

**Bruce Fuller**  
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**University of California, Berkeley**

Updates and working papers from current projects available at:  
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**SCHOOLING**

1977-1983  
Graduate study

Stanford University: Ph.D. and masters degrees in sociology and education. Training in political sociology, organizational behavior, and sociology of schooling.

1971-1973  
Undergraduate study

UCLA: political science and social psychology.  
No degree granted.

**TEACHING AND TANDEM LINES OF RESEARCH**

Working in the university or policy organizations over the past 38 years, I continue to delve into how ‘collective actors’ (like government, firms, or local activists) try to lift the learning and vitality of children and families. This includes the study of change in how we organize work inside institutions – centrally and locally – as leaders and reformers try to better motivate and engage children. These threads of research keep leading me to ask questions related to policy formulation, work inside organizations, and the daily life of kids inside homes. I’ve pursued these topics in the United States and overseas, especially digging into how child rearing and early learning is culturally situated within (diverse) Latino communities.

My current, book-length project examines the social tools forged by ‘second-wave decentralists’ – inventive organizational leaders who not only de-center away from big institutions...they also nurture new kinds of social relations between practitioners and their clients. A series of case studies – *Public Projects*, *Tribal Ties* – reviews the past half-century of experiments in decentralizing work in education, health care, community supports for veterans, and the international banking community. Contemporary progress made by the second-wave decentralists stems from the failures of earlier attempts to deregulate or market-ize collective action.

My related teaching assignments focus on how education policy is crafted, what motivates political actors, and under what conditions do children, teachers, or families actually feel and adjust to collective action from the outside. Much of my teaching emphasizes apprenticing research assistants, post-docs, and Ph.D.-level staff within the Institute of Human Development, along with projects based in the three-campus center, Policy Analysis for California Education

(PACE, with colleagues at USC and Stanford). Recent project papers can be found at <http://gse.berkeley.edu/faculty/BFuller/BFuller.html>.

My ongoing lines of research first focus on decentralized attempts to spawn effective education organizations, allegedly rooted in local neighborhoods and responsive to local preferences. *Inside Charter Schools* (2000, Harvard) delved into the first decade of this provocative reform, stemming from skepticism in mass schooling. Reporting on similar forces – animated by a colorful range of ideologies and interests – my recent book, *Standardized Childhood* (2007, Stanford) examined the national movement to rationalize and centralize the operation of highly local preschools.

Collateral studies dig into the local response to deregulating school aid (with colleagues at RAND and PACE), along with work inside schools to observed forms of teacher collaboration and social ties in charter and pilot schools. Occasionally I swerve to study hyper-centralized forms of collective action, like the rise and fall of No Child Left Behind.

My second line of work focuses on the upbringing and early learning of Latino children – an intriguing site that yields both positive and sometimes weak results when put up against the demands of formal institutions, like schools. This research stems from my long-running interest in cross-cultural comparison – understanding how childhood and families are nested in the particulars of an ethnic and class-segmented heritage. Efforts to deregulate and decentralize large institutions and well-meaning ‘interventions’ will not likely work if we remain ignorant about the strengths and weaknesses of those communities that we hope to help.

## PROFESSIONAL EXPERIENCE

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|--------------|--|
| 1996-present | <b>Professor, Education and Public Policy, University of California, Berkeley.</b> Currently teaching education policy, political theory, and sociology of education.  |
| 1990-1996    | <b>Associate Professor of Education and Public Policy, Harvard University.</b> Taught sociology of education, comparative policy, and cross-cultural research.   |
| 1988-1990    | <b>Project Manager, Agency for International Development, United States Department of State.</b> Managed technical assistance and research efforts related to school effectiveness, gender equity in education, and social policy adjustments with host nations. |
| 1984-1988    | <b>Research Sociologist, Education and Socioeconomic Analysis departments, World Bank.</b> My work focused on the political and policy determinants of school expansion (in Latin America and Africa), raising school quality, and demographic measurement.      |

- 1983-1985      **Graduate Faculty Member, College of Education, University of Maryland.** Taught courses in sociology of education, organizational behavior, and program evaluation .
- 1978-80      **Research Assistant, Sociology Department, Stanford University.** Work focused on problems of organizational effectiveness with Prof. Sanford Dornbusch, my principal adviser. My thesis centered on staff motivation inside community organization, as government intensified bureaucratic controls over social programs.
- 1981-82      **Special Assistant to the Governor, State of California.** Assisted in developing, and securing passage of, the governor's legislative program on education and employment.
- 1973-78      **Education Advisor, California Legislature,** Assembly Ways and Means education subcommittee and Committee on Higher Education. Advised legislators on school spending, drafted legislation, and analyzed policy options related to education and youth programs.

**Publications / Focus 1**  
**SOCIOLOGY OF EDUCATION / PUBLIC POLICY**

**Books**

- Duerr Berrick and Fuller (eds. 2005) *Good Parents or Good Workers? How Policy Shapes Families' Daily Lives*. New York: Palgrave Macmillan.
- Fuller (ed. 2000) *Inside Charter Schools: The Paradox of Radical Decentralization*. Cambridge, Mass.: Harvard University Press.
- Fuller (1999) *Government Confronts Culture: The Struggle for Local Democracy*. New York: Taylor and Francis.
- Fuller, Elmore, with Orfield (eds. 1996) *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of School Choice*. New York: Teachers College Press.
- Fuller (1991) *Growing Up Modern: The Western State Builds Third World Schools*. New York: Routledge.
- Fuller and Rubinson (eds. 1992) *The Political Construction of Education: The State, School Expansion, and Economic Change*. New York: Praeger.

