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AREAS OF SPECIALIZATION

Education policy, politics, and analysis; organizational learning and improvement; research mobilization; research practice partnerships; bringing to scale social programs and processes for system transformation

EDUCATION

Ph.D., Leadership, Organizations and Policy Studies, Peabody College of Education and Human Development, Vanderbilt University

B.A. with honors, Major: Psychology. Minor: Education, Colgate University

ACADEMIC POSITIONS

- 2018 – Frank A. Daniels, Jr. Endowed Chair and Distinguished Professor of Public Policy and Education, University of North Carolina at Chapel Hill.
- 2015 – 2018 Robena and Walter E. Hussman, Jr. Endowed Chair and Distinguished Professor of Policy and Education Reform, University of North Carolina at Chapel Hill.
- 2011 – 2015 Robena and Walter E. Hussman, Jr. Endowed Chair and Distinguished Associate Professor of Policy and Education Reform, University of North Carolina at Chapel Hill.
- 2008 – 2011 Associate Professor, Department of Educational Leadership and Policy Studies, Florida State University.
- 2002 – 2008 Assistant Professor, Department of Educational Leadership and Policy Studies, Florida State University.

LEADERSHIP POSITIONS

- 2024 – Board Member, Technical Advisory Group. Extending the Reach of the Career and Technical Research Center. (Project Grant: \$3,104,462). State of Florida.
- 2022 – Founder and Program Director, Interprofessional Graduate Certificate in Improvement Science and Implementation. Schools of Education, Government, Medicine, Nursing, Pharmacy, Public Health, and Social Work and the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

- 2022 – Founding Board Member, The North Carolina Early Grades Leadership Collaborative, a Research Practice Partnership. The North Carolina State University, University of North Carolina at Chapel Hill, and early grades leaders from six NC school districts.
- 2022 – Appointed Board Member, Administrative Advisory Board, Adams School of Dentistry, University of North Carolina at Chapel Hill.
- 2019 – Founding Board Member, Improvement Sciences Network (ISN). Funded by the Gates Foundation starting in '24, the network is currently housed at Vanderbilt University. <https://improvementscholars.org/>
- 2021 – Partner, P3 Research Group, North Carolina State University.
- 2021 – 2023 Steering Committee Member, myFutureNC Local Educational Attainment Collaboratives. A project with ncIMPACT funded by the Belk Endowment and Dogwood Trust. Fifteen learning collaboratives throughout North Carolina representing 41 of the state's 100 school districts.
- 2018 – 2021 Inaugural Director of Interprofessional Education for the School of Education, Provost's Office of Interprofessional Education and Practice, University of North Carolina at Chapel Hill.
- 2018 – 2020 Founding Member, RLI@Carolina. An initiative to bring and adapt the Relational Leadership Institute to UNC with four other School IPEP Directors, University of North Carolina at Chapel Hill.
- 2017 – 2019 Chair of the Faculty, School of Education, University of North Carolina at Chapel Hill.
- 2017 – 2018 Chair, Steering Committee. Toward a Carolina Improvement Science Initiative: A Lightning Symposium, University of North Carolina at Chapel Hill.
- 2016 – 2019 Vice President (Division L) and Council Member, American Educational Research Association. Founded in 1916, AERA is a national research society of 25,000 members who advance knowledge about education, encourage scholarly inquiry, and promote the use of research to serve the public good.
- 2011 – 2017; 2023 – 2024 Founder & Program Coordinator, PhD in Education, Policy, Leadership & School Improvement, University of North Carolina at Chapel Hill.
- 2010 – 2013 Associate Director, National Center for Scaling up Effective Schools. The \$13.6 million Center is an IES-funded partnership between Vanderbilt University, The University of North Carolina at Chapel Hill, The Florida State University, The University of Wisconsin–Madison, The Georgia State University, technical assistance specialists, and two of the nation's largest school districts.
- 2008 – 2010 President, Politics of Education Association.
- 2006 – 2011 Program(s) Coordinator, PhD, MA & Certificate in Education Policy and Evaluation, Florida State University.
- 1994 – 1997 Founder & Executive Director, Urban Harmony Movement. A not-for-profit community organization affiliated with the Contemporary A Cappella Society of

America that provides music education to students attending historically underserved schools.

HONORS AND AWARDS

Appointed Member, National Academy of Sciences, Engineering and Medicine, Committee on the Future of Education Research. Washington, DC. (2021 – 2022).

Secondary Academic Appointment, School of Government, University of North Carolina at Chapel Hill. (2020-2022).

Inaugural Excellence in Teaching Award. School of Education, University of North Carolina at Chapel Hill. (2021).

Kenan Senior Faculty Research and Scholarly Leave Award. Office of the Provost, Committee on Research and Scholarly Leaves, University of North Carolina at Chapel Hill. (2020).

Fellow, Network Leaders for Learning, Carnegie Foundation for the Advancement of Teaching, Stanford, CA (2018, 2019, 2020).

Teaching Fellow, Relational Leadership Institute (RLI). PCP and Oregon Health and Sciences University and Primary Care Progress. Cambridge, MA. (2018 – 2021).

Bill and Karen Campbell Faculty Mentor, Eshelman School of Pharmacy, University of North Carolina at Chapel Hill. (2013 – 2019).

Eminent Scholar Mentor, School of Public Policy, University of Maryland, Baltimore County. (2015 – 2017).

Early Career Award (finalist), American Educational Research Association. (2013).

Scholar of Influence, Edu-Scholar Public Influence Rankings, *Education Week*. (Multiple years).

Fellow, Education Policy Institute of Carolina, University of North Carolina at Chapel Hill. (2012 – 2018).

David Colton Award, Politics of Education Association (2010).

Postdoctoral Fellow, Spencer Foundation. Hosting institution: Johns Hopkins University. Awarded and declined (2002).

Dissertation Grant Award, American Educational Research Association (2001).

University Graduate Fellowship for Outstanding Scholarship, Vanderbilt University (1997 – 2001).

B.A. with Honors, Colgate University. Thesis: Computer-based educational testing (1992). Published in the *Journal of Educational Computing Research*.

University Award for Contributions to Psychology. Colgate University, Hamilton, NY. (1992).

Undergraduate Honors Intern, Educational Testing Service, Princeton, NJ. (1990).

University Merit Scholar, N.W. Ayer Foundation, New York, NY. (1988 – 1992).

PUBLICATIONS

Books/Edited Volumes

- Cohen-Vogel, L.**, Bryk, A., Henrich, E., McMahon, K., & Sherer, D. (Under contract). *Learning to Deliver: Realizing the Promise of Deeper Learning through System Transformation*. Harvard Education Press.
- Cohen-Vogel, L.**, Youngs, P. & Scott, J. (Eds.). (2025). *Handbook of Education Policy Research*. Washington, DC: American Educational Research Association.
- Peurach, D., Russell, J., **Cohen-Vogel, L.**, & Penuel, W. (Eds.). (2022). *Foundational Handbook of Improvement Research in Education*. Lanham, MD: Rowman & Littlefield.
- Gamoran, A., **Cohen-Vogel, L.**, Scott, J. (2022). *The Future of Education Research at IES: Advancing an Equity-Oriented Science*. Washington, DC: National Academies of Sciences, Engineering and Medicine.
- Cohen-Vogel, L.** (Ed.). (2019). *Civic Education in 21st Century America*. London, UK: Taylor & Francis.
- Smith, T., Cannata, M., **Cohen-Vogel, L.** & Rutledge, S. (Eds.). (2016). *Effectiveness and Scale in U.S. High Schools*. New York, NY: Teachers College Press.
- Cohen-Vogel, L.**, & Herrington, C. (Eds.). (2005). *The Politics of Teacher and Administrator Training: The Quality Controversy*. Thousand Oaks, CA: Corwin Press, Inc.

Refereed Journal Articles

73. Harrison, C., **Cohen-Vogel, L.**, Feller, T., Simmons, E., & Myers, E. (Under Review). Building district capacity for organizational learning: Nurturing a culture of learning and continuous improvement.
72. Brooks, C.⁺, Domina, T., **Cohen-Vogel, L.**, Springer, M., Carson, C.⁺, & Halpin, P. (Revise & Resubmit). Creating classes: Elementary school classroom assignments and their implications.
71. Little, M., Rowan, R.⁺, Drake, T., White, R., McKenzie, L.⁺, **Cohen-Vogel, L.**, & Yohe, K.⁺. (Revise & Resubmit). School district superintendents' leadership of early childhood education: A national survey.
70. Rowan, R.⁺, Wetoska, N.⁺, **Cohen-Vogel, L.**, Little, M., Drake, T., Gragson, A.⁺, & Yohe, K.⁺. (Under Review). Early grades leadership: Activating the NAESP competencies in principal practice.
69. **Cohen-Vogel, L.**, Little, M., Smith, C.⁺ & Gottfried, M. (Under Review). Demographic and geospatial patterns in public prekindergarten: Understanding who has access to school-based prekindergarten for four-year-olds and who does not.
68. Burchinal, M., Pianta, R., Ansari, A., Bratsch-Hines, M., **Cohen-Vogel, L.**, Stephens, C., Peisner-Feinberg, E., Vitiello, V., & Whittaker, J. (Revise & Resubmit). Pre-kindergarten classroom experiences and child outcomes through first grade.
67. Griffard, M., **Cohen-Vogel, L.** & Little, M. (Under Review). Cross-agency governance of early learning: The case of North Carolina's Birth through Grade 3 Interagency Council.

66. Bratsch-Hines, M., Kuhn, L.,... **Cohen-Vogel, L.**, & Pianta, R. (Under Review). Associations of distal elementary school characteristics with prekindergarten student achievement.
65. Gottfried, M., Kreda, S.⁺, Kim, P.⁺, Little, M., & **Cohen-Vogel, L.** (In Press). Does the “where” matter? School-based Pre-K versus center-based Pre-K and its link to students’ absenteeism. *Early Childhood Education Journal*.
64. Little, M., Gottfried, M., **Cohen-Vogel, L.**, & Kim, P.⁺ (In Press). School-versus Center-based Pre-K: Are there differences in student achievement, executive function, and social-emotional outcomes. *Early Education and Development*.
63. **Cohen-Vogel, L.**, Brooks, C.D., Little, M., Drake, T., Domina, T., Springer, M., Gragson, A., & Cadilla, V. (2025). Is 2nd grade a zone of instructional development for teachers? Rethinking strategic staffing with a mixed methods study of principals’ elementary assignment decisions. *Educational Evaluation and Policy Analysis*.
62. Gottfried, M., Kim, P.⁺, Little, M., & **Cohen-Vogel, L.** (2025). Does going to school-based prekindergarten predict access to disability services in elementary school? *Remedial and Special Education*.
61. Bratsch-Hines, M., Bastain, K., Little, M., **Cohen-Vogel, L.**, Burchinal, M. & Peisner-Feinberg. (2025). Associations of state-funded prekindergarten with early elementary literacy and absenteeism. *Early Childhood Research Quarterly*, 72(3), 250-261
60. Ansari, A., Koziol, N., McCormick, M., Purtell, K., Lin, T., Bratsch-Hines, M., Kuhn, L., Witte, A., Franco-Jenkins, X., Burchinal, M., **Cohen-Vogel, L.**, Conner, C., Hsueh, J., Iruka, I., Justice, L., Knoche, L., Peisner-Feinberg, E., Pianta, R., Sheridan, S., Vandell, D., Vitiello, V., Weiland, C. & Whittaker, J. (2025). Associations between school characteristics and learning gains for pre-K attenders and non-attenders: Important constructs, limited evidence. *Early Childhood Research Quarterly*, 72, 182-194.
59. Little, M., Drake, T., **Cohen-Vogel, L.**, Grayson, A.⁺ & Cadilla, V.⁺ (2024). Principal leadership of pre-k programs in elementary schools: Evidence from North Carolina. *Educational Policy*. <https://doi.org/10.1177/08959048241271365>
58. **Cohen-Vogel, L.**, Harrison, C., Rose Socol, A., Xing, Q., Edwards, T. & Carson, C.⁺ (2024). Warrants for action: An agenda for improvement research in education. *American Journal of Education*, 130(4), 519–553.
57. Little, M., Bastian, K., **Cohen-Vogel, L.**, Bratsch-Hines, M., Burchinal, M. & Peisner-Feinberg. (2024). Is skill heterogeneity in kindergarten classrooms associated with the persistence of pre-k gains? Evidence from the IES Early Learning Network. *Early Childhood Research Quarterly*, 68, 35–44.
56. Drake, T., Little, M. & **Cohen-Vogel, L.** (2023). What shapes principals' early childhood leadership practices? A mixed-methods study of North Carolina school leadership. *Leadership & Policy in Schools*, 1-22. <https://doi.org/10.1080/15700763.2023.2277270>
55. Bezdek, K.⁺, Little, M., **Cohen-Vogel, L.**, Bratsch-Hines, M. & Burchinal, P. (2023). Transition practices of rural pre-k and kindergarten teachers and their relations to children’s academic and social skills. *Early Education and Development*, 34(2), 426-448.

