



***50 Years After Brown,
What Has Been Accomplished and What Remains to Be Done?
April 23-24, 2004***

Participant Biographies

DAVID J. ARMOR is a Professor of Public Policy in the School of Public Policy at George Mason University, Fairfax, Virginia where he is also Director of the PhD Program in Public Policy. He teaches graduate courses in statistics, culture and policy, and social theory and policy. He received his B.A. in Mathematics and Sociology from UC Berkeley and his Ph.D. in Sociology from Harvard University where he also taught as Assistant and Associate Professor. From 1975 to 1982 Dr. Armor was a Senior Social Scientist at the Rand Corporation, and from 1986 to 1989 he was Principal Deputy Assistant Secretary and Acting Assistant Secretary of Defense for Force Management and Personnel. He has conducted research and written widely in the fields of education, race and civil rights policy, and military manpower. He has also served as an expert witness in many school desegregation and educational adequacy cases. In 1999 he was appointed to the National Academy of Science Committee on Military Recruiting. Some of his recent publications include *Forced Justice: School Desegregation and the Law* (Oxford, 1995); "Race and Gender in the U.S. Military" (*Armed Forces & Society*, 1996); *Competition in Education* (Pioneer Institute, 1997); *Maximizing Intelligence* (Transaction, 2003); and *Attitudes, Aspirations, and Aptitudes of American Youth* (National Academy Press, 2003) (contributor).

CLINT BOLICK was recently named the president and general counsel of two new national organizations, Alliance for School Choice and Advocates for School Choice, which are a consolidation of the American Education Reform Council, the American Education Reform Foundation, and Children First America. He previously served as vice president and national director of state chapters at the Institute for Justice, which he co-founded in 1991 to engage in constitutional litigation protecting individual liberty and challenging the regulatory welfare state. For the past 12 years, he has led the nationwide effort to defend school choice programs, with victories in the Wisconsin, Ohio, and Arizona Supreme Courts, culminating in *Zelman v. Simmons-Harris* in the U.S. Supreme Court. In the 1980s and 1990s, he helped lead the effort to increase judicial scrutiny of racial classifications in such areas as public employment and inter-racial adoptions. He designed a legal strategy to restore judicial protection of economic liberty, which has produced several landmark rulings invalidating regulatory barriers to enterprise.

JOHN W. BORKOWSKI practices in the area of trial and appellate litigation, with emphasis on education law issues arising under the United States Constitution, state constitutions and federal civil rights statutes. He received his law degree, *cum laude*, in 1987 from the Northwestern University School of Law, where he was an articles editor on the Northwestern Law Review, a member of the school's Jessup International Law Moot Court team, and a member of the Order of the Coif. Prior to joining Hogan & Hartson, he served as a law clerk to the Honorable Patricia M. Wald, Chief Judge of the United States Court of Appeals for the District of Columbia Circuit. Also, he served



for many years as an adjunct professor at Loyola University School of Law, teaching Educational Policy and the Law. Mr. Borkowski now works primarily with the Hogan & Hartson's Education Group, both litigating and advising clients. His work focuses on the issues of elementary and secondary and post-secondary desegregation, voting rights, Title VI and Title IX compliance, reverse discrimination and the design and defense of measures to promote equal access. He has handled such matters before a variety of federal agencies and courts, including arguing appeals before the Fourth, Fifth, Eighth and Eleventh Circuits and the United States Supreme Court.

LOVIDA HARDIN COLEMAN, JR. is a member of the Sutherland Asbill and Brennan, LLP, Litigation Group. Immediately prior to joining the firm, Ms. Coleman was Deputy General Counsel to the Bush-Quayle '92 re-election campaign and Director of Domestic Policy Issues. Ms. Coleman was Deputy Independent Counsel to James C. McKay in the investigation of Franklyn C. Nofziger and Edwin Meese III and a Fellow at the Institute of Politics, John F. Kennedy School of Government, Harvard University, teaching a course on white collar crime. Between 1977 and 1980, Ms. Coleman served at the Department of Justice as Special Assistant to the Attorney General and Special Assistant to the Deputy Attorney General of the United States, where she acted as liaison with the Criminal Division and Office of the Solicitor General. She has tried cases as a Special Assistant United States Attorney and argued appeals for the Criminal Division. Ms. Coleman received her A.B., cum laude, in 1972 from Harvard University and her J.D. in 1975 from Yale Law School.

