

Sociology of Education

Section Newsletter

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A Note from the Chair, Bill Carbonaro



Well, it's hard to believe that August is almost here, and my term as section chair is about to end. I wasn't sure what to expect when I assumed this role last August, but I can honestly say that serving as section chair has been an enjoyable and satisfying experience.

The best part was meeting and working with so many great section members over the course of the year. We have very high levels of both professionalism and goodwill within our section, and this makes serving as section chair a real pleasure.

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As my term ends, I want to report on a few new initiatives. First, our section now has its own Facebook page. Jennifer Jennings, Mike Olneck, Aaron Pallas, and I have been posting lots of content that is of interest to sociologists of education. We launched our page in June of 2013, and we already have over 400 "likes." Happily, I have noticed that a significant portion of the users who "like" our page are not section members, and many others are living outside of the U.S. I think this is a great way to promote the interests and work of our section members to a much broader audience than we have in the past. Please check out our FB page by searching for "ASA Sociology of education," and feel free to send us content to post. Also, you don't need a Facebook account to visit our page – it's completely public, and can be viewed on the Internet without a login.

The second initiative focuses on professional development within our section. As a section, we are very fortunate to have numerous senior scholars who are committed to mentoring junior scholars, as well as many ambitious junior scholars who are eager to learn about their profession and improve their scholarship. This year, I decided to create a formal structure to put these two groups together, and I have arranged two new professional development activities at the Annual Meetings this year. For the first activity, I matched senior faculty with junior scholars who are looking for feedback on their written work. Twenty junior scholars will be meeting with senior faculty at the Annual Meetings to "workshop" their papers. Second, I have arranged informal meetings, where mentoring and networking can occur among section members with different levels of experience. At the Annual Meetings, there will be over twenty groups of senior scholars meeting with junior scholars, and twenty-five groups of junior scholars meeting with graduate students.

I hope that these events are successful – numerous section members have told me they are very excited about them! If section members find these activities

useful, we can organize them again in the future. These events are certainly good to highlight when we attempt to recruit new members into our section. For the Annual Meetings in New York, we have a great program in place. We have five paper sessions, each with five papers. Brian An and Elizabeth Stearns (our program co-chairs) did a great job of selecting these papers and organizing these sessions. Of course, they couldn't have done this without the help of over twenty section members who volunteered to review the dozens of submissions that we received. Rob Crosnoe has also organized three excellent "regular" education paper sessions. We will also have twenty roundtables (with four papers each) at ASA this year. Jacob Hibel did an outstanding job of sorting the papers into thematically coherent groupings. I know I speak for all of our section members when I say "thank you" to everyone who

played a role in putting together this year's program.

I will close with some final "thank you's." First, I greatly appreciate the efforts of section members who served on the awards committees this past year. These committees require a good deal of time (an academic's most precious resource!), and I listed the committee members in the newsletter to acknowledge their important contributions and service to the section. Second, thanks to Katie Condit for her great work on the newsletters, and Joe Workman for maintaining the section web site. Finally, I want to thank Natalie Mayerhofer and my Mom (yes, my Mom!) for helping organize the section dinner, which is indeed the most stressful part of being section chair! It's been a great year, and I look forward to seeing everyone in New York City.

Sociologists Organize AERA Program



Barbara Schneider, John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University, has begun her one-year term as President of the American Educational Research Association (AERA). This is the first time that a sociologist of education has ever served as the President of AERA, so this is a ground breaking accomplishment. Mark Berends, Director of the Center for Research on Educational Opportunity at University of Notre Dame, will serve as the Program Chair for the 2014 Annual Meetings.

The theme for the annual meeting will be "The Power of Education Research for Innovation in Practice and Policy." As Schneider notes, "The idea here is to try and understand what undergirds changes in innovation and then what that means in

going forward and what kind of research we need in the future as we put in these new innovations. One of the things that we think is really important is social context... so that when we think about what happens in the lives of the young people, we think about it in a very holistic way."

The conference will take place in Philadelphia, PA from April 3-7, 2014. In organizing the 2014 Annual Meetings, Barbara and Mark will surely highlight the unique perspectives that sociologists bring to educational research. It will be a great opportunity to see how sociological research intersects with other high quality work conducted by educational researchers in other fields.

Tips for Writing an IES Proposal, by Mark Berends



Mark Berends (Ph.D., Sociology, University of Wisconsin-Madison) is a professor of sociology and education at the University of Notre Dame, where he directs the Center for Research on Educational Opportunity. Professor Berends has written and published extensively on educational reform, school choice, the effects of family and school changes on student achievement trends, and the effects of schools and classrooms on student achievement. Prior to coming to Notre Dame, Professor Berends was an associate professor at Vanderbilt University, and before that, he was a senior social scientist at RAND. His research focuses on how school organization and classroom instruction are related to student achievement, with special attention to disadvantaged students.

I wish I had the magic formula for successfully winning a grant from the U.S. Department of Education's Institute of Education Sciences (IES). I don't. I've won some. I've lost some. I've also learned along the way. Below are a few suggestions which I hope will provide you with support, guidance, and encouragement in your quest for IES funding.

The IES Context

Over the past decade or so, IES's has shifted toward a goal structure that supports research projects from exploration and identification, to development of innovative interventions, to efficacy and replication, to effectiveness under routine practice, not to mention its focus on measurement studies. As part of this goal structure, IES has emphasized randomized designs and experimental and quasi-experimental methods to establish causality.

The end result of these changes has been to increase the quality and sophistication of research in education. For that reason, more sociologists need to be involved in IES to increase the pool of IES researchers beyond psychologists, economists, and methodologists. Our discipline makes valuable contributions to further the knowledge base and cumulate such knowledge over time.

Tips

- **Know your strengths and weaknesses.** Don't apply to an area that is a stretch for your areas of expertise.
- **Build a team that can address the needs of the project.** Some of the better IES research projects have interdisciplinary research teams that can carry out more sophisticated, complex research designs.
- **Read the Request for Application (RFA) carefully, and read it for what it says and not what you wish it said.** Make sure that you address all the mandatory aspects of the proposal. If you let anything slide, your proposal may not even get to reviewers.
- **Write a letter of intent.** This lets IES know how many reviewers to set up on its various review panels, but it also allows IES program officers to give guidance and feedback.
- **If you have questions, call or email the program officer.** S/he knows the strengths and weaknesses of proposals and will be generous in providing help, particularly in regards to appropriate topic areas, IES research goals, and the proposed data and methods.
- **When writing the proposal, have a clear sentence or two that summarizes your research objective**—what you are doing and why it is important.
- **Make sure that you have access to the data you will analyze or collect.** For example, if you are analyzing state or district data, having a data sharing agreement in place and a letter of support from key state or district officials.

- **Form partnerships with state and local education agencies.** Because IES is moving in this direction, it is critical to include officials from these agencies—both on the grant as a co-principal investigator, and in the budget—and to describe how the research will inform policy decision-making in the education agency.
- **Write a clear, concise, and compelling proposal.** Reviewers do not like reading dense, obtuse text. Those on the panels often are reading several proposals, so make sure yours is a good read.
- **Have trusted colleagues review the proposal before submission,** so you have time to make revisions.
- **Have a good editor go through the proposal to make it clear in writing and format.**
- **Resubmit.** If a proposal makes it through the reviewers to the IES review panel, but still does not get funded, the reviewer/panel comments are helpful for revisions. When resubmitting, researchers can address how they changed the proposal in response to reviews, and provide justifications for changes they did not make. Here, too, the program officer can be a helpful resource.
- **Get involved in IES as a reviewer.** Sitting on panels and having conversations with experts from other disciplines is helpful in understanding IES's review process and its priorities. You may not always agree with them, but at least you know what you're getting into when seeking funding from IES.

