

# Jeanne M. Powers, Ph.D.

Professor  
Mary Lou Fulton Teachers College  
Arizona State University  
P. O. Box 871811  
Tempe, AZ 85287-1811

Phone: (480) 965-0841  
email: [jeanne.powers@asu.edu](mailto:jeanne.powers@asu.edu)  
ORCID: [orcid.org/0000-0001-5197-6546](https://orcid.org/0000-0001-5197-6546)  
ResearchGate profile:  
[https://www.researchgate.net/profile/Jeanne\\_Powers](https://www.researchgate.net/profile/Jeanne_Powers)

## Research interests

Jeanne M. Powers is a sociologist of educational policy. Her research interests include school segregation, school choice, the academic achievement of immigrant students, the teacher workforce, the implementation of complex educational reforms, and issues of equity and access in education policy more broadly.

## Professional degrees

Ph.D., University of California, San Diego, Department of Sociology, 2002.

M.A., University of California, Irvine, Program in Comparative Culture, 1994.

B.A., Tufts University, Medford, MA, Department of International Relations, 1990, cum laude.

## Professional experience

Professor, 2021-present  
Mary Lou Fulton Teachers College, Arizona State University.

- Lead Editor, *Education Policy Analysis Archives*, August 2023-
- Program Committee Chair, MA in Educational Policy, 2014-present
- Faculty Affiliate, School of Public Affairs.
- Faculty Affiliate, School of Transborder Studies.

Associate Professor, 2008-2021.  
Mary Lou Fulton Teachers College, Arizona State University.

- Editor, *Review of Research in Education*, 2018, 2020.

Assistant Professor, 2002-08.  
Division of Educational Leadership and Policy Studies, Arizona State University.

Research Assistant, 2001.  
Department of Sociology, University of California, San Diego.

Teaching Associate, 1998, 1997 (Fall semesters).  
Department of Sociology, University of California, San Diego.

Research Assistant, 1995-97.  
Department of Sociology, University of California, San Diego.

Teaching Assistant, 1994-97.  
Dimensions of Culture Writing Program and Department of Sociology,  
University of California, San Diego.

Teaching Assistant, 1992-94.  
Department of Social Relations and Program in Comparative Culture, University  
of California, Irvine.

Administrative Coordinator, 1990-92.  
Center for Art Therapies, Boston, MA

**Honors and  
awards**

Fellow, National Education Policy Center, University of Colorado, Boulder,  
October 2018-present.

Finalist, ASU Graduate College, Outstanding Doctoral Mentor Award, 2016-17.

American Educational Research Association, Review of Research Award, 2015.

*American Educational Research Journal*, Social and Institutional Section.  
Outstanding Reviewer Award, 2015.

Mary Lou Fulton Teachers College, Outstanding Integration of Scholarship with  
Teaching Award, 2015.

Senior Research Fellow, Massachusetts Institute for College and Career  
Readiness, 2014-16.

American Educational Research Association, Law and Education SIG. Best  
Proposal Award, 2011.

UC President's Dissertation Year Fellowship, 2000.

Spencer Foundation Mentoring Grant to Hugh B. Mehan. Dissertation  
Fellowship, Winter 2000.

University of California, San Diego. Department of Sociology. Dissertation  
Fellowship, Fall 1999.

AERA/Spencer Doctoral Fellowship, 1998-99.

Pacific Sociological Association. Outstanding Graduate Student Paper Award,  
1997.

University of California, San Diego. Regents Fellowship. 1994-95.

**Books**

Powers, J. M. (2009). *Charter schools: From reform imagery to reform reality*. New York: Palgrave Macmillan.

- Featured as an Editors' Pick in *Choice: Current Reviews for Academic Libraries*, 47(6)

**Peer reviewed articles**

\*indicates student coauthor

Powers, J. M. & \*Kim, W. (2023). The 2018 teachers' strikes and the social construction of teachers. *Educational Studies*.

<https://doi.org/10.1080/00131946.2023.2269449>

Pivovarov, M. & Powers, J. M. (2022). Immigrant status and labor market mismatch: New evidence from the 2012 PIAAC. *Large-scale Assessment in Education* 10 (9). <https://doi.org/10.1186/s40536-022-00127-7>

- Joint publication of the International Association for the Evaluation of Educational Achievement (IEA) and Educational Testing Service (ETS)
- Scimago Journal Rank 2021 (Education): 1.75

Pivovarov, M. & Powers, J. M. (2022). Staying or leaving? Teacher professional characteristics and attrition in traditional public and charter schools. *Education Policy Analysis Archives*. 30(19). <https://doi.org/10.14507/epaa.30.6459>

- Scimago Journal Rank 2021 (Education): .49

Powers, J. M., & Wong, L. (2022). Necessary risk: addressing precarity by re-envisioning teaching and learning. *Journal of Educational Administration and History* 54(1), 105-120. <https://doi.org/10.1080/00220620.2021.1960288>

- SCImago Journal Rank 2020 (Education): .45
- Reprinted in Heffernan, A. & Wilkinson, J. (2023). *Educational leadership and policy in a time of precarity*. New York: Routledge.

Powers, J. M., & \*Chapman, K. P. (2021). Poor kids versus bad teachers: *Vergara v. California* and the social construction of teachers. *Teachers College Record* 123(4), 1-26. <https://www.tcrecord.org/LIBRARY/abstract.asp?ContentId=23651>

- SCImago Journal Rank 2020 (Education): 1.18

Pivovarov, M., Powers, J. M., & \*Chachkianini, K. (2021). Youth environmental pessimism and the possibilities for social action. *Education Policy Analysis Archives*, 29, 126.

- SCImago Journal Rank 2020 (Education): .73

Powers, J. M., Brown, M., & Wyatt, L. G. (2020). SPARK-ing innovation: A model for elementary classrooms as COVID-19 unfolds. *Journal of Professional Capital and Community*. <https://doi.org/10.1108/JPC-06-2020-0036>

- SCImago Journal Rank 2020 (Education): 1.00

Pivovarov, M. & Powers, Jeanne M. (2019). Does isolation from immigrant students benefit or harm third-and-higher generation students? *Education Policy Analysis Archives* 27(76). <https://doi.org/10.14507/epaa.27.4349>

- SCImago Journal Rank 2018 (Education): .82

Powers, J. M. & \*Topper, A. M. (2019). Density, market share, market concentration and proximity: Comparing measures of competition. *Journal of School Choice*, 13(3), 380-409. <https://doi.org/10.1080/15582159.2019.1593812>

- SCImago Journal Rank 2018 (Education): .65

Pivovarova, M. & Powers, J. M. (2019). Generational status, immigrant concentration and academic achievement: Comparing first and second generation immigrants with third-and-higher generation students. *Large-scale Assessment in Education* 7(7). <https://doi.org/10.1186/s40536-019-0075-4>

- Joint publication of the International Association for the Evaluation of Educational Achievement (IEA) and Educational Testing Service (ETS)
- Scopus CiteScore 2019: 1.75

Powers, J. M. & \*Potterton A. U. (2019). The rich get richer: Inequalities in public school tax credit donations to charter schools in Arizona. *Policy Futures in Education* 17(2), 246-265. <https://doi.org/10.1177/1478210318790602>

- SCImago Journal Rank 2018 (Education): .34
- Scopus CiteScore 2018: .65

Powers, J. M., \*Topper, A. M., & \*Potterton, A. U. (2018). Interdistrict and charter school mobility in Arizona: Understanding the dynamics of public school choice. *Journal of Public Management and Social Policy* 25(3), 56-87.

