KNOWLEDGE TO ACTION
Achieving the Promise of Equal Educational Opportunity

April 27–May 1, 2017
San Antonio, TX

#AERA17
AERA's Opening Plenary and Fiesta!

YOU ARE INVITED

The Challenges of Higher Education in a Diverse and Divergent World

THURSDAY, APRIL 27, 2017 | 6:30 – 8:00 PM

Henry B. Gonzales Convention Center, Ballroom Level, Stars at Night Ballroom 1

OPENING PLENARY

MODERATOR

Katherine Mangan
The Chronicle of Higher Education

PARTICIPANTS

Jonathan Jansen
University of the Free State

Cynthia Teniente-Matson
Texas A&M University San Antonio

Michael J. Olivas
University of Houston

AERA FIESTA

The Opening Plenary Will be Followed by the AERA Fiesta from 8:00 PM to 10:00 PM in The Grotto, Henry B. Gonzales Convention Center, River Level. All attendees are invited.

COME JOIN YOUR COLLEAGUES TO KICK OFF THE ANNUAL MEETING WITH THIS FESTIVE EVENT!
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Contemporary research discussions regarding educational opportunity bear a familiar ring to those of past decades. They affirm the importance of equal opportunity while highlighting the significance of empirically rigorous research for improving opportunity and access. As a result, they have reignited research and policy debates, dating back more than 60 years (Clark & Clark, 1947; Coleman Report, 1966), about segregation and civil rights in the U.S. There is little dispute that considerable change has occurred in legal and institutional mandates as well as social practices that served as barriers to equal opportunity. However, a series of recent research articles, book volumes, and national initiatives have re-examined this change by focusing on the tensions between opportunity and outcomes in relation to several factors, among them educational attainment, academic achievement, and college enrollment and retention. They raise questions about the meanings and uses of the concept of equal educational opportunity, the social barriers that contribute to inequality, and approaches to increasing educational attainment and achievement for all children.

We are left asking: Are we better positioned today to improve educational opportunities than we were in the past? What are the pathways to achieving equal educational opportunity? How do we transform the power of knowledge and scholarly discourses into public will, engaging practice, and responsive policy? These questions of knowledge and action to achieve equal educational opportunity will be the focus of the 2017 Annual Meeting.

The theme of the Annual Meeting is framed around historical and contemporary discussions about unequal educational opportunity, as they relate to four critical dimensions. The first focuses on the meanings and interpretations of educational opportunity, access, and equity for the purposes of understanding and addressing perennial issues such as school quality and recently intensified problems such as violence in schools. The second poses questions about whether the problems associated with unequal opportunity and the methods used to study them are conceptualized to capture the diversity and complexity of circumstances that countless children, families, and communities (e.g., poor and underserved) face. The third reinforces the need for interdisciplinary research and intersections between education research and other fields invested in eradicating social disparities that lead to marginalization and poor school outcomes. The fourth underscores possibilities for linking educational, social, and public policies that can respond to longstanding educational issues, such as teaching and student engagement, while attending to increasingly visible problems such as homelessness, trauma, and incarceration that affect students’ ability to thrive.

As we begin AERA’s second century, the theme of the 2017 Annual Meeting is a call to examine these critical dimensions of educational opportunity and rigor in research as they pertain to the diversity of issues, populations, and contexts served in and by educational inquiry. These range from young children to their parents and families, from PreK–12 to postsecondary education and adult learning, from affluent districts to financially struggling schools, and from immigrant to low-income communities within urban and rural settings alike. They are studied in large datasets and in field studies, and through multiple methods, including qualitative approaches, experimental designs, and discourse analyses. They are investigated in both vastly different and complementary theories of learning, human development, literacy, sociolinguistics, and culture, and within different contexts. They are connected to race, language, and gender, and are embedded in systemic inequalities. Finally, they exist alongside...
enormous technological innovation, new approaches to studying diverse and historically underserved populations, refinement of existing methodologies, recurrent policy revisions, and the wide reach of global exchanges.

