

AMY CUMMINGS

2010 E Michigan Ave #313
Lansing, MI 48912
(314) 225-5109

Erickson Hall, 620 Farm Lane
East Lansing, MI 48824
cummi264@msu.edu

EDUCATION

- Exp. 2024 **Michigan State University**, East Lansing, MI
Ph.D., Education Policy
- 2017 **Teachers College, Columbia University**, New York, NY
M.A., Cognitive Science in Education
Thesis: *Thinking about DACA: Is Feeling Strongly about an Issue Associated with Richer Thinking about It?* (Advisor: Deanna Kuhn)
- 2014 **University of Missouri**, Columbia, MO
B.S., Education

FELLOWSHIPS, HONORS, AND AWARDS

- 2023 **Education Policy Academy Scholar**, American Enterprise Institute
20 graduate students selected annually from across the nation to attend a week-long institute about education research, policy, and advocacy.
- 2023 **David L. Clark Graduate Student Research Seminar**, Sponsored by the University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications
Awarded to 39 outstanding doctoral students in PK-12 educational leadership and administration and/or education policy.
- 2021-2024 **Michigan State Interdisciplinary Training in Education and Social Science (MITTENSS) Fellowship**, Michigan State University supported by the Institute of Education Sciences (R305B20009)
- 2021 **Clifford E. Erickson Memorial Fund Scholarship**, Michigan State University
Awarded annually to one graduate student in the College of Education.

PUBLICATIONS

Peer-Reviewed Publications

Cummings, A., Strunk, K. O., & De Voto, C. (2021). "A lot of states were doing it": The development of Michigan's Read by Grade Three Law. *Journal of Educational Change*, 24, 107–132.
<https://doi.org/10.1007/s10833-021-09438-y>

Cummings, A. (2021). *Making early literacy policy work: Three considerations for policymakers based on Kentucky's "Read to Succeed" Act*. Boulder, CO: National Education Policy Center. <https://nepc.colorado.edu/publication/literacy>

Kuhn, D., **Cummings, A.**, & Youmans, M. (2020). Is reasoning a fruitful path to changing minds? *Discourse Processes*, 57(1), 36–47. <https://doi.org/10.1080/0163853X.2019.1646566>

Manuscripts Under Review

Westall, J., & **Cummings, A.** The effects of early literacy policies on student achievement. Under review at the *Journal of Public Economics*. Preprint available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4427675

Wright, T. S., Bruner, L., **Cummings, A.**, & Strunk, K. O. Understanding K-3 teachers' literacy instructional practices during the pandemic-impacted 2020-2021 school year. Provisional acceptance at *Reading Research Quarterly*. Available as a working paper at <https://epicedpolicy.org/working-paper-literacy-instruction-during-covid-19/>

Policy and Practitioner Briefs & Reports

Wright, T. S., Bruner, L., **Cummings, A.**, & Strunk, K. O. (2023). *Understanding K-3 teachers' literacy instructional practices during the pandemic-impacted 2020-21 school year* (EPIC Policy Brief). East Lansing, MI: Education Policy Innovation Collaborative. <https://epicedpolicy.org/understanding-k-3-teachers-literacy-instructional-practices-during-the-pandemic-impacted-2020-21-school-year/>

Cummings, A., Bruner, L., Strunk, K. O., & Wright, T. S. (2023). *Michigan's literacy coaching landscape* (EPIC Policy Brief). East Lansing, MI: Education Policy Innovation Collaborative. <https://epicedpolicy.org/policy-brief-mis-literacy-coaching-landscape/>

Cummings, A., Bruner, L., Strunk, K. O., & Wright, T. S. (2023). *Michigan's literacy coaching landscape* (EPIC Research Report). East Lansing, MI: Education Policy Innovation Collaborative. https://epicedpolicy.org/wp-content/uploads/2023/03/RBG3_Coaching2_Report_March2023.pdf

Wright, T. S., **Cummings, A.**, West, J., & Anderson, J. (2022). *What resources do elementary teachers use for English language arts instruction? The K-5 ELA curriculum landscape in Michigan* (EPIC Policy Brief). East Lansing, MI: Education Policy Innovation Collaborative. https://epicedpolicy.org/wp-content/uploads/2022/09/RBG3_Curriculum_PolBrief_Sept2022.pdf

Strunk, K. O., Wright, T. S., Westall, J., Zhu, Q., Kilbride, T., **Cummings, A.**, Utter, A., & Mavrogordato, M. (2022). *Michigan's Read by Grade Three Law: Year two report* (EPIC Research Report). East Lansing, MI: Education Policy Innovation Collaborative. https://epicedpolicy.org/wp-content/uploads/2022/02/RBG3_Rpt_Yr2_Feb2022.pdf

