booth School of Business, University of Chicago
2018	Distinguished Paper Award, Mid-Western Educational Research Association

2017 Outstanding Pass on Trial Research project, Department of Comparative Human Development, University of Chicago

2013 Mary E. Wesbrook Thesis Prize for best Anthropology thesis, Dartmouth College

PEER-REVIEWED PUBLICATIONS

Journal Articles

Cashdollar, S.E. (2018). Discipline with emotion: Influences on elementary students' perceptions of and responses to teacher authority. *Mid-Western Educational Researcher, 30*(3): 123-159.

Cashdollar, S.E. (2017). Neither accidental nor intended: Pregnancy as an adolescent identity project among Hispanic teenage mothers in Doña Ana County, New Mexico. *Journal of Adolescent Research, 33*(5)*:* 598-622.

Manuscripts Under Review

Allensworth, E., **Cashdollar, S.E.**, & Gwynne, J. (*Accepted Pending Revisions).* Changes in math instruction and student outcomes since the implementation of Common Core State Standards in Chicago. *AERA Open.*

Cashdollar, S. E. (*Under Review).* "It's not about shutting doors, but it's about opening the right ones": Administrator and counselor sensemaking on preparing CTE students for sub-baccalaureate degree pathways.

Allensworth, E., **Cashdollar, S.E.** (*Under Review).* Supporting changes in instructional practices to meet the Common Core Math Standards and Next Generation Science Standards: What matters most?

INVITED PRESENTATIONS

2020 (Spring) Cashdollar, S. E. *Measuring rural youth college and career aspirations*. Invited presentation to take place at Pennsylvania State University. State College, PA.
**Postponed due to Covid-19*

Intramural

2019 (Feb) Cashdollar, S. E. *Career and Technical Education in the era of college for all: Diversity of youth postsecondary aspirations in 'Middletown,' USA.* Paper presented at the Chicago Education Workshop Lecture Series. Chicago, Il.

2017 (March) Cashdollar, S. E. *Manuscript Development and Publishing.* Presentation at the Global Transitions in Human Development Workshop. Chicago, IL.

CONFERENCE PRESENTATIONS

2021 (April) Cashdollar, S.E. *Educator Sensemaking and Implementation of Career and Technical Education (CTE) in Comprehensive High Schools.* Paper to be presented at the American Educational Research Association (AERA) 2021 Virtual Annual Meeting. (also organizer and chair of symposium: *Equitably Preparing Youth for the Changing World of Work*)

2020 (April) Cashdollar, S.E. *Career and Technical Education, college alternatives, and middle-skill careers: Rural stakeholder and youth perspectives.* Paper to be presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA.
**Cancelled due to Covid-19*

2020 (April) Cashdollar, S.E. *Low-income high school CTE students' development of occupational aspirations.* Paper to be presented at the Midwestern Psychological Association (MPA) Annual Meeting. Chicago, IL.
**Cancelled due to Covid-19*

2020 (Jan) Allensworth, E., Cashdollar, S. E., & Gwynne, J. *Changes in math instruction and student outcomes since the implementation of Common Core State Standards in Chicago Public Schools.* Poster presented at the Institute for Education Sciences (IES) Principal Investigators Meeting. Washington, D.C.

2019 (April) Cashdollar, S. E. *Value judgments of Career and Technical Education in the era of college for all: Influences on how youth conceptualize the value of vocational coursework.* Paper presented at the Society for Psychological Anthropology (SPA) 2019 Biennial Conference. Santa Ana Pueblo, NM.

2018 (Aug) Cashdollar, S. E. *'College and Career Ready' in a changing economy: Value assessments of Career and Technical Education.* Paper presented at the American Sociological Association (ASA) 2018 Annual Meeting. Philadelphia, PA.

2018 (April) Gwynne, J., Porter, S., & Cashdollar, S.E. *Changes in Mathematics Instruction since the Implementation of Common Core State Standards in the Chicago Public Schools.* Paper presented at the American Educational Research Association (AERA) 2018 Annual Meeting. New York, NY.

2018 (April) Cashdollar, S. E. *Discipline with Emotion: Exploring the Influence of Teacher Tone on Elementary Students' Perceptions of and Responses to Teacher Authority.* Distinguished Paper presentation representing the Mid-Western Educational Research Association at the American Educational Research Association (AERA) 2018 Annual Meeting. New York, NY.