54. Bratsch-Hines, M., **Cohen-Vogel, L.**, Little, M.H. & Lindsay, C. (2022). Teacher-child race match from prekindergarten through first grade: Understanding early exposure and learning outcomes. *Early Childhood Research Quarterly*.
53. Griffard, M.⁺, Sadler, J., Little, M. & **Cohen-Vogel, L.** (2022). Governing early learning among the American States. *Children and Youth Services Review*.
52. Little, M., Drake, T., **Cohen-Vogel, L.** & Eagle, J.⁺ (2022). When school doesn't start at age five: Elementary principal leadership of pre-k programs in schools. *Elementary School Journal*.
51. Burchinal, M., Foster, T.⁺, **Cohen-Vogel, L.**, Peisner-Feinberg, E. & Bratsch-Hines, M. (2022). Examining three hypotheses for pre-kindergarten fade-out. *Developmental Psychology*, 58(3), 453-482.
50. **Cohen-Vogel, L.**, Little, M., Jang, W.⁺, Burchinal, M. & Bratsch-Hines, M. (2021). A missed opportunity? Instructional content redundancy in pre-k and kindergarten. *AERA Open*.
49. Merrill, B.⁺, **Cohen-Vogel, L.**, Little, M.⁺, Sadler, J.⁺, & Lee, K.⁺ (2020). "Quality" assurance features in state-funded early childhood education. *Children and Youth Services Review*, 113(c).
48. **Cohen-Vogel, L.**, Sadler, J.⁺, Little, M., Merrill, B.⁺ & Curran, F.C. (2020). The politics of policy change in pre-k education among the American states: An event history analysis. *Educational Policy*, 36(6), 1407-1439.
47. Little, M.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, & B. Merrill⁺. (2020). Moving kindergarten entry assessments from policy to practice: Evidence from North Carolina. *Early Education and Development*, 31 (5).
46. **Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺ & Merrill, B.⁺ (2020). (Mis)Alignment of instructional policy supports in pre-k and kindergarten: Evidence from rural districts in North Carolina. *Early Childhood Research Quarterly*, 52(b).
45. Harrison, C.⁺, Wachen, J. ⁺, Brown, S.⁺ & **Cohen-Vogel, L.** (2019). A view from within: Lessons learned from doing continuous improvement research. *Teachers College Record*, 121.
44. **Cohen-Vogel, L.**, Little, M.⁺ & C. Fierro. (2019). Evidence-based staffing in high schools: Using student achievement data in teacher hiring, evaluation, and assignment. *Leadership and Policy in Schools*, 18(1), 1-34.
43. **Cohen-Vogel, L.** (2019). Civic education and the paradox of political participation. *Peabody Journal of Education*, 94 (1).
42. Little, M.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺ & Merrill, B.⁺ (2019). Data-driven decision making in early education: Evidence From North Carolina's Pre-K program. *Education Policy Analysis Archives*, 27 (18).
41. **Cohen-Vogel, L.**, Allen, D.⁺, Rutledge, S., Harrison, C., Cannata, M. & T. Smith. (2018). The dilemmas of research-practice partnerships: Implications for leading continuous improvement in education. *Journal of Research on Organization in Education*, 2(1).

40. Curran, C., Little, M.⁺, **Cohen-Vogel, L.**, & T. Domina. (2018). Does using school readiness assessments for class placements lead to academic sorting in kindergarten? *Educational Policy*, 34(3), 518-547.
39. Osborne-Lampkin, L., **Cohen-Vogel, L.**, L. Feng, & J. Wilson.⁺ (2018). Researching collective bargaining agreements: Building conceptual understandings in an era of declining union power. *Educational Policy*, 32(2), 152-188.
38. Tichnor-Wagner, A.⁺, Allen, D.⁺, Socol, A.R.⁺, **Cohen-Vogel, L.**, Rutledge, S., & Xing, Q.⁺ (2018). Studying implementation within a continuous improvement process: What happens when we design with adaptations in mind? *Teachers College Record*, 120 (5).
37. Cannata, M., **Cohen-Vogel, L.**, & Sorum, M. (2017). Partnering for improvement: Improvement communities and their role in scale up. *Peabody Journal of Education*, 92 (5), 569–588
36. Little, M.⁺ & **Cohen-Vogel, L.** (2017). Ready for school? Assessing America's kindergartners. *Teachers College Record* at <http://www.tcrecord.org/>
35. Tichnor-Wagner, A.⁺, Wachen, J.⁺, Cannata, M. & **Cohen-Vogel, L.** (2017). Continuous improvement in the public school context: Understanding the implementation of Plan-Do-Study-Act cycles. *Journal of Educational Change*, 18(4), 465-494.
34. Wachen, J.⁺, Harrison, C.⁺, & **Cohen-Vogel, L.** (2017). Data use as instructional reform: Exploring educators' reports of classroom practice. *Leadership and Policy in Schools*, 17(2), 296-325.
33. Little, M.⁺ & **L. Cohen-Vogel.** (2016). Too much too soon? An analysis of the discourses used by policy advocates in the debate over early childhood education. *Education Policy Analysis Archives*, 24 (106).
32. Little, M.⁺, **Cohen-Vogel, L.** & F. C. Curran. (2016). Facilitating the transition to Kindergarten: What ECLS-K data tell us about school practices then and now. *AERA Open*, 2 (3), 1–18
31. **Cohen-Vogel, L.**, Cannata, M., Rutledge, S.A., & Socol, A.R.⁺ (2016). A model of continuous improvement in high schools: A process for research, innovation design, implementation, and scale. *Teachers College Record*, 118 (14), 1-26.
30. Tichnor-Wagner, A.⁺, Harrison, C.⁺, & **Cohen-Vogel, L.** (2016). Cultures of learning in effective high schools. *Education Administration Quarterly*, 52 (4), 602–642
29. Cannata, M., **Cohen-Vogel, L.**, Rutledge, S. & Smith, T. (2016). Design and implementation of high school reform—Perspectives from research and practice. *Teachers College Record*, 118 (13), 1-18.
28. Rutledge, S., **Cohen-Vogel, L.**, Roberts, R.⁺ & Osborne-Lampkin, L. (2015). Understanding effective high schools: Evidence for personalization for academic and social emotional learning. *American Educational Research Journal*, 52 (6), 1060-1092.

27. **Cohen-Vogel, L.**, Tichnor-Wagner, A.⁺, Allen, D.⁺, Harrison, C.⁺, Kainz, K., Rose Socol, A.⁺, & Xing, Q.⁺ (2015). Implementing educational innovations at scale: Remaking researchers into improvement scientists. *Educational Policy*, 29 (1), 257-277.
26. MidKiff, B.⁺ & **Cohen-Vogel, L.** (2015). Understanding local instructional responses to federal accountability mandates: A typology of extended learning time. *Peabody Journal of Education*, 90 (1), 9-26.
25. LaVenia, M.⁺, **Cohen-Vogel, L.** & Lang, L. (2015). The Common Core State Standards Initiative: An event history analysis of state adoption. *American Journal of Education*, 121 (2), 145-182.
24. Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2014). "Spreading the wealth": How principals use performance data to populate classrooms. *Leadership and Policy in Schools*, 13 (2), 188–208.
23. **Cohen-Vogel, L.**, Feng, L. & Osborne-Lampkin, L. (2013). Seniority provisions in collective bargaining agreements and the "teacher quality gap." *Educational Evaluation and Policy Analysis*, 35 (3), 324-343.
22. **Cohen-Vogel, L.** & Harrison, C.⁺ (2013). Leading with data: Evidence from the National Center on Scaling Up Effective Schools. *Leadership and Policy in Schools*, 12 (2), 122-145.
21. Hauptli, M.⁺ & **Cohen-Vogel, L.** (2013). The federal role in education from Johnson through Obama: A policy regimes analysis. *American Journal of Education*, 119 (3), 373-404.
20. Harrison, C.⁺ & **Cohen-Vogel, L.** (2012). The politics of teacher reform in Florida: Analyzing causal narratives surrounding state adoption of performance-based evaluations, performance pay, and tenure elimination. *Peabody Journal of Education*, 87 (5), 517-534
19. Venters, M.⁺, Hauptli, M.⁺ & **Cohen-Vogel, L.** (2012). Federal solutions to school fiscal crises: Lessons from Nixon's failed national sales tax for education. *Educational Policy*, 26 (1), 35-57.
18. **Cohen-Vogel, L.** (2011). Staffing to the test: Are today's school personnel practices evidence based? *Educational Evaluation and Policy Analysis*, 33 (4), 483-505.
17. Cha, S.⁺ & **Cohen-Vogel, L.** (2011). Why they quit: a focused look at teachers who leave for other occupations. *School Effectiveness and School Improvement*, 22 (4), 371–392.
16. Kalifeh, P.⁺, **Cohen-Vogel, L.**, & Grass, S.⁺ (2011). The federal role in early childhood education: Evolution in the goals, governance, and policy instruments of Project Head Start. *Educational Policy*, 25 (1), 36-64.
15. **Cohen-Vogel, L.**, Goldring, E. & Smrekar, C. (2010). The influence of local conditions on social service partnerships, parent involvement and community building in neighborhood schools. *American Journal of Education*, 117 (1), 1-28.
14. **Cohen-Vogel, L.** & Rutledge, S.A. (2009). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. *Teachers College Record*, 111(13), 70-103.