We invite AERA members to deliberate on the expanse of issues associated with equal educational opportunity and to contribute submissions that consider the following groups of questions:

- What counts as educational opportunity, for whom has it improved over the past 60 years, for whom has it not improved, and with what sustainability and potential for the future?
- How do we conceptualize educational opportunity, who is studied and who is not, and what are the implications for research, policy, and praxis of such conceptualizations?
- How do we ensure that our inquiry and research questions are relevant and in what ways is the rigor of our research matched by the rigor of methodological frameworks and approaches, interpretation of results, and application of knowledge?
- How do we leverage knowledge from research and practice to ensure that the most pressing issues reach the forefront of major policy decisions and action, from longstanding issues of teaching and learning, to persistent problems of racial and economic inequality, to understudied topics such as homelessness and incarceration and their effects?
- What steps might research help craft across educational, social, and public policies at all levels of government and in philanthropy—and what partnerships are needed—to reimagine equity and reduce the risks faced by students, families, schools, and related institutions?

We approach the 2017 Annual Meeting with a deep sense of enthusiasm and hope in the renewed attention to inequality of educational opportunity and ongoing research. We approach the meeting as well with a heightened sense of urgency about the need for enduring change that eliminates barriers to opportunity, engagement, and success. We encourage submissions that motivate members to answer the call to action and to draw decisively upon the strengths of research, practice, and policy to fulfill the promise.

**Vivian L. Gadsden**, President  
**Angela E. Arzubiaga** and **James Earl Davis**, Program Co-Chairs

**Works Cited**


2017 PROGRAM COMMITTEE

President

Vivian L. Gadsden, University of Pennsylvania

General Program Co-Chairs

Angela E. Arzubiaga, Arizona State University; James Earl Davis, Temple University

Executive Director

Felice J. Levine, American Educational Research Association

2017 DIVISION CHAIRS

Division A: Administration, Organization, and Leadership

Program Chair: Scott Bauer, George Mason University
Assistant Program Chair: Rosa Rivera-McCutchen, Lehman College CUNY
Section 1: David Brazer, Stanford University; Daniel Reyes-Guerra, Florida Atlantic University
Section 2: Ebony Bridwell-Mitchell, Harvard University
Section 3: Jessica Rigby, University of Washington
Section 4: Terri Watson, City College of NY
Section 5: Cristobal Rodriguez, Howard University

Division B: Curriculum Studies

Program Co-Chairs: Eve Tuck, Ontario Institute for Studies in Education (OISE), University of Toronto; K. Wayne Yang, University of California, San Diego
Section 1: Nirmala Erevelles University of Alabama; Hollie Kulago, Elmira College
Section 2: Isabel Nunez, Concordia University Chicago; Julie Gorlewski, Virginia Commonwealth University
Section 3: Tim San Pedro, Ohio State University; Veronica Velez, Western Washington University
Section 4: Michelle Bae-Dimitriadi, Buffalo State College; State University of New York, Crystal Laura, Chicago State University
Section 5: Katrina-Ann Kapā’anaokalāokeola (Kapa) Nākoa Oliveira, University of Hawai‘i at Mānoa; Fikile Nxumalo, University of Texas at Austin
Section 6: Michael Dumas, University of California, Berkeley; Troy Richardson, Cornell University

Division C: Measurement and Research Methodology

Program Chair: María Elena Oliveri, Educational Testing Service
Section 1: María Elena Oliveri, Educational Testing Service; Kim Koh, University of Calgary
Section 2: Stephen Stark, University of South Florida; Brian French, Washington State University
Section 3: Lesley Bartlett, University of Wisconsin–Madison; María Elena Oliveri, Educational Testing Service; Lalitha Vasudevan, Teachers College, Columbia University

Division D: Counseling and Human Development

Section 1: Amie Grills, Boston University
Section 2: Eric Buhs, University of Nebraska–Lincoln

Division E: History and Historiography

Program Chair: Ann Marie Ryan, Loyola University Chicago

Division F: Social Context of Education

Program Chair: Kevin Roxas, Western Washington University
Section 1: Antonio Martinez, University of Massachusetts–Amherst; Phitsamay Uy, University of Massachusetts–Lowell
Section 2: Ann Mason, University of Minnesota; Joseph D. Nelson, Swarthmore College/University of Pennsylvania
Section 3: Leah Stauber, University of Arizona; Tatiyana Kleyn, City College of New York
Section 4: Joseph Flynn, Northern Illinois University; Jessica L. Dunning-Lozano, Ithaca College
Section 5: Brian Lozenski, Macalester College; Roey Ahram, New York University