Remember: The proposals that rise to the top are those that address key priorities of IES, develop interventions that matter, use rigorous methods that IES values for determining causality, and have a clear plan that addresses the components of the IES RFAs.

Thanks to our Section Supporters!

The section would like acknowledge and thank two organizations that donated resources to the section this year. First, the American Institute for Research (AIR) helped support the section website this year. Thanks to Laura Salganik, who was instrumental in securing this donation. Second, the National Opinion Research Center (NORC) made a donation that helped provide a “discounted rate” for graduate students at the section dinner. Tom Hoffer deserves special thanks for making this generous arrangement possible.

Book Talk: *The Broken Compass: Parental Involvement with Children's Education*, 2014, Harvard University Press.

Authors Keith Robinson and Angel Harris talk with Thurston Domina about their forthcoming book.



Keith Robinson is an associate professor of sociology at the University of Texas, Austin. He is the co-author of *The Broken Compass: Parental Involvement with Children's Education* (Harvard). His principal research interests are in the areas of sociology of education with a focus on the connections among individuals, families, and contexts, and how these connections reflect and contribute to racial/ethnic and economic disparities in academic achievement in the U.S.



Angel Harris is associate professor of Sociology and African American Studies at Princeton University. His interests are on how perceptions about the opportunity structure and the system of social mobility influence the extent to which people invest in schooling. His research focuses on the social psychological determinants of the racial achievement gap. He has focused on identifying factors that contribute to African Americans' lower academic achievement and Asian Americans' higher academic achievement relative to Whites.



Thurston Domina is an associate professor of Education in the School of Education at University of California, Irvine. Domina's research pairs demographic and econometric empirical methods with sociological theory to better understand the relationship between education and social inequality in the contemporary U.S. Much of this work focuses on student transitions from middle and high school into higher education.

Thad - In the Sociology of Education, we tend to think of parental involvement as a mechanism for the reproduction of inequality. This argument holds that parental involvement differs along race and class lines, and that these differences help to explain race and class inequalities in kids' outcomes. Does this argument hold up?

Keith - Let me open by saying that when we reviewed studies that were written about parental involvement in the past decade, we saw a mixed picture regarding the benefits of involvement for children's academic outcomes. Yet the public sentiment about involvement's importance for children's education was overwhelmingly positive. We started thinking at the very beginning of this project, what can account for this? Why are we seeing two different stories about parental involvement when we should see much more of a unified story? So we set out to do a comprehensive study that would provide this unified story on

parental involvement.

Angel - In the book, we conduct analyses that stratify the sample by both class and race. The first portion of the book is completely class-based in which the sample is stratified by 6 social class groups: parents that have less than high school education, those whose highest level of education is high school, and those whose highest level of education is a 4-year college degree or greater. We also stratify the sample into 3 groups based on family income: below the median, from the median to twice the median, and twice the median or greater. Our results detect some of the patterns that Annette Lareau discusses. For instance, we find that as social class increases so does levels of parental involvement. And the findings are pretty robust because we analyze multiple datasets and employ over 60 measures of parental involvement. Overall, the class-based findings are consistent with what people expect. When it comes to race, that's where the pattern of results becomes

surprising. We find that Asian Americans are the least involved of all groups with regards to traditional measures of parental involvement. Black Americans and Latinos are not as uninvolved as people might think relative to Whites. What is really surprising about our study is that when we consider how parental involvement matters for academic outcomes, the overwhelming majority of our results show that the connections between parental involvement and achievement are rather modest.

Keith - One of the surprising things we found was just how similar parents across racial groups appear on many forms of involvement. At the same time we also found some interesting patterns that suggest that certain racial and ethnic groups do certain types of involvement much more so than others. For instance, we had two categories of Asians: those that are traditionally associated with the “model minority” label and others that assimilated to the U.S. more recently (e.g., Vietnamese individuals). We found that parents in groups Asians A (model minority) and Asians B as we called them, were the least engaged in most of the 63 different forms of involvement we tested. Additionally, for some types of involvement activities, certain racial groups look identical and for other types of activities there are distinct race-based patterns. But I think it goes back to what we tried to do with this book. We tried to map the involvement activities parents engage in and document their effects on a wide range of children’s academic outcomes across different racial and socioeconomic groups. Our approach was to include nearly every involvement measure that appeared in prior studies and the more commonly used academic outcomes, and try to assess their association for each group separately. Previous studies have only done this in fragments, using a limited number of measures, and focusing on one or another racial/ethnic group or social class groups. I think the fragmented nature of many prior studies is what largely accounts for the understanding the academic community has had so far about how groups look with respect to how their parents are doing and the success their parents are having.

Thad- So is there a skeleton key that can kind of make sense of sort of the class and race patterns that you’re observing? Is immigration important? Is the way schools receive parents important? Is there some sort of broader cultural argument that you’re making?

Why do groups differ?

Keith - One of the key takeaway points is that because there are vast cultural, socioeconomic, and socio demographic differences in students’ family backgrounds, there is no one-size-fits-all model of involvement that will generate the type of academic success that schools envision. If the question is whether parental involvement is critical for academic success, it depends on the form of involvement you have in mind, the specific academic outcome you have in mind, and the social class or racial group in question. We do discuss the importance of families’ assimilation history in this country, but I think there is a wide array of factors that make it impossible to advocate parental involvement in a one-size-fits-all fashion.

Angel - That’s actually a huge point. Imagine different forms of parental involvement as policy levers with some outcome, say achievement, at the other end. For example, let’s say you have 60 levers. Is it really likely that all 60 are going to lead to increases in achievement for all groups? When you think about it that way, it is not surprising that what we find is a mixed bag, and the one that “works” differs depending on which group is being observed. For White Americans it might be that parental involvement type 10, 20, and 38 work whereas a completely different set of involvement activities work for Black Americans. In this book, we go beyond the connection between involvement and achievement. Rather, we examine this connection within group, for each group separately. In this way, ours is a parental involvement study among Whites, then among Blacks, then among Hispanics, Mexican Americans, non-Mexican Hispanics, and two Asian American groups, one group is the traditional model minority Asian, such as Chinese, Japanese, and Korean, and the other being southeast and often disadvantaged Asians. So running analysis for each race separately shows that the patterns that emerge really depend on which racial group is being observed.

Thad- You have mentioned that the types of involvement activities parents engage in varies by group characteristics. But when parents actually begin helping their children, is it correct to say that

one involvement activity is likely to be just as effective as another? What do you find in this respect?

Keith - We find that some forms of involvement are associated with declines in achievement, which suggests that some things parents are doing can actually compromise achievement. As it turns out, these activities differ by racial/ethnic status, social class status, and stage of K-12 education. I believe this is as important for parents to know as the activities that enhance their children's academic outcomes.