13. **Cohen-Vogel, L.**, Ingle, K. ⁺, Albee, A. ⁺ & Spence, M. ⁺ (2008). The “spread” of merit-based college aid: Politics, policy consortia and interstate competition. *Educational Policy*, 22 (3), 339-362.
12. Ingle, K. ⁺, **Cohen-Vogel, L.** & Hughes, R. ⁺ (2007). The public policy process among Southeastern states: Elaborating theories of regional adoption and hold-out behavior. *Policy Studies Journal*, 36 (1), 607-628.
11. **Cohen-Vogel, L.** & Ingle, K. ⁺ (2007). When neighbors matter most: Innovation, diffusion and state policy adoption in tertiary education. *Journal of Education Policy*, 22 (3), 241–262.
10. **Cohen-Vogel, L.** & Osborne-Lampkin, L. ⁺ (2007). Allocating quality: Collective bargaining agreements and administrative discretion over teacher assignment. *Educational Administration Quarterly*, 43 (5), 433-461.
9. **Cohen-Vogel, L.** & Smith, T. (2007). Qualifications and assignments of alternatively certified teachers: Testing core assumptions. *American Educational Research Journal*, 44 (3), 732-753.
8. **Cohen-Vogel, L.** & Hunt, H. ⁺ (2007). Governing quality in teacher education: Deconstructing federal text and talk. *American Journal of Education*, 114 (1), 137-163.
7. Goldring, E., **Cohen-Vogel, L.** & Smrekar, C. (2006). Neighborhood capacity in the postbusing era: What does “closer to home” really mean for families and schools? *American Journal of Education*, 112 (3), 335-362.
6. **Cohen-Vogel, L.** (2005). Federal role in teacher quality: “Redefinition” or policy alignment? *Educational Policy*, 19 (1), 18-43.
5. **Cohen-Vogel, L.** & Herrington, C. (2005). Teacher and leadership preparation and development: No stranger to politics. *Educational Policy*, 19 (1), 5-17.
4. **Cohen-Vogel, L.** (2003). Coupling public school choice and accountability: Implications for school governance. *Peabody Journal of Education*, 78 (4), 4-28.
3. Smrekar, C. & **Cohen-Vogel, L.** (2001). The voices of parents: Rethinking the intersection of family and schools, *Peabody Journal of Education*, 76 (2), 75-100.
2. **Cohen-Vogel, L.** & Cohen-Vogel, D. (2000). School finance reform in Tennessee: Inching towards adequacy. *Journal of Education Finance*, 26 (3), 297-317.
1. **Cohen-Vogel, L.** (Published under nee Vogel). (1994). Explaining performance on p&p versus computer mode of administration for the verbal section of the Graduate Record Exam. *Journal of Educational Computing Research*, 11 (4), 369-383.

Journal Articles, Other

- Kainz, K., **Cohen-Vogel, L.** & Harrison, C. ⁺ (2015). The mighty middle: Improving teaching through continuous improvement means concentrating on the majority of teachers, not just the ‘bad apples’ and high achievers. *American School Board Journal*.

Chapters in Refereed Annuals and Handbooks

- Cohen-Vogel, L.,** Rutledge, S., Peurach, D., Russell, J., Hinnant-Crawford, B., & Harrison, C. (2025). Improvement research in education: Charting a policy pathway to a deeper research enterprise. In Cohen-Vogel, L., Youngs, P., & Scott, J. (Eds.), *Handbook of Education Policy Research* (pp. 397-416). American Educational Research Association.
- Cohen-Vogel, L.,** Youngs, P., & Scott, J. (2025). A compilation of methods, logics, and findings from education policy research. In Cohen-Vogel, L., Youngs, P., & Scott, J. (Eds.), *Handbook of Education Policy Research* (pp. 1-18). American Educational Research Association.
- Cohen-Vogel, L.,** Harrison, C. & Cohen-Vogel, D. (2022). On teams: The social organization of improvement research in education. In Peurach, D., Russell, J., Cohen-Vogel, L., & Penuel, W. (Eds.), *Foundational Handbook of Improvement Research in Education*. Lanham, MD: Rowman & Littlefield.
- Peurach, D. & **Cohen-Vogel, L.** (2022). Building a field of improvement research in education. In Peurach, D., Russell, J., Cohen-Vogel, L., & Penuel, W. (Eds.), *Foundational Handbook of Improvement Research in Education*. Lanham, MD: Rowman & Littlefield.
- Ingle, W. & **Cohen-Vogel, L.** Power, politics, and hegemony. (2020). In R. Papa (Ed.), *Oxford Encyclopedia of Educational Administration*. New York, NY: Oxford University Press.
- Cohen-Vogel, L.,** Harrison, C. & Griffard, M.⁺ (2019). Organizing for continuous improvement in education: Networks, RPPs, and other forms of collaborative problem solving. In D. Peurach and J. Russell (Eds.). *Oxford Bibliographies in Education*. New York, NY: Oxford University Press.
- McLendon, M., **Cohen-Vogel, L.** & Wachen, J.⁺ (2014). Understanding education policymaking and policy change in the American states: Learning from contemporary policy theory. In B.S. Cooper, L. Fusarelli, and J. Cibulka (Eds.), *Handbook of Educational Politics and Policy* (2nd edition). Oxford, UK: Routledge, Taylor & Francis.
- Cohen-Vogel, L.** & McLendon, M. (2009). New approaches to understanding federal involvement in education. In D. Plank, G. Sykes, and B. Schneider (Eds.), *Handbook of Education Policy Research* (pp. 735-748). A Handbook for the American Educational Research Association. Mahwah, NJ: Lawrence Erlbaum.
- Cohen-Vogel, L.** & Rutledge, S. (2009). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. In R. Crowson, and E. Goldring (Eds.), *The New Localism in American Education: The Yearbook of the National Society for the Study of Education*, Volume 108, (pp. 70-103). Chicago: University of Chicago Press.
- Smrekar, C., **Cohen-Vogel, L.** & Lee, J.⁺ (2009). Mapping family-school relations in comprehensive school reform models and charter school designs: A call for a new research agenda. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook on School-Family Partnerships for Promoting Student Competence* (pp. 380-406). Oxford, UK: Routledge, Taylor & Francis Group.

McLendon, M., & **Cohen-Vogel, L.** (2008). Understanding educational policy-making in the American states: Lessons from political science. In B.S. Cooper, L. Fusarelli, and J. Cibulka (Eds.), *Handbook of Educational Politics and Policy* (pp. 30-51). Oxford, UK: Routledge, Taylor & Francis.

Chapters in Edited Books

Springer, M, Halpin, P., Springer, J., Stuit, D., **Cohen-Vogel, L.**, & Brooks, C.⁺ (2022). Disproportional assignment: The need for strategic student-teacher rostering practices. In T. Downes & K. Kileen (Eds.), *Recent Advancements in Education Finance and Policy*. Charlotte, NC: InfoAge.

Cohen-Vogel, L., Osborne-Lampkin, L. & Houck, E. (2013). New data, old patterns: The role of test scores in student assignment. In D. Anagnostopoulos, S.A. Rutledge, and R. Jacobsen (Eds.), *The Infrastructure of Accountability: Mapping Data Use and its Consequences* (pp. 129-144). Cambridge, MA: Harvard Education Press.

Book Reviews

Tichnor-Wagner, A. & **Cohen-Vogel, L.** (2015). Fear and Learning in America - Bad Data, Good Teachers, and the Attack on Public Education by John Kuhn. *Teachers College Record*.

Cohen-Vogel, L. (2003). Schools, Vouchers, and the American Public by Terry M. Moe, Washington, DC: Brookings Institution Press. *Journal of Education for Students Placed at Risk*, 8(4), 451-455.

Cohen-Vogel, L. (2003). Charters, Vouchers & Public Education edited by Paul E. Peterson and David E. Campbell, Washington, DC: Brookings Institution Press. *Journal of Education for Students Placed at Risk*, 8(4), 451-455.

White Papers

Cohen-Vogel, L., Century, J. & Sherer, D. (2022). *A Framework for Scaling for Equity*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching

Research Reports

Springer, M., **Cohen-Vogel, L.**, Domina, T., Halpin, P., Springer, J., & Stuits, D. (2025). Evidence-Informed Assignment of Students and Teachers to Classrooms: A Pilot Study of the Equitable Rostering Solution. Final Report to Institute for Education Sciences – Equitable Rostering Solution project.

Harrison, C. & **Cohen-Vogel, L.** (2024). Building Capacity for Learning and Improvement in PCS: Report from Year Three of the Recruit, Retain, and Reward (R3) Project. Greenville, NC: Pitt County Schools.

Cohen-Vogel, L., Edwards, T.⁺, Harrison, C.⁺, Rutledge, S.A. & Tichnor-Wagner, A.⁺ (2015). Implementation and Early Outcomes in Innovation Schools: Final Report of the National Center for Scaling up Effective Schools. Nashville, TN: National Center for Scaling up Effective Schools.

- Rutledge, S., **Cohen-Vogel, L.** & Osborne-Lampkin, L. (2012). Identifying the characteristics of effective schools: Report from Year One of the National Center for Scaling up Effective Schools. Nashville, TN: National Center for Scaling up Effective Schools.
- Rutledge, S., **Cohen-Vogel, L.**, Smith, T., Cannata, M. & Osborne-Lampkin, L. (2012). Effective high schools: District innovation design team report. Nashville, TN: National Center for Scaling up Effective Schools.
- Cohen-Vogel, L.**, Rutledge, S. & Osborne-Lampkin, L. (2011). The practices, programs and policies of higher and lower value-added schools. Nashville, TN: National Center for Scaling up Effective Schools.

Public Scholarship/Creative Activity (Selected)

- Little, M., **Cohen-Vogel, L.** & T. Drake. (2022). *Principals support early education programs in schools, but need support to lead them effectively*. Invited Article: New America.
- Cohen-Vogel, L.** (Featured Guest). (2016). A PBS Documentary: *Continuous Improvement in Education*. Detroit, MI: Detroit Public Broadcasting.
- Harrison, C., **Cohen-Vogel, L.**, Traeger, D. & B. Fatout. (2016). *Lessons from a research-practice partnership: Achieving depth and sustainability through authentic partnership*. Invited blog series: National Center for Research in Policy and Practice.
- Cohen-Vogel, L.**, Harrison, C. Traeger, D. & B. Fatout. (2015). *Lessons from a research-practice partnership: The importance of building from evidence of local success*. Invited blog series: National Center for Research in Policy and Practice.
- Cohen-Vogel, L.** & L. Osborne-Lampkin. (2014). “Spreading the wealth”: Populating classrooms in the age of performance-based accountability. Invited blog: Policy Analysis for California Education (PACE).
- Cohen-Vogel, L.** (Executive Producer). (2009). Film: *The Politics of Education: Building a Legacy*. Premiered on the 40th anniversary of the Association, San Diego, CA.

Publicly Featured Scholarship (Selected since 2021)

- National Science Foundation (2023). Dear Colleague Letter: Supporting Knowledge Mobilization in PreK-12 Education. Citing the NASEM Report I co-authored, the letter calls for proposals that take up the report’s recommendations to study the mobilization of STEM knowledge in PreK-12 classrooms. <https://www.nsf.gov/pubs/2023/nsf23078/nsf23078.jsp>
- U.S. Congress, Public Law 117–103, the Consolidated Appropriations Act (2022). The Senate Appropriation Committee has instructed IES to provide “a timeline and major milestones” for when IES will implement key elements of recommendations from the NASEM Report on which I served as author, “The Future of Education Research at IES.”
- Study Finds Factors that Influence States’ Adoption of Pre-K Programs. (2022). Early Learning Network Blog. Lincoln, NE: University of Nebraska.
- UNC initiative finds educational disruption a top concern resulting from COVID-19. (2022). WRAL.

Childcare and Pre-K Expansion: Consensus or Polarization? (2021). The Science of Politics Podcast. Washington, DC: The Niskanen Center

Manuscripts in Progress

Qiu, P.⁺, **Cohen-Vogel, L.**, & Wetoska, N.⁺ Improvement research penetration in state education agencies.

Harrison, C., Curran, F.C., & **Cohen-Vogel, L.** Outreach or inreach? Tracking the National Academies Report on the Future of Education Research to understand dissemination through Twitter's public square.

Kearny, C.⁺, Griffard, M.R.⁺, **Cohen-Vogel, L.** & Kolbe, T. Pandemic backlash: Educational implications of increased legislative oversight of emergency executive powers.

Invited Talks (Recent) & Testimony

Cohen-Vogel, L. & Qiu, P. (2025, June). The Penetration of Improvement Research into K12 State Education Agencies. Improvement Scholars Network. Nashville, TN. (Virtual.)

Cohen-Vogel, L. (2024, November). Deploying Relational Leadership for Knowledge Mobilization in Schools and Districts. Annual Relational Leadership Symposium. Chapel Hill, NC.

Cohen-Vogel, L., & Little, M. (2024, September). Rebuilding After Covid-19: What's the Promise for Investing in Pre-K? Crane Center for Early Childhood Research and Policy, Ohio State University.

Cohen-Vogel, L. (2024, July). Understanding the Potential of School-Based Prekindergarten for Four-Year-Olds. Oxford University, England.

