

Jaymes Pyne

Graduate School of Education
Stanford University
Stanford, CA 94305, USA

Website: JaymesPyne.com
Voice: (616) 813-4286
Email: Pyne@Stanford.edu

EDUCATION

2019 Ph.D. Sociology, University of Wisconsin–Madison.
2008 M.A. Counseling, Grand Valley State University.
2004 B.A. History, Aquinas College.

PROFESSIONAL APPOINTMENTS

2022- Senior Research Associate, Gardner Center, Stanford University.
2019-2022 Research Associate, Gardner Center, Stanford University.
2010-2012 Assistant Director, Center for Educational Partnerships, Grand Valley State University.
2008-2010 Service Coordinator, Center for Educational Partnerships, Grand Valley State University.

PUBLICATIONS

^{ABC} Ascending or descending alphabetical authorship; [†] Co-lead authors; Forth. = Forthcoming

Peer-Reviewed Journal Articles (all entries with dates are hyperlinked)

- 2025 ^{ABC} Thomas S. Dee[†] and **Jaymes Pyne**[†]. “Emergency Mental-Health Co-Responders Reduce Involuntary Psychiatric Detentions in the US.” *Nature Human Behavior*. 10: 148-155.
- 2024 **Jaymes Pyne**, Eric Grodsky, Katie Eklund, Patti Schaefer, and Elizabeth Vaade. “Teacher Mindsets and Student Sense of Classroom Belonging.” *Journal of Early Adolescence*. 44(5): 579-599.
- 2024 **Jaymes Pyne**. “Teacher Perceptions of Past Classroom Behaviors Influence Adolescents’ Receptivity and Responsiveness to a Belonging Intervention.” *Educational Evaluation and Policy Analysis*. 46(1): 82-105.
- 2023 **Jaymes Pyne** and Michela Musto. “A Gendered and Racialized Educational Hierarchy: Disparities in Elementary School Teachers’ Perceptions of Student Behavior.” *Social Forces*. 101(4): 1948-1975.
- 2023 **Jaymes Pyne**, Eric Grodsky, Elizabeth Vaade, Bo McCready, Eric Camburn, and Dominique Bradley. “The Signaling Power of Unexcused Absence from School.” *Educational Policy*, 37(3): 676–704.
- 2023 ^{ABC} **Jaymes Pyne**[†], Erica Messner, and Thomas S. Dee[†]. “The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School.” *Education Finance & Policy*, 18(1): 127-155.
- 2022 ^{ABC} Thomas S. Dee[†] and **Jaymes Pyne**[†]. “A Community-Response Approach to Mental-Health and Substance-Abuse Crises Reduced Crime.” *Science Advances*, 8: eabm2106.
- 2022 Geoffrey D. Borman, **Jaymes Pyne**, Christopher S. Rozek, and Alex Schmidt. “A Replicable Identity-Based Intervention Helps Close the Black-White Suspension Gap at Scale.” *American Educational Research Journal*, 59(2): 284-314.
- 2020 **Jaymes Pyne**. “Gender Test Score Gaps Under Equal Behavioral Engagement.” *Educational Researcher*, 49(6): 459-464.

- 2020 **Jaymes Pyne** and Eric Grodsky. "Inequality and Opportunity in a Perfect Storm of Graduate Student Debt." *Sociology of Education*, 93(1): 20-39.
- 2020 **Jaymes Pyne** and Geoffrey D. Borman. "Replicating a Scalable Intervention That Helps Students Reappraise Academic and Social Adversity During the Transition to Middle School." *Journal of Research on Educational Effectiveness*. 13(4): 652-678.
- 2019 Geoffrey D. Borman, Christopher S. Rozek, **Jaymes Pyne**, and Paul Hanselman. "Reappraising Academic and Social Adversity Improves Middle-School Students' Academic Achievement, Behavior, and Well-Being." *Proceedings of the National Academy of Sciences*, 116(33): 16286-16291.
- 2019 **Jaymes Pyne**. "Suspended Attitudes: Exclusion and Emotional Disengagement from School." *Sociology of Education*, 92(1): 59-82.
- 2018 **Jaymes Pyne**[†], Christopher S. Rozek[†], and Geoffrey D. Borman. "Assessing Malleable Social-Psychological Academic Attitudes in Early Adolescence." *Journal of School Psychology*, 71: 57-71.
- 2016 Geoffrey D. Borman and **Jaymes Pyne**. "What If Coleman Had Known About Stereotype Threat? How Social-Psychological Interventions Can Help Mitigate Educational Inequality." *Russell Sage Foundation Journal of the Social Sciences*, 2(5): 164-185.
- 2011 **Jaymes R. Pyne**. "Comprehensive School Counseling Programs, Job Satisfaction, and the ASCA National Model." *Professional School Counseling*, 15(2): 88-97.