Angel - Over all of the analyses we conducted, approximately 15-20% of the involvement-academic outcome relationships were positive, roughly 30% were negative, and the rest were statistically insignificant. So most of the "effects" between parental involvement and achievement are not significant, and there were more negative relationships than positive relationships. This was true throughout K-12 schooling.

Thad - So imagine we're having dinner and I'm telling you about my kid having trouble at school and what I'm trying to do to help out. What's your advice to me?

Angel - I would say that you should not assume every involvement activity you engage in will lead to a positive outcome. There are actually some that will lead to declines in your child's academic performance. In fact, the one parental involvement activity that is consistently negatively associated with achievement is parents' help with homework. In our analyses, we do account for prior achievement, so we actually estimate the change in achievement that can be attributed to each particular measure of parental involvement net of traditional socioeconomic background factors. Help with homework seems to be associated with declines in achievement across most youth regardless of race, class, and academic outcome. But that's probably the only measure that jumps out at me for being consistent in one way. So what I would say is that it is important to talk to teachers to determine the best way to help children. This book does provide some insight into the things that are beneficial for children from different groups, based on class and race, and what are the things that are not significant, or that

actually hurt achievement. If a factor hurts achievement, it does not mean that it is a bad form of involvement. It just means that the way it is currently enacted is associated with a decline in achievement. It could be that perhaps parents are not aware of how to help with homework, or they are not efficient at it, which explains why this estimate is negative. But it could be an effective tool if used correctly. So the book itself is more of a diagnostic in a sense, a survey of how various forms of parental involvement relate to achievement for different groups.

Keith - My advice to you would be to find a way to communicate to your child that schooling is important for their lives. It is probably best if you start when your child is young. But your aim as a parent should be to consistently instill this message throughout their schooling careers - that is K-12. What our study points out is that this message does not have to be transmitted through typical forms of parental involvement. In fact, we found that many of the 63 involvement measures we examined were not that effective in improving academic outcomes. So what I would suggest is communicating the value of schooling to your child. This could be done in either subtle or less subtle ways, but I think it is critically important.

Angel - Keith just mentioned about communicating the importance of schooling to your child. One of the things we do discuss is how to make sense of parental involvement in light of our findings. How is parental involvement working? Why are the findings the way they are? In the book we give our conception of how parental involvement can be most effective. Part of our theory is informed by focus groups we conducted. Our conception, which we call stage setting, has two components: the first is for parents to convey the importance of schooling to the child, and the second is for parents to create a space around the child that does not dislodge that message from them. I'll elaborate really briefly on each component. Drawing from social psychology, we all have a global self-esteem, which is how we view ourselves in general, and we have self-esteem specific to different domains. You might have self-esteem as a husband, as a professor, as a mentor, as a son, and as a golfer. If you have a bad day on the golf course and it does not affect your global self-esteem, but you have a bad day as a husband or son and feel bad about yourself because of it, then your self-esteem in these latter

domains are closely tied to your global self-esteem in a manner that being a golfer is not. You identify with these domains. The key is how do you make education central such that it is connected to a kid's global self-esteem? One way of doing so is telling your kid, "Hey, the reason we moved to this country is so that you can receive a better education." It is elevating the importance of education in kids' lives, making it central to how they define themselves. Different groups have different amounts of success in doing so. It is easier for some groups to do than for others. The second part is to have a context or an environment around the child that doesn't compromise that message. You can imagine someone who lives in Trenton or in Detroit, a socioeconomically disadvantaged parent who is trying to give the message that education is important versus someone in Beverly Hills giving the same message. Well, chances are that the environment the kids are navigating are very different and the parent in inner-city Detroit has a greater challenge keeping that message central to the kid's core than the person in Beverly Hills. Reinforcement of the message is embedded within the life style for those living in Beverly Hills. Think of why professors' children tend to do well academically. When you wake up in a professor's house, there is a home office, the radio in the car stays on NPR, you hear your parents talking to their friends and are exposed to the push-back and verbal jousting that goes on. These are things that are just in the air, picked up through osmosis. These parents are living a lifestyle in which one cannot help but be a decent student within that context. And so they have created a space that's going to reinforce a kind of "life of the mind" lifestyle, which to some degree conveys that education is important. All parents want successful kids, and express that education is important, but there are differences in the extent to which parents can convey this effectively, and the kind of environment they can provide for their kid to reinforce this.

Thad So where do we go from here? What are the implications of your work for school and family policy?

Keith -I think we need to get the message straight with parental involvement. So much of the public sentiment regarding parental involvement stems from a collective desire to want parents to matter in every respect relating to their children's education. I think we need to get beyond that sentiment and we need to first focus on directing policy based on what the evidence is telling us and not what we think we should be doing. Now I'm talking about government policy here. I think we need to get our message clear first and realize that parental involvement in education needs to be targeted. We need forward thinking with respect to parental involvement and we have to get beyond conventional ways of thinking about how parents matter. Parents matter to children on a much more intangible, abstract level. Parents need to communicate certain messages to their children throughout their children's school careers and, which I think will go a long way in helping kids academically. I do think parents matter for children's educational outcomes but as a country, I do not believe we have figured out in what ways they matter. In part, this is because we are stuck on conventional thinking.

Angel -We elaborate on what we mean by communicating the value of school in the book. In fact, we devote an entire chapter to this concept. I do not want to give the impression that we are casually putting this concept out there without any substance behind it.

Keith - Schools do play a role in this and ideally, schools and parents should create a seamless educational environment for kids - one in which the home and school environments operate in tandem in educating children. As a parent, it is true that you can only communicate the value of school to your child in the way you understand it, but you can also receive input from teachers. In this way, I believe teachers can play a meaningful role in helping parents communicate the value of school, which fosters this idea of having unified educational environments for children.

Scholars on the Job Market



Elizabeth Covay Minor

PhD, University of Notre Dame

Current Position:

Research Director of the Michigan Consortium for Educational Research (MCER) at Michigan State University

Research: Elizabeth Covay Minor's research focuses on education and stratification. More specifically, she examines the emergence and persistence of inequalities in opportunities to learn and their relationship with both achievement and behavioral outcomes. Student opportunities to learn come in a variety of forms and may compound to form a cumulative advantage for some students and a cumulative disadvantage for other students. Policies and intervention can be directed at disparities in learning opportunities and may be able to reduce inequalities in education. Covay Minor operationalizes opportunities to learn in multiple ways including extracurricular activities (Covay & Carbonaro 2010), high school math course taking (Carbonaro & Covay 2010),

elementary school instructional practices, and high school math content coverage and instructional tasks.

Covay Minor's most recent research examines instruction and instructional content as a mechanism to explain inequalities in returns from student opportunities to learn. In a recent paper, she studies the organization of the learning environment in advanced math classrooms. Using the Survey of the Enacted Curriculum (SEC), she tests for classroom racial composition differences in the math content that is covered as well as the instructional tasks that are asked of the students.

Covay Minor received one of ten MET Early Career Grants, which includes the use of the Measuring Effective Teaching (MET) Longitudinal Database. She is in the process of starting a new project using the MET data to examine whether different types of instruction are more or less effective for different types of students. This project will provide detailed information about student access to opportunities to learn and the differential effects of those opportunities to learn on student achievement.