Available online at

<https://digitalscholarship.tsu.edu/jpmsp/vol25/iss3/1/>

- Official journal of the Conference of Minority Public Administrators.

Powers, J. M. & Pivovarova, M. (2017). Analyzing the achievement and isolation of immigrant and U.S-born students: Insights from PISA 2012. *Educational Policy*, 31(6), 830-857. <https://doi.org/10.1177/0895904817719530>

- Impact Factor: 1.955 (InCites Journal Citation Reports)
- SCImago Journal Rank 2018 (Education): 1.69
- Acceptance rate: 9% (Cabell's Directory)

Powers, J. M. & \*Chapman, K. P. (2017). Protecting teachers or protecting children? Media representations of *Vergara v. California*. *International Journal of Sociology of Education (RISE)*, 6(2), 163-185.

<http://dx.doi.org/10.17583/rise.2017.2328>

- Scopus CiteScore 2019: .50

Powers, J. M., Fischman, G. E., & Berliner, D.C. (2016). Making the visible invisible: Willful ignorance of poverty and social inequalities in the research-policy nexus. *Review of Research in Education* (Centennial Special Edition) 40, 744-776. <https://doi.org/10.3102/0091732X16663703>

- Impact Factor: 2.488 (Journal website)
- SCImago Journal Rank 2018 (Education): 1.44

- Official journal of the American Educational Research Association

Powers, J. M. (2014). On separate paths: The Mexican American and African American legal campaigns against school segregation. *American Journal of Education*, 121(1), 29-55. <https://doi.org/10.1086/678124>

- 2015 Impact Factor: .925 (InCites Journal Citation Reports)
- SCImago Journal Rank 2015 (Education): 1.973
- Acceptance rate: 12% (Cabell's Directory)
- On the syllabus of The History of Mexican America, University of California, San Diego (Fall 2016)

Powers, J. M. & Glass, G V. (2014, July 2). When statistical significance hides more than it reveals [Research Note]. *Teachers College Record*. Available at <http://www.tcrecord.org/Content.asp?ContentID=17591>.

- Impact Factor: .746 (Journal Citation Reports/Cabell's Metrics)
- SCImago Journal Rank 2015 (Education): 1.255
- Acceptance rate: 8%

Powers, J. M. (2014). From segregation to school finance: The legal context for language rights in the United States. *Review of Research in Education*, 38, 81-105. <https://doi.org/10.3102/0091732X13506550>

- 2015 Impact Factor: 1.727 (Web of Science)
- SCImago Journal Rank (Education): 1.973
- Official journal of the American Educational Research Association

\*Cisneros, J., \*Holloway-Libell, J., \*Gomez, L. M., Corley, K., & Powers, J. M. (2014). The Advanced Placement opportunity gap in Arizona: Access, participation and success. *AASA Journal of Scholarship and Practice*, 11(2), 20-33. Available online at <https://bit.ly/3lFzgCU>

- Acceptance rate: 18-20% (Cabell's Directory)
- Official journal of the American Association of School Administrators

Powers, J. M. & \*Williams, T. (2012). State of outrage: Anti-immigrant legislation and education in Arizona. *Journal of Mexican American Educators*, 6(2), 13-21. <https://amaejournal.utsa.edu/index.php/AMAE/article/view/109>

- Official journal of the Association of Mexican American Educators

Powers, J. M., \*Topper, A., & \*Silver, M. (2012). Public school choice and student mobility in Metropolitan Phoenix. *Journal of School Choice*, 6(2), 1-27. <https://doi.org/10.1080/15582159.2012.673862>

- SCImago Journal Rank 2015 (Education): .321
- Acceptance rate: 50% (Cabell's Directory)

Powers, J. M. & \*Patton, L. (2008). Between *Mendez* and *Brown*: *Gonzales v. Sheely* (1951) and the legal campaign against segregation. *Law and Social Inquiry*, 33(1), 127-171.

<https://doi.org/10.1111/j.1747-4469.2008.00096.x>

- 2015 Impact Factor: .861 (ISI Journal Citation Reports)
- SCImago Journal Rank 2015 (Law): .570
- Official journal of the American Bar Foundation

Powers, J. M. (2008). Forgotten history: Mexican American school segregation in Arizona from 1900 to 1951. *Equity and Excellence in Education*, 41(4), 467-481.

<https://doi.org/10.1080/10665680802400253>

- SCImago Journal Rank 2015 (Education): .844

Powers, J. M., & Chapman, P. (2007). Genre studies in the San Diego City Schools: Accelerating or tracking? *NASSP Bulletin*, 91(1), 57-80.

<https://doi.org/10.1177/0192636506299151>

- SCImago Journal Rank 2015 (Education): .179
- Acceptance rate: 20% (Cabell's Directory)

Powers, J. M. (2004). High stakes accountability and equity: Using evidence from California's Public Schools Accountability Act to address the issues in *Williams v. State of California*. *American Educational Research Journal* 41(4), 763-795.

<https://doi.org/10.3102/00028312041004763>

- Impact Factor: 2.924 (InCites Journal Citation Reports)
- SCImago Journal Rank 2015 (Education): 3.879
- Acceptance rate: 7% (Cabell's Directory)
- Official journal of the American Educational Research Association

Powers, J. M. (2004, March 3). Increasing equity and increasing school performance—conflicting or compatible goals?: Addressing the issues in *Williams v. State of California*. *Education Policy Analysis Archives*, 12(10).

<https://doi.org/10.14507/epaa.v12n10.2004>

- SCImago Journal Rank 2015 (Education): .488
- Acceptance rate: 14% (journal website)

Powers, Jeanne M. (2003). An analysis of performance-based accountability: Factors shaping school performance in two urban school districts. *Educational Policy* 17(5), 558-585. <https://doi.org/10.1177/0895904803256789>

- Impact Factor: .903 (InCites Journal Citation Reports)
- SCImago Journal Rank 2015 (Education): 1.246
- Acceptance rate: 9% (Cabell's Directory)

Charles, M., Buchmann, M., Halebsky S., Powers, J. M., & Smith, M. M., (2001). Contextual variability in female market careers: A comparison of White American, Black American, and Swiss women. *Work and Occupations* 28(3), 371-396. <https://doi.org/10.1177/0730888401028003006>

- 2015 Impact Factor: 2.667 (Web of Science)
- SCImago Journal Rank 2015 (Sociology & Political Science): 1.871
- Nominee for the 2002 Kanter Award for Excellence in Work-Family Research

**Journal editorships**

Powers, J. M., Fischman, G. E., & Pivovarova, M. (2020). Emergent approaches for educational research: What counts as innovative educational knowledge and what educational research counts? *Review of Research in Education*, 44.

\*Potterton, A. U., Edwards, D. B., Yoon, E. & Powers, J. M. (2020). School choice policy and politics around the globe: Sociological contributions. Politics of Education Association Yearbook. *Educational Policy* 34(1).

Powers, J. M., Fischman, G. E., & Tefera, A. (2018). The challenges and possibilities of intersectionality in education research. *Review of Research in Education*, 42.