### **Annual Sociology Series** (co-edited with Emily Hannum)

Fuller, Hannum, Baker, and Werum (eds. 2004). *Inequality Across Societies: Families, Schools, and Persisting Stratification*. Review of Research in Sociology of Education. Oxford: Elsevier.

Fuller and Hannum (eds. 2002) *Schooling and Social Capital in Diverse Cultures*. Review of Research in Sociology of Education. Oxford: Elsevier.

### **Refereed Journal Articles / Chapters**

Fuller (2010). Palace revolt in Los Angeles? Charter school and Latino leaders push unions to innovate. *Education Next*, 10, <http://educationnext.org/palace-revolt-in-los-angeles/>

Fuller (2009). Policy and place: Lessons from decentralized school reforms. In B.Schneider (ed.), *Handbook of Education Policy Research*. New York: Routledge and American Education Research Association, pp. 855-875.

Fuller, Dauter, Hosek, Kirschenbaum, McKoy, Rigby, and Vincent (2009). Building schools, rethinking quality? Early lessons from Los Angeles. *Journal of Educational Administration*, 47, 336-347.

Bodine, Fuller, Gonzalez, Huerta, Naughton, Park, and The (2008). Disparities in charter school resources: The influence of state policy and community. *Journal of Education Policy*, 23, 1-33.

Fuller, Wright, Gesicki, and Kang (2007) Gauging growth: How to judge No Child Left Behind? *Educational Researcher*, 36, 268-278.

Fuller and Rasiah (2005) Schooling Citizens for Evolving Democracies, Pp. 81-106, *Institutions of American Democracy: The Public Schools*, edited by S.Fuhrman and M.Lazerson. New York: Oxford University Press.

Fuller, Loeb, Strath, and Carrol (2004) State Formation of the Child Care Sector: Family Demand and Policy Action, *Sociology of Education*, 77, 337-358.

Fuller (2003) Education policy under cultural pluralism. *Educational Researcher*, 32, 15-24. (Magazine of the American Educational Research Association)

Fuller and Strath (2001) The Child Care and Preschool Workforce: Demographics, Earnings, and Unequal Distribution. *Educational Evaluation and Policy Analysis*, 23, 37-56.

Fuller and Caldwell (2000) Education in Southern Africa: The Paradox of Progress. Pp. 301-326 in *The Uncertain Promise of Southern Africa*, edited by Y.Bradshaw and N. Ndegwa. Bloomington: Indiana University Press.

Fuller and Liang (1999) Which Girls Stay in School? The Influence of Family Economy, Social Demands and Ethnicity in South Africa. In *Critical Perspectives on Schooling and Fertility*, edited by Bledsoe and Haaga, National Academy of Sciences Panel. Washington DC: National Academy Press.

Fuller and Liang (1997) Market Failure? Estimating Inequality in Preschool Availability. *Educational Evaluation and Policy Analysis*, 15, 255-278.

Fuller (1996) School Choice: Who Wins, Who Loses? *Issues in Science and Technology*, 12:61-67 (magazine of the National Academy of Sciences).

Fuller et al. (1999) *School Choice: Abundant Hopes, Scarce Evidence of Results*. Berkeley: University of California, Policy Analysis for California Education (PACE).

Fuller, Snyder, Chapman, and Hua (1994) Explaining Variation in Teaching Practices? Effects of State Policy, Teacher Background, and Curricula in Southern Africa, *Teaching and Teacher Education*, 10:141-156.

Fuller (1994) Policies to Improve School Quality. In *International Encyclopedia of Education*, edited by Postlethwaite and Husen. Oxford: Pergamon.

Fuller, Raudenbush, Holloway, and Wei (1993) Can Government Raise Child Care Quality? The Influence of Family Demand, Poverty, and Policy, *Educational Evaluation and Policy Analysis*, 15:255-278.

Fuller, Hage, Garnier, and Sawicky (1992) Nation Building and School Expansion under the Fragile French State. *Social Forces* 70:923-936.

Fuller and Aklilu (eds.1992) *Adjusting Educational Policies: Conserving Resources while Raising School Quality*. Washington DC: World Bank [monograph].

Garnier, Hage, and Fuller (1989) The Strong State, Social Class, and Controlled School Expansion in France, 1881-1975. *American Journal of Sociology* 95:279-306.

Fuller, Hage, and Garnier (1990) State Action and Labor Structure Change in Post-colonial Mexico. *Social Forces* 68:1165-89.

Hage, Garnier, and Fuller (1988) The Active State, Investment in Human Capital, and Economic Growth: France 1825-1975. *American Sociological Review* 53:824-837.

Fuller and Dornbusch (1988) The Organizational Construction of Intrinsic Motivation. *Sociological Forum*, 3:1-24.

Fuller (1986) *Raising School Quality in Developing Countries: What Investments Boost Learning?* Washington DC: World Bank (monograph).

## **Essays and Opinion Pieces – Sociology and Public Policy**

Fuller (2008) Campaign Stops – eight op-ed installments prior the November presidential election re education policy and politics. *New York Times*.