Division G: Research, Evaluation, and Assessment in Schools

Program Chair: Brett Campbell, Brigham Young University
Section 1: Virginia Snodgrass Rangel, University of Houston
Section 2: Kathy Ann Hernandez, Eastern University
Section 3: Rachel Hickson, Montgomery County Public Schools
Section 4: Whitney Wall Bortz, Radford University

Division H: Education in the Professions

Program Chair: Yoon Soo Park, University of Illinois College of Medicine at Chicago

Division I: Postsecondary Education

Program Chair: Judy Marquez Kiyama, University of Denver
Section 1: Brian Burt, Iowa State University; Casandra Harper, University of Missouri
Section 2a: Chrystal George Mwangi, UMass Amherst; Amanda Tachine, Arizona State University
Section 2b: Thai Nguyen, Seattle University; Susana Hernandez, California State University–Fresno
Section 3: Gerardo Blanco-Ramirez, UMass Boston; Leslie Gonzales, Michigan State University
Section 4: Jody Jessup-Anger, Marquette University; Vijay Kanagala, University of Vermont
Section 5: Brian Sponsler, Education Commission of the States; Cecilia Orphan, University of Denver
Section 6: Susana Munoz, Colorado State University; Amalia Dache-Gerbino, University of Missouri
Thank You Submitters, Reviewers, and Program Chairs

AERA wishes to extend appreciation to all submitters, reviewers, division program/section chairs, and SIG chairs/program chairs for making the 2017 Annual Meeting a success. Without the hard work, support, and dedication from each of these individuals, which comprise the backbone of the AERA Annual Meeting, participants and attendees would not be able to benefit from the quality of the presentations and richness of the interaction.

A complete listing of the 2017 Program Committee (with division section chairs) is provided above. A listing of SIG chairs and program chairs may be found on the AERA Annual Meeting website.

A special thank you to all the reviewers who served on expert peer review panels and contributed importantly to the work of authors and the culmination of a vibrant meeting. A complete listing of all reviewers is available on the AERA Annual Meeting website.
Welcome to San Antonio for the 98th Annual Meeting of the American Educational Research Association. We are delighted to share a program that reflects the range of voices and perspectives that make AERA the largest and most dynamic scholarly organization of education researchers. We consider our theme, “Knowledge to Action: Achieving the Promise of Equal Educational Opportunity,” to be especially relevant at this historical juncture. Framed around historical and contemporary ideas and discussions centering on unequal educational opportunity, the theme covers four significant dimensions:

1. The meaning and interpretation of educational opportunity, access, and equity;
2. Problems associated with unequal opportunity and conceptualizations and methods used to study them;
3. The need for interdisciplinary and cross-cutting research between education and other fields to address social inequities and differential schooling outcomes; and
4. The value of connecting educational, social, and public policies to address systemic challenges resulting in problems such as incarceration, homelessness, and health and education disparities.

With its natural beauty and unique tapestry of cultural expressions, San Antonio is a 21st-century metropolis that serves as a vibrant context for examining long-standing and current issues in education research about achieving educational opportunity. We are pleased to offer a program that respects scholarship which, across fields of study, focuses on the legacy of pursuing educational opportunities for marginalized communities. The program highlights the continuing struggle to secure access to high-quality social and academic experiences for students in and out of schools.

At the same time, we approach the meeting with a heightened sense of urgency about the need for enduring change and for actions that advance education in a democracy. We are witnessing, with alarm, measures such as the enactment of Executive Order 13769 (the Muslim ban) and SB 6 (the “Bathroom Bill”) in Texas, as funding for education is questioned and discussions about dismantling the U.S. Department of Education are gaining traction. These present-day discussions connect to a longer arc of research and policy debates dating back to studies about the effects of racial segregation (Clark & Clark, 1947) and examinations of equal educational opportunity (Coleman, 1966). Although there has been considerable change, and progress, since that time, questions are still being raised about schooling outcomes and the ongoing significance of research that brings attention to other social and educational inequalities.