Book Chapters

- 2010 Claudia Sowa and **Jaymes Pyne**. "Youth and Character Development." Pp. 224-230 in *Leadership in Nonprofit Organizations*, edited by K. A. Agard. Thousand Oaks, CA: Sage.

Public Sociology (all entries with dates are hyperlinked)

- 2022 Thomas S. Dee and **Jaymes Pyne**. "How to Get Cops Out of the Mental-Health Business" New York, NY: *The Wall Street Journal* (July 8).
- 2021 **Jaymes Pyne**, Elizabeth Vaade, and Eric Grodsky. "Why Student Absences Aren't the Real Problem in America's 'Attendance Crisis'." Boston, MA: *The Conversation*.
- 2021 **Jaymes Pyne**, Elizabeth Vaade, and Eric Grodsky. "Student Absences Aren't the Problem." Madison, WI: *The Wisconsin State Journal* (In print on October 31).
- 2020 **Jaymes Pyne**. "Boys Enjoy Educational Advantages Despite Being Less Engaged in School Than Girls." *Brown Chalkboard Blog*. Washington, D.C.: Brookings Institution.
- 2020 **Jaymes Pyne** and Eric Grodsky. "Advanced Degrees Bring Higher Starting Salaries – but Also Higher Debt." Boston, MA: *The Conversation*.
- 2020 **Jaymes Pyne** and Eric Grodsky. "African Americans Take on More Debt for Grad School – and the Payoff is Complicated." Boston, MA: *The Conversation*.

Other Publications (all entries with dates are hyperlinked)

- 2024 Thomas S. Dee and **Jaymes Pyne**. "Technical Report: CWCRT Pilot Program Impacts." Stanford, CA: The John W. Gardner Center for Youth and their Communities.
- 2022 **Jaymes Pyne**, Elizabeth Vaade, and Eric Grodsky. "Why Student Absences Aren't the Real Problem in America's 'Attendance Crisis'." *Researching Education*, 2(6) DOI: 10.5281/zenodo.6320555.

- 2022 **Jaymes Pyne** and Eric Grodsky. “Reframing the Attendance Crisis: School Absences Send Powerful Signals About US Children Nationally.” <https://edarxiv.org/rys96/>
- 2020 Nicole Tognozzi and **Jaymes Pyne**. “Distribution and Variation of Housing Instability among San Mateo County Students: Part 1.” Stanford, CA: The John W. Gardner Center for Youth and their Communities.
- 2020 **Jaymes Pyne**, Erica Messner, and Thomas S. Dee. “The Dynamic Effects of a Summer Learning Program on Behavioral Engagement in School.” CEPA Working Paper Series No. 20-10. Stanford, CA: Stanford Center for Education Policy Analysis.
- 2020 Kristin Geiser, Kendra Fehrer, **Jaymes Pyne**, Amy Gerstein, Vicki Harrison, and Shashank Joshi. “San Mateo Area Teen Mental Health Study Opportunities.” Stanford, CA: The John W. Gardner Center for Youth and their Communities.
- 2019 **Jaymes Pyne** and Bo McCready. “Elementary School Positive Behavior Reports and Middle School Success.” Madison, WI: Madison Education Partnership.
- 2019 Katie Eklund, Jake Wertz, **Jaymes Pyne**, Elizabeth Vaade, and Eric Grodsky. “Missing School in Middle School: The Signal Absences Send.” Madison, WI: Madison Education Partnership.
- 2018 **Jaymes Pyne** and Eric Grodsky. “Where’s the Crisis? How Undergraduate Enrollment Patterns Influence Growth in Student Debt.” WCER Working Paper Series No. 2018-10. Madison, WI: Wisconsin Center for Education Research.
- 2018 **Jaymes Pyne**, Eric Grodsky, Elizabeth Vaade, Eric Camburn, and Dominique Bradley. “What Happens When Children Miss School? Unpacking Elementary School Absences in MMSD.” Madison, WI: Madison Education Partnership.
- 2018 **Jaymes Pyne** and Eric Grodsky. “Inequality and Opportunity in a Perfect Storm of Graduate Student Debt.” WCER Working Paper Series No. 2018-9. Madison, WI: Wisconsin Center for Education Research.
- 2017 Eric Grodsky, **Jaymes Pyne**, Elizabeth Vaade, Eric Camburn, and Dominique Bradley. “Preparing the Littlest Learners: Four-Year-Old Kindergarten Enrollment and Kindergarten Readiness in MMSD.” Madison, WI: Madison Education Partnership.
- 2017 **Jaymes Pyne**, Eric Grodsky, Elizabeth Vaade, Eric Camburn, and Dominique Bradley. “Patterns of Enrollment in Madison Metropolitan School District’s Four-Year-Old Kindergarten Program.” Madison, WI: Madison Education Partnership.