Fuller (2008) Vets need schooling, but are hesitant to seek help. *Des Moines Register*, November 11, A23.

Fuller (2008) McCain, Obama have sharp differences on improving schools. *San Jose Mercury News*, October 1.

Huerta and Fuller (2008) Scorekeeper for the schools. *New York Sun*, July 7.

Fuller (2008) Latino families: Shattering perceptions of an ethnic bloc. *San Francisco Chronicle*, July 10.

Fuller (2008) Time to stop painting all Latinos in a single shade of brown. *San Jose Mercury News*, May 5.

Smith and Fuller (2007) No Child Left Behind: Political leaders must shore up law's shaky foundations. *San Francisco Chronicle*, October 14, E-1.

Fuller (2007) No Child Left Behind lowers the bar on school reform. *San Francisco Chronicle*, June 11.

Fuller (2007) Good education is based on good relationships. *San Jose Mercury News*, April 11.

Fuller (2007) When college aid competes with school reform. *San Francisco Chronicle*, January 2.

Fuller (2005) The Terminator wants to liquidate our fiscal commitment to education, *Riverside Press-Enterprise* and *Ventura Star*, October 25.

Fuller (2005) Schwarzenegger's PTA Problem, *San Francisco Chronicle*, February 1.

Fuller (2004) Only the Politicking Gets an 'A'. *Washington Post*, February 1.

Fuller (2004) Schwarzenegger Budget Lets Poor Pay the Price. *San Jose Mercury News*, May 27.

Fuller (2004) Total Eclipse: Media Covered Recall as The Arnold Show, *Extra* (magazine of the media association, FAIR) January.

Fuller (2003) Federalism on the Cheap: School Reform Edicts Grow Longer, State Budgets Implode. *Education Week*, January 15.

Fuller (2002) Even Tougher Love for Welfare Moms. *Los Angeles Times*, June 11.

Fuller (2001) What's in a State Budget? Values. *Los Angeles Times*, November 26.

Fuller (2000) What Lies Beyond the Sound Bites? Bush vs. Gore on School Reform. *Education Week*, October 18.

Fuller and Holloway (1996) Poor Families, Rich Values. *Boston Globe*, July 28.

Fuller (1996) Virtual Policy: The Earned Income Tax Credit Feels Good, But Does It Lift Families Out of Poverty? *Chicago Tribune*, January 3.

Fuller (1977) A skeptic's look at Brown's Era of Limits. *Los Angeles Times*.

Fuller (1981) Carter's Program for Youth. *New York Times*, February 12.

## **Publications / Focus 2** **SOCIOLOGY OF CHILDREN AND FAMILIES**

Fuller with Bridges and Pai (2007) *Standardized Childhood: The Political and Cultural Struggle over Early Education*. Stanford University Press.

Holloway and Fuller (1997) *Through My Own Eyes: Single Mothers and the Cultures of Poverty*. Cambridge, MA: Harvard University Press.

Lewis, Fuller, and Hua (1995) *How Much Do Children Learn in Namibia? A National Longitudinal Assessment*. Windhoek: New Namibia Books.

Astin, Fuller, and Green (1978) *Admitting and Assisting Students After Bakke*. San Francisco: Jossey-Bass.

**Annual Sociology Series** (co-edited with Emily Hannum)

Fuller and Hannum (2005) *Childhood, Class, and School Achievement across Societies*. Review of Research in Sociology of Education. Oxford: Elsevier.

### **Refereed Journal Articles / Chapters**

Fuller & García Coll (2010) Learning from Latinos: Contexts, families, and child development in motion. *Developmental Psychology*, 46, 559-565.

Livas-Dlott, Fuller, Stein, Bridges, Figueroa, & Mireles (2010) Commands, competence, and cariño: Maternal socialization practice in Mexican American families. *Developmental Psychology*, 46, 566-578.

Galindo & Fuller (2010) The social competence of Latino kindergartners and growth in mathematical understanding. *Developmental Psychology*, 46, 579-592.

Fuller, Bein, Bridges, Halfon, Jung, Rabe-Hesketh, & Kuo (2010) Maternal practices that influence Hispanic infants' health and cognitive growth. *Pediatrics*, 125, <http://www.pediatrics.org/cgi/content/full/125/2/e324>

Fuller, Bridges, Bein, Jang, Jung, Rabe-Hesketh, Halfon, & Kuo (2009) The health and cognitive growth of Latino toddlers: At risk or immigrant paradox? *Maternal and Child Health*, 13, 755-768.

Fuller (2011) Preschool as public entitlement: Advancing children or political interests? Pp. 27-33 in Zigler, Gilliam, & Barnett (eds.) *The Pre-K debates: Current controversies*. Baltimore: Brookes Pub.

Fuller (2011) College credentials and caring: How teacher training could lift children. Pp. 57-63 in Zigler, Gilliam, & Barnett (eds.) *The Pre-K debates: Current controversies*. Baltimore: Brookes Pub.

Loeb, Bridges, Bassok, Fuller and Rumberger. How much is too much? The influence of preschool centers on children's social and cognitive development. *Economics of Education Review* 26, 1 (February 2007): 52-66.