Strunk, K. O., Wright, T. S., Kilbride, T., Zhu, Q., **Cummings, A.**, West, J., Turner, M., & De Voto, C. (2021). *Michigan's Read by Grade Three Law: Year one report* (EPIC Research Report). East Lansing, MI: Education Policy Innovation Collaborative. https://epicedpolicy.org/wp-content/uploads/2021/03/Year_One_RBG3_Report.pdf

Cummings, A., Strunk, K. O., West, J., & Wright, T. (2021). *How ISD Early Literacy Coaches are implementing the Read by Grade Three Law* (Report for Michigan's Early Literacy Task Force). East Lansing, MI: Education Policy Innovation Collaborative. https://epicedpolicy.org/wp-content/uploads/2021/03/ELTF_Report_v2.1_March2021.pdf

Cummings, A., & Turner, M. (2020). *The impact of COVID-19 on third-grade reading policies: An analysis of state guidance on third-grade reading policies in response to COVID-19* (EPIC Policy Brief). East Lansing, MI: Education Policy Innovation Collaborative. <https://epicedpolicy.org/wp-content/uploads/2020/10/RBG3-Reading-Policies-FINAL-10-29-20.pdf>

Cummings, A., Kilbride, T., Turner, M., Zhu, Q., & Strunk, K. O. (2020). *How did Michigan educators respond to the suspension of face-to-face instruction due to COVID-19? An analysis of educators' responses to the 2020 EPIC COVID-19 survey* (EPIC Policy Brief). East Lansing, MI: Education Policy Innovation Collaborative. <https://epicedpolicy.org/wp-content/uploads/2020/08/RBG3-COVID-Survey-Policy-Brief.pdf>

Cummings, A. (2019). *Ohio's Community Connectors Program*. Washington, DC: R Street Institute. <https://www.rstreet.org/wp-content/uploads/2019/11/Final-CSEW1.pdf>

Cummings, A., & Hess, F.M. (2019). *'A small school with big chances': The 21st Century Charter School at Gary*. Washington, DC: American Enterprise Institute. <https://files.eric.ed.gov/fulltext/ED596354.pdf>

Manuscripts in Preparation

Bertrand, A. R., Chiang, Y., **Cummings, A.,** Dai, S., Frank, K. A., Gensterblum, A., & Jacobsen, R. Social networks, culture wars, and school board recalls: A case study of Loudoun County Schools.

Malkus, N., & **Cummings, A.** "If I had to make a decision today": Are principals counseling teachers out?

Blogs & Commentaries

Cummings, A., Strunk, K. O., & De Voto, C. (2021, September 14). *Working to understand the policy process in the development of Michigan's Read by Grade Three Law*. Inside IES Research. <https://ies.ed.gov/blogs/research/>.

Cummings, A. (2018, March 26). *Why don't we see more cognitive science in education?* EducationWeek. <https://www.edweek.org/education/opinion-why-dont-we-see-more-cognitive-science-in-education/2018/03>.

PRESENTATIONS

Invited Talks

Cummings, A. (2023, April). *Michigan's literacy coaching landscape*. Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force, Howell, MI.

Cummings, A. (2022, April). *Second-year evidence from an evaluation of the Read by Grade Three Law*. Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force, Ithaca, MI.

Cummings, A. (2021, February). *How ISD Early Literacy Coaches are implementing the Read by Grade Three Law: A presentation for Michigan's Early Literacy Task Force*. Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force, Virtual.

Conference Presentations

Westall, J., & **Cummings, A.** (2023, April). *The effects of early literacy policies on student achievement*. Paper presented at the American Educational Research Association, Chicago, IL.

Cummings, A., Bruner, L., Strunk, K. O., & Wright, T. S. (2023, March). *Michigan's literacy coaching landscape*. Paper presented at the Association for Education Finance and Policy, Denver, CO.

Wright, T. S., Bruner, L., **Cummings, A.**, & Strunk, K. O. (2023, March). *Literacy instruction in K-3 classrooms during COVID-19*. Poster presented at the Association for Education Finance and Policy, Denver, CO.

Westall, J., & **Cummings, A.** (2022, November). *Effect of early literacy policies on student achievement*. Paper presented at the Association for Public Policy Analysis and Management 44th Annual Fall Research Conference, Washington, DC.

Westall, J., & **Cummings, A.** (2022, March). *Effect of early literacy policies on student achievement*. Paper presented at the Association for Education Finance and Policy, Denver, CO.

Cummings, A., Strunk, K. O., & De Voto, C. (2021, March). *'A lot of states were doing it': The development of Michigan's Read by Grade Three Law*. Paper presented at the Association for Education Finance and Policy, Virtual.

Cummings, A., Strunk, K. O., & De Voto, C. (2021, February). *'A lot of states were doing it': The development of Michigan's Read by Grade Three Law*. Paper presented at the Michigan State University Council of Graduate Students 13th Annual Graduate Academic Conference, Virtual.