Works in Progress

Jaymes Pyne. “Collaborative Models of Emergency Mental Health Response to Promote Public Health and Safety.”

Jaymes Pyne. “Sidestepping the Criminal Justice System: Public Safety and Collaborative Models of Emergency Mental Health Response.”

^{ABC} Thomas S. Dee and **Jaymes Pyne**. “Behavioral Health Emergency Response Programs are Proliferating across the US.”

^{ABC} Sade Bonilla, Thomas S. Dee, and **Jaymes Pyne**. “Culturally Relevant Education Discourages Enrollment Loss.”

Jaymes Pyne. “Building Castles in the Air: Parent Engagement and the Reproduction and Disruption of Educational Inequality.”

Jaymes Pyne. “Contingent Socialization and the Process of Engagement.”

AWARDS AND HONORS

- 2019 Maureen Hallinan Graduate Student Paper Award. “Suspended Attitudes: Exclusion and Emotional Disengagement from School.” American Educational Research Association – Sociology of Education SIG.
- 2019 David Lee Stevenson Graduate Student Paper Award (Honorable Mention). “Suspended Attitudes: Exclusion and Emotional Disengagement from School.” American Sociological Association – Section on Sociology of Education.
- 2019 Emerging Scholar, Student Experiences Research Network (formerly, Mindset Scholars Network).

FELLOWSHIPS AND GRANTS

Grants

- 2025 Co-Investigator. (PI: Thomas S. Dee). William T. Grant Foundation. “An Impact and Implementation Study of Culturally Responsive Programming in the Fresno Unified School District, California.” (\$453,437).
- 2024 Co-Investigator. (PI: Thomas S. Dee). Stanford-Sequoia Collaborative. “Sequoia Ninth Grade Science Course Placement Study.” (\$50,000).
- 2024 Co-Investigator. (PI: Thomas S. Dee). Arnold Ventures. “Evaluation of the Community Wellness and Crisis Response Team Co-Response Program in San Mateo County.” (\$940,533).
- 2021 Co-Investigator. (PI: Thomas S. Dee). Stanford Graduate School of Education. “An Evaluation of SFUSD’s African American Achievement and Leadership Initiative (AAALI).” (\$30,000).
- 2019 Consultant. (PI: Eric Grodsky). Mindset Scholar’s Network. “What Makes a Classroom a Community?” (\$200,000).
- 2012 PI. Michigan Campus Compact. “Foundations of Service-Learning Experimental Course Support.” (\$3,500).
- 2011 Co-PI. (PI: Claudia Sowa). Great Lakes Fishery Trust. “Great Lakes Stewardship Initiative Groundswell Youth Environmental Education Programming Continuation.” (\$230,000).
- 2010 Co-PI. (PI: Claudia Sowa). The Baldwin Foundation. “Support for Groundswell Environmental Education in Schools: 2010-2011.” (\$15,000).
- 2009 Co-PI. (PI: Claudia Sowa). Great Lakes Fishery Trust. “Proposal for Kent County Youth Environmental Education and Service Hub.” (\$218,250).
- 2009 Co-PI. (PI: Claudia Sowa). Great Lakes Fishery Trust. “Great Lakes Stewardship Initiative Youth Environmental Education Planning Grant.” (\$17,980).