Loeb, Fuller, Kagan, and Carol (2004) Child Care in Poor Communities: Early Learning Effects of Type, Quality, and Stability. *Child Development*, 75, 47-65.

Fuller, Kagan, Loeb, and Chang (2004) Child Care Quality: Centers and Home Settings that serve Poor Families, *Early Childhood Research Quarterly*, 19, 505-527.

Hirshberg, Huang, and Fuller (2005) Which Low-income Parents Select Child Care? Family Demand and Neighborhood Organizations, *Children and Youth Services Review*, 27, 1119-1148.

Loeb, Fuller, Kagan, and Carol (2003) How Welfare Reform Affects Young Children: Experimental Findings from Connecticut, *Journal of Policy Analysis and Management*, 22, 537-550.

Fuller, Holloway, Bozzi et al. (2003) Explaining Local Variability in Child Care Quality: State Funding and Regulation in California. *Early Education and Development*, 14, 45-66.

Fuller, Caspary, Kagan et al. (2002) Does Maternal Employment Influence Poor Children's Social Development? *Early Childhood Research Quarterly*, 17, 470-497.



Fuller, Kagan, Caspary, and Gauthier (2002). Welfare Reform and Child Care Options for Low-income Families. *Future of Children* (Packard Foundation), 12, 97-119.

Mensing, French, Fuller, and Kagan (2002) How Welfare Mothers Select Child Care: Balancing Welfare and Work Requirements. *Early Education and Development*, 11, 573-596.

Holloway, Kagan, Fuller, Tsou, and Carroll (2001) Assessing Child-Care Quality with a Telephone Interview. *Early Childhood Research Quarterly*, 16, 165-189.

Liang, Fuller, and Singer (2000) Ethnic Differences in Child-Care Selection: The Influence of Family Structure, Parental Practices, and Home Language. *Early Education Research Quarterly*, 15, 357-384.

Holloway and Fuller (1999) Families and Child Care: Divergent Viewpoints. Pp. 98-115 in *The Silent Crisis in U.S. Child Care, Annals of the American Academy of Political and Social Science*, edited by Suzanne Helburn (May).

Singer, Fuller, Keiley, and Wolf (1998) Early Child-Care Selection: Variation by Geographic Location, Maternal Characteristics, and Family Structure. *Developmental Psychology*, 34, 1129-1144.

Fuller, Holloway, Rambaud and Eggers-Piérola (1996) How Do Mothers Choose Child Care? Alternative Cultural Models in Poor Neighborhoods. *Sociology of Education*, 69:83-104.

Fuller, Liang, and Hua (1996) Did Black Literacy Rise After Soweto? Public Problems and Ethnic Archipelagos in South Africa. *Int'l Journal of Comparative Sociology*, 37:97-120.

Fuller, Holloway, and Liang (1996) Which Families Use Child Care? The Influence of Family Structure, Ethnicity, and Parental Practices. *Child Development*, 67:3320-3337.

Edwards, Fuller, and Liang (1996) The Mixed Preschool Market: Explaining Local Variation in Family Demand and Organizational Supply. *Economics of Education Review*.

Fuller, Eggers-Piérola, Liang, Holloway and Rambaud (1996) Rich Culture, Poor Markets: Why Do Latino Parents Forgo Preschooling? *Teachers College Record*, 97:400-418.

Fuller and Holloway (1996) When the State Innovates: Interests and Institutions Create the Preschool Sector. Pp. 1-42 in *Research in Sociology of Education and Socialization*, edited by Aaron Pallas. Greenwich, CT.: JAI Press.

Holloway, Rambaud, Fuller, and Eggers-Piérola (1996) What Is "Appropriate Practice" at Home and in Child Care? Low-income Mothers' Views on Preparing their Children in School. *Early Childhood Research Quarterly*, 10:451-473.

Edwards, Fuller, and Liang (1996) The mixed preschool market: Explaining local variation in family demand and organized supply. *Economics of Education Review*. 15, 149-161

Fuller and Clarke (1994) Raising School Effects while Ignoring Culture? Local Conditions and the Influence of Classroom Tools, Rules, and Pedagogy, *Review of Educational Research*, 64:119-157.

Holloway and Fuller (1992) The Great Child Care Experiment: What Are the Lessons for School Improvement? *Educational Researcher*, October.

Gorman, Holloway, and Fuller (1988) Preschool Quality in Mexico: Variation in Teachers, Organization, and Child Activities. *Comparative Education* 24:91-101.

Fuller (1987) What School Factors Raise Achievement in the Third World? *Review of Educational Research* 57:255-292. Expanded version appears in: *Improving Educational Quality: A Global Perspective*, edited by Chapman and Carrier. New York: Greenwood Press.

Holloway, Gorman, and Fuller (1987) Child-Rearing Attributions and Efficacy among Mexican Mothers and Teachers. *Journal of Social Psychology*, 127:499-310.

Fuller (1986) Defining School Quality. In *Educational Research and Policy, 1970-1985*, edited by Jane Hannaway and Marlaine Lockheed. Berkeley: McCutchan.

Holloway and Fuller (1983) Situational Determinants of Causal Attributions: The Case of Working Women. *Social Psychology Quarterly* 46:131-140.

Fuller, Wood, Rapoport, and Dornbusch (1982) The Organizational Context of Individual Efficacy. *Review of Educational Research* 52:7-30.

