

JOSH GAGNÉ

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520 Galvez Mall, CERAS Building
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EDUCATION

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| Ph.D. Sociology, Stanford University | 2017- |
| M.A. Sociology of Education, Stanford University | 2015-2017 |
| B.A. Political Science, University of Chicago | 2013 |
| <i>Honors</i> | |

RESEARCH EMPLOYMENT

| | |
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| Stanford University Graduate School of Education <i>Research Assistant, Prof. Sean Reardon</i> | 2015- |
| University of Chicago Dept. of Comparative Human Development <i>Research Assistant, Prof. Guanglei Hong</i> | 2013-2015 |
| University of Chicago Booth School of Business <i>Research Assistant, Prof. Elizabeth Pontikes</i> | 2010-2011 |
| National Opinion Research Center <i>Research Assistant, General Social Survey</i> | 2010 |

FELLOWSHIPS & AWARDS

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| Gerald J. Lieberman Fellowship | 2020-2021 |
| Enhancing Diversity in Graduate Education (EDGE) Fellowship | 2015- |
| Institute of Education Sciences (IES) 4-Year Fellowship | 2015-2019 |
| Stanford Grad. School of Education Certificate in Quantitative Research in Education | 2018 |
| Senator J. George Mitchell Fellowship | 2008-2013 |
| University of Chicago Odyssey Scholarship | 2008-2013 |
| QuestBridge Scholarship | 2008 |

REFEREED PUBLICATIONS & REPORTS

Salganik, Matthew J. et al. 2020. "Measuring the predictability of life outcomes with a scientific mass collaboration." *Proceedings of the National Academy of Sciences*.

<https://www.pnas.org/content/pnas/early/2020/03/24/1915006117.full.pdf>

Reardon, Sean F., Christopher Doss, Josh Gagné, Rebecca Gleit, Angela Johnson, and Victoria Sosina.

2018. "A Portrait of Educational Outcomes in California. Getting Down to Facts II." *Policy Analysis for California Education (PACE)*. <https://files.eric.ed.gov/fulltext/ED592247.pdf>

WORKING PAPERS

- Gagné, Josh and Sean F. Reardon. "Has Income Segregation Already Caught Up to Racial Segregation? A Correction for Three Types of Measurement Error Bias in Income Segregation Estimates."
- Gagné, Josh. "Classroom Segregation without Tracking: Comparing Racial Segregation in Brazilian and US Primary Schools."
- Gagné, Josh. "Micro-Segregation by Chance: Rethinking Small-Unit Bias to Provide a New Explanation for Racial Segregation within Schools."
- Gagné, Josh, Leonardo Rosa, and Filipe Recch. "Rates and Trends in Subjective Racial Fluidity among Brazilian Adolescents over Period, Age, and Place."
- Gagné, Josh. "Reconceptualizing Micro-Scale Segregation to Identify the Social Role of Chance."
- Gagné, Josh and Sebastian Munoz-Najar Galvez. "Why are the Faculty of Some Universities More Disproportionately Male than Others?: The Role of Chance in Gender Segregation."
- Gagné, Josh, Sean F. Reardon, and Erin Fahle. "Patterns of White-Black and White-Hispanic Achievement Gap Change as Cohorts Progress through School."

GRANTS

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| Stanford Diversity and Inclusion Innovation Funds: \$6000 | 2018-2020 |
| <i>Over 2 awards, Diversity and Inclusion in Sociology (DAIS); Grant author</i> | |
| Karr Family Graduate Fellowship Research Funding Award: \$3850 | 2019-2020 |
| Senator J. George Mitchell Fellowship Fall 2019 Award: \$1500 | 2019-2020 |
| Lemann Center for Educational Entrepreneurship & Innovation in Brazil: \$1000 | 2019-2020 |
| <i>First Non-Lemann Fellow to Receive Funding for a Research Project</i> | |
| Stanford Center for Latin American Studies Research Grant: \$500 | 2019-2020 |
| Stanford Freeman Spogli Institute for International Studies Research Grant: \$500 | 2019-2020 |
| ASSU Graduate Voluntary Student Organization Grants: \$3000 | 2017-2019 |
| <i>Over 3 awards, GSE Student Guild; Grant co-author</i> | |