\*Topper, A.M., & Powers, J. M. (2013). Democracy's college: The American community college in the 21st century. *Education Policy Analysis Archives*, 21(14).

- SCImago Journal Rank 2015 (Education): .488
- Acceptance rate: 14% (journal website)

**Editorially reviewed articles, reports, and blogs**

Potterton, A. U., Rogers, A., and Powers, J. M. (2023, December 7). *NEPC Review: From surviving to thriving: K-12 choice and opportunity for rural Texas students and teachers*. Boulder, CO: National Education Policy Center. Available online at <https://nepc.colorado.edu/review/rural-choice>

Powers, J. M. (2023). Review of *The battle nearer to home: The persistence of school segregation in New York City*. *Social Forces*.

Pivovarova, M., Powers, J. M., & Fischman, G. (2020). Moving beyond the paradigm wars: Emergent approaches for education research. *Review of Research in Education* 44(1), vii-xvii. <https://doi.org/10.3102/0091732X20909400>

- Impact factor: 2.488 (InCites Journal Citation Reports)
- SCImago Journal Rank (2018): 1.44
- Official journal of the American Educational Research Association

Potterton, A. U., Edwards, D. B., Yoon, E.-S., & Powers, J. M. (2020). Sociological contributions to school choice policy and politics around the globe: Introduction to the 2020 PEA Yearbook. *Educational Policy*, 34(1), 3–20. <https://doi.org/10.1177/0895904819881150>

- Impact factor: 1.955
- CiteScore: 2.32

Pivovarova, M. & Powers, J. M. (2019, October 3). Are immigrant students disproportionately consuming educational resources? Brown Center

Chalkboard. Available online at <https://www.brookings.edu/blog/brown-center-chalkboard/2019/10/03/are-immigrant-students-disproportionately-consuming-educational-resources/>

Powers, J. M. (2019). Review of *Transforming the elite: Black students and the desegregation of private schools*. *Teachers College Record*.  
<https://www.tcrecord.org/content.asp?contentid=22930>.

\*Ross, L. & Powers, J. M. (2018). Review of *The color of law: The forgotten history of how our government segregated America*, by R. Rothstein. *Education Review*, 25.  
Available online at  
<https://edrev.asu.edu/index.php/ER/article/view/2440/769>

- 20,756 reads on ResearchGate as of July 31, 2022.

Tefera, A. A., Powers, J. M., & Fischman, G. E. (2018). Intersectionality in education research: A conceptual aspiration and research imperative. *Review of Research in Education*, 42. <https://doi.org/10.3102/0091732X18768504>

- Impact Factor: 2.488
- CiteScore: 3.05

Powers, J. M. (2017). Commentary: Dilemmas of desegregation. *American Educational Research Journal* (Centennial Special Issue), 54(S1).  
<https://doi.org/10.3102/0002831216677792>

- Impact Factor: 2.924 (InCites Journal Citation Reports)
- SCImago Journal Rank 2015 (Education): 3.879
- Acceptance rate: 7% (Cabell's Directory)
- Official journal of the American Educational Research Association

Powers, J. M. (2017). *NEPC review: Why Indiana parents choose: A cross-sector survey of parents' views in a robust school choice environment*. Boulder, CO: National Education Policy Center. Available online at  
<https://nepc.colorado.edu/thinktank/review-indiana-choice>

Powers, J. M. (2015). *No excuse for reaching beyond the evidence: Follow up to a review of "No excuses charter schools: A meta-analysis of the experimental evidence."* Boulder, CO: National Education Policy Center. Available online at  
<https://nepc.colorado.edu/thinktank/review-no-excuses-charter-meta-analysis>

Powers, J. M. (2015). Review of "No excuses charter schools: A meta-analysis of the experimental evidence." Boulder, CO: National Education Policy Center. Available online at <https://nepc.colorado.edu/thinktank/review-no-excuses-charter-meta-analysis>

Powers, J. M. (2013). From extralegal segregation to anti-immigrant policy. Reflections on the long history of racial discrimination and colorblindness in Arizona. *Aztlán: A Journal of Chicano Studies*, 38(2), 191-205.

\*Topper, A.M., & Powers, J. M. (2013). Democracy's college: the American community college in the 21st century: Framing the issue. *Education Policy Analysis Archives*, 21(14). <https://doi.org/10.14507/epaa.v21n14.2013>

- SCImago Journal Rank 2015 (Education): .488
- Acceptance rate: 14% (journal website)

Powers, J. M. (2007). The relevance of critical race theory to educational theory and practice. *Journal of Philosophy of Education*, 41(1), 152-166.

<https://doi.org/10.1111/j.1467-9752.2007.00546.x>

- Impact Factor: .444 (InCites Journal Citation Reports)

Powers, J. M. & Cookson, P.W. (1999). The politics of choice research: Fact, fiction and statistics. *Educational Policy* 13(1), 104-122.

<https://doi.org/10.1177/0895904899131009>

- Impact Factor: .903 (InCites Journal Citation Reports)
- SCImago Journal Rank 2015 (Education): 1.246
- Reprinted in *Accuracy or Advocacy? The Politics of Educational Research*. Bruce S. Cooper and E. Vance Randall, eds. (1999). Newbury Park: Corwin Press.
- Reprinted in *Exploring Education: An Introduction to the Foundations of Education*. Alan R. Sadovnik, Peter W. Cookson, Jr. and Susan F. Semel. (2006). Needham Heights, MA: Allyn and Bacon.

### Invited book chapters

Powers, J. M. (2022). Making the common school truly common: African American families and the unfinished fight for integration. In D.C. Berliner and C. B. Hermanns (eds.) *Public education: The cornerstone of American democracy*. Teachers College Press.

Powers, J. M. & \*Potterton, A. U. (2017). The case against private schools. In R. Fox and N. Buchanan (eds). *The Handbook of School Choice*. New York: Wiley.

### Policy briefs and technical reports

Powers, J.M. (2023). *Consumer-oriented school rating systems and their implications for equity*. Boulder, CO: National Education Policy Center.

<https://nepc.colorado.edu/publication/school-ratings>

Pivovarova, M., & Powers, J. M. (2021, May). Do immigrants experience education-job mismatch? New evidence from the U.S. PIAAC. AIR-PIAAC 2018 Commissioned paper. U.S. PIAAC Gateway.

<http://piaacgateway.com/researchpapers>.

Glassmeyer, K., Powers, J. M., & O'Reilly, J. (2020). *Elevating teachers' voices*. Phoenix, AZ: Expect More Arizona. Available online at <https://www.expectmorearizona.org/our-work/teachervoices/>

Powers, J. M. (2018). *Raising a Reader program evaluation*. Phoenix, AZ: Southwest Human Development.

Powers, J. M. (2018). *Raising a Reader three-year findings*. Phoenix, AZ: Southwest Human Development.

Powers, J. M. & Pivovarova, M. (2017). *Teachers' career paths in Arizona: Retention, mobility, and attrition*. Tempe, AZ: Arizona State University.

Powers, J. M. (2017). *Raising a Reader program evaluation*. Phoenix, AZ: Southwest Human Development.

Powers, J. M. (2016). *Raising a Reader program evaluation*. Phoenix, AZ: Southwest Human Development.

Powers, J. M. (2015). *Raising a Reader program evaluation*. Phoenix, AZ: Southwest Human Development.

