

SARAH E. CASHDOLLAR

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EMPLOYMENT

2021 – present **Research Specialist**
Illinois Workforce Education Research Collaborative (IWERC)
Discovery Partners Institute, University of Illinois

EDUCATION

2021 **Ph.D.** Comparative Human Development | The University of Chicago, Chicago, IL
Dissertation: “Career and Technical Education in the Era of College and Career Readiness: 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 INTERESTS

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

PEER-REVIEWED PUBLICATIONS

Journal Articles

- Allensworth, E., **Cashdollar, S.E.**, & Gwynne, J. (2021). Changes in math instruction and student outcomes since the implementation of Common Core State Standards in Chicago. *AERA Open*, <https://doi.org/10.1177/2332858420986872>
- 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

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

FELLOWSHIPS, GRANTS, & AWARDS

External Funding

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

Internal Funding

- | | |
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| 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

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| 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 |

INVITED PRESENTATIONS

- | | |
|---------------|--|
| 2021 (Spring) | Cashdollar, S. E. <i>How Education Leaders Interpret Career and Technical Education Policy Goals in “Oaksburg,” USA: Implications for Educational Equity</i> . Invited presentation to the Career and Technical Education Research Network (CTERN), Virtual brownbag series. |
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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 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 and career readiness: 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*

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

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

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James E. Rosenbaum, PhD

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