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EMPLOYMENT

Postdoctoral Fellow, Center for Education Policy Analysis, Stanford University, 2014 – present.

EDUCATION

Ph.D., Joint Doctoral Program in Public Policy and Sociology, Population Studies Center Trainee, University of Michigan, Ann Arbor, MI, 2014.

M.A., Sociology, University of Michigan, Ann Arbor, MI, 2010.

B.A., Sociology, *summa cum laude*, Rice University, Houston, TX, 2006.

RESEARCH AND TEACHING INTERESTS

Sociology of Education, Inequality, Race and Ethnicity, Education Policy, Social Demography

PUBLICATIONS

Torres, D. Diego, **Jane Rochmes**, & David J. Harding. Forthcoming. “Enrollment and Degree Completion at For-Profit Colleges versus Traditional Institutions.” In McMillan-Cottom, Tressie & William Darity, Jr. (eds), *For-Profit Universities: Shifting Histories, Politics, and Futures in Commercial Higher Education*. Washington, DC: AERA Books.

Rochmes, Jane. 2011. Review of *Kids Don’t Want to Fail: Oppositional Culture and the Black-White Achievement Gap* by Angel L. Harris. *Teachers College Record*. Accessible at: <http://www.tcrecord.org>, ID Number: 16569.

MANUSCRIPTS UNDER REVIEW

Rochmes, Jane. “Teachers’ Beliefs About Students’ Social Disadvantage and Student Achievement.”

Rochmes, Jane. “School-Based Healthcare and Academic Performance: Implications of Physical Health Services for Educational Outcomes and Inequality.”

Rochmes, Jane. “School Contexts of Empowerment and Helplessness to Overcome Students’ Social Disadvantage: An Examination of How Schools Shape Teachers’ Beliefs about What Is Possible.”

MANUSCRIPTS IN PREPARATION

Rochmes, Jane, Emily K. Penner, & Susanna Loeb. “Educators as ‘Equity Warriors.’”

Harding, David J., **Jane Rochmes**, & D. Diego Torres. "For-Profit Colleges and Educational Attainment."

Kalogrides, Demetra, Susanna Loeb, & **Jane Rochmes**. "Student Sorting Within an Intra-District School Choice System."

Penner, Emily K. & **Jane Rochmes**. "Race and Gender Inequality in Teacher Hiring."

GRANTS AND FELLOWSHIPS

William T. Grant Foundation Research Grant, "Educator Attitudes About the Sources, Solutions, and Importance of Social Inequalities & Their Implications for Equality of Educational Opportunity" (Susanna Loeb, PI). Under review. \$535,000.

Spencer Foundation Research-Practice Partnership Program Grant, "Staff Shortages and Economic Anxiety: A Stanford-SFUSD Partnership to Investigate and Address Human Resource Needs" (Susanna Loeb, PI). Under review. \$400,000.

Stanford Graduate School of Education Incentive Fund, "Identifying and Addressing Human Resource Needs in SFUSD" (Susanna Loeb, PI). 2015. \$75,000.

Center for Public Policy in Diverse Societies Research Grant, University of Michigan, "Teachers' Beliefs About Students' Social Disadvantage." 2011. \$3,000.

Mathematica Policy Research Summer Fellowship, Oakland, CA, 2011.

National Institute of Child Health and Human Development (NICHD) Traineeship, Population Studies Center, University of Michigan, 2007-2010.

CONFERENCE PRESENTATIONS

"Educators as 'Equity Warriors.'" American Educational Research Association Annual Meeting. April 2016. Washington, DC.

"Educators as 'Equity Warriors.'" Sociology of Education Association Annual Meeting. February 2016. Pacific Grove, CA

"Race and Gender Inequality in Teacher Hiring." Society for the Advancement of Socio-Economics Annual Meeting. July 2015. London.

"Teachers' Beliefs About Students' Social Disadvantage and Disadvantaged Kids: Who Benefits Most from Empowered Teacher Attitudes?" Sociology of Education Association Conference. February 2014. Pacific Grove, CA.

"For-Profit Colleges and Associate's Degree Receipt: Evidence from NLSY97." Sociology of Education Association Conference. February 2014. Pacific Grove, CA.