Fellowships

- 2017-2018 Graduate Research Fellow, Institute for Research on Poverty.
- 2012-2015 Institute of Education Sciences Predoctoral Fellow, Interdisciplinary Training Program in the Education Sciences, University of Wisconsin—Madison.

MEDIA COVERAGE (all entries are hyperlinked)

- 2025 “She Goes to Police Calls in a Prius. It’s Part of New Approach to Mental health Emergencies.” *Associated Press* (December 23).
- 2024 “It’s Official: Non-Police First Responders Work and America Needs More of Them.” *The Hill* (May 1).
- 2023 **[Interview]** “A Humane Answer to Mental Health Emergencies.” *Harvard University Data-Smart City Solutions*. (March 1).
- 2023 “Tyre Nichols’ Death Has Reignited the Debate around Police Brutality. Here are 5 Proven Ways to Reduce it—and 2 Strategies that Don’t Work.” *Business Insider* (January 30).
- 2022 “To Keep People Safe, Congress Should Invest in What Communities Need.” *The Hill* (October 8).
- 2022 “Mental Health Professionals Really Can Assume Some Police Duties.” *Washington Monthly* (August 16).
- 2022 “There’s a New Number to Call for Mental-Health Crises: 988.” *Time Magazine*. (July 16).
- 2022 “Inspired by Denver’s STAR Program, Congress to Consider Bill that Would Expand Alternate Responses to 911 Calls.” *Denver Post* (July 13).
- 2022 “Mental Health Pros, Not Police, to Respond to Some Calls: Miami-Dade Heeds Calls for Reform.” *Miami Herald* (July 12).
- 2022 “Study: Denver’s STAR Police-Alternative Program Lowered Crime and Costs.” *Axios Denver* (June 22).
- 2022 “Using Mental Health Team, Not Cops, on 911 Calls Lowers Crime.” *WebMD* (June 14).
- 2022 “Deploying Mental Health Workers for Low-level 911 Calls May Lower Crime.” *American Association for the Advancement of Science* (June 13).
- 2022 “For 911 Calls, Are Mental Health Specialists Often the Better Choice?” *US News & World Report* (June 13).
- 2022 “Denver Deployed Mental Health Workers Instead of Police—and Some Crimes Went Down.” *Mother Jones* (June 11).
- 2022 “How Having Health Care Workers Handle Nonviolent Police Calls May Impact Crime.” *UK Today News* (June 10).
- 2022 “Mental Health Specialists Responded to Nonviolent Crimes in Denver. Crime Fell.” *TODAY* (June 9).

- 2022 **[Interview]** “Sending Health Care Workers Instead of Cops Can Reduce Crime.” *Scientific American* (June 9).
- 2022 “Study Finds Denver’s STAR Program is Reducing Crime.” *NBC Denver* (June 9).
- 2022 “Denver’s Mental Health Approach to Low-Level 911 Calls Helped Reduce Minor Crimes, Researchers Find.” *NBC National News* (June 8).
- 2022 “A Program to Remove Police from Some 911 Calls in Denver Helped Reduce crime, Study Finds.” *USA Today* (June 8).
- 2022 “Mental Health Emergency Responder Programme Cut Crime Rates in Denver.” *New Scientist* (June 8).
- 2022 “Health Team Response to Some 911 Calls Can Cut Crime.” *MedPage Today* (June 8).
- 2022 “Stanford Study Shows Benefits to Reinventing 911 Responses.” *Stanford News* (June 8).
- 2021 “Schools are Back in Person, but Quarantines, Health Concerns Have Students Missing More Class.” *Chalkbeat* (November 30).
- 2021 “Black Students Take on More Debt and Get Fewer Slots on Grants, Data Show.” *Science Magazine* (November 22).
- 2021 “What Should Kids Be Doing This Summer, Really?” *Los Angeles Times* (June 14).
- 2021 “School House Rocked.” *Stanford Magazine* (March).
- 2021 “Expanded Learning is the Right Investment For Right Now – Let’s Make Sure We Do it Wisely.” *EdSource* (February 3).
- 2020 “A 30-Minute Intervention That Produced Significant Improvements.” *The Marshall Memo* (December 21).
- 2020 “‘Summer Slide’ Meets COVID-19.” *Stanford School’s In Podcast* (August 24).
- 2020 “Graduate Student Debt is Growing but Stratified.” *The Society Pages* (February 19).
- 2019 **[Interview]** “The Growing Burden of Graduate Student Debt.” *Research Minutes Educational Research & Policy Podcast*. Philadelphia, PA: University of Pennsylvania (November 21).
- 2019 “Perfect Attendance Would Have ‘Very Modest’ Effect on Madison Middle School Achievement Gap.” *Wisconsin State Journal* (September 26).
- 2019 “Tips for Surviving – and Thriving During – School Transitions.” *Canadian Broadcasting Corporation News* (September 8).
- 2019 “Five Ways Parents Can Help Their Kids Transition Smoothly to Middle School.” *The Washington Post* (August 27).
- 2019 “How Grad Schools Became the Hidden Culprit Behind America’s Student-Debt Crisis.” *Business Insider* (August 23).
- 2019 “An Effective – and Cheaper – Way to Ease the Middle-School Transition.” *The Philadelphia Inquirer* (August 6).
- 2019 “Positive Messaging Early in the School Year Can Help Sixth Graders Transition to Middle School, UW Study Says.” *The Cap Times* (July 31).