INVITED PRESENTATIONS

- Gagné, Josh. "The Racial Democracy Myth and 'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presentation to the Universidade de Sao Paulo Dept. of Economics, Planned for March 2020 (postponed due to COVID-19 outbreak), Sao Paulo, Brazil.
- Gagné, Josh. "The Racial Democracy Myth and 'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presentation to the Universidade Federal de Minas Gerais Grupo de Avaliação e Medidas Educacionais, Planned for March 2020 (postponed due to COVID-19 outbreak), Belo Horizonte, Brazil.
- Gagné, Josh. "The Racial Democracy Myth and 'Color-Blind' Racial Segregation within Brazilian Primary Schools." Presentation at Instituto Unibanco, Planned for March 2020 (postponed due to COVID-19 outbreak), Sao Paulo, Brazil.

- Gagné, Josh. “‘Color-Blind’ Racial Segregation within Brazilian Primary Schools.” Presented at the Minas Gerais State Department of Education, January 2020, Belo Horizonte, Brazil.
- Gagné, Josh. “Colorblind Segregation: How Chance Produces Racial Segregation Within Non-Sorting Schools.” Presented at the Tohoku University Center for Education and Research on Science for Global Safety, July 2018, Sendai, Japan.
- Gagné, Josh. “Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil’s Schools.” Presented at the Institute of Education Sciences (IES) Pathways Training Program, May 2018, Stanford, CA.
- Gagné, Josh. “Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil’s Schools.” Presented at the Annual Stanford Graduate School of Education Alumni Excellence in Education Meeting, October 2018, Stanford, CA.
- Gagné, Josh. “Tracks without Tracking: Classroom Inequity in Brazilian Schools.” Presented at the Annual Stanford Graduate School of Education Alumni Excellence in Education Meeting, October 2017, Stanford, CA.

CONFERENCE PRESENTATIONS (Presenters indicated by *)

- Gagné, Josh*. “Micro-Segregation by Chance: Rethinking Small-Unit Bias to Provide a New Explanation for Racial Segregation within Schools.” Presenting at the Annual Meeting of the International Sociological Association, Research Conference 4: Sociology of Education, Accepted for July 2020 (cancelled due to COVID-19 outbreak), Porto Alegre, Brazil.
- Gagné, Josh* and Sean F. Reardon. “Has Income Segregation Already Caught Up to Racial Segregation? A Correction for Three Types of Measurement Error Bias in Income Segregation Estimates.” Presenting at the Annual Meeting of the American Educational Research Association, Accepted for April 2020 (panel cancelled due to COVID-19 outbreak), San Francisco, CA.
- Gagné, Josh*. “Segregation by Chance: An Unappreciated Mechanism of Classroom Segregation.” Presented at the Annual Meeting of the International Sociological Association, Research Conference 28: Social Stratification, August 2019, Princeton, NJ.
- Gagné, Josh*. “Segregation by Chance: An Unappreciated Mechanism of Classroom Segregation.” Presented at the Annual Meeting of the American Sociological Association, August 2019, New York, NY.
- Gagné, Josh*. “Tracks without Tracking: How Racial and Economic Segregation Secretly Emerge Inside Brazil’s Schools.” Presented at the Education and Inequality in 21st Century America Conference, February 2018, Stanford, CA.
- Gagné, Josh*. “Tracks without Tracking: Classroom Inequity in Brazilian Schools.” Presented at the Annual Race, Inequality and Language in Education Conference, October 2017, Stanford, CA.
- Gagné, Josh* and Erin Fahlé. “Understanding Changes in Racial Achievement Gaps during Elementary and Middle School.” Presented at the Annual Conference of the Society for Research on Educational Effectiveness, March 2017, Washington, D.C.
- Gagné, Josh* and Guanglei Hong. “The Content Area Impacts of ELL Classification and Continuation in the Early Grades.” Presented at the Annual Stanford-Berkeley Immigration Conference, January 2016, Stanford, CA.
- Gagné, Josh* and Guanglei Hong. “How Crucial is ELL Support in Kindergarten and First Grade for Spanish-Speaking Students’ Math Learning?” Presented at the Annual Meeting of the American Educational Research Association, April 2015, Chicago, IL.
- Hong, Guanglei* and Josh Gagné*. “What Is the Optimal Length of an ELL Program?” Presented at the

Annual Conference of the Society for Research on Educational Effectiveness, March 2014,
Washington, D.C.

