

# Stephani L. Wrabel

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## Education

Doctor of Philosophy, Urban Education Policy	2017
University of Southern California, Los Angeles, California	
Master of Education, Student Personnel in Higher Education	2007
University of Florida, Gainesville, Florida	
Bachelor of Arts, Psychology	2005
Boston University, Boston, Massachusetts	

## Professional Experience

Faculty Member	2017 - Present
Pardee RAND Graduate School, Santa Monica, CA	
Associate Policy Researcher	2016 - Present
RAND Corporation, Santa Monica, CA	
Research Assistant, Welcoming Practices	2013-2016
School of Social Work, University of Southern California	
Research Assistant	2011-2016
Rossier School of Education, University of Southern California	
Research Assistant, Building Capacity for Military-Connected Schools	2012-2014
School of Social Work, University of Southern California	
Residence Hall Director	2009-2011
Office of Housing and Residential Life, New York University	
Community Development Educator	2007-2009
Department of Residential Education, New York University	

## Peer-Reviewed Publications

- Meadows, S O., Holliday, S. B., Chan, W., Wrabel, S.L., Tankard, M., Schultz, D., Busque, C.M., Knutson, F., Payne, L.A., & Miller, L.L., (2019) *Air Force Morale, Welfare, and Recreation Programs and Services: Contribution to Airman and Family Resilience and Readiness, RR-2670*. Santa Monica, CA: RAND.
- Wrabel, S. L., Hamilton, L. S., Whitaker, A. A., & Grant, S., (2018). *Investing in evidence-based social and emotional learning: Companion guide to social and emotional learning interventions under the Every Student Succeeds Act: Evidence review, RR-2739*. Santa Monica, CA: RAND Corporation. Available at: [https://www.rand.org/pubs/research\\_reports/RR2739.html](https://www.rand.org/pubs/research_reports/RR2739.html).
- Wrabel, S. L., Herman, R., & Gates, S. M., (2018). *RAND school leadership intervention evaluation toolkit, TL-239-WF*. Santa Monica, Calif.: RAND Corporation. Available at: <https://www.rand.org/pubs/tools/TL239.html>

- Grant, S., Hamilton, L. S., Wrabel, S. L., Gomez, C. J., Whitaker, A., Leschitz, J. T., Unlu, F., Chavez-Herrerias, E. R., Baker, G., Barret, M., Harris, M., & Ramos, A., (2017). *Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review, RR2133*. Santa Monica, CA: RAND Corporation. Available at: [https://www.rand.org/pubs/research\\_reports/RR2133.html](https://www.rand.org/pubs/research_reports/RR2133.html).
- Wenger, J. W., Constant, L., Cottrell, L., Trail, T. E., Vermeer, M. J. D., & Wrabel, S. L., (2017). *National Guard Youth ChalleNGe: Program progress in 2015-16. RR1848*. Santa Monica, CA: RAND Corporation. Available at: [https://www.rand.org/pubs/research\\_reports/RR1848.html](https://www.rand.org/pubs/research_reports/RR1848.html).
- Koedel, C., Diya, L., Polikoff, M. S., Hardaway, T., & Wrabel, S. L. (2017). Mathematics curriculum effects on student achievement in California. *AERA Open*, 3(1), 1-22. DOI: 10.1177/2332858417690511.
- Herman, R., Gates, S. M., Arifkhanova, A., Barrett, M., Bega, A., Chavez-Herrerias, E. R., Han, E., Harris, M., Migacheva, K., Ross, R., Leschitz, J. T., & Wrabel, S. L. (2017). *School leadership interventions under the Every Student Succeeds Act: Evidence review: Updated and expanded. RR1550-3*. Santa Monica, CA: RAND Corporation. Available at: [https://www.rand.org/pubs/research\\_reports/RR1550-3.html](https://www.rand.org/pubs/research_reports/RR1550-3.html).
- Benbenishty, R., Astor, R. A., Roziner, I., & Wrabel, S. L. (2016). Testing the Causal Links Between School Climate, School Violence, and School Academic Performance: A Cross-Lagged Panel Autoregressive Model, *Educational Researcher*, 45(3), 197-206. DOI: 10.3102/0013189X16644603
- Wrabel, S. L., Saultz, A., Polikoff, M. S., McEachin, A., Duque, M. (2016). The Politics of the Elementary and Secondary Education Act Waivers. *Educational Policy*. DOI 10.1177/0895904816633048
- Gilreath, T. D., Wrabel, S.L., Sullivan, K. S., Capp, G. P., Roziner, I., Benbenishty, R., & Astor, R. A. (2015). Suicidality among military connected adolescents in California schools. *European Child and Adolescent Psychiatry*. DOI 10.1007/s00787-015-0696-2
- Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2013). The waive of the future: School accountability in the waiver era. *Educational Researcher*, 43(1), 45-54.
- Polikoff, M. S., & Wrabel, S. L. (2013). When 100% is not 100%: The use of safe harbor to make Adequate Yearly Progress. *Journal of Education Finance and Policy*, 8(2), 251-270.