- 2019 “These Academics Spent \$1.35 To Make Middle School Less Awful. Here's How.” *Time Magazine* (July 30).
- 2019 “Older Kids' Messages Can Make the Move to Middle School Less Daunting.” *Education Week*. (March 13).
- 2019 “How School Suspensions Affect Students' Well-Being in School.” *Medium* (March 13).
- 2017 “Madison Pre-K Benefits Student Behavior and Literacy.” *Wisconsin Public Radio* (December 26).
- 2017 “Report Finds MMSD 4K Enrollment Leads to Higher Literacy Scores.” *The Cap Times* (December 22).
- 2017 “Madison School District's 4K Program Boosting Opportunity for Minority, Low-Income Youngsters.” *Wisconsin State Journal* (October 7).
- 2016 “How Students' Emotions Affect Their Schooling.” *Education Week*. (April 16).

PRESENTATIONS

Selected Conference Presentations

- 2025 Panel: “Evidence on Alternative Emergency Response Programs.” Washington, D.C.: Urban Institute Innovation Day.
- 2025 Panel with Police Chief Johnny Jennings (Charlotte, NC) and Rep. Roger Goodman (D-WA). “Tackling Law Enforcement Staffing Shortages: Alternative Response Models as a Force-Multiplier?” New Orleans, LA: Arnold Ventures Public Safety Bootcamp.
- 2022 “New Potential Leverage Points for Mitigating Within-School Discipline Disparities.” American Educational Research Association Annual Meeting (accepted).
- 2022 “Homeless and Test-Less: The Hidden Educational Inequality of Housing Instability.” American Educational Research Association Annual Meeting (accepted).
- 2022 “A Replicable Identity-Based Intervention Helps Close the Black-White Suspension Gap at Scale.” American Educational Research Association Annual Meeting (accepted).
- 2020 “Parent Involvement, Student Engagement and the Reproduction and Disruption of Educational Inequality.” American Educational Research Association Annual Meeting. Accepted for Individual presentation: April, San Francisco, CA (canceled).
- 2019 “Contingent Socialization and the Process of Engagement.” Society for the Study of Social Problems Annual Meeting. Individual presentation: August, New York, NY.
- 2019 “School Attendance and the Opportunity to Learn in Early Elementary Grades.” American Educational Research Association Annual Meeting. Individual presentation: April, Toronto, ON.
- 2018 “Suspended Attitudes: Exclusion and Emotional Disengagement from School.” Midwest Sociology of Education Conference. Individual presentation: October, Columbus, OH.
- 2018 “Who Benefits from Engagement-Related Interventions? The Influence of Early Patterns of Engagement Behaviors.” American Sociological Association Annual Conference. Roundtable presentation: August, Philadelphia, PA.

- 2018 “Suspended Attitudes: School Suspensions and their Relationship to Adolescent Well-Being.” American Sociological Association Annual Conference. Roundtable presentation: August, Philadelphia, PA.
- 2017 “Looking for Debt in all the Wrong Places: The Increasing Role of Graduate Student Borrowing.” Sociology of Education Association Annual Conference. Individual presentation: February, Pacific Grove, CA.
- 2016 “Academic Attitudes and Suspensions: Differences by Race, Gender, and Socioeconomic Background.” Stanford Education and Inequality Conference. Poster presentation: May, Stanford, CA.