Malkus, N., & **Cummings, A.** (2020, November). *If I had to make a decision today...': Are principals counseling teachers out?* Paper presented at the Association for Public Policy Analysis and Management 42nd Annual Fall Research Conference, Virtual.

Malkus, N., & **Cummings, A.** (2020, March). *Informal teacher exit: Are principals really 'counseling out' teachers?* Paper presented at the Association for Education Finance and Policy, Virtual.

RESEARCH EXPERIENCE

- 2019-2024 **Education Policy Innovation Collaborative**, East Lansing, MI
Graduate Research Assistant
Evaluating Michigan's Early Literacy Law: Impacts, Implementation, and Improving State Capacity, Institute of Education Sciences R305H190004 (Principal Investigator: Katharine O. Strunk, Tanya Wright, Joshua Cowen, Sue Dynarski, Brian Jacob, Venessa Keesler, Tom Howell)
- 2017-2019 **American Enterprise Institute**, Washington, DC
Research Associate
'If I Had to Make a Decision Today': Are Principals Counseling Teachers Out? (Principal Investigator: Nat Malkus)
- 2017 **Teachers College, Columbia University**, New York, NY
Graduate Research Assistant
Thinking about DACA: Is Feeling Strongly about an Issue Associated with Richer Thinking about It? (Principal Investigator: Deanna Kuhn)

TEACHING EXPERIENCE

- 2021 **Michigan State University**, East Lansing, MI
Econometric Analysis for Education Policy (Course assistant; Ph.D.-level; Instructor: Scott A. Imberman)
- 2014-2016 **Columbia Public Schools**, Columbia, MO
Secondary Social Studies Teacher

SERVICE

Service to Profession

- 2023-Present **LGBTQ+ Researchers Community Co-Chair**, Association for Public Policy Analysis and Management
- 2021-2023 **Doctoral Student Community Group Co-Chair**, Association for Education Finance and Policy
- 2020-21 **Membership Committee Student Member**, Association for Education Finance and Policy

University Service

- 2020-2022 **Collaborating Across Education Policy Students (CAEPS) Co-Chair**, Michigan State University
- 2020-2021 **Education Policy Graduate Student Mentor**, Michigan State University

MEDIA COVERAGE

Getting reading legislation right. (2023, May 18). *Thomas B. Fordham Institute*.
<https://fordhaminstitute.org/national/commentary/getting-reading-legislation-right>

Early literacy laws: Some seem to work better than others. (2023, April 27). *EducationWeek*.
<https://www.edweek.org/teaching-learning/early-literacy-laws-some-seem-to-work-better-than-others/2023/04>

AERA23 study snapshot: The effects of early literacy policies on student achievement. (2023, April 16). *American Educational Research Association*. <https://www.aera.net/Newsroom/AERA23-Study-Snapshot-The-Effects-of-Early-Literacy-Policies-on-Student-Achievement>.

Michigan Democrats' big education priority: Reform or kill read-or-flunk law. (2022, December 21). *Bridge Michigan*. <https://www.bridgemi.com/talent-education/michigan-democrats-big-education-priority-reform-or-kill-read-or-flunk-law>.

NEPC's most popular publications of the year. (2022, January 4). *National Education Policy Center*.
<https://nepc.colorado.edu/publication/newsletter-year-in-review-01042022>.

Brief describes the promise and peril of third-grade literacy policies. (2021, June 3). *Yahoo! Finance*.
<https://finance.yahoo.com/news/brief-describes-promise-peril-third-110000382.html>.

New report: Pre-pandemic literacy has improved but will students be retained? (2021, March 15). *MSU Today*. <https://msutoday.msu.edu/news/2021/Epic-Third-grade-reading-March-2021>.

PROFESSIONAL AFFILIATIONS

American Educational Research Association
 Association for Education Finance and Policy
 Association for Public Policy and Management

PROFESSIONAL SKILLS & TRAININGS

Data Analysis & Programming Software

Dedoose
 Qualtrics
 Stata

Professional Trainings

2021 **Differences-in Differences with Panel Data**, ESTIMATE: The Reduced Form, Michigan State University (Instructor: Jeffrey M. Wooldridge, Michigan State University)

2021 **Just Education Policy Institute**, University of Georgia

12-hour training for developing scholars in theoretical and methodological approaches to studying justice in education policy.

2020

Inter-university Consortium for Political and Social Research, University of Michigan

Item Response Theory: Methods for the Analysis of Discrete Survey Response Data (Instructor: Kimberly F. Colvin, University of Albany, State University of New York)

Longitudinal Data Analysis, Including Categorical Outcomes (Instructor: Donald Hedeker, University of Chicago)