WILLIAM T. COLEMAN, JR. is a senior partner and member of the Litigation Department of O'Melveny & Meyers. Coleman is a former president and chair of the NAACP Legal Defense and Educational Fund and one of the principal drafters of the main brief in *Brown v. Board of Education*. Coleman has served six presidents during his career, including positions on President Dwight D. Eisenhower's Commission on Employment Policy, as senior consultant and assistant counsel to the Warren Commission, and most notably as secretary of the Department of Transportation under Gerald R. Ford. He has been the recipient of the Thurgood Marshall Lifetime Achievement Award and the Presidential Medal of Freedom. Early in his career, Coleman clerked for Herbert F. Goodrich of the U.S. Court of Appeals for the Third Circuit and U.S. Supreme Court Justice Felix Frankfurter. Mr. Coleman graduated summa cum laude, Phi Beta Kappa, Pi Gamma Mu with an A.B. from the University of Pennsylvania. He went on to graduate magna cum laude with a L.L.B. from Harvard University. While at Harvard, Mr. Coleman also served as editor of the *Harvard Law Review*.

CHARLES J. COOPER is a founding partner of Cooper & Kirk, PLLC. Mr. Cooper has represented a number of state and local government bodies, as well as private clients, in constitutional cases involving the First Amendment, religious freedom, federalism, separation of powers, and the due process and equal protection guaranties of the Fourteenth Amendment. From 1981 to 1988, he served in the U.S. Department of Justice, including three years as a Deputy Assistant Attorney General for the Civil Rights Division. He has handled a variety of civil rights cases, including many cases involving employment discrimination, school desegregation, prison conditions, and voting rights. In the school desegregation area, he has represented state and local government bodies in a variety of cases, including the landmark Supreme Court case of *Board of*

Education of Oklahoma City v. Dowell. Mr. Cooper has an active appellate practice; he has argued several cases before the United States Supreme Court, and has also appeared numerous times before all but two of the 13 federal courts of appeals. He is a member of the American Law Institute and the American Academy of Appellate Lawyers, and he has published and spoken extensively, including numerous appearances before Congressional Committees, on a wide variety of constitutional and legal policy topics. Mr. Cooper earned his J.D. at the University of Alabama's School of Law in 1977, finishing first in his law school class, and in 1978-79 he served as law clerk to Justice William H. Rehnquist.

ROBERT COSTRELL is Chief Economist for the Commonwealth of Massachusetts in the Executive Office for Administration and Finance, and Professor of Economics (on leave) at the University of Massachusetts at Amherst. Professor Costrell's work in the Romney, Swift, and Cellucci administrations includes research on tax policy, school finance, pension funding, local aid, student testing, long-term budget trends, and public sector unionism. He has worked on several rounds of proposed reforms to the Massachusetts education aid formula. Professor Costrell has worked with the Attorney General's office, defending the Commonwealth in school finance litigation, and provided extensive expert testimony in that case. Over the last decade, he has published seminal work on the economic theory of educational standards in the *American Economic Review* and other academic journals, as well as the theory of income distribution and testing (with Glenn Loury), forthcoming in the *Journal of Political Economy*. His publications in more general interest outlets include "Incentives and Equity Under Standards-Based Reform" (with Julian R. Betts) in *Brookings Papers on Education Policy 2001* (Diane Ravitch, editor), which provides an economic analysis of standards-based reform, and includes a case study of the controversy over Massachusetts state graduation testing. Most recently, he published (with James Peysner) the cover feature in *Education Next*, "Exploring the Costs of Accountability," which analyzes claims of underfunding for No Child Left Behind and critiques flawed methodologies used in school finance cases. Dr. Costrell received his B.A. from the University of Michigan in 1972 and his Ph.D. from Harvard University in 1978, both in economics.

