



Do Immigrants Experience Education-Job Mismatch? New Evidence from the U.S. PIAAC

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Margarita Pivovarova is an applied economist who studies K-12 educational policy issues related to school contextual factors associated with immigrant student achievement. Her research interests also include teacher labor markets and factors that influence teachers' decision to enter, stay in, or leave the profession. Her research has been published in peer-reviewed journals including *Educational Policy*, *Large-Scale Assessments in Education*, and the *Journal of Teacher Education*. She also contributed to the Brookings Institute Brown Center Chalkboard where she discussed her studies on the effect of immigration policy on student achievement and influences of immigrants on U. S. schools in general, as well as her research on teacher quality and the decisions of preservice teachers to enter the profession.

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Jeanne M. Powers is a sociologist who studies issues of equity and access in education policy. Recent projects focus on school segregation, school choice, the educational achievement of immigrant students, and the implementation of complex education reforms. She has published in the *Review of Research in Education*, *American Educational Research Journal*, *Educational Policy*, *American Journal of Education*, *Equity and Excellence in Education*, *Law and Social Inquiry*, *Teachers College Record*, and the *Journal of Educational Administration and History*. Dr. Powers was the editor of *Review of Research in Education* (2018, 2020), and is a fellow of the National Education Policy Center.

Robert Lerman, PhD, Institute Fellow, Urban Institute

Dr. Robert I. Lerman is an Institute Fellow at Urban Institute, Emeritus Professor of Economics at American University, and a Research Fellow at IZA in Bonn, Germany ([<http://www.iza.org>]). Dr. Lerman was one of the first scholars to examine the economic determinants of unwed fatherhood and to propose a youth apprenticeship strategy in the U.S. His published research covers apprenticeship, family structure, inequality, income support, and youth employment and development. Dr. Lerman is a leading academic expert on U.S. apprenticeship, with publications such as "The compelling case for youth apprenticeship" (*The Public Interest*, 1990), "Are employability skills learned in U.S. youth education and training programs?" (*IZA Journal of Labor Policy* 2013), "Expanding Apprenticeship Opportunities in the United States" (Brookings Institution), and "Restoring Opportunity by Expanding Apprenticeship" (Springer Open, 2016)". With Avner Ahituv, he showed the linkages between marriage and men's earnings in "How Do Marital Status, Work Effort, and Wage Rates Interact?" *Demography*, August 2007," and "Job Turnover, Wage Rates, and Marital Stability: How Are They Related," *Review of Economics of the Household*, 2011. He has testified before

several congressional committees and served on the National Academy of Sciences panel on the U.S. post-secondary education and training system. He is currently the principal investigator of the evaluation of the American Apprenticeship Initiative. Dr. Lerman earned an A.B. at Brandeis University and a Ph.D. in economics at MIT.

Stephen Provasnik, PhD, International Activities Branch Chief, National Center for Education Statistics

Dr. Provasnik works at the U.S. Department of Education's National Center for Education Statistics (NCES) as the Branch Chief of the International Activities Branch. Previously, he worked as the U.S. national research coordinator for TIMSS 2015. Dr. Provasnik has also previously served as the U.S. national research coordinator for the Progress in Reading Literacy Study (PIRLS) and was one of the U.S. coordinators for PIAAC, the 2012 international survey of adult literacy and numeracy.