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Audrey Devine-Eller

PhD, Rutgers University

Current Position: Visiting Assistant Professor, Sociology Department, Grinnell College

Dissertation committee:

Patrick Carr (Chair), Karen Cerulo, Phaedra Daipha, Arlene Stein, Jennifer Jennings (NYU)

Research: My research focuses on how social structures are produced and reproduced through peoples' daily interactions. A monograph-in-progress examines the interactional processes that lead to stratified post-secondary planning and outcomes for high school students. An NSF Doctoral Dissertation Improvement Grant funded two years of fieldwork in one racially and socioeconomically

diverse high school. I studied "average" students at an "average" high school to maximize diversity of post-secondary outcomes. I draw on a variety of qualitative data to show the patterns of daily life in the school, and how they contribute to post-secondary planning. I also include follow-up interviews with the focal students two years post-high school (with another wave planned at five years out).

One central finding is that post-secondary planning became structured by a number of key paradoxes. School officials felt bound to promote college-for-all, yet only a minority of their students attended four-year colleges. School officials therefore pushed an implicit "no-college-for-some" message alongside the explicit "college-for-all" message, which contributed to a cooling-out process whereby some students adjusted their aspirations away from college. A paper in progress (to be presented at the upcoming ASA meeting) examines teachers'

ambivalence about promoting college for all their students. A second central finding of my work highlights the importance of *timing* in post-secondary planning. In my *Sociological Forum* article, I use the National Household Education Survey (2007) to show race and grade-level patterns in test prep. In a working paper, I show that some high school guidance offices deploy a complex, extended planning timeline that allows them to more successfully negotiate the college admissions process.

At Grinnell, I've developed a Sociology of Education

course that incorporates a community-based research project in which students gather post-secondary planning data at the local high school. These data will be used by the high school to evaluate and improve their post-secondary planning. This project adds a comparative case study to my dissertation work. I am also supervising a senior thesis that examines tracking and race talk among students and teachers in my data.

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Jeffrey Grigg

Department of Sociology,
University of Wisconsin-
Madison

Dissertation committee:

Adam Gamoran (Chair),
Geoffrey Borman, Eric
Grotsky, and Judith
Harackiewicz
(Psychology)

Research: My primary research interest is whether and how mobility—and stability, its converse—influence the well-being of young people. In my dissertation, I investigate one way I expect mobility matters: how new students feel about themselves in relation to school. I integrate student mobility and school transitions research with the social psychological literature on social identity threat and develop the concept of “mobility threat.” As with other forms of social identity threat such as stereotype threat, being new to a school may lead students to feel greater levels of anxiety, feel less integrated socially, and “protectively disidentify” with school. My initial results show that students who are new to their schools at the beginning of

seventh grade report different levels of well-being than their non-mobile peers, and, in particular, report substantially lower levels of social belonging as mobility threat predicts. I further test this question by using data from a district-wide randomized field trial of a self-affirmation writing intervention designed to help students productively negotiate threatening situations. I expect that mobile students will respond differently than non-mobile students to opportunities to reflect on their circumstances, which may or may not benefit them. My aim is to show how stability can function as an educational resource by focusing on students who do not possess it. Furthermore, I hope to show how student attitudes and dispositions play a role in student mobility and how targeted interventions can address the experience of being new.

Other Professional Skills & Interests: Social Stratification & Inequality, Education Policy, Social Organization of Schools, and Research Methods

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**Paul Hanselman**

Ph.D. candidate in Sociology
at the University of
Wisconsin-Madison.

Paul's research centers on
processes of social
stratification in primary and
middle schools, asking how
specific aspects of schooling

exacerbate or mitigate racial and economic disparities
in school performance. His dissertation considers how
opportunities to learn related to individual teachers-

as measured by value-added models of student
achievement- contribute to educational disparities
through differential access and benefits, and through
the cumulative effect of teacher assignments over
time. Other current work investigates heterogeneity
in randomized field trials in education (such as
professional development initiative in elementary
science) to reveal differences in school context (such
as the social resources among staff) that contribute
to students' educational experiences. In addition to
these substantive areas, Paul's teaching experience
and interests also center on quantitative
methodology.

**David S. Morris**

PhD, University of Virginia,
2013

Dissertation Committee:

Paul Kingston, Josipa Roksa,
Milton Vickerman, and Dick
Reppucci.

Research: Dave Morris is
primarily interested in
educational inequality,

behavior and discipline in school, family dynamics,
social stratification, and political behavior. Morris
completed his doctoral dissertation, "Enduring
Disruption: The effect of peer behavioral disruptions
in school on educational and social inequality" in May
of 2013. His dissertation focuses on the effects of
peer behavioral problems in high school and the
consequences they have on academic achievement,
social capital, educational attainment, and future life
chances. Drawing on data from NELS and ELS,
findings from his work suggest that economically

disadvantaged, female, Asian, and academically
ambitious students are more likely to experience
personal disruptions. Results also suggest that the
various forms of disruptions in school negatively
associate with cognitive skill, noncognitive skill, and
social capital at the end of high school. Disruptions
appear to have lasting effects as well, negatively
impacting post-secondary, occupational, and
economic attainment nearly ten years after high
school. Morris is also interested in the relationship
between school disciplinary practices and
educational and social inequality, and the relationship
between family dynamics and academic achievement.
In addition to studying education and stratification,
he is interested in the interrelationship of social class,
the use of new media, and political behavior and
participation. Morris's work has been published in
Youth & Society and *Social Science Computer Review*.
He is currently a visiting assistant professor at
College of Charleston.

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Sarah Ryan is currently a Carnegie Mellon and RAND Traineeship (CMART) postdoctoral fellow, a position funded through the Institute of Education Sciences (IES). Broadly speaking, her research interests are focused around the ways in which educational and social

inequality impact youth. Sarah frequently employs social capital theory as a useful lens through which to investigate and understand group level disparities in educational opportunities and outcomes. She is particularly interested in the experiences of Latina/o youth and their families as they engage with the U.S. system of education. In her dissertation research Sarah used a national longitudinal database and structural equation modeling techniques to investigate whether the degree of alignment between high school students' postsecondary expectations and their actions taken toward fulfilling those ambitions might mediate intergenerational resource transmission. This research was funded through dissertation fellowships from the

Association for Institutional Research (AIR) and the University of California Office of the President. As she continues the line of inquiry related to her dissertation work, Sarah is also currently involved in several new projects. She is working with researchers at RAND to evaluate the implementation and outcomes of a comprehensive school change initiative focused on ameliorating inequalities in rates of high school completion and postsecondary enrollment in a large urban school district. Sarah is also working with colleagues at Carnegie Mellon University to investigate the consequences of hybrid (online and traditional) instruction at the community college level. Most recently, Sarah has begun to explore the development of a survey instrument to measure the availability and usefulness of social capital among youth.

Dissertation Committee: Robert K. Ream (chair), Douglas E. Mitchell, Robert Hanneman, Lindsey Malcom-Piqueux, and Sigal Alon

Email: sarahrya@andrew.cmu.edu

Website: <http://cmart.stat.cmu.edu/sr.html>



Dara Shifrer, Houston Education Research Consortium, Kinder Institute for Urban Research, Rice University

Research: Shifrer is primarily interested in the structural, cultural, and social psychological factors producing

educational disparities. As a Postdoctoral Fellow for the Houston Education Research Consortium (directed by Dr. Ruth López Turley), Shifrer is the lead analyst and author for a series of studies focused on the effectiveness of the Houston Independent School District's teacher performance pay program, and the general reliability of teacher quality indicators. Funded by a National Science Foundation grant she co-wrote with Dr. Chandra Muller, Shifrer's dissertation research explored the markers of social disadvantage that leave youth most vulnerable to carrying a learning disability label during high school, and whether the label is subsequently related to stigma and stratification.