2018 (March) Cashdollar, S. E. *'College and Career Ready' in a manufacturing region: Exploring institutional influences on how youth conceptualize the value of Career and Technical Education.* Paper presented at the 20th Annual Chicago Ethnography Conference. Chicago, IL.

2018 (Jan) Allensworth, E., Century, J., Cassata, A., Gwynne, J., Porter, S., Leslie, D., & Cashdollar, S.E. *Implementation of Common Core State Standards-Math in the Chicago Public Schools: Changes in Classroom Instruction.* Poster presented at the Institute of Education Research (IES) 2018 Principal Investigators Meeting. Washington, DC.

2017 (Oct) Cashdollar, S.E. *Discipline with Emotion: Exploring the Influence of Teacher Tone on Elementary Students' Perceptions of and Responses to Teacher Authority.* Paper presented at the Mid-Western Educational Research Association (MWERA) 2017 Annual Meeting. Evanston, IL.

2017 (May) Cashdollar, S. E. Presentation of Master's thesis at the Department of Comparative Human Development 24th Annual Trial Research Conference. Chicago, IL.

2017 (March) Cashdollar, S. E. *Hispanic Teen Pregnancy as a Negotiation of Rights and Duties.* Paper presented at the Society for Psychological Anthropology (SPA) Biennial Conference. New Orleans, LA.

RESEARCH EXPERIENCE

Dissertation Research, University of Chicago, Chicago, IL

2018 – present "Career and Technical Education in the era of College for All: Influences on youth postsecondary aspirations in 'Oaksburg,' USA" (Committee Co-chairs: Guanglei Hong & Andrew Abbott)

- Survey of 1,200 high school students; Observations, focus groups, and semi-structured interviews with 150 low-income students; Interviews and observations with 60 parents, educators, and employers
- Analyzing how youth with varying levels of participation in CTE develop postsecondary aspirations, contextual influences on CTE participation and aspiration development
- Train and supervise team of 2 research assistants for qualitative coding and theme development using NVivo

UChicago Consortium on School Research, Chicago, IL
IES Predoctoral Research Fellow

2016 – 2020 "Implementation of Common Core Math Standards and Next Generation Science Standards: Changes in classroom instruction and student achievement" (Elaine Allensworth & Amy Cassata, PIs; funded by Institute of Education Sciences (IES))

- Analyzed survey data and student outcomes in response to implementation supports
- Interviewed Chicago Public Schools principals on Common Core Math and Next Generation Science Standards implementation and conducted document review
- Co-authored journal articles

2017 – 2018 "Common Core State Standards in Chicago Public Schools: Instructional experiences and student outcomes" (Julia Gwynne, PI; funded by Chicago Community Trust)

- Used hierarchical linear models (HLM) to conduct difference-in-differences analysis of students' instructional experiences and learning outcomes in their mathematics classes in response to Common Core implementation; analyzed outcomes by student achievement levels
- Reviewed literature and co-authored technical report

2017 "The Success Project: The implementation and early outcomes of a middle grade program" (Marisa de la Torre & Jen Cowhy, PIs)

- Reviewed literature and conducted qualitative teacher observations

Master's Research, University of Chicago, Chicago, IL

2017 "Discipline with Emotion: Exploring the Influence of Teacher Tone on Elementary Students' Perceptions of and Responses to Teacher Authority"

- Designed and conducted experiment and interviews with 42 students assessing perceptions of teachers and observed 5 classrooms on an ongoing basis

Honors Thesis, Dartmouth College, Hanover, NH

2012 – 2013 "Hispanic Teen Pregnancy as Identity Negotiation in Doña Ana County, New Mexico"

- Conducted interviews, focus groups, observations with 25 teenage mothers
- Analyzed cultural and socioeconomic contexts of Latina adolescent pregnancy

UNIVERSITY TEACHING

University of Chicago

2018 (Fall) Instructor, Social Sciences Collegiate Division
Social Science Inquiry I, first quarter of a year-long College Core course sequence

2018 (Summer) Teaching Assistant with Mark Hansen, Social Sciences Graduate Division
Mathematics for Social Science

