

**Cameron Anglum** is an Assistant Professor in the School of Education at Saint Louis University. He earned a Ph.D. in Education Policy with a certificate in Urban Studies from the University of Pennsylvania. His research and teaching concentrate on the economics of education policy and education finance, work which is centered on the study of policy and program effects witnessed by disadvantaged students and the school districts and governments that serve them. In particular, he uses quasi-experimental methods of quantitative analysis to examine how American governments at the local, state, and federal levels invest in inputs to public education, the largest public expenditure at the state and local levels. Anglum's current research focuses on the four-day school week in Missouri, school district credit constraints, and the evaluation of a new school governance model in Saint Louis Public Schools, in partnership with the SLU PRiME Center. In 2018 he was awarded a National Academy of Education / Spencer Foundation Dissertation Fellowship and an Association for Education Finance and Policy New Scholar Award for his work examining school district debt issuance, credit constraints, and their relationships with school resource provision and educational inequality. Anglum is an active member of the Association for Education Finance and Policy, the Association for Public Policy Analysis and Management, and the American Educational Research Association.