She has published findings related to this work in the *American Educational Research Journal*, *Sociology Compass*, *Research in Social Science and Disability Series*, *Journal of Learning Disabilities*, and the *Journal of Special Education Technology*. Shifrer was the lead analyst and author for a trend analysis on the college-going benefits of high school sports participation that incorporated data from three large nationally representative datasets (published in *Youth & Society*). In addition to other works in progress related to these topics, she is working on studies focused on the mechanisms whereby socioeconomically disadvantaged youth feel less control over their lives, and the social psychological factors that reduce the likelihood of college enrollment for adolescents whose parents did not attend college.

Dissertation Committee: Chandra Muller, Catherine Riegle-Crumb, R. Kelly Raley, Robert Hummer, Debra Umberson

Other Professional Skills and Interests: In addition to her research skills (statistical programming,

collection and analysis of qualitative data, and survey creation), Shifrer built other research-relevant skills as Muller's Project Coordinator of three years, including submitting grant proposals, obtaining IRB approval, compiling annual reports, facilitating access to restricted datasets, coordinating weekly project meetings, and managing undergraduate student workers. Shifrer and Muller wrote two grant proposals that were successfully funded by NSF. Shifrer's research is also informed by her experience teaching middle

school math, two years at a school predominantly serving wealthy white students, and two years at a school predominantly serving poor Hispanic students.

Email: Dara.Shifrer@rice.edu

Website: <http://kinder.rice.edu/herc/>



Joseph Workman,
Department of Sociology,
University of Notre Dame
My research interests are
sociology of education,
social stratification,
sociology of the family,
and quantitative methods.
My dissertation focuses
on the ways family

structure influences the availability and flow of educational resources among family members. In one chapter, I find the degree to which siblings reduce a child's access to family resources may be over-stated due to unobserved differences between families. Using within-child fixed effects models I find changes over time in the number of siblings in a child's family are not significantly related to a child's rate of cognitive development. Although the presence of siblings impacts some dimensions of home life during early childhood, they are not the dimensions that are highly related to development. This paper was awarded the Maureen T. Hallinan Graduate Student Paper Award by the AERA Sociology of Education SIG. In

a paper with Douglas Downey and Benjamin Gibbs we examine how social policy influences the financial constraints faced by parents of large families in providing for their children's education. Using the General Social Surveys 1972-2010, we find the relationship between educational attainment and the number of siblings in an individual's family weakened over the first half of the 20th Century as the United States implemented more progressive social policies. A second strand of my research, with my dissertation advisor William Carbonaro, identifies the important roles of students' distant friends and second-degree peers in shaping students' social identities. By shaping the behaviors students see as normative, distant friends and peers influence important educational outcomes, including whether students complete high school or drop out.

Dissertation Committee: William Carbonaro (advisor), Mark Berends, Richard Williams, and Amy Langenkamp.

Email: jworkma1@nd.edu

Early Career Scholars



Steven Elias Alvarado, Ph.D. University of Wisconsin-Madison.

Current Position

Assistant Professor, Sociology Department, Cornell University

Steven Alvarado's interests include social stratification, quantitative methods, education,

and health with a particular focus on immigrants and the children of immigrants in the United States. One line of his research focuses on unpacking how social contexts impact youth outcomes. For example, he has previously examined how friendships, especially

college-oriented friendships, affect college application patterns among White and Latino youth (Alvarado and Lopez-Turley 2012). In his dissertation, Steven analyzed the effect that neighborhood social context has on math scores, reading scores, and obesity among urban minority youth. In a separate line of research, Steven has examined the role of violence in Latin America as a catalyst for emigration to the United States (Alvarado and Massey 2010). Current projects focus on the participation of Latino students in STEM (i.e., science, technology, engineering, and math) tracks in U.S. high schools and on the links between early health disparities and inequalities in educational and occupational attainment in adulthood.



Anna R. Haskins, Ph.D. University of Wisconsin-Madison.

Current Position

Postdoctoral Researcher, Columbia University

Anna R. Haskins received her Ph.D. from the University of Wisconsin-Madison. Anna is

a former elementary school teacher and her research interests are broadly in the areas of educational inequality, social stratification, race and ethnicity, and the intergenerational social consequences of

mass incarceration. Her dissertation asks how three social institutions—the family, the school, and the penal system—jointly contribute to educational inequality. By bringing together research on the black-white achievement gap and work on the social consequences of mass incarceration, she examines the effects of paternal incarceration on a range of children's schooling outcomes in an effort to better understand the persistence of racial disparities in educational outcomes and academic trajectories.

After completing her Postdoctoral position at Columbia, Anna will join the department of sociology at Cornell University as an Assistant Professor.



David M. Merolla completed his Ph.D. in Sociology at Kent State University in 2010 and is currently an Assistant Professor of Sociology at Wayne State University in Detroit, MI. His research specialties include sociology of education, racial inequality, social psychology and quantitative methods. Recent publications include

“Structural Precursors to Identity Processes: The Role of Proximate Social Structures” (*Social Psychology Quarterly*, 2012). Using identity theory, this paper highlights the social factors that help to sustain student interest in science education. More specifically, this research investigates how federally funded science training programs act as proximate social structures that provide minority and female students access to social relationships surrounding science which are often more accessible to white male students. This research finds that students with more social relationships based on their roles as science students are more likely to report a desire to continue in science. This pattern research suggests that it is not a lack of ability that leads to underrepresentation in science; rather, underrepresentation persists in part because female

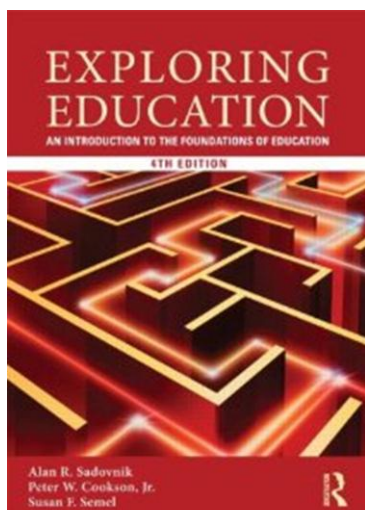
and minority students have less access to proximate social structures related to scientific pursuits. A related paper is forthcoming in *Social Psychology of Education*.

Another recent publication, “The Net Black Advantage in Educational Transitions: An Educational Careers Approach” (*American Educational Research Journal*, 2013) investigates the net Black advantage pattern across the educational careers of American students. The research shows that a net Black advantage exists from 10th grade through college enrollment, a finding that casts doubt on affirmative action and other rational choice explanations of this phenomenon. Instead, the research shows that higher student expectations among minority students can explain the net Black advantage in college enrollment and partially explains the net Black advantage in high school graduation. These findings indicate that student expectations are a positive factor for Black students. If Black students had the same expectations as white students, racial inequality in educational attainment would be even more pronounced. Moreover, this research shows that one critical reason for continuing racial disparities in educational attainment are structural processes that make race the most potent predictor of student SES. Dr. Merolla also enjoys working with colleagues and students. Recent collaborative work has appeared in *Canadian Journal of Criminology and Criminal Justice* and *American Journal of Hospice and Palliative Medicine*.