Fuller (1981) Educational Evaluation and Shifting Youth Policy, *Evaluation Review*, April. Reprinted in Ernest House, editor (1982) *Handbook of Evaluation*. Beverly Hills: Sage.

Fuller (1981) Educational Testing: Learning from the National Debate. In *Educational Testing and the Public Interest*. San Francisco: Jossey-Bass.

Fuller (1978) Financing Higher Education: Addressing the Costs and Questioning the Benefits. In Peltason and Massengale, editors, *Students and Their Institutions*. Washington DC: American Council on Education.

### **Essays / Commentaries – Children, Families, and Culture**

Fuller and Newton (2010). One number can't illustrate teacher effectiveness. *Los Angeles Times*, Opinion Page (web), August 25, <http://articles.latimes.com/2010/aug/25/opinion/la-oe-w-fuller-20100825>

Fuller (2010). Politics, not evidence, drive education reform. *San Francisco Chronicle*, September 3.

Fuller (2010). Bilingual education: Skilled teachers and a sense of community. *Los Angeles Times*, July 11, A32.

Fuller (2010) Parental choice: silver bullet? *San Francisco Chronicle*, January 17. And companion piece, Success story at a charter school.

Fuller (2009) Beware the mayor's claims – what do school tests measure? *New York Times*, August 3 (op-ed appearing in “Room for Debate”).

Fuller (2009) Stimulus can redeem governor's education efforts. *San Jose Mercury News*, April 8.

Fuller (2009) Facts, not faith – Obama pours money into discredited programs. *San Francisco Chronicle*, March 6.

Fuller (2007) How to leave no child behind. What do L.A. kids need to thrive? *Los Angeles Times*, December 29 (section contributor).

Fuller (2007) State can't afford to ignore T-word. *Sacramento Bee*, December 8, B7.

Fuller (2007) Classroom reform rift. *Riverside Press-Enterprise*, November 4 (Sunday review section).

Fuller (2007) Clinton comes closest to good preschool plan. *San Jose Mercury News*, August 26.

Olsen & Fuller (2007) Clinton's hostile preschool takeover. *Investor's Business Daily*, July 23, A17.

Fuller (2007) Texas lesson: Educators embrace bilingualism. *New America Media* (internet news service), Posted May 1.

Fuller (2006) Accountability plus: As national test scores stall, rethinking No Child Left Behind. *Education Week*, August 9.

Fuller (2006) No toddler left behind? *Sacramento Bee*, May 7.

Fuller (2006) The preschool spin. *Los Angeles Times*, April 4.

Fuller (2006) Universal preschool: Democrats' new embrace of big government. *San Francisco Chronicle*, January 29.

Fuller (2006) Preschool reform measure won't close learning gap for poor. *San Jose Mercury News*, February 26.

Fuller (2006) Reiner flubs his preschool plan. *Riverside Press-Enterprise*, February 21.

Fuller (2005) Measure would obliterate schools' funding guarantee. *Riverside Press-Enterprise* and *Ventura Star*, October 23-24.

Fuller, Bridges, and Livas (2005) Community involvement, not state bureaucracy – early education debate, *Sacramento Bee*, July 24.

Fuller (2004) Accountability rises, scores fall. *Los Angeles Times*, August 22.

Fuller (2004) Are Test Scores Really Rising? School Reform and Campaign Rhetoric, *Education Week*, October 13.

Fuller (2004) Bush punts on child care, but families could still win. *San Francisco Chronicle*, April 6.

Fuller (2003) Hardball Question: As Governor, How Would You Fix Education? *Sacramento Bee*, August 21.

Fuller (2002) Families Can't Live on Wedding Rings Alone. *Los Angeles Times*, March 4.

Fuller with Kuboyama and Park (2002) Davis Gets So-so Marks in Education. *Los Angeles Times*, September 4.

Fuller (2001) "Ready to Read, Ready to Learn" Needs Someone Ready to Lead. *Los Angeles Times*, July 25.

Fuller (2001) Ready They Are Not: School Reform... but Children Start School Already Behind. *San Francisco Chronicle*, January 14. *Sunday Opinion* section.

Fuller and Huerta (2000) The State Deserves a Lot of Credit for Better Test Scores. *Los Angeles Times*, July 27.

Fuller (2000) Bush, Gore Push Early Education to Gain Women's Vote. *San Francisco Chronicle*, April 11.

Fuller (1999) Will Davis' School Reforms Be Able to Make the Grade? *San Francisco Chronicle*, March 3.

Fuller (1999) School Reform Plans Must Address Poverty. *San Jose Mercury News*, January 3.

Fuller (1998) Serious Reform or Policy Schizophrenia? *Los Angeles Times*, October 28.

Fuller (1995) Weld to AFDC Moms: Tough Luck. *Boston Globe*, August 22.

Fuller and Holloway (1994) Welfare: It's No Reform if it Harms Children, *Los Angeles Times*, June 20.

Fuller and Holloway (1994) Why the Silence on Welfare Reform? School Leaders Should Focus on Poor Families and Young Children. *Education Week*, September 28.

Fuller (1993) Should Head Start Be Sacred? *Boston Globe*, July 14.

Brunner and Fuller (1978) Student Aid Plan: Too Little or Too Much? *Los Angeles Times*, February 26.