"The Relationship Between Teachers' Beliefs About Students' Social Disadvantage and Students' Educational Outcomes." American Educational Research Association Annual Meeting. April 2013. San Francisco, CA.

"School Contexts of Empowerment and Helplessness to Overcome Students' Social Disadvantage: An Examination of How Schools Shape Teachers' Beliefs about What Is Possible." Sociology of Education Association Conference. February 2013. Pacific Grove, CA.

“Teachers’ Beliefs of Helplessness to Overcome Students’ Social Disadvantages: Prevalence, Correlates, and School Contexts.” American Sociological Association Annual Meeting. August 2012. Denver, CO.

“For-Profit Colleges, Educational Attainment, and Labor Market Outcomes.” Poster presented at the Population Association of America Annual Meeting. April 2011. Washington, DC.

“School-Based Health Services and Adolescents’ Educational Outcomes: What Nationally Representative Data Can Tell Us about Service Provision and Impacts.” Population Association of America Annual Meeting. April 2010. Dallas, TX.

TEACHING EXPERIENCE

University of Michigan, Department of Sociology

Graduate Student Instructor (Primary), Sociology 303/Afroamerican & African Studies 303: Race & Ethnicity, Spring 2014.

Graduate Student Instructor (Assistant), Sociology 303/Afroamerican & African Studies 303: Race & Ethnicity, Winter 2013.

- Recipient of the Outstanding Graduate Student Instructor Award, Sociology Department, University of Michigan, 2014.
- Nominated for the university-wide Outstanding Graduate Student Instructor Award, Rackham Graduate School, University of Michigan, 2014.

Graduate Student Instructor (Assistant), Sociology 304/American Culture 304: American Immigration, Fall 2010.

Rice University, Department of Sociology

Teaching Assistant, Sociology 398: Social Statistics, Fall 2005.

ADDITIONAL RESEARCH EXPERIENCE

School Reform and Beyond, Research Assistant, 2008-2010.

Examined how incentivized strategies to improve parents’ capacities and children’s readiness to learn impact educational outcomes, under David Featherman, Ph.D.

Relationship Dynamics and Social Life, Research Assistant, 2007-2008.

Conducted questionnaire development and literature review for a prospective survey project examining women’s relationships and pregnancies, under Jennifer Barber, Ph.D.

Michigan Prisoner Reentry Project, Research Assistant, 2007.

Compiled and analyzed geographic data as well as supervised undergraduate assistants for a study of neighborhood effects on recidivism, under Jeffrey Morenoff, Ph.D. and David Harding, Ph.D.

“When ‘Academic’ Means ‘Low’: High- and Low-Track Disparities at a Gifted and Talented Middle School,” Independent Research, 2005.

Observed “regular” and “gifted and talented” eighth grade history classrooms in a Houston middle school using a grounded theory approach to discern disparities in achievement and educational experiences as part of a graduate-level course in educational fieldwork at Rice University.

HONORS & AWARDS

Outstanding Graduate Student Instructor Award, Sociology Department, University of Michigan, 2014.

Phi Beta Kappa, 2006.

Weber-Durkheim Award for Excellence in Sociology, Rice University, 2006.

Prize awarded to one outstanding senior major in Sociology in recognition of undergraduate work.

Center for the Study of Women, Gender, and Sexuality Undergraduate Essay Competition Winner, Rice University, 2006.

Prize awarded in recognition of best undergraduate paper, "*Ms. Magazine and the Failed Connection of Feminism and Welfare Rights.*"

Walter Hall Scholar Fellowship, Rice University, 2005.

Research fellowship awarded to one Rice sociology undergraduate each year; provides summer funding and research training for majors who are seriously considering careers in sociology.

SERVICE

James Coleman Award for Outstanding Article Committee, Sociology of Education Section, ASA, 2016.

University of Michigan, Department of Sociology

Inequality Working Group Student Facilitator, 2010-2011.

Committee on Curriculum and Educational Policy Student Representative, 2008-2009.

Graduate Student Buddy, 2007-2008, 2011-2012, 2012-2013, 2013-2014.

PROFESSIONAL MEMBERSHIPS

American Sociological Association

American Educational Research Association

Association for Public Policy Analysis and Management

Sociology of Education Association

REFERENCES

- Susanna Loeb**
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- David J. Harding**
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- David K. Cohen**
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