News from Section Members: Books and Reports

Exploring Education: An Introduction to the Foundations of Education (Fourth Edition).

by Alan R. Sadovnik, Peter W. Cookson Jr. and Susan F. Semel, (Routledge)



This much-anticipated fourth edition of Exploring Education offers an alternative to traditional foundations texts by combining a point-of-view analysis with primary source readings. Pre- and in-service teachers will find a solid introduction to the foundations disciplines -- history, philosophy, politics, and sociology of education -- and their application to educational issues, including school organization and teaching, curriculum and pedagogic practices, education and inequality, and school reform and improvement. This edition features substantive updates, including the addition of discussion on the neo-liberal educational policy and recent debates about teacher evaluation, updated data and research, and new readings by leading researchers, such as Diane Ravitch, Robert Dreeben, and Helen F. Ladd.

At a time when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted

approaches to curriculum and instruction, Exploring Education helps teachers to think critically about the "what" and "why" behind the most pressing issues in contemporary education.

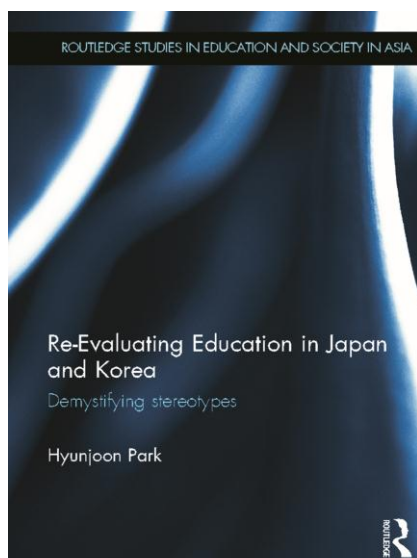
Alan R. Sadovnik is Board of Governors Distinguished Service Professor of Education, Sociology, and Public Administration and Affairs at Rutgers University, USA.

Peter W. Cookson, Jr. teaches at Teachers College, Columbia University, USA, and is President of Ideas without Borders in Washington, DC, USA.

Susan F. Semel is Professor of Education and Chair of the Department of Leadership, Foundations and Special Education at the City College of New York, USA.

Re-Evaluating Education in Japan and Korea: De-mystifying Stereotypes

by Hyunjoon Park (Routledge)



International comparisons of student achievement in mathematics, science, and reading have consistently shown that Japanese and Korean students outperform their peers in other parts of world. Understandably, this has attracted many policymakers and researchers seeking to emulate this success, but it has also attracted strong criticism and a range of misconceptions of the Japanese and Korean education system.

Directly challenging these misconceptions, which are prevalent in both academic and public discourses, this book seeks to provide a more nuanced view of the Japanese and Korean education systems. This includes the idea that the highly standardized means of education makes outstanding students mediocre; that the emphasis on memorization leads to a lack of creativity and independent thinking; that students' successes are a result of private supplementary education; and that the Japanese and Korean education systems are homogenous to the point of being one single system.

Using empirical data Hyunjoon Park re-evaluates the strengths and weaknesses of the existing education systems in Japan and Korea and reveals whether the issues detailed above are real or unfounded and misinformed.

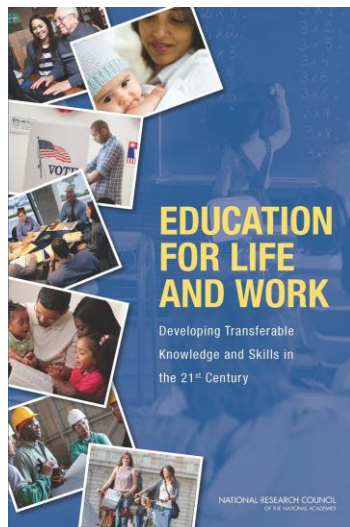
Offering a balanced view of the evolving and complex nature of academic achievement among Japanese and Korean students, this book will appeal to students and scholars of Asian, international and comparative education, as well as those interested in Asian society more broadly.

For more on the book, see: <http://www.routledge.com/books/details/9780415595520/>

Hyunjoon Park is the Korea Foundation Associate Professor of Sociology and Education at the University of Pennsylvania.

Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century

Committee on Defining Deeper Learning and 21st Century Skills; Division of Behavioral and Social Sciences and Education; Washington, DC: The National Academies Press (2012)



Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management- often referred to as "21st century skills."

Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper

learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal and informal learning environments.

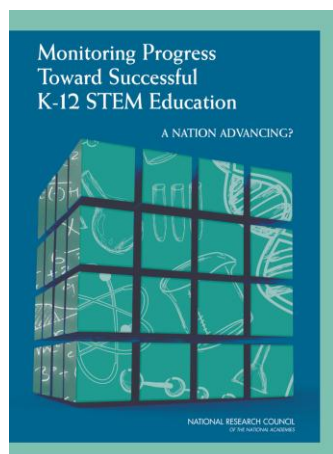
This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century* summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

For more information on this book, visit

[http://sites.nationalacademies.org/dbasse/bota/education for life and work/](http://sites.nationalacademies.org/dbasse/bota/education%20for%20life%20and%20work/)

Monitoring Progress toward Successful STEM Education: A Nation Advancing?

Committee on the Evaluation Framework for Successful K-12 STEM Education; Division of Behavioral and Social Sciences and Education; National Research Council; Washington, DC: The National Academies Press: 2013.



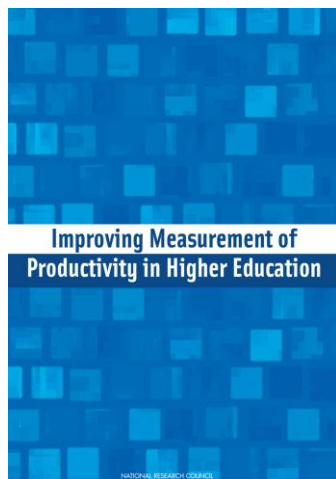
Following a 2011 report by the National Research Council (NRC) on successful K-12 education in science, technology, engineering, and mathematics (STEM), Congress asked the National Science Foundation to identify methods for tracking progress toward the report's recommendations. In response, the NRC convened the Committee on an Evaluation Framework for Successful K-12 STEM Education to take on this assignment. The committee developed 14 indicators linked to the 2011 report's recommendations. By providing a focused set of key indicators related to students' access to quality learning, educator's capacity, and policy and funding initiatives in STEM, the committee addresses the need for research and data that can be used to monitor progress in K-12 STEM education and make informed decisions about improving it.

The recommended indicators provide a framework for Congress and relevant deferral agencies to create and implement a national-level monitoring and reporting system that: assesses progress toward key improvements recommended by a previous National Research Council (2011) committee; measures student knowledge, interest, and participation in the STEM disciplines and STEM-related activities; tracks financial, human capital, and material investments in K-12 STEM education at the federal, state, and local levels; provides information about the capabilities of the STEM education workforce, including teachers and principals; and facilitates strategic planning for federal investments in STEM education and workforce development when used with labor force projections. All 14 indicators explained in this report are intended to form the core of this system. *Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing?* summarizes the 14 indicators and tracks progress towards the initial report's recommendations.