Powers, J. M., & \*Potterton, A. (2014). *Raising a Reader program evaluation*. Phoenix, AZ: Southwest Human Development.

Powers, J. M., \*Cisneros, J., \*Corley, K. M., \*Gomez, L. M., \*Holloway-Libell, J., \*Shonteff, A. & \*Symonds, S. (2012). Advanced placement courses: Access, participation, and outcomes in Arizona. *Policy Points* 4(1).

Powers, J. M., \*Topper, A., \*Mazza, B., \*Silver, M., & Anderson, J. (2011). Patterns of student mobility in Metropolitan Phoenix. *Policy Points* (3)4.

**Refereed  
encyclopedia  
entries**

Powers, J. M. (2013). Policy-oriented research. In J. Ainsworth (Ed.), *Sociology of Education: An A to Z Guide*. Thousand Oaks, CA: Sage Publications.

Powers, J. M., \*Cisneros, J., \*Corley, K., and \*Shonteff, A. (2013). Arizona. In J. Ainsworth (Ed.), *Sociology of Education: An A to Z Guide*. Thousand Oaks, CA: Sage Publications.

Powers, J. M., \*Gomez, L., \*Holloway-Libell, J., \*Paulfer, N., & \*Symonds, S. (2013). Race to the top. In J. Ainsworth (Ed.), *Sociology of Education: An A to Z Guide*. Thousand Oaks, CA: Sage Publications.

Powers, J. M. (2008). Social science and the law. In C. J. Russo (Ed.), *The Encyclopedia of Education Law*. Thousand Oaks, CA: Sage Publications.

Powers, J. M. (2008). Charter schools. In E. V. Provenzo (Ed.), *Encyclopedia of the Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage Publications.

Powers, J. M. (2007). NAACP. In G. L. Anderson and K. G. Herr (Eds.), *Encyclopedia of Activism and Social Justice* (pp. 1004-1006). Thousand Oaks, CA: Sage Publications.

- Manuscripts in progress** Powers, J. M., \*Chaomuangkhong, T. & \*Coughlin, A. Ready for change? Teachers' perceptions of a teaming reform.
- \*Winfield, J., Pivovarova, M., & Powers, J. Arizona's chronic teacher turnover: An analysis of school-level factors.
- Powers, J. M. & Pivovarova, M. How do immigrant parents participate in school choice? Evidence from the 2016 Parent and Family Involvement Survey.
- Powers, J. M. & Ross, L. The durable inequality of redlining: The lingering association between HOLC neighborhood ratings and school segregation.
- Powers, J. M., Pivovarova, M., & \*Ambroso, E. Assessing the relationships between generational status, school contexts, and academic achievement from 2000-2015: Evidence from PISA.
- Pivovarova, M., Powers, J.M., & \*Chachkhiani K. Opportunity to learn as a mediating factor between poverty and academic achievement.
- Powers, J. M. & \*Ross, L. Documenting durable inequality: The association between redlining and contemporary patterns of school segregation in Denver, CO.
- Funded grants** Agency: Educational Research Association Educational Research Service Project (ERSP) (2016, May); Funded amount: \$5,000; Role: Principal Investigator; Title: An analysis of teachers' career paths in Arizona: Retention, mobility and attrition
- Agency: American Bar Association (ABA) Litigation Fund, 2008-2009 Funded amount: \$9,300; Role: Principal Investigator; Title: Understanding the impact of social science research on school finance litigation.
- UCSD Civic Collaborative Grantee and Participant, 1999-2000.
- Internal grants** Research Grant, Mary Lou Fulton Teachers College, Arizona State University, (2020-21). Amount: \$8,439; Role: Principal Investigator; Title: Imagine the possibilities: Implementing an innovative educational model.
- Research Grant, Mary Lou Fulton Teachers College, Arizona State University, (2017-18). Amount: \$9,643; Role: Principal Investigator; Title: Immigrants, achievement, and third-generation isolation: Insights from PISA, 2003-2012.
- Research Grant, Fulton Education Research Program, Mary Lou Fulton College of Education, Arizona State University, (2007-08). Amount: \$9,000; Role: Principal Investigator.

**Refereed  
conference  
presentations**

Powers, J. M. (2024). Sold a story as political spectacle. Association of Education Finance and Policy Annual Conference, Baltimore, MD.

Powers, J. M. & Pivovarova, M. (2024). The practical and policy relevance of school grades. Association of Education Finance and Policy Annual Conference, Baltimore, MD.

\*Chaomuangkhong, T., \*Coughlin, A., & Powers, J. M. (2024). Ready for change? Teachers' perceptions of a workforce reform. Strategic School Staffing Summit, 2024 (virtual).

Powers, J. M., & Pivovarova, M. (2023). Immigrant parents' participation in public school choice: Evidence from the parent and family involvement surveys, 2012-2019. American Educational Research Association, Chicago.

Winfield, J., Pivovarova, M., & Powers, J. (2023). Arizona's chronic teacher turnover: An analysis of school-level factors. Association of Education Finance and Policy Annual Conference, Denver, CO.

Powers, J. M., & Pivovarova, M. (2022). Immigrant parents and public school choice: Evidence from the 2016 and 2019 Parent and Family Involvement surveys. American Educational Research Association, San Diego.

Pivovarova, M. & Powers, J. M. (2022). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. American Educational Research Association, San Diego, CA.

Powers, J. M., & Pivovarova, M. (2022). The special education teacher pipeline in Arizona. Association of Education Finance and Policy Annual Conference, Denver, CO.

Powers, J. M. (2021). Reframing the common school: Centering segregation in the common school story. History of Education Society, San Diego. CA.

Wong, L. & Powers, J. M. (2021). Changing from within: The impact of a small-scale equity reform on the school system. American Educational Research Association, Virtual Meeting.

Powers, J. M. & Kim, W. (2021). The 2018 teachers' strikes and the social construction of teachers. American Educational Research Association, Virtual Meeting.

Powers J. M. & Pivovarova, M. (2021). Immigrant parents' participation in public school choice from 2007–2016: Evidence from the Parent and Family Involvement Survey. American Educational Research Association, Virtual

Meeting.

Pivovarova, M. & Powers, J. M. (2021). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Powers, J. M. & Pivovarova, M. (2021). Immigrant parents' participation in public school choice from 2007-2016: Evidence from the Parent and Family Involvement Survey. Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Pivovarova, M., Powers, J. M. & \*Chachkianini, K. (2021). Is youth pessimism good for the environment? Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Powers, J. M. & Wong, L. (2020). Small-scale reform or shifting systems. University Council of Educational Administration, Virtual Meeting.

Powers, J. M. (2020). Towards a more perfect democracy: The experiences of the first cohort of students to desegregate public schools in and beyond the South. History of Education Society, Virtual Meeting.

Powers, J. M. & Ross, L. (2020). Documenting durable inequality: The association between redlining and contemporary patterns of school segregation in Denver, CO. Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Powers, J. M. & Pivovarova, M. (2020). How do immigrant parents participate in public school choice? Evidence from the 2016 Parent and Family Involvement Survey. Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Pivovarova, M. & Powers, J. M. (2020). Fifteen years of change: An analysis of immigrant characteristics and school achievement. Association of Education Finance and Policy Annual Conference, Virtual Meeting.