Fuller (1977) A Skeptic's Look at Brown's Era of Limits. *Los Angeles Times*.

Fuller (1977) University: Issue Is Influence, Not Control. *Los Angeles Times*, February 21.

#### **Reports and Working Papers** – Limited peer review by policy research shops

Fuller, Marsh, Stecher, and Timar (2011). Deregulating school aid in California: How 10 districts responded to fiscal flexibility, 2009-2010. Santa Monica: RAND Corp.

Fuller, Livas, and Bridges (2005) How to Expand and Improve Preschool in California. Berkeley: Policy Analysis for California Education (PACE)

Bridges, Fuller, Rumberger, and Tran (2004) Preschool for California's Children: Promising Benefits, Unequal Access. Berkeley: Policy Analysis for California Education (PACE).

Novak and Fuller (2003) Penalizing Diverse Schools? Similar test scores, but different students brings federal sanctions. Berkeley: Policy Analysis for California Education (PACE).

Fuller, Kagan, and Loeb (2002) *New Lives for Poor Families?* Berkeley and New Haven: The Growing Up in Poverty Project (monograph).

Fuller, Boots, Castilla, and Hirshberg (2002) A Stark Plateau: California Families See Little Growth in Child Care Centers. Berkeley: Policy Analysis for California Education (PACE).

Fuller, Chang, and Suzuki (2001) Child Care Aid and Quality for California Families. Berkeley: Policy Analysis for California Education (PACE).

Fuller, Kagan, et al. (2000) *Remember the Children: Mothers Balance Work and Child Care under Welfare Reform*. Berkeley and New Haven: The Growing Up in Poverty Project (monograph).

**EARLIER ARTICLES –  
Comparative Sociology, Schools, and Public Policy**

Rivarola and Fuller (1999) Nicaragua's Experiment to Decentralize Schools: Contrasting Views of Parents, Teachers, and Directors. *Comparative Education Review*, 43:489-521. Related version appears in: *Revista Paraguaya de Sociología*, Asunción (1998).

Fuller, Dellagnelo, Strath, Santana.Lopes de Matos, Luiza Portela, Lerche Vieira (1999) How to Raise Children's Early Literacy? The Influence of Family, Teacher, and Classroom in Northeast Brazil. *Comparative Education Review*, 43, 1-35.

Bradshaw and Fuller (1996) Policy Action and School Demand in Kenya: When a Strong State Grows Fragile. *International Journal of Comparative Sociology*, 37, 72-96.

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Fuller and Snyder (1991) Teacher Efficiency in Sticky Institutions: Gender and Curricular Variations. In *International Perspectives on Educational Productivity*, edited by David Chapman and Herbert Walberg. Greenwich, Ct.: JAI Press.

Fuller, Lockheed, and Rodd (1991) Improving the Preparation and Motivation of Teachers. In Lockheed et al. *Improving Primary Education in Developing Countries*. New York: Oxford University Press and the World Bank.

Fuller and Snyder (1990) Colourful Variation in Teaching Practices? *Curriculum in the Classroom*, edited by Conrad Snyder and Philemon Ramatsui. London and Gaborone: Macmillan.

Fuller and Heyneman (1989) Third World School Quality: Current Collapse, Future Potential. *Educational Researcher* 18, 12-19.

Lockheed, Fuller, and Nyirongo (1989) Family Effects on Student Achievement in Thailand and Malawi. *Sociology of Education* 62, 239-256.

Fuller, Gorman, and Edwards (1987) Does Rising Literacy Spark Economic Growth? The Case of Mexico. In *Literacy in a Changing World*, edited by Daniel Wagner. London: Pergamon.

Fuller, Gorman, and Edwards (1986) School Quality and Economic Growth in Mexico. In Heyneman and White, editors. *The Quality of Education and Economic Development*, pp. 17-34. Washington DC: World Bank.

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Noel and Fuller (1985) The Social Policy Construction of Special Education, *Remedial and Special Education*, 6:27-35.

Fuller and Rapoport (1984) Indigenous Evaluation: Youth Programs in the United States and Israel, *Evaluation Review*, 8:25-44.

Stern, Fuller, and Harter (1984) Education and Production in the United States. *Journal of Education and Production*, Gaborone, Botswana.

Fuller (1983) Youth Job Structure and School Enrollment. *Sociology of Education* 56:145-156.

### **Book Reviews – Fuller's Books**

Katz, Barnett, Neuman (2009) Taking a stand on standardization. Three-part review of Standardized Childhood. *Educational Researcher*, 38, 52-58.

Hulbert, Ann (2007) What every child needs (essay review). *New York Times Magazine*, October 10, p.8

Stevens, Mitchell L. (2003) Review of *Inside Charter Schools*. *American Journal of Sociology*, 108, 906-907.

Michalec, Paul (2003) Review of *Schooling and Social Capital in Diverse Cultures*. *Contemporary Sociology*, 32, 511-512.

Fowler, Frances C. (2003) School Choice: Silver Bullet, Social Threat, or Sound Policy? *Educational Researcher*. Review including *Inside Charter Schools*.

Mathews, Jay (2001) Uncharted Waters. Review of *Inside Charter Schools*. *Washington Monthly*, April, pp. 56-57.

Wilgoren, Jodi (2001) Review of *Inside Charter Schools*. *New York Times*, April 8, Section 4A.