For more information on the book and prior report (2011), please visit http://sites.nationalacademies.org/dbasse/bose/dbasse_071097

Improving Measurement of Productivity in Higher Education

Panel on Measuring Higher Education Productivity: Conceptual Framework and Data Needs; Division of Behavioral and Social Sciences and Education; National Research Council; Washington, DC: National Academies Press: 2012.



Higher education is a linchpin of the American economy and society: teaching and research at colleges and universities contribute significantly to the nation's economic activity, both directly and through their impact on future growth; federal and state governments support teaching and research with billions of taxpayers' dollars; and individuals, communities, and the nation gain from the learning and innovation that occur in higher education.

In the current environment of increasing tuition and shrinking public funds, a sense of urgency has emerged to better track the performance of colleges and universities in the hope that their costs can be contained without compromising quality or accessibility. *Improving Measurement of Productivity in Higher Education* presents an analytically well-defined concept of productivity in higher education and recommends empirically valid and operationally practical guidelines for measuring it. In addition to its obvious policy and research value, improved measures of productivity may generate insights that potentially lead

to enhanced departmental, institutional, or system educational processes. *Improving Measurement of Productivity in Higher Education* constructs valid productivity measures to supplement the body of information used to guide resource allocation decisions at the system, state, and national levels and to assist policymakers who must assess investments in higher education against other compelling demands on scarce resources. By portraying the productive process in detail, this report will allow stakeholders to better understand the complexities of--and potential approaches to--measuring institution, system and national-level performance in higher education.

For more information on the book, visit

http://www.nap.edu/catalog.php?record_id=13417

Announcements from Members

Katerina Bodovski (Education, The Pennsylvania State University) has been promoted to the rank of Associate Professor with tenure.

Thurston Domina (School of Education, University of California, Irvine) has been promoted to the rank of Associate Professor with tenure.

Sara Goldrick-Rab recently received an award from the Spencer Foundation for her project "Getting to Graduation: End of College Transitions among Students from Low-Income Families." The support allows for an additional wave of qualitative data collection for the Wisconsin Scholars Longitudinal Study through March 2014.

Beverly Lindsay (Penn State Professor and Senior Scientist) has been awarded a Fulbright Fellowship to Indonesia at the University of Lampung (Lampung Province) and the Ministry of Education (Jakarta) for Fall 2013. Her fellowship focuses on university research and policy development in education and social sciences.

Vivian Louie will be the CUNY Thomas Tam Visiting Professor at CUNY/Hunter College in the academic

year 2013-2014.

Caitlin Patler (UCLA Department of Sociology) was awarded a Community Action Research Award from the ASA Sydney S. Spivack Program in Applied Social Research and Social Policy for her project "Assessing the Educational and Economic Trajectories, Civic Engagement, and Health Status of Deferred Action for Childhood Arrivals (DACA) Program Applicants." This is a collaborative project with Dream Team Los Angeles.

Heather Price is moving from Notre Dame to Basis Policy Research, LLC as a Senior Research Associate. Basis is an independent research firm specializing in policy research and program evaluation. Basis works with local districts, state and federal governments, as well as foundations and non-profits in the educational and broader social policy spheres.

Gregg Thomson, formerly Executive Director, Office of Student Research and Campus Surveys, University of California, Berkeley, is now Director, Institutional Research, Saint Mary's College of California. Since 2002 he has been Co-Principal Investigator, Student Experience in the Research University (SERU), Center for Studies in Higher Education, University of California, Berkeley.

2013 Section Awards

The Willard Waller Career Achievement Award

Committee: Tom DiPrete (Chair), Chandra Muller, David Stevenson, Pam Walters

Winner

Robert Dreeben (Emeritus, University of Chicago)

The James Coleman Award (for the Best Article)

Committee: Jennie Brand (Chair), Susan Dumais, Eric Grodsky, Angel Harris, Florencia Torche

Winner

Florencia Torche (NYU), 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the U.S." *American Journal of Sociology*.

Honorable Mentions

Joscha Legewie (Columbia University) and Tom DiPrete (Columbia University). 2012. "School Context and the Gender Gap in Educational Achievement." *American Sociological Review*.

Mads Meier Jæger. (University of Copenhagen). 2012. "The Extended Family and Children's Educational Success." *American Sociological Review*.

The David L. Stevenson Award (for the Best Graduate Student Paper)

Committee: Sean P. Kelly (Chair), Margaret Frye, Doug Lauen, Anne McDaniel, Keith Robinson

Winner

Joseph Merry (The Ohio State University), 2013. "Tracing the U.S. Deficit in PISA Reading Skills to Early Childhood: Evidence from the United States and Canada." *Sociology of Education*.

Honorable Mentions

Megan Holland. (Harvard University). "Easy Targets: Haphazard College Searching and the Reproduction of Inequalities in Higher Education."

S. Michael Gaddis. (University of North Carolina). "Discrimination in the credential society: An Audit study of race and college selectivity in the labor market."

Pierre Bourdieu Award (for the Best Book)

Committee: Elizabeth Armstrong (Chair), Regina Deil-Amen, Kendra Freeman, Lori Hill

Winner

Elizabeth Popp Berman. 2011. *Creating the Market University: How Academic Science Became an Economic Engine*. Princeton University Press.

2013 Section Sessions and Events at the Annual Meeting



Below is a listing of the Sociology of Education Section sessions and events.

For the preliminary program, visit:

<http://www.asanet.org/AM2013/programschedule.cfm>

Section Business Meeting

Saturday, August 10th, 5:30-6:15 pm

Section Reception (and Awards Presentation)

Saturday, August 10th, 6:30-8:30pm

Section Dinner

Saturday, August 10th, 8:30-10:30pm

Location: Tony DiNapoli's, 147 W.43rd St.

<http://www.tonysnyc.com/index.html>

Sociology of Education Section Paper Sessions

Organizers: Brian An, University of Iowa and Elizabeth Stearns, University of North Carolina-Charlotte.

Returns to Education

Saturday, Aug 10, 8:30 to 10:10am

Presider: Brian An, University of Iowa

- **Campus Involvement, Social Capital, and the Racial Wage Gap for Graduates of predominantly-White Universities**
Courtney Twitty, Florida State University; and Janice McCabe, Dartmouth College
- **Producing Inequality in Citizenship: Experiences of School Discipline and Political Learning**
Sarah K. Bruch, University of Iowa
- **The New College Student in the New Economy: Experiences of Displaced Workers Who Attend College**
Pamela J. Aronson, University of Michigan-Dearborn
- **The Returns to College Education: A Reassessment of Heterogeneous Treatment Effects**
Stefanie Lightner, University of Minnesota; Eric Grodsky, University of Wisconsin-Madison
- **Unequal Advantages among the Best and the Brightest in the American Meritocracy**
Ted I.K. Youn, Boston College; Karen D. Arnold, Boston College; Yi Shang, John Carroll University