TEACHING EXPERIENCE

Using Data to Describe the World: Descriptive Social Science Techniques

Teaching Assistant for Sean Reardon, Stanford University Spring 2020

Co-developed course syllabus, readings, assignments, and teaching plans and materials; primary instructor in one class and supplemental instructor in all others; provided office hours; graded assignments; co-organized virtual learning logistics

Teaching Assistant for Sean Reardon, Stanford University Spring 2018

Co-developed course syllabus, readings, assignments, and class and section teaching plans; taught one weekly section and co-taught one class; provided supplemental teaching support and office hours; graded assignments

New Models and Methods in the Social Sciences Summer 2017

Teaching Assistant for David Grusky, Stanford University

Provided office hours and graded assignments

TRAINING WORKSHOPS TAUGHT

Gagné, Josh. "Initiating a Research Project." Workshop taught at the Institute of Education Sciences (IES) Pathways Training Program Research Methods Workshop, May 2018, Stanford, CA.

PROFESSIONAL SERVICE

Stanford Graduate School of Education Faculty Reappointment Review 2018

Letter of Evaluation (By Request)

Reviewer: *American Journal of Sociology, American Education Research Journal (x3), Social Problems, AERA Open (x2)*

Professional Affiliations: *American Sociological Association, Sociology of Education Association, American Education Research Association, Society for Research on Educational Effectiveness*

COMMUNITY LEADERSHIP

Stanford Diversity and Inclusion in Sociology (DAIS) 2018-

Co-Founder

Chair

Manage a \$3000 annual budget

2018-

Stanford Association of Sociology Graduate Students (ASGS) 2018-

Diversity and Inclusion Chair

Stanford Enhancing Diversity in Graduate Education (EDGE) Fellow Mentorship 2018-

Mentored 2 EDGE fellows over their first and second years

2018-

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| <i>Served on several panels about being a non-traditional Stanford PhD student</i> | |
| Stanford Graduate First-Generation Low-Income Partnership (Grad-FLIP) | 2015- |
| <i>Leadership Committee</i> | |
| Stanford Graduate School of Education Student Guild | 2017-2019 |
| <i>Student Events Chair</i> | |
| <i>Managed an annual budget of about \$4000</i> | |
| Be Healthy: Non-Profit Produce | 2010-2012 |
| <i>Founder</i> | |
| <i>President</i> | |
| Maine People's Resource Center | 2008 |
| <i>State Director, 2008 Voter Registration Canvass</i> | |
| Maine People's Alliance | 2007-2008 |
| <i>Board of Directors (Elected)</i> | |
| Youth+Adults+Dialogue=Action (Y.A.D.A.) | 2008 |
| <i>Steering Committee</i> | |
| <i>Representative, Youth Civic Engagement Committee (Elected)</i> | |
| <i>Facilitator, Youth Civic Engagement Committee (Elected)</i> | |

COMMUNITY PARTICIPATION

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| Stanford Sociology and Education Network (SAEN) | 2013- |
| Louis Stokes Alliances for Minority Participation (LSAMP) | June 2018 |
| <i>Invited Panelist, Non-Traditional Graduate Student Panel (with California State University – Los Angeles)</i> | |
| Stanford Graduate School of Education Collegial Dialogue Series | May 2018 |
| <i>Invited Moderator, "What We Assess & the World That Produces" (Inaugural Event)</i> | |
| Institute of Education Sciences (IES) Pathways Training Program | May 2018 |
| <i>Invited Panelist, Non-Traditional IES Fellow Panel (with University of Texas – San Antonio)</i> | |
| Leland Stanford Junior Scholars Program | February 2018 |
| <i>Invited Panelist, First-Generation / Low-Income Student Panel</i> | |
| University of Chicago Odyssey Scholars | November 2017 |
| <i>Guest Speaker, Graduate School Pathways for Odyssey Scholars</i> | |