### **Books, Chapters, and Briefs**

- Astor, R. A., Jacobson, L., Wrabel, S. L., Benbenishty, R., & Pineda, D. (2018). *Welcoming practices: Creating schools that support students and families in transition*. New York, NY: Oxford University Press.
- Grant, S., Hamilton, L. S., Wrabel, S. L., Gomez, C. J., Whitaker, A., Leschitz, J. T., Unlu, F., Chavez-Herrerias, E. R., Baker, G., Barret, M., Harris, M., Ramos, A., (2017). How the Every Student

Succeeds Act can support social and emotional learning, RB9988. Santa Monica, CA: RAND Corporation. Available at: [https://www.rand.org/pubs/research\\_briefs/RB9988.html](https://www.rand.org/pubs/research_briefs/RB9988.html)

Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2014). Grading the No Child Left Behind waivers. Washington, DC: American Enterprise Institute.

Polikoff, M.S., & Wrabel, S.L. (2014). Accountability, standards-based. In D. Brewer & L. Picus (Eds.), *Encyclopedia of education economics and finance* (pp. 6-11). Thousand Oaks, CA: Sage.

Polikoff, M.S., & Wrabel, S.L. (2014). Adequate Yearly Progress. In D. Brewer & L. Picus (Eds.), *Encyclopedia of education economics and finance* (pp. 38-41). Thousand Oaks, CA: Sage.

## **Comments and Media**

Wrabel, S.L., & Hamilton, L. S. (2019, February 5). Choosing the Right Evidence-based Social and Emotional Learning Intervention for Your Students. *The Wallace Foundation, Wallace Blog*. Retrieved from <https://www.wallacefoundation.org/news-and-media/blog/pages/choosing-the-right-social-and-emotional-learning-programs-and-practices.aspx>.

Wrabel, S.L., (Guest). (2018, October 24). *The Education Gadfly Show: School reports cards in the ESSA era* [Audio Podcast]. Retrieved from [https://fordhaminstitute.org/national/resources/education-gadfly-show-school-report-cards-essa-era?mc\\_cid=0c3af38d64&mc\\_eid=92087659f4](https://fordhaminstitute.org/national/resources/education-gadfly-show-school-report-cards-essa-era?mc_cid=0c3af38d64&mc_eid=92087659f4).

Polikoff, M. S., McEachin, A., Wrabel, S. L., & Duque, M. (2014, July 9). Fix the Waivers Before It's Too Late. *Education Week*, 33(36), p. 34.

Polikoff, M. S., Duque, M., & Wrabel, S. L., (2016, February 8). A proposal for school accountability under ESSA. *Education Gadfly*. Retrieved from <http://edexcellence.net/articles/top-essadesign-proposals-morgan-polikoff-matthew-duque-and-stephani-wrabel-university-of>

## **Research Presentations**

Wrabel, S. L. (2018). *ESSA: Systematic Reviews of School Leadership and Social Emotional Learning Interventions*. Research presented at the 2018 Maryland Connections Summit, Towson, MD.

Wrabel, S. L., Grant, S., & Hamilton, L. S. (2018). *Social and emotional learning interventions under the Every Student Succeeds Act: Evidence review*. Paper presented at the 2018 Annual Conference of the Association for Education Finance and Policy, Portland, OR.