2017 - 2018 Teaching Intern with Robert Gulotty, Paul Poast, and Micere Keels, Social Sciences Collegiate Division
Social Science Inquiry I, II, & III, year-long College Core course sequence

2017 (Spring) Teaching Assistant with Charles Payne, School of Social Service Administration
Urban Education & Educational Policy

Guest Lectures

2020 (Spring) "Mixed Methods in Education Research: Investigating Student Experiences," lecture delivered via Zoom to *Human Development Research Designs*
Course instructed by Guanglei Hong, Social Sciences Collegiate Division

2020 (Spring) "Research Design and Proposal Development," lecture delivered via Zoom to *Trial Research*
Course instructed by Michele Friedner, Social Sciences Graduate Division

RELATED TRAINING & PROFESSIONAL EXPERIENCE

Research Training

2015 – 2020 *Certificate of Education Sciences, Institute of Education Sciences, Chicago, IL*
Completed 5-year Institute of Education Sciences (IES) Predoctoral Interdisciplinary Training Program in methodologically rigorous education research based in collaboration with education practitioners and policymakers

Pedagogy Training

2017 – present *College Teaching Certificate Program, Chicago Center for Teaching, Chicago, IL*

Technical Reports & Public Writing

Allensworth, E. & **Cashdollar, S.E.** (January, 2019). Low-achieving students: Trends in math instructional experiences, test scores, and course performance from 2010-11 to 2016-17. Brief presented to Chicago Public Schools, Chicago, IL

Gwynne, J. & **Cashdollar, S.E.** (September, 2018). Common Core State Standards in Chicago Public Schools: Instructional experiences and student outcomes. UChicago Consortium on School Research Working Paper.

Cashdollar, S.E. (2016). Under ESSA, will education research still gather dust? *Education Week OpEducation.*

Cashdollar, S.E. (2016). Ogden-Jenner School Merger: Review of Related Literature. Report commissioned by Jenner-Ogden Steering Committee and NextLevel NPO LLC

Cashdollar, S.E. (2015). Aspirations, teen pregnancy linked. *Albuquerque Journal.*

Cashdollar, S.E. (2012). Teen pregnancy in Doña Ana County: Las Cruces and the surrounding colonias. Report and recommendations to the Doña Ana County, NM Department of Health and Human Services.

Elementary Teacher

2013-2015 *Oran M. Roberts Elementary, Dallas, TX*
Fourth grade ELA and Social Studies teacher

ACADEMIC SERVICE

2021	**American Educational Research Association**, 2021 Annual Meeting Symposium Organizer and Chair (Panel title: *Equitably Preparing Youth for the Changing World of Work*)
2015 – present	**Comparative Human Development Student Association,** Treasurer (2 years), Mentor
2017 – 2018	**Advisory Committee, University of Chicago Education Workshop,** Member
2017 – 2018	**Interdisciplinary Dissertation Proposal Writing Group,** Founder and chair
2016 - 2017	**Social Sciences Graduate Student Activities Committee,** Student liaison
2015	**Manuscript Reviewer**, *Psychology & Society*

PROFESSIONAL AFFILIATIONS

American Sociological Association (ASA)
American Educational Research Association (AERA)
Midwestern Educational Research Association (MWERA)
Midwestern Psychological Association (MPA)
Society for Psychological Anthropology (SPA)

ADDITIONAL INFORMATION

Software: Stata, HLM, Dedoose, NVivo
Language: Conversant Spanish

REFERENCES

Guanglei Hong, PhD
Professor
Department of Comparative Human Development
University of Chicago
Office 103, 1126 E 59th St
Chicago, IL 60637
(773) 926-4713
ghong@uchicago.edu

Elaine Allensworth, PhD
Lewis-Sebring Director
University of Chicago Consortium on School Research
University of Chicago
1313 E 60th Street
Chicago, IL 60637
(773) 834-3061
elainea@uchicago.edu

Andrew Abbott, PhD
Gustavus F. and Ann M. Swift Distinguished Service Professor
Department of Sociology
University of Chicago
1126 E 59th St
Chicago, IL 60637
aabbott@uchicago.edu

James E. Rosenbaum, PhD
Professor of Education and Social Policy
Institute for Policy Research
Northwestern University
2040 Sheridan Road
Evanston, IL 60208
(847) 491-3795
j-rosenbaum@northwestern.edu