Soft Skills and Achievement

Saturday, Aug 10, 10:30 to 12:10pm

Presider: Jane E. Rochmes, University of Michigan

- **Ability Grouping and Learning to Read: A New Method For Isolating the Causal Effect**
Joseph Merry, the Ohio State University; Alicia Croft, The Ohio State University
- **Inequality in Noncognitive Skills and Cumulative Disadvantage**
Elizabeth A. Covay, Michigan State University; Jaime Lynn Puccioni, Michigan State University
- **The Inconsistent Curriculum: Situational Variability in Teachers' Expectations and Its Consequences for Educational Inequality**
Jessica McCrory Calarco, Indiana University
- **The Promise and Perils of Teaching Social and Behavioral Skills at a "No Excuses" School**
Joanne Wang Golann, Princeton University
- **The Role of Social and Behavioral Skills in Mediating Achievement Gaps in Elementary School**
Demetra M. Kalogrides, Stanford University; Sarah M. Ovink, Virginia Polytechnic Institute and State University

College Destination, Persistence, and Completion*Saturday, Aug 10, 2:30 to 4:10pm*

Presider: Joshua Brown, University of Virginia

- **College Selectivity and Degree Completion**
Liza Reisel, Institute for Social Research; Paul A. Attewell, City University of New York-Graduate Center; Scott Heil, Heald College - San Francisco
- **Early Major Choice and the Attainment Gap between First- and Continuing-Generation College Students**
David Monaghan, City University of New York-Graduate Center; Sou Hyun Jang, City University of New York-Graduate Center
- **Ethno-Religious Differences in Israeli Higher Education: Vertical and Horizontal Dimensions**
Yariv Feniger, Ben Gurion University-Negev; Hanna Ayalon, Tel Aviv University; Oded Mcdossi, Tel-Aviv University
- **High School Environments, STEM Orientations, and the Gender Gap in Science and Engineering Degrees**
Joscha Legewie, Columbia University
- **The Impact of Distance to College on the Academic Performance of First-Generation Students**
Alma Nidia Garza, University of California-Irvine; Andrew S. Fullerton, Oklahoma State University

Educational Policies and Outcomes*Sunday, August 11 10:30 to 12:10pm*

Presider: Argun Saatcioglu, University of Kansas

- **A School-Based Perspective on how School Choice Programs Affect Student Outcomes**
Megan J. Austin, University of Notre Dame
- **School Funding in the United States: Changing Policies and Persistent Inequalities**
Dennis J. Condon, Oakland University
- **Stigma and Stratification Related to the Learning Disability Label: High School Students' Progression through Math Coursework**
Dara Renee Shifrer, Rice University
- **Suspending Progress: The Hidden Costs of Exclusionary School Discipline**
Brea Louise Perry, University of Kentucky; Edward W. Morris, University of Kentucky
- **The effects of community violence on students' standardized test performance**
Patrick T. Sharkey, New York University; Amy Ellen Schwartz, New York University; Johanna Lacoe, University of Southern California

Ethnoracial Groups and Achievement

Sunday, August 11 12:30 to 2:10pm

Presider: Mark Berends, University of Notre Dame

- **Ethnic and Social Class Discrimination in Education: Experimental Evidence from Germany**
Sebastian Ernst Wenz, University of Bamberg; Kerstin Hoeng, University of Bamberg
- **Family Structure and Student Achievement for The Truly Disadvantaged**
Argun Saatcioglu, University of Kansas
- **Stereotype Threat, Self-Affirmation, and School Context: Evidence from 11 Schools**
Jeffret Grigg, University of Wisconsin-Madison; Paul Magnus Hanselman, University of Wisconsin-Madison
- **The Influence of SES and Race/Ethnicity on Physical Activity Levels and Student Achievement**
Stephen Caldas, Manhattanville College; Monique S. Reilly, Manhattanville College
- **The Role of Friendship in Race/Ethnic Achievement Disparities**
Jennifer Flashman, Yale University

Sociology of Education Roundtables

Saturday, August 10th, 4:30-5:30pm

- Table 1. Teacher Effects
- Table 2. Labor Markets
- Table 3. Inequality 1
- Table 4. Inequality 2
- Table 5. Inequality 3
- Table 6. Inequality 4
- Table 7. Inequality 5
- Table 8. School/Classroom Contexts
- Table 9. STEM Issues
- Table 10. Accountability, Reform and Choice
- Table 11. Higher Education 1
- Table 12. Higher Education 2
- Table 13. Higher Education 3
- Table 14. Higher Education 4
- Table 15. Family structure
- Table 16. Teachers
- Table 17. Culutral Capital
- Table 18. Student Engagement
- Table 19. Neighborhoods
- Table 20. Social Relationships

“Regular” Education Section Paper Sessions

Organizers: Robert Crosnoe, University of Texas- Austin

Race, Class, and Gender in Education

Sunday, August 11 2:30 to 4:10pm

Discussant: Linda Renzulli, University of Georgia

Presider: Irene R. Beattie, University of California-Merced

- **Decomposing School “Resegregation”: Social Closure, Racial Imbalance, and Racial Isolation**
Jeremy Fiel, University of Wisconsin-Madison
- **Do gender Differences in First-Year Grades Contribute to the Gender Gap in STEM?**
Elizabeth Sterns, University of North Carolina-Charlotte; Nandan Jha, University of North Carolina-Charlotte; Jason Giersch, University of North Carolina-Charlotte; Roslyn A. Mickelson, University of North Carolina-Charlotte
- **European Variations in Socioeconomic Inequalities in Students Cognitive Achievement: The Role of the Educational Policies**
Noémie Le Donné, Center for Research in Economics and Statistics and Sciences Po
- **Examining Macro and Micro Contexts of Inequality in Education: The Centrality of Sociological Mixed-Methods Research**
Amy Stuart Wells, Columbia University; Miya Marner, Columbia University; Ashley Lauren Fox, Columbia University; Hester Earle, Columbia University

Challenges to Policy and Practice

Monday, August 12 8:30-10:10am

Discussant: George Farkas, University of California-Irvine

Presider: Jennifer March Augustine, Rice University

- **Bad Apples or Bad Orchards? An organizational Analysis of Educator Cheating on Standardized Accountability Tests**
Jason Hibel, Purdue University; Daphne Michelle Penn, Purdue University
- **Does Educational Expansion Create Better Jobs? Exploiting U.S. Compulsory Schooling Laws 1850-1930**
Emily Rauscher, University of Kansas
- **Flight from School Failure? Stigma, Choice and Mobility in Chicago**
Peter M. Rich, New York University; Jennifer L. Jennings, New York University
- **Rethinking the Cooling Out Hypothesis: The Impact of Need-Based Financial Aid on Students Educational Goals**
Katharine Broton, University of Wisconsin-Madison, Sara Goldrick-Rab, University of Wisconsin-Madison

Paths to College

Tuesday, August 13 12:30-2:10pm

Discussant: Catherine Riegle-Crumb, University of Texas-Austin

Presider: Andrew Penner, University of California-Irvine

- **An Intersection Approach to Gender Differences in the Motivations to Attend College**
Tina M. Wildhagen, Amith College
- **Internalizing Expectations of 'Making It': Perceptions and Persistence in Underrepresented Adolescents' Pathways to College**
Lara Cristina Perez-Felkner, Florida State University
- **Rethinking School-based Ties: Social Class and the Role of Institutional Agents in Adolescents' College Plans**
Jessica Halliday Hardie, University of Missouri-Kansas City
- **The Long-Term Impact of Early Childhood Education on Attending College**
Deleena Patton, University of Washington

See you in New York!

Section Homepage

American Sociology Association

<http://www2.asanet.org/soe/>

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Katie Condit

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