Wrabel, S. L., (2016). *Who, where, and when: An investigation of the relationship between school poverty and student mobility*. Paper presented at the 2016 Annual Conference of the Association for Education Finance and Policy, Denver, CO.

Campbell, S., Polikoff, M., Gasparian, H., Hardaway, T., & Wrabel, S. L., (2016). *Using Texas textbook disbursement data to identify differences in district-level materials adoptions*. Paper presented at the 2016 Annual Conference of the Association for Education Finance and Policy, Denver, CO.

- Gasparian, H., Polikoff, M., Campbell, S., Hardaway, T., Wrabel, S. L., & Le, Q. T., (2016). *Elementary mathematics curricula adoptions in Texas*. Poster presented at the 2016 Annual Conference of the Association for Education Finance and Policy, Denver, CO.
- Wrabel, S. L., (2015). *Bringing a new subgroup into focus: Mobile students and school accountability*. Poster presented at the 2015 Annual Fall Research Conference of the Association for Public Policy Analysis and Management, Miami, FL.
- Wrabel, S. L., Gottfried, M. & Polikoff, M. S. (2015). *Instructional groupings in the inclusive kindergarten classroom: A cross-cohort analysis*. Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy, Washington, DC.
- Wrabel, S. L., & Polikoff, M. S. (2014). *Changing practices: A cross-cohort examination of classroom demographics and instructional practices*. Paper presented at the 2014 Annual Conference of the American Educational Research Association, Philadelphia, PA.
- Wrabel, S. L., Saultz, A., Polikoff, M. S., McEachin, A., Duque, M. (2014). *The politics of the Elementary and Secondary Education Act waivers*. Paper presented at the 2014 Annual Conference of the Association for Education Finance and Policy, San Antonio, TX.
- Polikoff, M. S., McEachin, A., Wrabel, S.L., & Duque, M. (2013). *The waive of the future: Accountability in the waiver era*. Paper presented at the 2013 Annual Conference of the Association for Education Finance and Policy, New Orleans, LA.
- Wrabel, S.L., Berkowitz, R., & Astor, R.A. (2013). *Military-connected students, mobility, and school performance in California*. Poster presented at the 2013 Annual Conference of the Association for Education Finance and Policy, New Orleans, LA.
- Wrabel, S.L., & Polikoff, M. S. (2013). *Inclusive education practices: Influences of instructional groupings on the academic achievement of students with disabilities*. Paper presented at the 2013 Annual Conference of the American Educational Research Association, San Francisco, CA.
- Polikoff, M. S. & Wrabel, S. L. (2012). *A safe harbor raises all boats: The use of alternative methods to make Adequate Yearly Progress*. Poster presented at the 2012 Annual Conference of the Association for Education Finance and Policy, Boston, MA.

## **Teaching and Advising**

### *Pardee RAND Graduate School*

Independent Study, Emilio Chavez-Herrerias

Spring 2019

Dissertation committee member, Emilio Chavez-Herrerias

2018-Present

### *University of Southern California*

EDPT 652: Multiple Regression (Ph.D.)

Spring 2013

Co-taught with Dr. Morgan Polikoff

*University of Florida*

SLS 1102: First-Year Florida (Undergraduate)

Fall 2006

## **Awards and Honors**

National Book Award	2019
<i>School Social Work Association of America</i>	
RAND Innovation Spotlight Award	2018
The Order of Areté	2016
<i>University of Southern California</i>	
Emerging Education Policy Scholar	2016
<i>Thomas B. Fordham Institute and American Enterprise Institute</i>	
Dean's Fellowship	2011-2015
<i>University of Southern California</i>	
The Honor Society of Phi Kappa Phi	2014
<i>University of Southern California</i>	
Rossier School of Education Outstanding Teaching Assistant Award	2013
<i>Center for Teaching Excellence, University of Southern California</i>	
University-wide Outstanding Teaching Assistant Award Nominee	2013
<i>Center for Teaching Excellence, University of Southern California</i>	
Ed Policy Academy Participant	2013
<i>American Enterprise Institute</i>	

## **Service**

Ad Hoc Peer Reviewer
<i>American Educational Research Journal</i>
<i>Education Finance and Policy</i>
<i>Educational Researcher</i>