Little, M., Drake, T., & **Cohen-Vogel, L.** (2023, November). Co-Designing the Leadership for Early Education Development (LEED) System. Early Grades Collaborative: An RPP, Raleigh, NC.

Cohen-Vogel, L. (2023, April). From Root Causes to Drivers of Improvement. Early Grades Collaborative: An RPP, Raleigh, NC.

Cohen-Vogel, L. (2023, March). Unfulfilled Early Grades Leadership: Conducting a Root Cause Analysis. Early Grades Collaborative: An RPP, Raleigh, NC.

Cohen-Vogel, L. (2023, March). Appreciative Framing: What does Effective Early Grades Leadership Look Like? Early Grades Collaborative: An RPP, Raleigh, NC.

Little, M., **Cohen-Vogel, L.** & Drake, T. (2023, January). Early Education Leadership in North Carolina: Findings from a Statewide Survey. North Carolina Department of Public Instruction and Department of Health and Human Services. Virtual/Raleigh, NC.

Bratsch-Hines, M., **Cohen-Vogel, L.** & Seifer, R. (2022, December). Pre-K Participation and Impact Sustainability. Early Learning Network Forum: Equitable and Effective Early Learning Opportunities: Research, Practice and Policy Considerations. Institute for Education Sciences and University of Nebraska. Washington, DC.

Cohen-Vogel, L. (2022, December). Getting a Closer Look: Tools of System Improvement. Behind the Curtain: Reaching Two Million by 2030. New Bern, NC.

- Little, M., Drake, T. & **Cohen-Vogel, L.** (2022, December). Pre-K Leadership in North Carolina. Public Webinar, with support from the Belk Foundation. Virtual.
- Cohen-Vogel, L.** (2022, December). Achieving Sustainability in Community Collaboratives. Workshop for MyFutureNC and ncIMPACT. New Bern, NC.
- Cohen-Vogel, L.** (2022, October). State Governance Reforms in Early Learning: Inching towards Alignment. Early Childhood Series, U.S. Department of Education.
- Cohen-Vogel, L.** & R. Morse (2022, June). Driving Transformation through Theories of Improvement: Refining Action Plans in Community Collaboratives. Presentation for MyFutureNC and ncIMPACT. Asheville, NC.
- Cohen-Vogel, L.** & R. Morse (2022, June). Coaching Leaders toward Impact in Community Collaboratives. Workshop for MyFutureNC and ncIMPACT. Asheville, NC.
- Cohen-Vogel, L.** (2022, March). Moving from Vision to Action: Doing Root Cause Analysis to Consider Next Steps in Community Collaboratives. Workshop for MyFutureNC and ncIMPACT. Chapel Hill, NC.
- Cohen-Vogel, L.** & Morse, R. (2021, October). Promoting Teamwork and Collaborative Practice in Local Education Collaboratives. Presentation for MyFutureNC and ncIMPACT. (Virtual due to COVID-19).
- Morse, R. & **Cohen-Vogel, L.** (2021, October). Stakeholder Engagement and Engaging for Equity within Local Education Collaboratives. Presentation for MyFutureNC and ncIMPACT. (Virtual due to COVID-19).
- Cohen-Vogel, L.** & Morse, R. (2021, August). Mapping Network Standards and Community Assets within Local Education Collaboratives. Presentation for MyFutureNC and ncIMPACT. (Virtual due to COVID-19).
- Cohen-Vogel, L.** (2021, August). Developing a Common Agenda & Framing Question to Guide Your Work in Local Education Collaboratives. Presentation for MyFutureNC and ncIMPACT. (Virtual due to COVID-19).
- Cohen-Vogel, L.** (2021, June). Moving towards Change: Combing Strategic Doing and Collective Impact. Presentation for MyFutureNC and ncIMPACT. (Virtual due to COVID-19).
- Cohen-Vogel, L.**, Century, J., & Sherer, D. (2021). A framework for scaling for equity. Social Learning Seminars, Carnegie Foundation for the Advancement of Teaching. Stanford, CA. (Virtual due to COVID-19).
- Peurach, D., Russell, J., **Cohen-Vogel, L.**, Penuel, W., Cannata, M., Daly, A., Datnow, A., Eddy-Spicer, D. (2021). The Improvement Scholars Network & a foundational handbook on improvement research in education. Summit on the Improvement of Education. San Francisco, CA. (Virtual due to COVID-19).
- Cohen-Vogel, L.** (2019). Vice Presidential Address – Developments in education policy research: Building a scholarship of improvement. Annual meeting of the American Educational Research Association, Toronto, Canada.

- Cohen-Vogel, L.** (2019). Rural Schools Partnerships. Provosts Panel on Rural Partnerships, University of North Carolina at Chapel Hill. Chapel Hill, NC.
- Cohen-Vogel, L.** (2019). Improvement Science as a Driver for Social Equity: A Professional Development Workshop. School of Education, University of North Carolina at Chapel Hill. Chapel Hill, NC.
- Cohen-Vogel, L.** (2019). Building an Improvement Science Handbook: A workshop. Co-editor and session leader. The Academic Symposium at the Improvement Summit, Carnegie Foundation for the Advancement of Teaching. San Francisco, CA.
- Cohen-Vogel, L., Ammerman, A. & Kainz, K.** (2018). What next? Working together to create a roadmap for change. School Safety and Wellbeing Summit, University of North Carolina at Chapel Hill. Chapel Hill, NC.
- Cohen-Vogel, L.** (2018). Collective impact: Using data and practice-based evidence for school improvement. Central Carolina Regional Education Service Alliance, Raleigh, NC.
- Cohen-Vogel, L.** (2018). Advancing continuous learning and improvement: A workshop. A participant and table leader. The Academic Symposium at the Improvement Summit, Carnegie Foundation for the Advancement of Teaching. San Francisco, CA.
- Cohen-Vogel, L. & Kainz, K.** (2017, June). Learning to improve: Evidence and improvement science. Global Implementation Conference, Toronto, Canada.
- Cohen-Vogel, L.** (2017, May). The dilemmas of research-practice partnerships: Implications for improving high schools. Beck Conference: Improving Urban Secondary Schools. University of Minnesota, Minneapolis, MN.
- Cohen-Vogel, L.** (2017, May). Keynote Address – Improving our efforts: What does it take to change a system? Toward an Improvement Science Initiative Conference. Chapel Hill, NC.
- Cohen-Vogel, L.** (2017, May). Implementation at scale: A four-stage model of improvement. Toward an Improvement Science Initiative Conference. Chapel Hill, NC.
- Cohen-Vogel, L.** (2017, April). AERA Presidential Session: Dialogues across systems that support students and families: The urgency to teach, protect, and reduce vulnerability. Annual meeting of the American Educational Research Association, San Antonio, TX.
- Cohen-Vogel, L.** (2017, April). Building bridges from research to policy: How can Division C researchers work more effectively with policy professionals? Annual meeting of the American Educational Research Association, San Antonio, TX.
- Cohen-Vogel, L.** (2016, October). Election 2016: Debating the Issues. Wake Forest University, Winston Salem, North Carolina.
- Cohen-Vogel, L.** (2016, October). Continuous improvement: The next generation of education research? Eminent Scholar Lecture, University of Maryland, Baltimore County.
- Cohen-Vogel, L.** (2016, June). Using improvement research with North Carolina's lowest-performing schools. The Public School Forum. Raleigh, NC.

- Cohen-Vogel, L.** (2016, June). Where do we go from here? Continuous improvement and social science research firms. MDRC. New York, NY.
- Cohen-Vogel, L.,** Easton, J., Goldring, E. & B. Jacob. (2016, March). Improvement science and traditional research paradigms: Bridging the divide to advance evidence-based policy, programs, and practices. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Cohen-Vogel, L.** (2015, October). Opportunities and dilemmas of partnering for continuous improvement. National Conference on Using Continuous Improvement to Integrate Design, Implementation, and Scale Up. Nashville, TN. October, 2015.
- Rutledge, S. & **L. Cohen-Vogel.** (2015, June). Leveraging personalization for academic and social emotional learning. Summer Institute, National Center for Scaling up Effective Schools and Broward County Public Schools. Fort Lauderdale, FL.
- Bryk, A., **Cohen-Vogel, L.,** Penuel, B. and C. Snow. (2014, September). Invited Session – Improving teacher effectiveness and design-based implementation research: Finding common ground for practice & research. Annual meeting of the Society for Research on Educational Effectiveness (SREE). Washington, DC.
- Cohen-Vogel, L.,** Kainz, K. & C. Harrison⁺. (2014, September). Improving at scale: Illustrations and critique. Center for Developmental Science, Carolina Consortium for Human Development (University of North Carolina at Chapel Hill, North Carolina State University, Duke University, and University of North Carolina at Greensboro.)
- Bryk, A., **Cohen-Vogel, L.,** Penuel, B. & T. Smith (2014, April). Presidential Invited Session – Climbing out of the ivory tower: New forms of research-practice partnerships. Annual meeting of the American Educational Research Association. Philadelphia, PA.
- Cohen-Vogel, L.,** Harrison, C.⁺ & K. Kainz. (2014, March). Research for continuous improvement in education. Dean’s Symposium, North Carolina State University.
- Cohen-Vogel, L.,** Kainz, K. & C. Harrison⁺. (2013, November). Emerging issues in education: Partnering for continuous improvement research. Research Symposium: Education for a New Era, University of North Carolina at Chapel Hill.
- Kainz, K. & **Cohen-Vogel, L.** (2013, October). Improvement science: Origins, articulations, and applications. Frank Porter Graham Child Development Institute.
- Cohen-Vogel, L.,** Harrison, C.⁺ & K. Kainz. (2013, March). Continuous improvement and educational research. School of Education, University of North Carolina at Chapel Hill.
- Cohen-Vogel, L.** (2013, January). Measuring teacher performance. North Carolina School Boards Association. Raleigh, NC.
- Cohen-Vogel, L. & C. Harrison⁺** (2012, June). Systematic use of data in schools: Evidence from the National Center on Scaling up Effective Schools. Achieving Success at Scale: Research on Effective High Schools Conference. Nashville, TN.
- Cohen-Vogel, L.** (2011, May). Staffing to the test. University of Washington. Seattle, WA.

Cohen-Vogel, L. (2010, April). Has school staffing become evidence-based? Vanderbilt University. Nashville, TN.

Cohen-Vogel, D. & **Cohen-Vogel, L.** (1999). Expert Testimony: School finance adequacy in TN. Tennessee General Assembly. Nashville: TN.

Refereed Conference Proceedings

Bryk, A., **Cohen-Vogel, L.**, Henrich, E., McMahon, K. & Sherer, D. (alphabetical) (2025). Delivering deeper learning at scale: A system transformation framework. Annual meeting of the American Educational Research Association. Denver, CO.

Gottfried, M., Kreda, S., **Cohen-Vogel, L.**, & Little, M. (2025). Does location matter? School Pre-K versus center Pre-K and its link to elementary school absenteeism. Annual meeting of the American Educational Research Association. Denver, CO.

Ward, C., **Cohen-Vogel, L.** & Farmer, S. (2025). Using implementation science to advance rural education research. Annual meeting of the American Educational Research Association. Denver, CO.

Harrison, C., **Cohen-Vogel, L.**, Feller, T., Myers, E. & Simmons, E. (2025). Building district capacity for organizational learning: The importance of nurturing a culture of learning and continuous improvement. Annual meeting of the American Educational Research Association. Denver, CO.

Springer, M., Springer, J., Dyson, S., **Cohen-Vogel, L.**, ... (2025). Pilot project on evidence-informed classroom assignment. Annual meeting of the Association of Education Finance and Policy. Washington, DC.

Gottfried, M., Kreda, S., **Cohen-Vogel, L.**, & Little, M. (2025). Prekindergarten Settings and Associations with Absences during Elementary School. Annual meeting of the Association of Education Finance and Policy. Washington, DC.

