



## HOST A HARVARD DOCTORAL STUDENT

The Partnering in Education Research (PIER) Fellowship works to solve a fundamental problem in policy-relevant research: Researchers need to ask timely, relevant questions, and practitioners need more research capacity to answer them. The PIER Fellowship aims to bridge the gap between academia and the classroom, and change the way education policy leaders are trained.

Based at the Center for Education Policy Research (CEPR) at Harvard University, the PIER Fellowship connects talented Ph.D. students with school systems for an internship, empowering both researchers and agencies to expand and deepen their capacity for data analysis.

PIER Fellows will collaborate with their host organization to conduct a high-quality research analysis about an important question identified by the organization. In return, the host organization will provide the fellow with insights into working with practitioners.

The PIER Fellowship is currently seeking state departments, school districts, and education organizations to host fellows for future summer residencies. The PIER Fellowship will only accept six placements in 2024.



## PIER FELLOW PROFILES AND PROJECTS

PIER Fellows are highly talented Harvard Ph.D. students in the social sciences who have been selected to receive special training to develop questions with policymakers, work productively with school agencies, and communicate these results to leaders and decision makers. During the summer, PIER Fellows design and execute a ten-week research project that will answer a question of importance to their partner agency.



### Emily Hanno | CAP Tulsa, Oklahoma

CAP Tulsa, a Head Start agency, wanted to know why children did not always attend public preschool, even though it is an opportunity available to every child in the state. By examining attendance, demographic, and performance data, Emily was able to pinpoint key insights about enrollment instability in the area, which offered important applications to other preschool populations across the country. In addition to leading this research and analysis, Emily also helped to build the capacity of the organization by linking datasets longitudinally, thus creating a sustainable framework for continued analysis and lasting impact.



### Andrew Bacher-Hicks | New Jersey Department of Education

The New Jersey Department of Education wanted to examine teacher retention to find out where their novice teachers from five years ago ended up today. Andrew set to answering this question by linking data from multiple sources to gain insight into the career pathways of the state's teachers. Like many decision-making organizations in education, the New Jersey DOE had long had these data but lacked the capacity to fully utilize them. By creating the first longitudinal database of New Jersey teachers, Andrew provided crucial information about the long-run retention of novice teachers and highlighted patterns of teacher movement across the state.



### Mark Chin | Wake County Public School System, North Carolina

The Wake County Public School System wanted to explore the impacts of their English Language Learner services. Using regression discontinuity, Mark was able to highlight findings about their programs. As a result, WCPSS was able to make changes to its policies on how students are screened as English speaking, which enabled the school system to improve its services.

## TIMELINE & NEXT STEPS FOR EDUCATION AGENCIES

- Fall 2023:* Apply to host PIER Fellow (Send inquiry to: [pier\\_fellowship@gse.harvard.edu](mailto:pier_fellowship@gse.harvard.edu))
- Spring 2024:* Co-develop research proposal and data-use agreement during 3-4 virtual working sessions
- Summer 2024:* Host PIER Fellow for a ten-week, on-site residency to execute the research project
- Fall 2024:* Provide feedback on policy memo; use findings to answer questions and inform decisions

**CONTACT US:** Ashley Dixon, PIER Fellowship Manager, [pier\\_fellowship@gse.harvard.edu](mailto:pier_fellowship@gse.harvard.edu)  
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