Campus Talks

- 2019 “Those Who Belong and Those Who Don’t.” Dweck-Walton Lab Convening. October 22, Stanford, CA.
- 2019 “School Attendance and the Opportunity to Learn.” Gardner Center Quantitative Analyst Working Group. Stanford University. August, Stanford, CA.
- 2019 “School Attendance and the Opportunity to Learn.” Center for Research on Educational Opportunity, University of Notre Dame. February, South Bend, IN.
- 2018 “Student Attendance and the Opportunity to Learn.” Wisconsin Center for Education Research. University of Wisconsin – Madison. November, Madison, WI.
- 2017 “Looking for Debt in all the Wrong Places: The Increasing Role of Graduate Student Borrowing.” Center for Financial Security. University of Wisconsin – Madison. April, Madison, WI.

School District Talks

- 2018 “What Happens When Children Miss School?” District Attendance Action Committee Meeting. Madison Metropolitan School District – Madison. Madison, WI.
- 2017 “Final Report: Student Stress and Well-Being in MMSD Middle Schools.” District Mental Health Team Meeting. Madison Metropolitan School District – Madison, WI.

OTHER RESEARCH EXPERIENCE

- 2018-2019 Contracted Research Analyst, College Transition Collaborative, Stanford University (PI: Greg Walton).
- 2018 Contracted Data Analyst, Research Programs and Evaluation Office, Madison Metropolitan School District.
- 2016-2019 Research Assistant, Madison Education Partnership, Wisconsin Center for Education Research (PI: Eric Grodsky).
- 2016-2019 Contracted Research Manager, Paradise Valley Writing and Achievement Project, Measured Decisions, LLC.
- 2016 Contracted Research Analyst, Social Capital and Children’s Development Project, Wisconsin Center for Education Research (PI: Adam Gamoran).
- 2015-2018 Co-Investigator, Student Stress and Well-Being Project, Wisconsin Center for Education Research (Co-Investigator: Chris Rozek).

2012-2016 Project Assistant, Madison Writing and Achievement Project, Wisconsin Center for Education Research (PI: Geoffrey Borman)

TEACHING EXPERIENCE

2012 Instructor, Foundations of Service Learning. College of Education, Grand Valley State University.

PROFESSIONAL SERVICE

2024- Member, Editorial Board, *Educational Researcher*.

2020 Member, 2020 David Lee Stevenson Graduate Student Paper Award Review Committee, American Sociological Association – Section on Sociology of Education.

2020 Member, 2020 Maureen Hallinan Graduate Student Paper Award Review Committee, American Educational Research Association – Sociology of Education SIG.

2019 Peer Reviewer, Social and Emotional Learning in Educational Settings Section, Society for Research on Educational Effectiveness 2020 Spring Conference.

2019 Peer Reviewer, American Educational Research Association Annual Conference – Sociology of Education Special Interest Group.

2012 Chair, Technology Committee, Michigan School Counselor Association.

2011 Grant Peer Reviewer, Michigan Community Service Commission, Learn & Serve – Michigan.

2011 Grant Peer Reviewer, Michigan Community Service Commission, Michigan AmeriCorps.

UNIVERSITY SERVICE

University of Wisconsin – Madison

2018 Panelist on Public Sociology – Department of Sociology Graduate Student Proseminar

2017-2018 Member – Sociology Graduate Student Association Culture and Climate Committee

2017-2018 Technology/Communications Officer – Sociology Graduate Student Association

2015-2017 Chairperson, Sociology Graduate Student Association Governing Board

2015 Discussant, Sociology Graduate Student Preliminary Examination Panel

2013-2014 Discussant, Sociology Graduate Student Orientation Panel

Grand Valley State University

2010-2012 Co-Chair, College of Education Social Responsibility Committee

2010-2012 Elected Member, College of Education Scholarship, Awards, and Merit Committee

2010-2012 Chair, Groundswell Projects Committee

CERTIFICATIONS

- 2021 Data Science Specialization (in R), Johns Hopkins University.
- 2008 School Counseling (Grades K-12), Michigan Department of Education.
- 2004 Secondary Teaching (Grades 6-12), Michigan Department of Education.

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

American Sociological Association, Society for the Study of Social Problems, American Educational Research Association