RONALD F. FERGUSON, Lecturer in Public Policy at the John F. Kennedy School of Government at Harvard University, is an economist and Senior Research Associate at the Wiener Center for Social Policy. He has taught at the Kennedy School since 1983. Recent publications include several on education policy and a co-edited volume titled, *Urban Problems and Community Development*, published by Brookings Institution Press. Ferguson participates in a variety of consulting and policy advisory activities on issues of education, employment, youth development, and urban development. These have recently included, for example, work with public school districts on racial and ethnic achievement gaps, expert testimony in school finance cases, and committees at the National Research Council dealing with educational testing, school reforms, and youth development programming. He received his undergraduate degree from Cornell University and his PhD from MIT, both in economics.

CHESTER E. FINN, JR. has devoted most of his career to improving education in the United States. As Senior Fellow at Stanford's Hoover Institution, President of the Thomas B. Fordham Foundation and Thomas B. Fordham Institute, and Senior Editor of *Education Next*, his primary

focus is the reform of primary and secondary schooling. He is also a Fellow of the International Academy of Education and an Adjunct Fellow at the Hudson Institute, where he worked from 1995 through 1998. For more than 20 years, he has been in the forefront of the national debate about school reform. His participation in seminars, conferences, and hearings has taken him to colleges, education and civic groups, and government organizations throughout the world. Author of 13 books, Finn's most recent is *Rethinking Special Education for a New Century*, co-edited with Andrew Rotherham and Charles Hokanson (2001). In 2000, Princeton University Press published *Charter Schools in Action: Renewing Public Education*, co-authored with Bruno V. Manno and Gregg Vanourek. In 1999, with William J. Bennett and John Cribb, he wrote *The Educated Child: A Parent's Guide from Pre-School Through Eighth Grade* (Free Press). A native of Ohio, he holds an undergraduate degree in U.S. history, master's degree in social studies teaching, and doctorate in education policy, all from Harvard University.

ROLAND G. FRYER, JR. is a Junior Fellow in the Department of Economics at Harvard University. In 2005, he will begin work as an Assistant Professor of Economics, also at Harvard. He has served as a Faculty Research Fellow at the National Bureau of Economic Research since 2003. His research topics affirmative action, discrimination, and social economics, and he recently authored "Understanding The Black-White Test Score Gap in the First Two Years of School" with Levitt. He earned his B.A. in Economics with Departmental and University Honors from the University of Texas in 1998 and his PhD in Economics from Pennsylvania State University in 2002.

HOWARD FULLER is a Distinguished Professor of Education and Founder/Director of the Institute for the Transformation of Learning at Marquette University in Milwaukee, Wisconsin. Immediately before his appointment at Marquette University, Dr. Fuller served as the Superintendent of Milwaukee Public Schools, June 1991- June 1995. He has received numerous awards and recognition over the years, including three Honorary Doctorate Degrees: Doctorate of Humane Letters from Carroll College in 1987; Doctorate of Laws from Marian College, Fond Du Lac, Wisconsin in 1992; Doctorate of Business and Economics from Milwaukee School of Engineering in 1995. He serves on the Board of Directors Transcenter for Youth; the Crusade to Save Our Children; the Johnson Foundation; the Dorothy Danforth Compton Fellowship Program and is an active member of several other community and national organizations. Dr. Fuller received his B.S. degree in Sociology from Carroll College in Waukesha, Wisconsin in 1962; M.S.A degree in Social Administration from Western Reserve University in Cleveland, Ohio in 1964, and his Ph.D. in Sociological Foundations of Education from Marquette University, Milwaukee, Wisconsin in 1986.

CHARLES L. GLENN is professor in the Department of Administration, Training and Policy Studies, and Fellow of the University Professors Program, at Boston University, where he teaches education history and policy. From 1970 to 1991 he was director of urban education and equity efforts for the Massachusetts Department of Education, including administration of over \$500 million in state funds for magnet schools and race desegregation, and initial responsibility for the nation's first state bilingual education mandates and the Massachusetts sex-equity in education law. Glenn is active in educational policy debates in the United States and Europe, is vice president of OIDEL (the Geneva-based international organization promoting educational freedom), a member of the board of the Council for American Private Education and of the European Association for



Education Law and Policy. He has served as a consultant to the Russian and Chinese education authorities, and to states and major cities across the United States, and as an expert witness in federal court cases on school finance, desegregation, and bilingual education. Glenn's BA and EdD degrees are from Harvard, and his PhD from Boston University.