Myers, E., Smith, S., Simmons, E., & **Cohen-Vogel, L.** (2024). Creating conditions so equity can thrive. Annual meeting of the Carnegie Foundation for the Advancement of Teaching: The Improvement Summit. San Diego, CA.

Cohen-Vogel, L., Feller, T., Harrison, C., & Simmons, E. (2024). School districts that learn: Building an organizational improvement ecosystem from the inside out. Annual meeting of the Carnegie Foundation for the Advancement of Teaching: The Improvement Summit. San Diego, CA.

Little, M., **Cohen-Vogel, L.**, & Gottfried. (2024). Nationally-representative evidence on the association between school-based Pre-K and student outcomes. Annual meeting of the American Educational Research Association. Philadelphia, PA.

Gottfried, M., Little, M. & **Cohen-Vogel, L.** (2023). School-based Pre-Kindergarten: Can eliminating a common transition point improve school readiness for students with disabilities? Annual meeting of the Society for Research on Educational Effectiveness. Washington, DC.

- Gottfried, M., Little, M., & **Cohen-Vogel, L.** (2023). Does School-based Pre-K Smooth Transitions for Students with Disabilities? Annual meeting of the Association for Public Policy Analysis & Management, Washington, DC.
- Little, M., Bastian, K., **Cohen-Vogel, L.** & Bratsch-Hines, M. (2023). Is skill heterogeneity in Kindergarten classrooms associated with the persistence of Pre-K gains? Evidence from the IES Early Learning Network. Annual meeting of the Society for Research on Educational Effectiveness. Washington, DC.
- Drake, T., Little, M., **Cohen-Vogel, L.**, Gragson, A., Cadilla, V. (2023). What Shapes Educators' Early Childhood Leadership Practice? A Mixed-Methods Study of North Carolina School Leaders. Annual Meeting of the American Educational Research Association. Chicago, IL.
- Little, M., Drake, T., **Cohen-Vogel, L.**, Gragson, A., Cadilla, V. (2023). Early Education Leadership in North Carolina. Annual Meeting of the American Educational Research Association. Chicago, IL.
- Cohen-Vogel, L.**, Harrison, C., Socol, A., Xing, Q., Edwards, T.⁺, & Carson, C.⁺ (2023). Warrants for Action: An Agenda for Improving Education Research. Annual meeting of the American Educational Research Association. Chicago, IL.
- Harrison, C., Curran, F.C., & **Cohen-Vogel, L.** (2023). Outreach or Inreach? Tracking the National Academies Report on the Future of Education Research to Understand Dissemination through Twitter's Public Square. Annual meeting of the American Educational Research Association. Chicago, IL.
- Cohen-Vogel, L.**, Brooks, C., Drake, T., Domina, T., Little, M., Gragson, A., & Springer, M. (2023). Is 2nd grade the zone of instructional development for teachers? A sequential mixed methods study of teacher assignment. Annual meeting of the Association of Education Finance and Policy.
- Cohen-Vogel, L.**, Little, M., & Gottfried, M. (2023). "This is the way to go to school": A descriptive analysis of who attends Pre-K in elementary schools and who does not. Annual meeting of the Association of Education Finance and Policy.
- Dowsett, C. Burchinal, M., Bratsch-Hines, M. & Cohen-Vogel, L. (2023). Pre-K Enrollment Status and Home Language Differences in Early Academic and Social Skills Trajectories. Society for Research on Child Development. Salt Lake City, UT.
- Kearny, C.⁺, Griffard, M.R.⁺, **Cohen-Vogel, L.** & Kolbe, T. (2022). Pandemic Backlash: Educational Implications of Increased Legislative Oversight of Emergency Executive Powers. Annual meeting of the Association for Public Policy Analysis and Management. Washington, DC.
- Bratsch-Hines, M., Pico, D., Franco, X., **Cohen-Vogel, L.**, & Peisner-Feinberg, E. (2022). Exposure to Dual Language Programming: Relations with Language, Literacy, and Math for Spanish-Speaking Students from PK-G1. Association for Public Policy Analysis & Management, Washington, DC.
- Burchinal, M., Bratsch-Hines, M., **Cohen-Vogel, L.**, & Peisner-Feinberg, L. (2022). Understanding opportunity gaps: Children's race/ethnicity, exposure to classroom quality, and outcomes from Pre-kindergarten through first grade. Published in program

as “Classroom quality and developmental trajectories from prekindergarten to first grade: Variations by race/ethnicity.” Annual meeting of the Association for Public Policy Analysis and Management. Washington, DC.

Century, J., **Cohen-Vogel, L.** & Sherer, D. (2022). Equity considerations and improvement science: Centering the “why.” Annual meeting of the University Council for Educational Administration. Seattle, WA.

Domina, T., Brooks, C.⁺, Carson, C.⁺, **Cohen-Vogel, L.**, Halpin, P., Springer, M. (2022). Creating classes: Elementary school student assignment and instructional inequality. Annual meeting of the Society for Research on Educational Effectiveness. Washington, DC.

Little, M., Drake, T., **Cohen-Vogel, L.**, Gragson, A., Cadilla, V. (2022). Principal leadership of Pre-K programs in elementary schools: Evidence from North Carolina. Annual Meeting of the Society for Research on Educational Effectiveness. Washington, D.C.

Springer, M., Halpin, P., Brooks, C.⁺, **Cohen-Vogel, L.** and Domina, T. (2022). Classroom rostering practices and student outcomes: A simulation study. Annual Meeting of the Society for Research on Educational Effectiveness. Washington, DC.

Bratsch-Hines, M., **Cohen-Vogel, L.**, & Little, M.H. (2022). Understanding children’s early exposure to same-race teachers. Annual meeting of the American Educational Research Association. San Diego, CA.

Cohen-Vogel, L., Griffard, M.⁺ & Little, M.H. (2022). Cross-sector governance of early learning: The case of North Carolina’s Birth through Grade 3 Interagency Council. Annual meeting of the American Educational Research Association. San Diego, CA.

Brooks, C.⁺, Carson, C.⁺, **Cohen-Vogel, L.**, Domina, T., Halpin, P. & Springer, M. (2022). Elementary school student assignment and instructional inequality. Annual meeting of the Association of Education Finance and Policy. Denver, TX.

Cohen-Vogel, L., Penuel, W., Cannata, M., Daly, A., Datnow, A., Eddy-Spicer, D. (2021). Building the field of improvement research in education: A panel discussion. Annual meeting of the American Educational Research Association. (Virtual due to COVID-19).

Cohen-Vogel, L., Century, J., & Sherer, D. (2021). A framework for scaling deeper learning: Concepts and cases. Annual meeting of the American Educational Research Association. (Virtual due to COVID-19).

Griffard, M., Sadler, J., Little, M. & **Cohen-Vogel, L.** (2021). Governing across systems: State efforts towards alignment in early learning. Annual meeting of the Association for Education Finance and Policy. (Virtual due to COVID-19).

Little, M.H. & **Cohen-Vogel, L.** (2020). Crafting coherence in PreK-3 education: A conceptual framework. Annual meeting of the Association of Education Finance and Policy. Fort Worth, TX.

- Cohen-Vogel, L.** (2019). Understanding the federal role in improvement-focused scholarship in education. Annual meeting of the American Educational Research Association. Toronto, Canada.
- Cohen-Vogel, L., Little, M.⁺, Burchinal, M. & Sadler, J.⁺** (2019). Explaining PreK fade-out?: Content coverage redundancy in PreK and Kindergarten. Annual meeting of the American Educational Research Association. Toronto, Canada.
- Cohen-Vogel, L., Little, M.⁺, Sadler, J.⁺ & Merrill, B.⁺** (2018). Aligning standards, curricula, and assessments in early education: Evidence from North Carolina's rural counties. Annual meeting of the American Educational Research Association. New York, NY.
- Little, M.H.⁺, Sadler, J.⁺ & **Cohen-Vogel, L.** (2018). Teacher effects in elementary science: Nationally representative evidence from the ECLS-K:2011. Annual meeting of the American Educational Research Association. New York, NY.
- Little, M.H.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Merrill, B.⁺. (2018). North Carolina's Kindergarten Entry Assessment: An Implementation Study. Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.
- Little, M.H.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Merrill, B.⁺. (2018). From Policy to Practice: Implementation of North Carolina's Kindergarten Entry Assessment. Annual meeting of the Association for Education Finance and Policy. Portland, OR.
- Socol Rose, A.⁺, **Cohen-Vogel, L.**, Xing, Q.⁺, & Edwards, T.⁺ (2017). The agenda discourse: A framework for understanding the federal role in improving education research. Annual meeting of the American Educational Research Association. San Antonio, TX.
- Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺, Merrill, B.⁺ & Curran, F.C. (2017). The politics of policy change in PreK education: An event history analysis. Annual meeting of the American Educational Research Association. San Antonio, TX.
- Curran, C., Little, M.⁺, **Cohen-Vogel, L.**, & Domina, T. (2017). Does using school readiness assessments for class placements lead to academic sorting in Kindergarten? Annual meeting of the American Educational Research Association. San Antonio, TX.
- Merrill, B.⁺, **Cohen-Vogel, L.**, Sadler, J.⁺, Little, M.⁺, & K. Lee⁺. (2017). A portrait of PreK quality among the American states. Annual meeting of the Association of Education Finance and Policy. Washington, DC.
- Sadler, J.⁺ & **Cohen-Vogel, L.** (2017). The hidden side of testing: What Philadelphia's cheating scandal reveals about testing pressures. Annual meeting of the Association of Education Finance and Policy. Washington, DC.
- Harrison, C.⁺, Wachen, J. ⁺, Brown, S.⁺ & **Cohen-Vogel, L.** (2016). A view from within: Lessons learned from doing continuous improvement research. Annual meeting of the American Educational Research Association. Washington, DC.
- Tichnor-Wagner, A.⁺, Allen, D.⁺, Socol, A.R.⁺, **Cohen-Vogel, L.**, Rutledge, S., & Xing, Q.⁺ (2016). Studying implementation within a continuous improvement process: What happens when we design with adaptations in mind? Annual meeting of the American Educational Research Association. Washington, DC.

- Cohen-Vogel, L.**, Rose Socol, A.⁺, Edwards, T.⁺ & Q. Xing⁺. (2016). The politics of knowledge: Today's agendas for improving education research. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Little, M.⁺, **Cohen-Vogel, L.**, Curran, C. (2016). Facilitating the transition to Kindergarten: What ECLS-K data say about school practices then and now. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Cohen-Vogel, L.**, Little, M.⁺ & C. Fierro. (2015). Evidence-based staffing in high schools: Using student achievement data in teacher hiring and assignment. Annual meeting of the Association of Public Policy Analysis and Management. Miami, FL.
- Cohen-Vogel, L.**, Socol, R.⁺, Xing, Q.⁺, Harrison, C.⁺ & Allen, D.⁺ (2015). Implementing educational innovations at scale: Lessons from improvement science. Annual meeting of the American Educational Research Association. Chicago, IL.
- Wachen, J.⁺ C. Harrison⁺ & **Cohen-Vogel, L.** (2015). Data use and classroom instruction: Have we hit a wall? Annual meeting of the American Educational Research Association. Chicago, IL.
- Tichnor-Wagner, A.⁺, Wachen, J.⁺ & **Cohen-Vogel, L.** (2015). Continuous improvement in education: Understanding plan-do-study-act cycles in practice. Annual meeting of the Association for Education Finance and Policy. Washington, DC.
- Rutledge, S., **Cohen-Vogel, L.**, Harrison, C.⁺ & M. Cannata. (2014). Effective high schools: Insights from the National Center on Scaling up Effective Schools. Annual meeting of the University Council for Educational Administration. Washington, DC.
- Feng, L., **Cohen-Vogel, L.** & L. Osborne-Lampkin. (2014). Collective bargaining agreements and the "teacher quality gap." Association for Public Policy Analysis and Management. Albuquerque, NM.
- Cohen-Vogel, L.**, Midkiff, B.⁺, & C. Harrison⁺. (2014). Extended instructional time: A narrative review of double-dosing. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- Feng, L., **Cohen-Vogel, L.** & L. Osborne-Lampkin. (2014). Using teacher value-added estimates to test the relationship between collective bargaining agreements and the "teacher quality gap." Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- Cohen-Vogel, L.**, Osborne-Lampkin, L. & E. Houck. (2014). New data, old patterns: The role of test scores in student assignment. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- Tichnor-Wagner, A.⁺, Harrison, C.⁺, & **Cohen-Vogel, L.** (2014). Cultures of learning and professional behavior in highly effective schools: Evidence from the National Center on Scaling Up Effective Schools. Annual meeting of the Association for Education Finance and Policy. San Antonio, TX.
- MidKiff, B.⁺ & **Cohen-Vogel, L.** (2013). The new politics of local schooling. Annual meeting of the University Council for Educational Administration. Indianapolis, IN.

- Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2013). Spreading the wealth: How principals use performance data to populate classrooms. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Rutledge, S., **Cohen-Vogel, L.**, Roberts, R. & Osborne-Lampkin, L. (2013). Understanding effective high schools: Findings and research around personalization for social and academic learning. Annual meeting of the American Educational Research Association. San Francisco, CA.
- MidKiff, B.⁺ & **Cohen-Vogel, L.** (2013). Extended instructional time: Understanding local instructional responses to federal and state accountability mandates. Annual meeting of the American Educational Research Association. San Francisco, CA.
- Cohen-Vogel, L.** (2012, August). Understanding data use for school improvement in the U.S.: Lessons from the National Center on Scaling up Effective Schools. Annual meeting of the International Learning Conference. London, England.
- Cohen-Vogel, L.**, Rutledge, S., Osborne-Lampkin, L. & C. Harrison⁺. (2012, April). The essential components in action: Identifying practices of high schools that have demonstrated effectiveness with traditionally underperforming students. Annual meeting of the American Educational Research Association. Vancouver, BC.
- Harrison, C.⁺ & **Cohen-Vogel, L.** (2012, April). The politics of teacher reform: Evaluations, merit pay, and the elimination of tenure in Florida. Annual meeting of the American Educational Research Association. Vancouver, BC.
- Cohen-Vogel, L.** & C. Harrison⁺. (2012, March). Systematic data use in schools. Annual meeting of the Association for Education Finance and Policy. Boston, MA.
- Osborne-Lampkin, L. & **Cohen-Vogel, L.** (2012, February). "Spreading the wealth": How principals use data to populate classrooms. Data Infrastructure Conference, Florida State University. Tallahassee, FL.
- Venters, M.,⁺ Hauptli, M.⁺ & **Cohen-Vogel, L.** (2011, April). The politics of wholesale school finance reform: Just how close did we get to a national sales tax for education? Annual meeting of the American Educational Research Association. New Orleans, LA.
- Kalifeh, P.,⁺ **Cohen-Vogel, L.** & S. Grass⁺. (2011, April). The federal role in early childhood education: Evolution in the goals, governance, and policy instruments of Project Head Start. Annual meeting of the American Educational Research Association. New Orleans, LA.
- LaVenía, M.,⁺ **Cohen-Vogel, L.** & Lang, L. (2011, March). The Common Core State Standards initiative: An event history analysis of state policy adoption. Annual meeting of the Association for Education Finance and Policy. Seattle, WA.
- Cohen-Vogel, L.** & S. Rutledge. (2010, May). The pushes and pulls of new localism: School-level instructional arrangements, instructional resources, and family-community partnerships. Annual meeting of the American Educational Research Association. Denver, CO.

- Cohen-Vogel, L.** (2010, May). Staffing to the test. Annual meeting of the American Educational Research Association. Denver, CO.
- Hauptli, M.⁺ & **Cohen-Vogel, L.** (2010, May). Applying policy regime theory to federal involvement in literacy education. Annual meeting of the American Educational Research Association. Denver, CO.
- Cohen-Vogel, L.**, Feng, L. & L. Osborne-Lampkin⁺. (2009, April). Do provisions in collective bargaining agreements perpetuate a “teacher quality gap?” Annual meeting of the American Educational Research Association. San Diego, CA.
- Cohen-Vogel, L.**, Feng, L. & L. Osborne-Lampkin⁺. (2009, March). Collective bargaining agreements and teacher quality. Annual meeting of the American Education Finance Association. Nashville, TN.
- Feng, L., **Cohen-Vogel, L.**, & L. Osborne-Lampkin⁺. (2009, March). Collective bargaining agreements and teacher mobility. Annual meeting of the American Education Finance Association. Nashville, TN.
- Cohen-Vogel, L.** (2008, November). Have school personnel practices become evidence-based? Annual meeting of the University Council for Educational Administration. Orlando, FL.
- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2008, April). Grievance arbitration: Diminishing authority in personnel decision making? Annual meeting of the American Education Finance Association, Denver, CO.
- Cohen-Vogel, L.** (2008, March). Obstacles to strategic teacher assignment: District-union contracts or professional norms? Annual meeting of the American Educational Research Association, New York, NY.
- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2008, March). Grievance arbitration and its influence over teacher assignment and dismissal. Annual meeting of the American Educational Research Association, New York, NY.
- Kalifeh, P.⁺ & **Cohen-Vogel, L.** (2008, March). Federal changes in Head Start. Annual meeting of the American Educational Research Association, New York, NY.
- Smrekar, C. & **Cohen-Vogel, L.** (2008, March). School governance and family-school-community interactions: Disconnects between policy and practice. Annual meeting of the American Educational Research Association, New York, NY.
- Cohen-Vogel, L.** & L. Osborne-Lampkin⁺ (2007, November). Limiting administrative flexibility? Assignment provisions in the collective bargaining agreements between school districts and teachers unions. Annual conference of the Association for Public Policy Analysis and Management, Washington, DC.
- Cohen-Vogel, L.** & Smith, T. (2007, April). Alternatively certified teachers: Where they come from, what they teach, and where they go. Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L.** (2007, April). The expanding federal role in education. Annual meeting of the American Educational Research Association, Chicago, IL.

- Osborne-Lampkin, L.⁺ & **Cohen-Vogel, L.** (2007, April). Administrative discretion over teacher assignment: Variation in teachers union contracts. Annual meeting of the American Educational Research Association, Chicago, IL.
- Ingle, K.⁺, **Cohen-Vogel, L.** & Hughes, R.⁺ (2007, April). The hold-outs: Regional non-adopters amid innovating southeastern states. Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L.** (2006, November). Financial aid effects on student success. National Postsecondary Education Cooperative, Washington, DC.
- Cohen-Vogel, L.** & Hunt, H.⁺ (2006, April). Governing ‘quality’ in teacher education: Deconstructing federal text and talk. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** & Osborne-Lampkin, L.⁺ (2006, April). The distribution of quality: District-union contracts and teacher assignment. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** & Ingle, K.⁺ (2006, April). When a state’s neighbors matter most: Diffusion and postsecondary policy adoption. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Cohen-Vogel, L.** (2005, May). Allocating college financial aid on the basis of merit: Program impact on student success in terms of whether and where to attend college. Annual Forum of the Association of Institutional Research, San Diego, CA.
- Cohen-Vogel, L.** (2005, April). Reforming teacher and administrator preparation and development: What we’ve learned. Annual meeting of the American Educational Research Association, Montreal, Canada.
- Cohen-Vogel, L.** & Ingle, K.⁺ (2005, April). The spread of merit-based college aid: The role of demography and diffusion in policy adoption. Annual meeting of the American Educational Research Association, Montreal, Canada.
- Cohen-Vogel, L.** (2005, March). The impact of Florida’s Bright Futures Scholarship Program on whether and where students attend college. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L.** (2005, March). Federal funds for teacher education and development: A political analysis. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L.** & Osborne-Lampkin, L.⁺ (2005, March). The distribution of quality: Politics, union contracts, and teacher deployment. Annual meeting of the American Education Finance Association, Louisville, KY.
- Ingle, K.⁺ & **Cohen-Vogel, L.** (2005, March). Politics, promise, and pitfalls in the Southeast: State-funded merit aid for college. Annual meeting of the American Education Finance Association, Louisville, KY.
- Cohen-Vogel, L.** (2004, April). The politics of teacher preparation and development. Annual meeting of the American Educational Research Association, San Diego, CA.

- Cohen-Vogel, L.** (2004, April). The federal role in teacher training and development. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L., Goldring, E., & Smrekar, C.** (2004, April). The end of busing and the equity (com)promise: Social networks, social trust, and community building in neighborhood schools. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L.** (2004, April). New directions in the politics of education field. Annual meeting of the American Educational Research Association, San Diego, CA.
- Cohen-Vogel, L.** (2003, October). School governance and leadership at the intersection of public school choice and performance-based accountability. National Awardees Conference sponsored by the American Educational Research Association, Washington, DC.
- Cohen-Vogel, L.** (2003, April). When schools of choice are held accountable, who's in charge? Annual meeting of the American Educational Research Association, Chicago, IL.
- Goldring, E., **Cohen-Vogel, L.** & Smrekar, C. (2003, April). Neighborhood capacity in the postbusing era: What does "closer to home" mean and for whom? Annual meeting of the American Educational Research Association, Chicago, IL.
- Cohen-Vogel, L. & Goldring, E.** (2003, March). A return to neighborhood schools: What's in store for school-community partnerships? Annual meeting of the American Education Finance Association, Orlando, FL.
- Cohen-Vogel, D. & **Cohen-Vogel, L.** (2003, March). Balancing judicial and political constraints in school finance: The case of Tennessee's salary equity lawsuit. Annual meeting of the American Education Finance Association, Orlando, FL.
- Cohen-Vogel, L. & Cohen-Vogel, D.** (2000, March). The distribution of new dollars and relative performance gains: Tennessee schools after full implementation of the BEP. Annual meeting of the American Education Finance Association, Austin, TX.
- Cohen-Vogel, L. & Goldring, E.** (1999, April). School choice in the quasi-marketplace: Magnet schools and the dilemma of local control. Annual meeting of the American Educational Research Association, Montreal, Canada.
- Goldring, E. & **Cohen-Vogel, L.** (1999, April). Supporting environments for instructional reform: What's a principal to do? Annual meeting of the American Educational Research Association, Montreal, Canada.

RESEARCH & DEVELOPMENT GRANT ACTIVITY

External Grants Funded

Co-Developing and Testing the Leadership for Early Education Development (LEED) System: An RPP (Under review). A proposal to the Institute of Education Sciences, United States Department of Education (2025-2029). (\$1,999,000). Little, M. (P.I.), **Cohen-Vogel, L.** (Co-P.I.), and Drake, T. (Co-PI).

Advancing the Equitable Rostering Solution (Under review). A proposal to the Institute of Education Sciences, United States Department of Education (2025-2029). (\$1,999,000). Springer, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, and colleagues.

Developing a System of Support for Early Grades Leadership in North Carolina: An RPP (Funded). A proposal to the Belk Foundation and the Stephen L. Cornwell Foundation (2023-2025). (\$141,233). Little, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)** & Drake, T. (Co-P.I.)

Sustaining Pre-K Gains into Elementary School: Exploring the Role of School-Based Pre-K in Equity, Continuity, and Collaboration (Funded). A proposal to the Institute of Education Sciences, United States Department of Education (2022-2024). (\$700,000). Little, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Gottfried, M. (Co-P.I.)

PreK-to-Third (P-3) Educational Leadership: A District PreK Collaborative (Funded). A proposal to the Belk Foundation (2022-2023). (\$75,000). Little, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Drake T. (Co-P.I.)