This year’s theme is complemented by the AERA Centennial Lecture Series and Discussion Forums leading up to the Annual Meeting. The lectures and open forums were held in six locations across the country: Brooklyn, New York (immigration); Seattle, Washington (early brain development); Los Angeles, California (higher education); Oklahoma City, Oklahoma (early child development); Detroit, Michigan (poverty); and Boston, Massachusetts (school discipline). The lecture series, which will continue after this year, is designed to bring knowledge from research to address local concerns with local citizen efforts committed to education.

We are also honored to bring to your attention four charitable funds that we have selected for this year to receive contributions donated by meeting attendees. At the local and regional levels, we have identified two important nonprofit organizations that serve the San Antonio community. The first is Haven for Hope, which coordinates and delivers comprehensive systems of care for people experiencing homelessness. The second, the Refugee and Immigrant Center for Education and Legal Services, offers free and low-cost legal services to underserved immigrant children, families, and refugees in Central and South Texas. In addition,
we have selected two charities that reflect our broader commitment to address the well-being of children and families. The first of these, the Flint Child Health and Development Fund, is administered through the Community Foundation of Greater Flint, which is spearheading the effort to address the long-term effects on young children of the water contamination crisis in Flint, Michigan. The second, San Francisco’s Center for Youth Wellness, is focused on reducing vulnerability among youth. More information about the four organizations can be found at www.havenforhope.org, www.raicestexas.org, www.cfgf.org, and www.centerforyouthwellness.org.

In addition, this year, with Felice J. Levine as president of the World Education Research Association (WERA), we are welcoming our inaugural group of participants in the AERA Americas Initiative. Scholars from across many Americas countries will present in approximately a dozen sessions at the Annual Meeting. Also, representatives from the Americas will meet for a second time in San Antonio.

AERA’s mission—to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good—is at the center of this year’s program in San Antonio. San Antonio represents the richness of efforts toward equality as well as the persistence of systemic problems both nationally and internationally. It is an appropriate site for AERA to examine the paradoxes and contradictions around educational opportunities for the diversity of populations served in schools and the range of issues studied in educational research.

With one of the first nonmission schools, San Antonio is described in some accounts as the first city to implement desegregation in Texas. Its citizens have also come forward to stage walkouts and demonstrations to protest systemic racial discrimination in schools (e.g., unfair distribution of tax money, failure to support teachers and education), which have led to class action lawsuits and changes. San Antonio is where, on May 16, 1968 (just six weeks after the assassination of the Reverend Martin Luther King, Jr.), Edgewood High School students held a walkout and demonstration. San Antonio is also where the Mexican American Legal Defense and Educational Fund, the nation’s leading Latino legal civil rights organization, was founded, in 1968. In contrast, the Supreme Court ruling in San Antonio Independent School District v. Rodriguez established that reliance on property taxes to fund public schools does not violate the Equal Protection Clause of the 14th Amendment, even if it causes disparities across districts. The consequences of this ruling for school funding still linger in San Antonio and nationally, as school districts contend with how best to expand educational opportunities for all students.

Our Annual Meeting also coincides with Fiesta San Antonio, a series of parades and events honoring the memory and heroes of the Alamo and the Battle of San Jacinto. Since 1891, Fiesta has become one of the nation’s premier cultural festivals, raising funds to support services for the citizens of San Antonio. We hope you will enjoy the sights, sounds, and rich cultural traditions of the city and region during the meeting as you continue to grapple with the pressing research, policy, and advocacy challenges that inform our work.

We look forward to the many opportunities we will have to learn about the cutting-edge inquiry in which our members have been engaged, aware of the challenges facing the populations and contexts of our work, and prepared to enhance the possibilities that lie within both. We hope you will leave San Antonio with a vision and a renewed sense of our charge as researchers, scholars, practitioners, and policy makers to deepen knowledge and translate it into action to achieve equal educational opportunity for all students in the United States and abroad.