Wyatt, L., Brown, M., & Powers, J. M. (2020). A new design for university-district partnerships. American Association for Colleges of Teacher Education, Atlanta, GA.

Powers, J. M. & Pivovarova, M. (2020). Immigrant students' contexts of reception and academic achievement. Politics of Race, Immigration, and Ethnicity Consortium (PRIEC), Arizona State University.

Powers, J. M. & \*Ross, L. (2019). Documenting durable inequality: The association between redlining and contemporary patterns of school segregation.

Organization of American Historians Annual Meeting, Kansas City, KS.

Powers, J. M. & \*Ross, L. (2019). The durable inequality of redlining: The lingering association between HOLC neighborhood ratings and school segregation. American Educational Research Association Annual Meeting, Toronto, ON.

Powers, J. M., Pivovarova, M., & \*Ambroso, E. (2019). Immigrant status and labor market mismatch: New evidence from the 2012 PIAAC. Association of Education Finance and Policy Annual Conference, Kansas City, KS.

Pivovarova, M. & Powers, J. M. (2019). Teacher attrition in Arizona's traditional public and charter schools. Explaining the differences. Association of Education Finance and Policy Annual Conference, Kansas City, KS.

Pivovarova, M. & Powers, J. M. (2019). Teacher attrition in Arizona's traditional public and charter schools. Explaining the differences. American Educational Research Association Annual Meeting, Toronto, ON.

Pivovarova, M., Powers, J. M., & \*Ambroso, E. (2018). Immigrant status and labor market mismatch: New evidence from PIAAC 2012. ETS Conference on Using the PIAAC Databases for Interdisciplinary Research, Arlington, VA.

Powers, J. M. & \*Salinas, S. (2018). Segregation in the Southwest: A comparative and synthetic analysis. American Educational Research Association Annual Meeting, New York, NY.

Pivovarova, M. & Powers, J. M. (2018). Immigrant achievement, school factors, and third generation isolation. Evidence from PISA 2012. American Educational Research Association Annual Meeting, New York, NY.

Pivovarova, M. & Powers, J. M. (2018). Patterns and trends of teacher mobility among public school teachers in Arizona: A longitudinal analysis. Association of Education Finance and Policy Annual Meeting, Portland, OR.

Powers, J. M. & Pivovarova, M. (2018). Immigrant achievement, school factors, and third generation isolation: Evidence from PISA 2012. Association of Education Finance and Policy Annual Meeting, Portland, OR.

Powers, J. M., & Pivovarova, M. (2017). An analysis of teachers' career paths in Arizona: Retention, mobility, and attrition. American Educational Research Association Annual Meeting, San Antonio, TX.

Powers, J. M. & \*Potterton, A. U. (2017). The rich get richer: The unequal distribution of public school tax credits in Arizona. American Educational Research Association Annual Meeting, San Antonio, TX.

Powers, J. M., & \*Chapman, K. P. (2017). Protecting teachers or protecting children? Media representations of *Vergara v. California*. American Educational Research Association Annual Meeting, San Antonio, TX. April 2017.

Dorn, S., Powers, J.M., & \*Chapman, K. P. (2016). (How) will the 2016 presidential election affect Arizona education? Arizona Educational Research Organization, Tempe, AZ.

Powers, J. M., & Pivovarova, M. (2016). An analysis of teachers' career paths in Arizona: retention, mobility and attrition. University Council of Educational Administration (UCEA), Detroit, MI.

Powers, J. M., & Pivovarova, M. (2016). Using measures of opportunity to learn (OTL) to understand the SES achievement gap across countries. Inaugural Symposium of the Comparative and International Education Society: The Possibility and Desirability of Global Learning Metrics, Scottsdale, AZ.

Powers, J. M., Fischman, G. E. & Berliner, D.C. (2016). Making the visible invisible: Poverty knowledge and the research-policy nexus fifty years after the Coleman Report. History of Education Society, Providence, RI.

Powers, J. M., Fischman, G. E. & Berliner, D.C. (2016). Making the visible invisible: A century of poverty knowledge in educational research. American Educational Research Association Annual Meeting, Washington D.C.

Powers, J. M. (2015). Segregation in Arizona: Documenting the trajectory of segregation in a majority-minority state. University Council of Educational Administration Annual Meeting, San Diego, CA.

Powers, J. M., \*Chapman, K. P. & \*Geiger, T. (2015). A snapshot of equity in Arizona: Findings from the 2011-12 Civil Rights Data Collection (CRDC). University Council of Educational Administration Annual Meeting, San Diego, CA.

Powers, J. M., & \*Potterton, A. U. (2015). The distribution of tax credit donations to traditional public schools in Arizona. American Educational Research Association Annual Meeting, Chicago, IL. April 2015.

Powers, J. M., \*Topper, A. M., & \*Potterton, A. U. (2015). Interdistrict mobility and charter schools in Arizona: Understanding the dynamics of public school choice. American Educational Research Association Annual Meeting, Chicago, IL.

Powers, J. M., \*Chapman, K. P., \*Ernzen, J., \*Geiger, T., \*Piepgrass, N., & \*Richmond, B. (2014). The road to equity in Arizona: Are we lost? Arizona

Educational Research Organization Annual Meeting, Tempe, AZ.

Powers, J. M., & \*Potterton, A. (2014). The distribution of charter school tax credits in Arizona. University Council of Educational Administration Annual Meeting, Washington, D.C.

Powers, J. M. (2014). On separate paths: the Mexican American and African American legal campaigns against school segregation. American Educational Research Association Annual Meeting, Philadelphia, PA.

Powers, J. M. (2014). Segregation and English language learners: From *Mendez* to *Flores*. American Educational Research Association Annual Meeting, Philadelphia, PA.

Powers, J. M. & \*Topper, A. M. (2013). Assessing charter school competition: Does the measure matter? University Council of Educational Administration Annual Meeting, Indianapolis, IN.

Powers, J. M. (2013). From segregation to school finance: The legal context for language rights in the United States. Law and Society Association Annual Meeting, Boston, MA.

Powers, J. M. & \*Topper, A. M. (2013). The dynamics of public school choice in Arizona: Are district characteristics associated with patterns of student movement. American Educational Association Annual Meeting, San Francisco, CA.

Powers, J. M. & \*Topper, A. M. (2012). Interdistrict mobility and charter schools in Arizona: Understanding the dynamics of public school choice. University Council of Educational Administration Annual Meeting, Denver, CO.

Powers, J. M. (2012). Parallel tracks with points of intersection. History of Education Society Annual Meeting, Seattle, WA.

Powers, J. M. (2012). Social science research and judicial decision making in school finance litigation. Law and Society Association Annual Meeting, Honolulu, HI.

Powers, J. M. (2011). Social science research and judicial decision making in school finance litigation. National Education Finance Conference Annual Meeting, Tampa, FL.

Powers, J. M. (2011). State courts, social science research, and education policymaking in school finance litigation. American Educational Research Association Annual Meeting, New Orleans, LA.

Powers, J. M. (2008). Charter schools, conventional public schools and school segregation in California. American Sociological Association Annual Meeting, Boston, MA.

Powers, J. M. (2008). Dismantling segregation, one step at a time: *Gonzales v. Sheely* (1951) and the Mexican American campaign for educational equity. International Standing Conference for the History of Education (30<sup>th</sup> Session), Newark, NJ.