Gardner, Howard (2000) Paroxysms of Choice. *New York Review of Books*, October 19. Review including *Inside Charter Schools*.

### **Book Reviews – Authored by Fuller**

Fuller (2005) *The Head Start Debates* (by Edward Zigler and Sally Styfco), *Children and Youth Services Review*.

Fuller (2004) *Local Meanings, Global Societies: Anthropology and World Culture* (by Kathryn Anderson-Levitt), *Comparative Education Review*.

Fuller (2002) *Charter Schools in Action* (by Finn, Manno, and Vanourek). *Education Next*, Hoover Institution.

Fuller (2002) *Children's Interests/Mothers' Rights: The Shaping of America's Child Care Policy*. *Political Science Quarterly*, 115, 477-479.

Fuller (1989) *Rethinking the Nineteenth Century* (by Francisco Ramirez). *Contemporary Sociology*, 18, 528-530.

Fuller (1987) Educational Policies in Crisis: Japanese and American Perspectives (William Cummings). *Contemporary Sociology*, 16, 894-895.

Elms and Fuller (1980) Selective Admissions in Higher Education (Carnegie Council). *Harvard Educational Review*, 50, 442-445.

## **MAJOR RESEARCH PROJECTS**

**Updates and working papers from current projects available at:**

<http://gse.berkeley.edu/faculty/BFuller/BFuller.html>

I have codirected the Institute of Human Development with Prof. Elliot Turiel, 2008-2012, and have served as a faculty codirector of Policy Analysis for California Education (PACE), since coming to Berkeley in 1996. These affiliations reflect my interest in local settings in which young children are raised, as well as the role played by formal organizations in shaping child development and families.



PACE's total grant activity equaled \$14.9 million between January 2000 and June 2005, during which time I served as managing director. Current projects, largely based at the Institute of Human Development, focus on the upbringing of Latino children, collateral influences of preschools and formal organizations, along with a sociological focus on the decentralization of large institutions.

### **Child Development and Sociology of Education**

► *New Journalism on Latino Children, 2008-present*. This project – conducted with the Latino Policy Forum and Educational Writers Association – pulls together recent empirical findings on Latino children and their schools, then engages journalists and civic leaders. Research and policy briefs are available at the *Latino Ed Beat* at [ewa.org](http://ewa.org). Funded by the McCormick Foundation, Casey Family Foundation, and an anonymous donor (totaling \$380,000).

► *Latino families and preschool experience (2003-present)*. Small grant (\$25,000) with post-doc Seeta Pai and major grant (\$404,000) with Eugene Garcia and Margaret Bridges to study child-rearing and socialization practices of diverse Mexican-American families. The ethnographic substudy, including observations inside preschool classrooms, will inform the development of a culturally validated measure of children's social development, taking acculturation levels and social-class variability into account.

► *The Growing Up in Poverty Project (1997-present)*. Major grants from the U.S. departments of education and health and human services, the Casey, MacArthur, Packard and Spencer foundations, and three Haas family funds (totaling \$1.9 million) to follow 927 single mothers with young children – all moving through reformed welfare programs in California, Connecticut, or Florida. Findings relate to changes in mothers' well-being and the developmental trajectories of their young children – as reported in academic journals (above) and the *New York Times*, *Los Angeles Times*, *Washington Post*, NPR, *Newsweek* and *Time* magazines.

► *Preschool access and early learning effects (2003-present)*. We are analyzing a national probability sample of families (ECLS-K) to assess disparities in which young children enter preschool and with what effects on early development, nationwide and within California. Supported by the Packard Foundation (\$110,000), this work is conducted with Susanna Loeb at Stanford and Russ Rumberger at UC Santa Barbara. Initial working papers appear above.

► *Improving the preschool and child care workforce (2000-2004)*. A major (\$9.6 million effort) supported by the state First 5 Children and Families Commission to experiment with new training programs and retention incentives for preschool teachers and child care staff. PACE conducted a longitudinal evaluation of one project and served as the intermediary organization watching after experimental preservice training programs for preschool staff. The project was managed day to day by PACE's Elizabeth Burr and Margaret Bridges.

► *Child care and preschool supply – family choices (1998-2004)*. I directed a set of studies that focused on the distribution of preschool supply across California communities and selection patterns of poor families, funded by the state Department of Social Services (\$1.1 million). This

grew from our earlier work at Harvard on family demand patterns for child care and preschooling. In the wake of welfare reform, Sacramento wanted to learn about the population of organizations available in low-income communities and how parents were sorting into these caregiving options. Project coordinated by PACE's Diane Hirshberg and co-financed by the Packard Foundation.

### **School Reform and Education Policy**

► *Los Angeles Teacher Ties – Does teacher collaboration grow stronger in decentralized school organizations?* We know that student learning curves are steeper when they attend schools with rich cultures and strong cooperation and trust among teachers. Advocates of small, deregulated schools – including charter and semi-autonomous pilot schools – promise such engaging teacher collaboration. This project tests this claims, delving into the nature of ties and the material and expressive resources that flow across these social connections inside schools. Funded by the Spencer Foundation (\$180,000). A collateral effort is examining improvements in L.A. schools which have struggled with teacher turnover, now protected from seniority-based layoffs under a court order. Conducted with the HR division of the L.A. Unified School District.

