

Eupha Jeanne Daramola

3470 Trousdale Parkway; WPH 901D Los Angeles, CA 90089

daramola@usc.edu

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES, CA

Ph.D. in Urban Education Policy

Expected Graduation July 2022

Dissertation committee: Julie A. Marsh (chair, University of Southern California); Christine Beckman (University of Southern California); Erica Turner (University of Wisconsin); Patricia Burch (University of Southern California); Shaun R. Harper (University of Southern California)

UNIVERSITY OF PENNSYLVANIA, PENNSYLVANIA, PA

Ed.M. in Urban Education,

2014

NORTHWESTERN UNIVERSITY, EVANSTON, IL

B.S. in Human Development,

2012

HONORS & AWARDS

Provost Fellowship (\$39,000 per year)

University of Southern California (2017-2021)

Institute for the Recruitment of Teachers Fellow

2016

PUBLICATIONS

MANUSCRIPTS UNDER REVIEW

Daramola, E.J., Albright, T.N., & Marsh, J.A. (Under review). Enabling or Inhibiting Equity: The Role of Racism in the implementation of a community engagement policy. *The Journal of Education Policy*.

Dahliwal, T., **Daramola, E.J.**, Alonso, J., & Marsh, J.A. How do restorative practices work? Educator's beliefs and perceptions of implementation. *Education and Urban Society*.

Jabbar, H., **Daramola, E.J.**, Marsh, J.A., Enoch-Stevens, T., Alonso, J., & Albright, T. School choice and the social construction of racially minoritized families. *Sociology of Education*.

POLICY BRIEFS

Daramola, E.J., Dhaliwal, T., & Nkansah-Amankra, A. (2020). CEPEG policy brief: Exclusionary discipline and restorative justice. Center on Education Policy, Equity and Governance (CEPEG). Los Angeles, CA.

Marsh, J.A., Albright, T., Kennedy, K., & **Daramola, E.J.** (2019). California positive outliers: Hawthorne School District. Palo Alto, CA: Learning Policy Institute.

Marsh, J.A., Hall, M., Albright, T., Tobben, L., Mulfinger, L., Kennedy, K., & **Daramola, E.J.** (2018). Taking stock of stakeholder engagement in California's Local Control Funding Formula: What can we learn from the past four years to guide next steps? Stanford, CA: Policy Analysis for California Education.

BOOK CHAPTERS

Eupha Jeanne Daramola

Marsh, J.A., Hashim, A. K., **Daramola, E.J.**, & Mulfinger, L.K. (2020). Autonomy: Flexibility in response to student needs. In K.E. Bulkley, J.A. Marsh, K.O. Strunk, D.N. Harris, & A. K. Hashim, *Challenging the One Best System: The portfolio management model and urban school governance*. Harvard Education Press.

Harris, D.N., Marsh, J.A., Dhaliwal, T.K., Albright, T.N., Brown, D.R., Kennedy, K.E., **Daramola, E.J.**, and Balfe, C. (2020). School choice: Expanded options, increased competition. In K.E. Bulkley, J.A. Marsh, K.O. Strunk, D.N. Harris, & A. K. Hashim, *Challenging the One Best System: The portfolio management model and urban school governance*. Harvard Education Press.

MANUSCRIPTS IN PROGRESS

Daramola, E.J., Albright, T.N., & Marsh, J.A. Behavior elicits a different reaction: A critical analysis of how a California school district approaches instructional and discipline policy implementation.

Daramola, E.J. & Enoch-Stevens, T. S. Representation but no power: Racialized logics and community-school board interactions.

Enoch-Stevens, T., **Daramola, E.J.**, Jabbar, H., & Marsh, J.A. Accountability Battle: A Critical Analysis of a Charter Renewal Decision.

PRESENTATIONS

Enoch-Stevens, T., **Daramola, E.J.**, Jabbar, H., & Marsh, J.A. Accountability battle: A critical analysis of a charter renewal decision. (2020, November). Paper presented at the meeting of the University Council for Educational Administration.

Daramola, E.J., Albright, T.N., & Marsh, J.A. (2020, April). *Behavior elicits a different reaction: A critical analysis of how a California school district approaches instructional and discipline policy implementation*. Paper accepted for the meeting of the American Educational Research Association, San Francisco, CA.

Daramola, E.J., Marsh, J.A., & Albright, T.N. (2019, November). *An apartheid of knowledge in community engagement: A critical race theory examination of the implementation of a community engagement policy*. Presented at the meeting of the University Council for Educational Administration, New Orleans, LA.

Daramola, E.J., Marsh, J.A., & Albright, T.N. (2019, May). *The racialized effects of community engagement*. Presented at the meeting of the Critical Race Studies in Education Association, Los Angeles, CA.

Marsh, J.A., Hall, M., **Daramola, E.J.** (2019, April). *Consistency and change: District efforts to sustain stakeholder engagement over time*. Paper presented at the meeting of the American Education Research Association, Toronto, Canada.

Daramola, E.J., Albright, T.A., & Marsh, J.A. (2018, November). *The framing of discipline: Implementation of common core and PBIS in a school district*. Paper presented at the meeting of the University Council for Educational Administration, Houston, TX.

RESEARCH EXPERIENCE

UNIVERSITY OF SOUTHERN CALIFORNIA

LOS ANGELES, CA

Eupha Jeanne Daramola

Research Assistant, August 2017-Present

National Center for Research on Education Access and Choice (REACH). U.S. Department of Education Institute of Education Science. \$10,000,000.

Principal Investigators: Josh Cowen, Doug Harris, Julie Marsh, Amy Ellen Schwartz, and Katharine Strunk.

Crisis Response and Recovery: The Role of Local Governance and Civic Capacity. Stuart Foundation and Kabcenell Foundation. \$450,000.

Principal Investigators: Heather Hough and Julie Marsh

The New "One Best System"? Urban Governance and Educational Practice in the Portfolio Management Model. Spencer Foundation. \$1,000,000.

Principal Investigators: Katy Bulkley, Doug Harris, Julie Marsh, and Katharine Strunk.

Implementation of the Local Control Funding Formula. William and Flora Hewlett Foundation, Stuart Foundation, and Kabcenell Foundation. \$685,000.

Principal Investigators: Daniel Humphrey, Julie Koppich, Julie Marsh, and the Local Control Funding Formula Research Collaborative.

PACE-CORE Accountability System Evaluation. Bechtel Foundation. \$123,000 (USC portion).

Principal Investigators: Heather Hough and Julie Marsh

Positive Outlier Study. Learning Policy Institute. \$30,000 (USC portion).

Principal Investigators: Linda Darling Hammond and Julie Marsh.

TEACHING ASSISTANTSHIPS

UNIVERSITY OF SOUTHERN CALIFORNIA

LOS ANGELES, CA

Education Policy & Politics: Current Issues (EdD.; 2020; instructor: Julie A. Marsh)

Introduction to Qualitative Methods (PhD.; 2018; instructor: Estela M. Bensimon)

PROFESSIONAL SERVICE

UNIVERSITY OF SOUTHERN CALIFORNIA

LOS ANGELES, CA

Sistah Circle Board Member

2018-2020

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

USA

Division L Equity & Inclusion Committee Meeting

2020-2021

PROFESSIONAL AFFILIATIONS

American Educational Research Association

2017-2021

University Council for Education Administration

2017-2021

ADDITIONAL SKILLS

Certifications: Pennsylvania Teaching Certification - Secondary Literature

Computer: PowerPoint, Excel, Word, NVivo, Dedoose