Powers, J. M. (2007). *Mendez v. Westminster* (1946) as a window into mid-century racial ideologies. American Sociological Association Annual Meeting, New York, NY.

Powers, J. M. & Hermanns, C. B. (2007). Can we leave no child behind and no school behind? Using an equity-oriented reform as a lens for analyzing the choice provisions in NCLB. American Educational Research Association Annual Meeting, Chicago, IL.

Powers, J. M., Garcia, D. G. & Begaye, T. (2006). From tourist to learner: Developing students' research skills. University Council for Educational Administration Annual Meeting, San Antonio, TX.

Powers, J. M. & \*Patton, L. (2006). Mexican Americans' quest for educational equity in Arizona. American Educational Research Association Annual Meeting, San Francisco.

Powers, J. M. & Hermanns, C. B. (2005). School choice and NCLB – Can we leave no child behind *and* no school behind? An analysis of the Eugene School District 4J's Efforts to make school choice more equitable. Sociology of Education Section No Child Left Behind Conference, American Sociological Association Annual Meeting, Philadelphia, PA.

Powers, J. M. (2005). Comparing accountability and organizational capacity in charter schools and conventional public schools." American Educational Research Association Annual Meeting, Montreal, Canada.

Powers, J. M. & \*Patton, L. (2005). Brown action before *Brown*: Mexican Americans and the legal challenges against segregation in Arizona. American Educational Research Association Annual Meeting, Montreal, Canada.

Powers, J. M. (2005). High-Stakes accountability and equity: Using evidence from California's Public Schools Accountability Act to address the issues in *Williams v. State of California*." Sociology of Education Association Annual Conference, Pacific Grove, CA.

Powers, J. M. & \*Patton, L. (2005). The rights of Arizona's language minority

students in historical context. The Arizona Language Minority Rights Research Roundtable of Arizona. Tempe, AZ.

Powers, J. M. (2004). Understanding the relationship between policy talk and implementation: A comparison of charter schools with conventional public schools. American Sociological Association Annual Meeting, San Francisco, CA.

Powers, J. M. (2004). Decentralization and equity: Competing or complementary reform agendas? Charter school enrollment trends across state contexts. American Educational Research Association Annual Meeting, San Diego, CA.

Powers, J. M. & Chapman, P. C. (2004). Systemic reform and student outcomes: Does an intervention program increase the academic achievement of underperforming students? American Educational Research Association Annual Meeting, San Diego, CA.

Powers, J. M. & \*Patton, L. (2004). Brown action before *Brown*: The desegregation of Mexican Schools in Arizona. Sociology of Education Association Annual Conference, Pacific Grove, CA.

Powers, J. M. (2003). English language learners and the Academic Performance Index: What can API data tell us about English language learners. UC Language Minorities Research Institute Conference, San Diego, CA.

Powers, J. M. (2003). What matters? Evaluating the determinants of school performance. American Educational Research Association Annual Meeting, Chicago, IL.

Powers, J. M. & Chapman, P. C. (2003). Student placement into Genre Studies in the San Diego City Schools. American Educational Research Association Annual Meeting, Chicago, IL.

Powers, J. M. (2002). Longitudinal trends in charter school enrollment across two state contexts: California and Minnesota. Sociology of Education Association Annual Conference. Pacific Grove, CA.

**Invited presentations**

Pivovarova, M. & Powers, J. M. (2021, September). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. Michigan Association of Community and Adult Education (MACAE), Virtual Meeting.

Pivovarova, M. & Powers, J. M. (2021, September). Do immigrants experience labor market mismatch? New evidence from the US PIAAC. PIAAC Research Webinar Series.

Pivovarov, M. & Powers, J. M. (2018, November). Decision Theater technology for global learning metrics. Innovations in Global Learning Metrics Symposium, Tempe, AZ.

Powers, J. M. & Hermanns, C. (2018). Educational equity in Arizona: Past present and future. Teach for American Phoenix 2018 Institute. Phoenix, AZ. May 2018.

Powers, J. M. (2017). Segregation in Arizona: Demographic shifts and enduring patterns of segregation in a majority-minority state. Sixth Annual Arizona Multicultural Education Conference: Making Diverse Voices Heard. Mesa, AZ. September 2017.

Powers, J. M. (2017). Back to the future: Reconsidering resegregation of American schools and educational opportunity. Presidential Session at the American Educational Research Association Annual Meeting, San Antonio, TX. April 2017.

Powers, J. M. (2016). School segregation in the Western states: Historical perspectives and contemporary patterns. Webinar presented for WestEd Region IX Equity Assistance Center. February 2016.

Powers, J. M., \*Chapman, K. P. & \*Geiger, T. (2015). A snapshot of equity in Arizona: New findings from the 2011-12 Civil Rights Data Collection (CRDC). Helios Foundation, Phoenix, AZ. June 2015.

Powers, J. M. (2015). A snapshot of equity in Arizona: New findings from the 2011-12 Civil Rights Data Collection (CRDC). Arizona School Boards Association Equity Event, Phoenix, AZ. April 2015.

Powers, J. M. (2014). Segregation and the Pacific Region states: Demographic shifts and enduring segregation patterns. National School Boards Association Pacific Region Winter Meeting, Scottsdale, AZ. November 2014.

Powers, J. M. (2014). Brown upside down -- The legacy of *Brown v. Board of Education* in Arizona and the re-segregation of Arizona's Schools 60 Years Later. Arizona School Boards Association School Law Conference. Phoenix, AZ. September 2014.

Powers, J. M. (2013). School segregation in Arizona: A historical perspective. Multicultural Education: An Approach to Equity. Chandler, AZ. September 2013.

**Academic  
advising**

*Dissertation Chair*

- Tiffany Okolo, PhD. Educational Policy and Evaluation, December 2020 (co-chair). *Estimating the association between funding, expenditures, tuition, and*

- affirmative action case law on enrollment and completion rates at selective colleges.*
- Michelle Berg, Ed.D. Educational Administration and Supervision, August 2020. *An approach to teacher retention in high needs schools: Understanding why teachers leave.*
    - Director of Curriculum, Instruction, and Assessment, Creighton School District.
  - Kathryn P. Chapman, PhD. Educational Policy and Evaluation, June 2019. *Pennies for preschoolers: The role of foundations in preschool programs, policies, and research.*
    - Post-doctoral scholar, University of Kentucky.
  - Jennifer Quirk, EdD. Educational Administration and Supervision. December 2017. Dissertation: *Understanding the parent in parent involvement: A case study.*
    - Winner of the 2018 Arizona School Administrators Outstanding Dissertation Award.
    - Assistant Principal, Fowler Elementary School, Fowler Elementary School District.
  - Amanda Potterton, PhD. Educational Policy and Evaluation. May 2016. Dissertation: *Arizona's mature education market: How school and community stakeholders make meaning of school choice policies.*
    - Winner of the 2017 Emerald/EFMD Outstanding Doctoral Research Awards in Education and Leadership Strategy Highly Commended Award.
    - Associate Professor, Department of Educational Leadership Studies, University of Kentucky.
  - Amelia Marcetti Topper, PhD. Educational Policy and Evaluation, December 2015. Dissertation: *A multiplicity of successes: Capabilities, refuge, and pathways in contemporary community colleges.*
    - Winner of the American Educational Research Association Division J (Postsecondary Education) Dissertation of the Year Award.
    - Assessment and Evaluation Specialist, University of Rhode Island.
  - Megan Frankiewicz, EdD. Educational Administration and Supervision, May 2015. Dissertation: *Counting on: Narratives of curriculum policy implementation.*
    - Senior Director of Curriculum and Instruction, Vista College Preparatory School, Phoenix.
  - Shannon Anderson, EdD. Educational Administration and Supervision, May 2014 (co-chair). Dissertation: *Navigating the heteronormative public education system: Lesbian and gay educators' experiences in educational leadership.*
  - Holly Batsell, EdD, Educational Administration and Supervision, May 2013. Dissertation: *High school principals in the vortex: Accountability, autonomy, and social justice.*
    - Principal, Biosciences High School, Phoenix Union High School District.
  - Donna Bullock, EdD, Educational Administration and Supervision, May 2013 (co-chair). Dissertation: *Assessing teachers: A mixed-method case study of*