Teacher and School Leadership Incentive Programs: Pitt County, NC (Funded). A development project. A proposal to the United States Department of Education (2021-2024). (\$5,700,000). Feller, T. (P.I.), Brown, S. (Co-P.I.) & **Cohen-Vogel, L. (Co-P.I.)**

Understanding PreK-3 Principal Practice in North Carolina (Funded). A proposal to the Belk Foundation (2022). (\$80,000). Little, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Drake T. (Co-P.I.)

myFutureNC Local Educational Attainment Collaboratives (Funded). A proposal to the Belk Endowment and Dogwood Health Trust. (2021-2022). (\$1,100,000). Anita Brown Graham (P.I.), **Cohen-Vogel, L. (Investigator)**.

Equitable Rostering (Funded). A proposal to the Institute of Education Sciences, United States Department of Education (2021-2024). (\$1,722,596). Springer, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Domina, T. (Co-P.I.), & Halpin, P. (Co-P.I.)

Paving the Way for Evidence-Based Teacher-Student Assignment in North Carolina (Funded). A proposal to the Belk Foundation (2021-2022). (\$189,000). Springer, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)** & Halpin, P. (Co-P.I.)

Supplement, Early Education in Rural North Carolina (Funded). The supplement, funded through the Institute of Education Sciences, United States Department of Education, will support cross-partner research efforts across the six universities in the collaborative. (2022-2023). (\$131,838). Stiefer, R (P.I.), & **Cohen-Vogel, L. (Co-P.I.)**.

Early Education in Rural North Carolina (Funded). The project is funded through the Early Learning Network Research Grant competition by the Institute of Education Sciences, United States Department of Education. (2016-2023). (\$4,500,000). Burchinal, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Hines, M. (Co-P.I.).

Instructional Responses to Performance-based Accountability: Double-doses of Mathematics in North Carolina (Funded). The Regional Education Laboratory Program with funding from the Institute of Education Sciences, United States Department of Education. (2012-2014). (\$260,000). **Cohen-Vogel, L. (P.I.)**

National Research and Development Center on Scaling Up Effective Schools – Improvement through RPPs (Funded). A subcontract for the School of Education, University of North Carolina at Chapel Hill. The Center is funded by the Institute of Education Sciences, United States Department of Education. (2011-2017). (\$1,509,065). **Cohen-Vogel, L. (P.I.)**

National Research and Development Center on Scaling Up Effective Schools – Improvement through RPPs (Funded). A partnership between Vanderbilt University, The Florida State University (FSU), The University of Wisconsin–Madison, and the Education Development Center (EDC) funded by the Institute of Education Sciences, U.S. Department of Education. (2010-2017). (\$13,573,066). Smith, T. (P.I.), **Cohen-Vogel, L. (Co-P.I.)** & Meyers, R. (Co-P.I.).

Teachers Unions, School Districts, and Capacity Building for Teacher Assignment Reform in Elementary Schools (Funded). Funded by the Spencer Foundation. (2007-2008). (\$39,937). **Cohen-Vogel, L. (P.I.)**

Teacher Quality and Alternative Certification: Testing Core Assumptions (Funded). An American Educational Research Association Research Grant funded by the National Science Foundation, National Center for Education Statistics, and Institute of Education Sciences, Washington, DC. (2005–2006). (\$35,000). **Cohen-Vogel, L. (P.I.)**

Allocating College Financial Aid on the Basis of Merit (Funded). A Research Grant funded by the National Postsecondary Education Cooperative and Association for Institutional Research. (2004 –2005). (\$30,000). **Cohen-Vogel, L. (P.I.)**

School Governance and Leadership at the Intersection of Public School Choice and Performance-based Accountability (Funded). An American Educational Research Association Dissertation Grant Award funded by the National Science Foundation, National Center for Education Statistics, and Office of Educational Research and Improvement, Washington, DC. (2000 –2001). (\$10,000). **Cohen-Vogel, L. (P.I.)**

Internal Grants Funded

Evidence-based staffing: A feasibility study and proposal completion project. (Funded). School of Education Seed Funding Program, University of North Carolina at Chapel Hill. (Summer, 2019). (\$20,000). **Cohen-Vogel, L. (P.I.)**, Springer, M. (P.I.), & Halpin, P. (Co-I).

Continuous Improvement: Innovations in Graduate Education. The project is funded through the Innovations in Graduate Education award competition by the Graduate School, University of North Carolina at Chapel Hill (2019-2022). (\$25,000). Domina, T. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Horner, M. (Co-P.I.) & Houck, E. (Co-P.I.)

Do provisions in collective bargaining agreements perpetuate a “teacher quality gap?” Tracking teacher moves among Florida’s schools (Funded). Council on Research and Creativity, Florida State University. (Summer, 2008). (\$13,000). **Cohen-Vogel, L. (P.I.)**

Modeling the variability in quality among alternatively certified teachers: Program components that work (Funded). Council on Research and Creativity, Florida State University. (2004). (\$8,000). **Cohen-Vogel, L. (P.I.)**

Federal-to-state and state-to-state education policy diffusion: The case of *No Child Left Behind* (Funded). Council on Research and Creativity, Florida State University. (Summer, 2003). (\$12,000). **Cohen-Vogel, L. (P.I.)**

External Grants Not Funded

Center for Advancing Rural Education (CARE). A proposal to the Institute of Education Sciences, United States Department of Education (2025-2029). (\$10,000,000). Ward, C. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, and Rosen, J. (Co-P.I.).

Partnership to Enhance Scholars in Community-based Early Childhood Intervention and Implementation. A training project. A proposal to the Office of Special Education Programs (OSEP), U.S. Department of Education. (2023-2028). (\$1,149,216). Boyd, B. (Project Co-Director) & **Cohen-Vogel, L. (Project Co-Director)**.

Advancing Equity through Continuous Improvement: The Z. Smith Reynolds Fellowship Program. A proposal to Z. Smith Reynolds Foundation. (2024-2027). (\$300,000). Horner, M. (Project Director) & **Cohen-Vogel, L. (Project Co-Director)**.

Mapping the Racial and Geospatial Dimensions of Childcare and Pre-K Programs across North Carolina: Equal Opportunities in State-Funded Pre-Kindergarten Program. A proposal to the American Institutes of Research, Washington, DC (2023-2025). (\$600,000). Xing, Q. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Little, M. (Co-P.I.).

Developing a Framework for Understanding Capacity for Organizational Learning in Public Schools and Districts. A proposal to the Program for Improving the Use of Research Evidence, William T. Grant Foundation (2023-2025). (\$437,000). **Cohen-Vogel, L. (P.I.)** & Harrison, C. (P.I.).

The Networks for School Improvement (NSI) at UNC-Chapel Hill. The proposal to the Gates Foundation would support a network of middle and high schools working together to identify and solve common problems using approaches that best fit their needs, learning what works as they go and refining their approaches. (2020-2025). (\$7,600,000). **Cohen-Vogel, L. (P.I.)**, Hamm, J. (Co-P.I.), McLean, A. (Co-P.I.), and Peterson, R. (Co-P.I.).

Interdisciplinary Pre-doctoral Training Program in Educational Research for Continuous Improvement. A proposal to the Institute of Education Sciences, U.S. Department of Education. (2020-2025). (\$4,375,613). **Cohen-Vogel, L. (P.I.)**, Ammerman, A. (Co-P.I.) and Kainz, K. (Co-P.I.).

Southeast Technical Assistance Center for Principal Preparation at UNC-Chapel Hill. The proposal to the Gates Foundation would support the preparation of promising candidates for schools serving Black, Latino and low-income students at ten principal preparation programs (PPPs) in the Southeastern US using a signature pedagogy of improvement science. (2019-2024). (\$6,000,000). Horner, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, & Lys, D. (Co-P.I.). Competition was cancelled before awards announced.

North Carolina Striving Readers Comprehensive Literacy (NC-SRCL) Initiative. The project would fund the North Carolina Department of Public Instruction through the United States Department of Education's Striving Readers competition. (2017-2020). (\$55,000,000). **Cohen-Vogel, L. (P.I.)**.

National Research and Development Center on Research Use in Education. A proposal with the University of Texas at Austin to the Institute of Education Sciences, U.S. Department of Education. (2015-2020). (\$5,000,000). Dynarski, M. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Kainz, K. (Co-P.I.) & Roberts, G. (Co-P.I.).

Evidence-based Assignment: A National Center for Research on State and Local Education Policy at Florida State University, Vanderbilt University, and the University of Wisconsin–Madison. A proposal to the Institute of Education Sciences, United States Department of Education. (2005). (\$10,000,000). Gamoran, A. (P.I.), **Cohen-Vogel, L. (Co-P.I.)**, Smith, T. (Co-P.I.), and Borman, G. (Co-P.I.),

TEACHING

Courses Designed, Developed & Taught

At University of North Carolina at Chapel Hill

EDUC 850: Change Leadership & Systems Improvement (Graduate) (New)

EDUC 867: Issues in Educational Policy and Research (Graduate) (New)

EDUC 832: Politics of Education (Graduate) (Redesigned)

EDUC 823: Policy Development in Education (Graduate) (New)

EDUC 866: Policy to Practice (Graduate) (New)

EDUC 994: Doctoral Dissertation

EDUC 696: Advanced Analysis of Political Discourse (Graduate) (New)

EDUC 990: Improvement Capacity in Government Agencies (Graduate) (New)

Note: I also served as the Supervising Instructor for EDUC 506: Politics, Policymaking, and America's Schools (Undergraduate) (New)

At Florida State University

EDA 5288: Politics of Education (Graduate)

EDF 5652: Policy Development in Education (Graduate)

EDF 5935: The Federal Role in Education (Graduate)

EDF 5651: Case Studies in Education Policy (Graduate)

EDF 5681: Methods of Educational Research (Graduate)

EDF 6945: Seminar – Fieldwork in Education Research (Graduate)

EDF 6945: Seminar – Analysis of Fieldwork in Education (Graduate)

EDF 5907: Directed Independent Studies – Research & Policy Analysis in Education (Graduate)

EDF 5907: Directed Independent Studies – Advanced Political Analysis (Graduate)

EDF 5907: Directed Independent Studies – Special Readings on Teacher Quality (Graduate)

At Vanderbilt University (2001)

Introduction to Policy Studies (Undergraduate)

Graduate Students & Junior Scholars mentored, with current position (42)

Amy Albee, Ph.D. Dean of Workforce Learning & Development, Lake-Sumter State College

Danielle Allen, Ph.D. Research Assistant Professor, Department of Public Policy, University of North Carolina at Chapel Hill

Mark Baird, Ph.D. Deputy Director, Reimagining Education and Career Help, Executive Office

of the Governor of Florida.

Jonathan Blakely, Ph.D. Research Analyst, Department of Defense, Education Activity.

Rachel Bringewatt, Ed.D. (Expected 2026).

Stephanie Brown, Ph.D. Assistant Professor, York College

Tia Byers, Ph.D. (Expected 2026). Research Associate, AIR

Sung-Hyun Cha, Ph.D. Professor, Chonnam National University, Korea

Cari Carson, J.D. Ph.D. (Expected 2026). Supervising Attorney at Law, Disability Rights North Carolina

Sarah Cornette, Ph.D. (Expected 2027).

F. Chris Curran, Ph.D. Professor, University of Florida

Torrie Edwards, Ph.D. Adjunct Professor, University of North Carolina at Chapel Hill

Ayesha Hashim, Ph.D. Research Scientist, NWEA

Meghan Hauptli Everett, Ph.D. Executive Director, Florida Inclusion Network

Saralyn Grass, Ph.D. Chief Executive Officer, Kids Hope Alliance

Megan Rauch Griffard, Ph.D. Assistant Professor, University of Nevada-Las Vegas

Karis Graves, Ed.D. Science Education Specialist, Wake County Public School System.