STEVEN K. GREEN is an associate professor of law and director of the Center for Law and Government at the Willamette University College of Law. Professor Green joined the Willamette faculty in August 2001, after serving for nine years as General Counsel and Director of Policy for Americans United for Separation of Church and State, a national public interest organization in Washington D.C. that concentrates on First Amendment issues. Green has extensive litigation and appellate experience in First Amendment law involving issues such as school-prayer, public funding of religious institutions, public religious displays, religious discrimination, religious free exercise and freedom of speech. Green has participated in several cases before the U.S. Supreme Court, including *Zelman v. Simmons-Harris* (2002), the Cleveland school vouchers case, *Mitchell v. Helms* (2000), authorizing state-paid computers and educational equipment to religious schools, and *Santa Fe Ind Sch. Dist. v. Doe* (2000), striking prayer at public school football games. Green holds a Ph.D. in American Constitutional and Religious History and an M.A. in American Religious and Constitutional History from the University of North Carolina, a J.D. from the University of Texas, and a B.A. in History and Political Science, Phi Beta Kappa, from Texas Christian University. Green also took post-graduate study at Duke Law and Divinity Schools.

DAVID GRISSMER is a senior management scientist at RAND. His education research includes teacher supply and demand, teacher compensation and attrition patterns, analysis of national test scores to determine the causes of changing trends, analyzing state test scores to determine causes of state differences and effects of class size reductions. He is currently working with the Office of Science and Technology in the White House to assess the federal research and development portfolio on children and methods of improving research on children. His current work also includes developing estimates of the number and location of children at educational risk in the U.S and analyzing achievement patterns in central city, suburban and rural schools. He has done extensive analysis of the long-term trends in NAEP scores, the state NAEP scores and the family characteristics associated with NAEP scores. He earned his Ph.D in physics from Purdue University.

ERIC HANUSHEK is the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University. He is also chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas and a Research Associate of the National Bureau of Economic Research. He is a leading expert on educational policy with an emphasis on the economics and finance of schools. His books include *The Economics of Schooling and School Quality*, *Improving America's Schools*, *Making Schools Work*, *Educational Performance of the Poor*, *Education and Race*, *Assessing Policies for Retirement Income*, *Modern Political Economy*, *Improving Information for Social Policy Decisions*, and *Statistical Methods for Social Scientists*, along with numerous articles in professional journals. He previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. Government service includes being Deputy Director of the Congressional Budget Office, Senior Staff Economist at the Council of Economic Advisers, and Senior Economist at the Cost of Living Council. He is a member of the International Academy of Education and was awarded the



Fordham Prize for Distinguished Scholarship in 2004. He is a Distinguished Graduate of the United States Air Force Academy and completed his Ph.D. in economics at the Massachusetts Institute of Technology. He served in the U.S. Air Force from 1965-1974.

RON HASKINS is a senior fellow in the Economic Studies Program at the Brookings Institution and senior consultant at the Annie E. Casey Foundation in Baltimore. From February to December of 2002 he was the Senior Advisor to the President for Welfare Policy at the White House. Prior to joining Brookings and Casey, he spent 14 years on the staff of the House Ways and Means Human Resources Subcommittee, first as welfare counsel to the Republican staff, then as the subcommittee's staff director. In 1997, Haskins was selected by the *National Journal* as one of the 100 most influential people in the federal government. He has written articles and editorials that have appeared in several newspapers and periodicals including the *Washington Post*, *New York Times*, *Policy Review*, *State Government News*, *National Review*, and the *Weekly Standard*. At Brookings and Casey, his areas of expertise include welfare reform, child care, child support enforcement, and child protection. He holds a Bachelor's degree in History, a Master's in Education, and a Ph.D. in Developmental Psychology, from UNC, Chapel Hill.