*comprehensive teacher evaluation.*

- Program Chair, College of Education, University of Phoenix.
- Gabriel Trujillo, EdD, Educational Administration and Supervision, December 2012. Dissertation: *Participation in summer school and high school graduation in the Sun Valley High School District.*
  - Superintendent, Tucson Unified School District.
- David Priniski, EdD, Educational Administration and Supervision, December 2012 (co-chair). Dissertation: *Hispanic and white teachers teaching Hispanic youth: are we culturally responsive to our students?*
  - Principal, Tonolea K-8 School, Scottsdale Unified School District.
- Haiying Dong, PhD, Educational Policy and Evaluation, May 2012 (co-chair). Dissertation: *The Most common school choice: Student reenrollment and its associated factors.*
- Antonia Franco, EdD, Educational Administration and Supervision, May 2012 (co-chair). Dissertation: *Laying the groundwork: The journey of an urban high school district implementing a college readiness initiative*
  - Interim Executive Director, Santa Cruz Museum of History and Art at the McPherson Center, Santa Cruz, CA.
- Kenneth Baca, EdD, Educational Administration and Supervision, December 2011. Dissertation: *Students FIRST legislation: Are there winners and losers?*
  - Superintendent, Madison School District, Phoenix, AZ.
- Martha Sheffield, EdD, Educational Administration and Supervision, August 2011. Dissertation: *Stories of success: First generation Mexican American college graduates.*
- Betty Smiley, PhD, Educational Leadership and Policy Studies, August 2011. Dissertation: *Science education at Riverside Middle School: A case study.*
- Erica Nicole Griffin, PhD, Educational Leadership and Policy Studies, May 2011. Dissertation: *"Oh you graduated?" "No, I decided I was finished." dropping out of high school and the implications over the life course.*
  - Senior Associate, Nonprofit Professionals Advisory Group, New York, NY.
- Susan Ikeler, EdD, Educational Administration and Supervision, May 2010. Dissertation: *Teachers' perspectives of accountability policies and the No Child Left Behind Act.*
- Diane Whitmore, EdD, Educational Administration and Supervision, December 2009. Dissertation: *Voices of experience: Understanding the retention of veteran secondary mathematics teachers.*

*Thesis Chair*

- Theresa Martinez, M.A, Social and Philosophical Foundations, December 2010. Thesis: *English language learner participation practices: The social purpose of classroom discourse in an Arizona English Language development summer program middle school classroom.*
  - Lecturer, Rhetoric, Writing and Digital Media Studies, Northern Arizona University.

- Miku Watanabe, M.A, Social and Philosophical Foundations, May 2005.  
Thesis: *Social reproduction through schooling*.
  - Innovation Specialist, UNICEF Bangladesh.

## Teaching

Mary Lou Fulton Teachers College, Arizona State University.

- *Program Evaluation*
- *Research Design*
- *Introduction to Qualitative Research*
- *Educational Ethnography*
- *Educational Policy Analysis*
- *Systematic Research for Educational Decisionmakers*
- *Applied Project*
- *Proseminar in Education Policy Studies*
- *Equity Seminar: Writing the Dissertation Proposal*
- *Research Orientation to Doctoral Studies*
- *Research in Binational Studies*
- *Researching and Writing the Literature Review*
- *Race, Class, Gender*
- *The Sociology of Teaching and Learning*
- *The American Educational System*
- *Sociocultural Perspectives on Educational Equity*
- *Cultural Diversity in Education*
- *Sociology of Education*

Teaching Associate, University of California, San Diego. Designed and taught upper-division undergraduate courses; supervised teaching assistants.

- *Introduction to Sociology*. Department of Sociology. Summer 2001
- *The Social Organization of Education*. Department of Sociology/Teacher Education Program. Fall 1997, Summer 1998, Fall 1998.

Teaching Assistant, Department of Sociology and Dimensions of Culture Writing Program, 1994-1997.

- *Introduction to Sociology*, Department of Sociology.
- *Difference, Justice, and Culture*, three-course writing seminar required of all first-year students in the Dimensions of Culture Writing Program, Thurgood Marshall College.

## Research-related press and media

Kunichoff, Y. (2021, October 12). New K-8 rankings of Arizona schools are out. They may not tell the whole story, experts say.

<https://www.azcentral.com/story/news/local/arizona-education/2021/10/12/new-rankings-out-arizonas-top-elementary-middle-schools/6059177001/>

Sowby, S. (2020, June 12). What teachers think about re-opening schools. *AZEDNews*. <https://azednews.com/what-arizona-teachers-think-about-re->

[opening-schools/](#)

Multiple authors. (2020, May 26). The pandemic laid bare: ASU experts unmask the societal impact of COVID-19. *ASU Now*.

<https://asunow.asu.edu/20200526-global-engagement-pandemic-laid-bare-asu-experts-unmask-societal-impact-covid-19>.

Pivovarova, M. & Powers, J. M. (2019, August 16). Generations helping each other out in the classroom. *ASU Now*. <https://asunow.asu.edu/20190814-discoveries-generations-helping-each-other-out-classroom>.

Dale, M. & Kuhn, C. (2019, February 27). Study: White Arizona school districts get more funding than non-white districts. *KJZZ*.

<https://kjzz.org/content/782391/study-white-arizona-school-districts-get-more-funding-non-white-districts>

Kim, E. T. (May 2, 2018). Can Arizona's teachers still consider themselves middle class. *The New Yorker*.

<https://www.newyorker.com/news/dispatch/can-arizonas-teachers-still-consider-themselves-middle-class>

Flaherty, J. (April 8, 2018). Long division: 65 years after segregation, Phoenix schools are still separate and unequal. *Phoenix New Times*.

<https://www.phoenixnewtimes.com/news/segregation-phoenix-schools-separate-and-unequal-10295728>

Narramore, R. (March 9, 2018). How Southwest Human Development is using an interactive, family-based effort to improve preschool literacy. *AZEDNews*.

<https://azednews.com/southwest-human-development-using-interactive-family-based-effort-improve-preschool-literacy/>

Longman, M. (January 25, 2018). Two schools of thought. Arizonans take sides in battle over public education. *Phoenix New Times*.

<https://www.phoenixnewtimes.com/news/arizonans-take-sides-in-battle-over-esas-future-of-education-10068525>

Diaz, E. (February 17, 2017). Why school choice is an illusion. *Arizona Republic*.

