Winners of the 2018-2019
EPSA Education Policy Dissertation Research Fellowships

Claudia Allende, Ph.D. Candidate
Program in Economics and Education
Department of Education Policy & Social Analysis
Supply Side Responses of Private Schools to Family Preferences for Peers

Magdalena Bennett Colomer, Ph.D. Candidate
Program in Economic and Education
Department of Education Policy & Social Analysis
Free Higher Education? The Impact of a New Financial Aid Policy in Chile

Airey Lau, Ph.D. Candidate
Program in Communication Sciences and Disorders
Department of Biobehavioral Studies
The Influences of Parent-Child Relationships on Reading and Brain Development

Yuxin Lin, Ph.D. Candidate
Program in Economics and Education
Department of Education Policy & Social Analysis
Why Do Some Students Delay College Enrollment? Does it Matter?

Luis Rodrigo Mayorga Camus, Ph.D. Candidate
Program in Anthropology and Education
Department of International and Transcultural Studies
Citizen Formation and Political Education in a Chilean High School

Juontel White, Ph.D. Candidate
Program in Sociology and Education
Department of Education Policy & Social Analysis
K-12 Ethnic Studies Policies: State Race-Conscious Curriculum in a Colorblind Society

CONGRATULATIONS TO ALL THE WINNERS!

The Education Policy Dissertation Research Fellowship is open to TC students, regardless of their department or program, whose dissertation research has the potential to inform societal efforts to improve educational opportunity, achievement, or equity. This research should be focused on an important policy issue at any level of government, reflect potential for policy utility, and show a strong likelihood of being accepted in the most well-respected journals. Our view of policy relevance is a broad one, encompassing research that affects policy indirectly by shifting public understanding of societal challenges and opportunities for effective intervention.