► *Decentralizing school aid in California*, (2009-present). California's governor pushed to deregulate 40 specific (categorical) education programs in the context of severe cutbacks to public schooling. This research – conducted with RAND Corp. and PACE Center colleagues – examines how school district officials responded to new-found fiscal flexibility. Funded by the Hewlett, Kabcenell, and Stuart foundations (\$320,000).

► *Taking stock of state school accountability and federal NCLB reforms* (2002-present). We are studying the state-level reforms that preceded the controversial No Child Left Behind Act, focusing on how teachers and local educators understand and respond to these policy measures. This effort is funded largely by the Noyce Foundation (two grants totaling \$518,000) and directed day to day by PACE's Elisabeth Woody. She is conducting case studies of school districts that have successfully narrowed achievement gaps. My writing focuses on how school principals understand the fungible resources they have at hand, broadly defined, to respond to accountability pressures and to advance their own educational philosophies. My papers also have examined how NCLB rules punish schools serving diverse student. A book is being developed with scholars in and outside the project.

► *Decentralizing Early education for Latino children* (2004-present), Funded by the Foundation for Child Development, we are mapping the availability of preschool organizations nationwide and within two metropolitan regions, Los Angeles and Cook counties. Conducted for the National Hispanic Early Education Task Force, we also are investigating demographic, economic, and social determinants of preschool availability across communities.

► *Decentralizing School choice and decentralized reforms* (1992-present). A series of studies related to school choice in California and nationwide, funded through grants from the Lilly and Stuart foundations (totaling \$120,000). The original work was conducted with Harvard colleagues Richard Elmore and Gary Orfield. This resulted in the book appearing above, *Who Chooses, Who Loses? Culture, Institutions and the Unequal Effects of School Choice* (Columbia, 1996). After

coming to Berkeley I have worked with two generations of graduate students, the first research team published *Inside Charter Schools* (Harvard, 2000). The second group is currently working on variability in resources flowing to charter schools and resulting inequities in school effects. This substudy informs our broader thinking on fungible dollars and human resources that are received by (decentralized) school leaders and how they are deployed under, or in the absence of, bureaucratic rules and oversight.

### **EARLIER PROJECTS**

#### **Harvard University – Sociology of Childhood and Education Policy**

▶ *Child Care and Family Policy Project* (1993-1996). This effort, conducted with Prof. Susan Holloway, involved a long-term ethnographic study of low-income mothers moving into jobs negotiated preschooling for their young children and defined their maternal role. This work was funded by the Spencer Foundation (\$113,000). Our the Harvard team also analyzed national survey data at the organization level, financed by the National Science Foundation and the Packard Foundation, to understand variability in the population of local preschool and child-care programs and which families are more likely to participate in formal preschool programs.

▶ *School decentralization in Nicaragua under post-Sandinista, neoliberal reform* (1995-1997). This evaluation work, funded by the World Bank, examined how local educators perceived and implemented new government efforts to decentralize financing and governance of local schools.

▶ *National literacy assessment in South Africa* (1993-1995). The World Bank and Scandinavian donors supported the first-ever multi-racial assessment of children's literacy in South Africa, conducted in the year prior to the 1994 democratic elections. Our Harvard group worked with scholars at the University of Cape Town to design and carry out this massive survey and in-home literacy assessment, the findings of which are detailed in my *Government Confronts Culture*.

▶ *Study of school quality and learning growth in Namibia* (1991-1995). A four-year project to assess factors influencing the effectiveness of Namibia's post-apartheid primary school system, and to advise the ministry of education on their spending program. Our team collaborated with the education ministry to survey teachers, conduct classroom observations, and assess children's learning over a three-year period, detailed in the book and papers listed above.

#### **World Bank and U.S. Agency for International Development – Comparative Sociology and Education Policy**

▶ *Gender equity and middle-school performance in Botswana* (1991-1994). This project, funded by the U.S. Agency for International Development, delved into the factors that explain why some girls persist into secondary school while many drop out. The study combined a household survey (conducted with Harvard's Judith Singer and Margaret Keiley), surveys of teachers, and direct assessment of children's learning through the middle-school years.

▶ *The influence of state policy on school expansion and quality in France and Mexico* (Fuller, Garnier, and Hage, principal investigators, 1984-1988). Stemming from my doctoral work on the

economic and policy determinants of school expansion, the National Science Foundation and the World Bank funded us to advance this line of research in these two contrasting nations with very differing political-economic histories. In addition to journal articles listed above, this led to a collaboration with Prof. Richard Rubinson at Emory and our resulting book, *The Political Construction of Education*.

### **PROFESSIONAL MEMBERSHIPS**

American Sociological Association  
Society for Research in Child Development

American Educational Research Association

### **REVIEWING DUTIES**

American Educational Research Journal  
American Journal of Sociology  
American Sociological Review  
Comparative Education Review

Pew Charitable Trusts  
Rockefeller Foundation  
Spencer Foundation  
World Bank Research Committee

Economic Development and Cultural Change  
Economics of Education Review  
Journal of Human Resources  
Sociology of Education  
Qualitative Studies in Education  
Early Childhood Research Quarterly

World Bank Publications Committee  
Harvard University Press  
Jossey-Bass Publishers  
Social Forces  
Brookings Institution  
Journal of Policy Analysis and Management