<http://www.azcentral.com/story/opinion/op-ed/elviadiaz/2017/02/17/vouchers-school-choice/97832162/>.

The untold segregation story of Arizona. *12 News* (February 19, 2016).

<http://www.12news.com/news/local/arizona/segregation-in-the-southwest/49177538>.

Arizona lawmakers debate phase-out of school desegregation money. *Here and Now KJZZ* (February 5, 2016).

<http://kjzz.org/content/270329/arizona>

[lawmakers-debate-phase-out-school-desegregation-money.](#)

Arizona School Boards Association conference focuses on educational equity. Here and Now KJZZ (April 1, 2015). <http://kjzz.org/content/121585/arizona-school-boards-association-conference-focuses-educational-equity>.

Race, ethnicity, poverty factor into the re-segregation of Arizona's schools. *AZEDNews* (September 15, 2014). <http://azednews.com/2014/09/15/race-ethnicity-poverty-factor-into-the-re-segregation-of-arizonas-schools/>.

De facto school segregation. *Arizona Horizon* (June 4, 2014). <http://www.azpbs.org/arizonahorizon/detailvid.php?id=14993>.

**National  
service**

Chair, Charters and School Choice SIG, 2022-

Policy Brief Award Chair, American Educational Research Association, Division L, 2021-22.

Section Chair, American Educational Research Association, Division L, 2021-23.

Member, Association of Education Finance and Policy Conference Program Committee, 2020-21.

Webmaster, School-University-Community Collaborative Research SIG, 2020-present.

Editorial Board, *International Studies in Sociology of Education*, 2019-present.

Program Chair, AERA Charters and School Choice SIG, 2019-22.

Member, AERA Division L Nominations Committee, 2019.

Member, AERA Division F Best Graduate Student Paper Award, 2019.

Mentor, William E. Boyd National Educational Politics Workshop, 2013-20.

Member, Outstanding Book Award Committee, American Educational Research Association (AERA), 2016-17.

Member, Review of Research Award Committee, American Educational Research Association (AERA), 2015-16.

Membership Chair, Politics of Education Association SIG, 2016-17.

Vice President, Arizona Educational Research Organization, 2019

President, Arizona Educational Research Organization (AERO), 2017, 2018.

Program Chair, Arizona Educational Research Organization (AERO), 2016.

Awards Committee, AERA Research Use SIG, 2015-16.

Nominations Committee Chair, AERA Law and Education SIG, 2015-16.

Editorial Board, National Education Policy Center, 2015-18.

Editorial Board, *American Educational Research Journal*, 2014-17.

Publications Committee, University Council of Educational Administration, 2013-18.

Plenum Representative, University Council of Educational Administration, 2010-16.

Jackson Scholars Mentor, University Council of Educational Administration, 2014-16.

Advisory Board, WestEd West Comprehensive Center, 2014-16.

Editorial Board, *Race, Ethnicity and Education*, 2008-16.

Member, Sociology of Education SIG Elizabeth G. Cohen Applied Research in Sociology of Education Award Committee, 2008-09.

Program Chair, Sociology of Education SIG, 2008.

Board Member, Sociology of Education Association, 2002-04.

Contributor, *Teaching Resources in the Sociology of Education*. (2000). Ballantine, J. (ed.) Washington D.C.: American Sociological Association.

Ad-hoc Manuscript Reviewer.

- SAGE Publications
- *American Educational History Journal*
- *International Journal of STEM Education*
- *Sociological Perspectives*
- *Journal of American Ethnic History*
- *Educational Policy*
- *Journal of Education Policy*
- University of Minnesota Press
- *History of Education Quarterly*
- *Educational Researcher*

- *American Journal of Education*
- *Social Science Research*
- *Sociology of Education*
- *American Sociological Review*
- *Review of Research in Education*
- *Law and Society Review*
- *Education Review*
- *Journal of Language and Identity in Education*
- *Social Forces*
- *Educational Researcher*
- *Excellence and Equity in Education*
- *Social Problems*
- *Teachers College Record*
- *Educational Evaluation and Policy Analysis*
- *Sociological Perspectives*

Grant Reviewer, California Department of Education Public Charter Schools Grant Program. 2000, 2001.

Conference Organizer, “Rethinking Race, Troubling Empiricism.” Center for the Study of Race and Ethnicity, University of California, San Diego. February 1998.

**Recent  
university  
service**

Member, Educational Policy and Evaluation Program Committee, 2020-present.

Member, MLFTC Personnel Evaluation Committee, 2019-20.

Member, University Limited Submissions Standing Panel, 2018-present.

Member, Educational Studies Search Committee, 2018-19.

Member, Admissions Committee, PhD in Educational Policy and Evaluation, 2016-2020.

Program Coordinator, Master’s in Educational Policy and Certificate in Institutional Research, 2014-present.

Doctoral Program Executive Committee, 2017-18.

Member, Non-tenure Eligible Personnel Committee, 2017-18.

Program Committee Chair, PhD in Educational Policy and Evaluation, 2014-15.

Chair, Educational Policy and Evaluation Search Committee, 2014-15.

Faculty Adviser, Teachers College Doctoral Council, 2016-present.

Faculty Adviser, *Current Issues in Education*, 2010-17.

Member, Economics of Education Search Committee, 2012-2013.

Ex Officio Member, Languages, Literacies and Technology Executive Committee, 2012-2013.

Chair, Educational Leadership Search Committee, 2011-12.

Admissions Committee Chair, PhD in Educational Policy and Evaluation, 2013-15.

Executive Committee Chair, PhD in Educational Policy and Evaluation, 2012-13.

Program Coordinator, PhD in Educational Policy and Evaluation, 2010-12.

Member, Mary Lou Teachers College Governance Committee, 2010-2013.

**Community service**

Member, Human Relations Commission  
City of Tempe, 2014-present.

Vice Chair, Human Relations Commission  
City of Tempe, 2016.

**Affiliations**

American Educational Research Association  
University Council of Educational Administration (UCEA)  
History of Education Society  
Association for Educational Finance and Policy  
Arizona Educational Research Organization (AERO)

**References**

Carole Basile  
Dean  
Mary Lou Fulton Teachers College  
Arizona State University  
Email: [carole.basile@asu.edu](mailto:carole.basile@asu.edu)

David C. Berliner  
Regents Professor Emeritus  
Mary Lou Fulton Teachers College  
Arizona State University  
Email: [berliner@asu.edu](mailto:berliner@asu.edu)

Gustavo E. Fischman

Professor  
Mary Lou Fulton Teachers College  
Arizona State University  
Email: [fischman@asu.edu](mailto:fischman@asu.edu)

Gene V Glass  
Regents Professor Emeritus  
Mary Lou Fulton Teachers College  
Arizona State University  
Email: [glass@asu.edu](mailto:glass@asu.edu)

Jill Koyama  
Vice Dean  
Mary Lou Fulton Teachers College  
Arizona State University  
Email: [jill.koyama@asu.edu](mailto:jill.koyama@asu.edu)

Hugh “Bud” Mehan  
Professor Emeritus and Founding Director  
Department of Sociology and the Center for Research on Educational Equity,  
Access, and Teaching Excellence (CREATE)  
University of California, San Diego  
Email: [bmehan@ucsd.edu](mailto:bmehan@ucsd.edu)