Christopher Harrison, Ph.D. Assistant Professor, Florida Southern College

Hyland Hunt, J.D. Founding Partner, Deutsch Hunt PLLC (Washington, DC)

William Ingle, Ph.D. Professor, University of Louisville

Marlisha Janica, Ed.D. (Expected 2026).

Jason Jones, M.A. Chief Data Officer, University System of Florida

Musopa Kalenga, Ph.D. (Expected 2026). Department of Public Policy, UNC-Chapel Hill.

Marcela Kamas, M.A. Universidad Tecnológica Centroamericana, Honduras

Mark LaVenja, Ph.D. Research and Data Strategist, EdReports

Kang Bok Lee, M.A. Senior Policy Analyst, Ministry of Education, Korea.

Kenya Lee, M.A. National Science Foundation Doctoral Research Fellow, Notre Dame

Michael Little, Ph.D. Associate Professor, North Carolina State University

Jacqui McLaughlin, Ph.D. Associate Professor, School of Pharmacy and Director, Center for Innovative Pharmacy Education and Research, University of North Carolina at Chapel Hill

Becca Merrill, Ph.D. Researcher, Education Northwest

La'Tara Osborne-Lampkin, Ph.D. Senior Research Associate, Florida Center for Reading Research

Peilin Qiu, Ph.D. (Expected 2026).

James Sadler, Ph.D. Director of Research and Data Analytics, Baltimore Promise

Alison Rose Socol, Ph.D. Vice President of P-12 Policy, Practice & Research. EdTrust (Washington, DC)

Christian Sommers, M.A. Implementation and Project Delivery Associate, Deloitte

Ariel Tichnor-Wagner, Ph.D. Faculty Program Coordinator and Instructor, Boston University

Monoka Venters, Ph.D, J.D. Principal, Monoka Venters Education Consulting

Tina Young, M.A. Director of Strategic Initiatives, University System of Florida, Board of Governors; Education Strategy Group

John Wachen, Ph.D. Education Researcher, Chicago Alliance for Equity

Nina Wedoska, Ph.D. (Expected 2027).

Jerry Wilson, Ph.D. Director of Policy & Advocacy, Center for Racial Equity in Education

Qi Xing, Ph.D. Senior Researcher, American Institutes for Research (Washington, DC)

Doctoral Committees (50)

Amy Albee (Florida State University), Danielle Allen (UNC), Mark Baird (Florida State University), Dawnette Banks (Florida State University), Kimberly Berry (Florida State University), Shanyce Campbell (Department of Public Policy, UNC), Cari Carson (UNC), Sung-Hyun Cha (Florida State University), Sarah Cornette (UNC), Betty P. Davidson (Florida State University), Shelby Dawson-Law (UNC), Patty Edwards (UNC), Torrie Edwards (UNC), Emily Erikson (UNC), Christine Fierro (UNC), Maida Finch (Vanderbilt University), Saralyn Grass (Florida State University), Karis Graves (UNC), Megan Griffard (UNC), Lily Guillion (Allied Health Sciences, UNC), Christopher Harrison (UNC), R. Spencer Hawkins (UNC), Roxanne Hughes (Florida State University), William Ingle (Florida State University), Lauren Kendall (UNC), Jamie Kudlats (UNC), Timothy Lancaster (UNC), Mark LaVenita (Florida State University), Jack Li (UNC), Michael Little (UNC), Na Liu (UNC), Todd Lofrese (UNC), Becca Merrill (UNC), Kristin Merrill (Florida State University), Charles Midthun (UNC), La'Tara Osborne-Lampkin (Florida State University), Peilin Qiu (UNC), Beth Rhodes (UNC), Ronnie Roberts (Florida State University), Rachel Rowan (North Carolina State University), James Sadler (UNC), Alison Rose Socol (UNC), Ariel Tichnor-Wagner (UNC), Monoka Venters (Florida State University), Bruce Vineyard (Florida State University), John Wachen (UNC), Weijia Wang (University of Washington), Jerry Wilson (UNC), Qi Xing (UNC)

PROFESSIONAL SERVICE

Editorships, Editorial Boards, and Review Activities

Board Member, *American Educational Research Journal*, 2020 – 2022

Board Member, *Educational Researcher*, 2012 – 2018

Board Member, *Peabody Journal of Education*, 2003 – present

Board Member, *Journal of Research on Organizations in Education*, 2016 – 2019

Co-Editor, *Politics of Education Yearbook*, 2004 – 2005

Invited Review Panel, American Educational Research Association, 2010, 2012, 2014 – 2016
Reviewer for Refereed Journals and Handbooks (Selected):

American Educational Research Journal
American Journal of Education
Educational Administration Quarterly
Educational Evaluation and Policy Analysis
Educational Policy
Handbook on the Sociology of Education
Sociology of Education
Policy Sciences

Service to Professional Associations

American Educational Research Association

Editor (with P. Youngs and J. Scott), AERA Handbook of Education Policy Research,
2019 – 2024

Member, Executive Council, 2016 – 2018

Vice President (Elected), Division L: Education Politics and Policy, 2016 – 2018

Vice President-Elect, Division L: Education Politics and Policy, 2015 – 2016

Member, Government Relations Committee, 2016 – 2018

Reviewer, Undergraduate Training Program in Education Research, 2016 – 2017

Chair, Program Committee, Division L, 2015 – 2016

Section Chair, Program Committee, Division L, 2007 – 2008; 2014 – 2015

Chair, Policymakers Day at AERA, 2013- 2014

Member, Selection Committee, Early Career Scholars Award, 2013 – 2014

Member, Nominating Committee for Division L, 2009 – 2010; 2008 – 2009

Paper Discussant/Session Chair, 2003, 2005 – 2010; etc.

Member, 1999 – present

Association for Education Finance and Policy

Mentor, Senior Networking Scholars Program, 2016

Member, 2006 – present

Carnegie Improvement for the Advancement of Teaching

Co-Convener, Improvement Scholars Network, 2019, 2020

Board Member, Improvement Scholars Network, 2018 – present

Politics of Education Association (PEA)

President (Elected), 2008 – 2010

Co-Founder/Chair, William L. Boyd National Educational Politics Workshop, 2007 –
2008

Chair, 40th Anniversary and Awards Committee, 2008 – 2009

Mentor, William L. Boyd National Educational Politics Workshop, 2008 – present

Secretary (Elected), 2006 – 2008

Program Chair (AERA annual meeting), 2005

Co-Editor, *PEA Bulletin*, 2004 – 2006

Chair, Select Committee for Fellowships and Grants, 2004 – 2005

Member, Select Committee on State Politics, 2001 – 2002

Member, 2001 – present

University Council on Educational Administration (UCEA)

Mentor, The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, 2012 – 2013.

Member, Planning Committee, The David L. Clark National Graduate Student Research Seminar in Educational Administration & Policy, 2006 – 2007; 2012 – 2013.

Member, 2006 – 2013.

Public Service (Selected)

Technical Advisory Group, Exploring Career Development Opportunities. Research Project funded by the Institute of Education Sciences, 2024 – 2028.

Judge, Point of View Competition (POV), Carolina Across 100. Affordable Housing. 2024 – 2025.

Judge, Point of View Competition (POV), Carolina Across 100. Social Determinants of Mental Health. 2023 – 2024.

Member, Steering Committee. Local Education Attainment Collaboratives across North Carolina. ncIMPACT, 2021 – 2023.

Member, School Leadership Research Alliance in North Carolina. Regional Education Lab – Southeast. 2014 – 2020.

Member, External Stakeholders Committee. North Carolina Department of Public Instruction. 2015 – 2018.

Member, Advisory Board. North Carolina Higher Education Research Consortium, 2011 – 2013.

Member, Gifted and Talented Education Committee, Chapel Hill-Carrboro School District, 2012 – 2013.

University Service

Program Director. Interprofessional Graduate Certificate in Improvement Science and Implementation. University of North Carolina at Chapel Hill. (2022 – present).

Member, Administrative Advisory Board. Adams School of Dentistry. University of North Carolina at Chapel Hill (2022 – present).

Member, Search Committee. Dean of the School of Social Work. University of North Carolina at Chapel Hill. (2020 – 2021).

Member, Planning Committee. Blending of the Blues: A professional development series, University of North Carolina at Chapel Hill and Duke University. (2018 – 2019.)

Founding Member, Planning Committee. RLI@Carolina: A training program for faculty fellows in interprofessional education. (2018 – 2020.)

Member, Steering Committee. Office of Interprofessional Education and Practice, University of North Carolina at Chapel Hill. (2018 – 2022.)

Faculty Mentor, McNair Scholars Program. Carolina Higher Education Opportunity Programs (CHEOP), University of North Carolina at Chapel Hill. (2016 – 2019.)

Member, Consortium Planning Committee, Center for Developmental Science. A Consortium of the University of North Carolina at Chapel Hill, Duke University, North Carolina State University, and the University of North Carolina at Greensboro. (2014 – 2015).

Member, UNC Review Committee, *Andrew Carnegie Fellows Program*. (2015 – 2016).

Faculty Sponsor, Carolina Education Policy Students Association, University of North Carolina at Chapel Hill. (2013 – present).

Founder/Chair, Education Policy Colloquium Series, University of North Carolina at Chapel Hill. (2012 – 2017).

Faculty Mentor, Bill and Karen Campbell Faculty Mentoring Program. (2012 – 2015). Mentee: J. McLaughlin, Assistant Professor of Educational Innovation and Research, School of Pharmacy.

Chair, Student Academic Relations Committee, Faculty Senate, Florida State University. (2009-2011). SARC hears appeals when students believe decisions about their academic work have been made improperly or unprofessionally.

School of Education (UNC), Additional

Member, Student Fellowships and Awards Committee. (2024 – 2025).

Chair, Faculty Search Committee (4 positions). (2024 – 2025; 2017 – 2018; 2014 – 2015).

Member, Search Committee, Thomas James Chair in Experiential Education. (2011 – 2012).

Member, Search Committee, Other Faculty Lines (5 positions). (2023 – 2024; 2022 – 2023; 2018 – 2019).

Member, Search Committees, Research Assistant Professors. (2022).

Member (Elected), Appointments, Promotion and Tenure Committee. (2022 – 2025).

Member (Elected), Post-Tenure Review Committee. (2019 – 2022; 2025 – present).

Chair/Chair Elect of the Faculty (Elected). (2016 – 2019.)

Program Coordinator, PhD in Education (Policy, Leadership & School Improvement). (2012 – 2017; 2023; 2024).

Voting Member, Graduate and Undergraduate Research Programs Committee. (2013 – 2017).

Member, 3rd Year Review Committee. (2013 – 2014).

Voting Member, Committee on Doctoral Affairs (2012 – 2013).

Co-chair, Search Committee, Morgan Chair in Educational Innovation. (2012 – 2013).

Chair/Member, Joyner Fellowship Awards Committee. (2013 – present).

Member, Promotion and Tenure Committee. (2012 – 2013).

Faculty Mentor. (2011 – 2015).

College of Education (FSU)

Member, Faculty Advisory Board to the Dean (2009 – 2010).

Member, College of Education Promotion and Tenure Committee. (2009-2010).

Member, Council on Research in Education (CORE), Florida State University. (2003 – 2009).

Founder/Chair, Annual Dean's Symposium Series: Improving Teacher Quality (2007 – 2008).

Department of Educational Leadership and Policy Studies (FSU)

Program Coordinator, PhD, Educational Policy and Evaluation, 2007 – 2010

Program Coordinator, Master's in Educational Policy and Evaluation, 2007 – 2010

Program Coordinator, Certificate in Educational Policy and Evaluation, 2007 – 2010

Member, Promotion and Tenure Committee, 2009 – 2010

Chair, Search Committee for Faculty Positions, 2010, 2008, 2004

Chair, Fellowship & Assistantships Committee, 2005 – 2010

Member, Faculty Development and Merit Pay Committee, 2003 – 2007

Co-chair, Select Committee on Graduate Student Inquiry, 2003 – 2004