CAROLINE MINTER HOXBY is a professor of economics at Harvard University, the director of the Economics of Education Program for the National Bureau of Economic Research, a distinguished visiting fellow at the Hoover Institution, and a member of the Koret Task Force on K-12 Education. Hoxby's professional interests include economics of education, the labor market, and local governments. Her research is routinely published in prestigious peer-reviewed journals, and has received numerous awards, including a Carnegie Fellowship, a John M. Olin Fellowship, a National Tax Association Award, and a major grant from the National Institute of Child Health and Development. She recently published her first book, *The Economics of School Choice* (2003). She received her Ph.D. from M.I.T. and also has a graduate degree in economics from Oxford, where she studied as a Rhodes Scholar.

CHRISTOPHER JENCKS is the Malcolm Wiener Professor of Social Policy in the Kennedy School of Government at Harvard University. His recent research has examined the non-economic effects of economic inequality, changes in family structure, intergenerational economic mobility, changes in the material standard of living, and welfare reform. He has previously taught in the Departments of Sociology at Harvard, Northwestern, and the University of California at Santa Barbara, as well as in the Graduate School of Education at Harvard and the Graduate School of Public Policy Studies at the University of Chicago. Before that he was an editor at the *New Republic* and a Fellow of the Institute for Policy Studies in Washington. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences and also serves on the editorial board of *The American Prospect*.

AL KAUFFMAN is a Senior Legal & Policy Advocate Associate for The Civil Rights Project and a Lecturer on Law at Harvard Law School. He has been a civil rights litigator in state and federal courts for 28 years, specializing in the education, voting, and employment rights of Latinos. After graduating from a public school in Galveston, Texas and MIT, Mr.

Kauffman was a VISTA volunteer in Oregon and a public school teacher in a Mississippi school district during its first year of integration. Before joining The Civil Rights Project, Mr. Kauffman was a staff attorney and Regional Counsel with the Mexican American Legal Defense and Educational Fund (MALDEF) in San Antonio and a private practitioner in San Antonio and Dallas. At the Civil Rights Project at Harvard, Mr. Kauffman has been working on issues of NCLB implementation and community awareness, standardized testing, school finance and voting rights. Mr. Kauffman has received numerous awards from local, state and national civil rights and education groups and was selected by *Texas Lawyer* as one of the 10 most influential lawyers in Texas for the decade 1985-95.

ELLEN CONDLIFFE LAGEMANN, the dean of the Harvard Graduate School of Education, is a leading historian of education and a nationally known expert on education research. Formerly president of the Chicago-based Spencer Foundation, Lagemann was also a professor at New York University, where she had served as chair of the Department of the Humanities and the Social Sciences and director of the Center for the Study of American Culture and Education in the School of Education. Before joining the faculty at NYU, Lagemann taught for 16 years at Teachers College, Columbia University, and was also a member of the Department of History at Columbia. Lagemann is the author or editor of nine books as well as numerous articles, reviews, and book chapters. She is a member of the National Academy of Education, for which she served as president from 1998 to 2002. She has also served as president of the History of Education Society and on the editorial boards of many journals, including the *History of Education Quarterly*, and is a member of many other professional associations. Lagemann has served on several committees of the National Research Council of the National Academy of Sciences and currently sits on their Committee on Research on Education. She is also a member of the Teaching Commission, established by Lou Gerstner. She is a former trustee of the Russell Sage, Greenwall, and Markle Foundations and former vice-chair of the board of the Center for Advanced Study in the Behavioral and Social Sciences in Stanford, California. Lagemann is a former high-school social studies teacher.

HENRY M. LEVIN is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University and Director of the National Center for the Study of Privatization in Education. He is also the David Jacks Professor of Higher Education and Economics, Emeritus, at Stanford University where he served from 1968-99 after working as an economist at the Brookings Institution. He is a specialist in the economics of education and human resources and has published 20 books and about 300 articles on these and related subjects. He has been a Fellow at the Center for Advanced Studies in the Behavioral Sciences, Distinguished Visiting Professor at Beijing University, Visiting Scholar at the Russell Sage Foundation and a Fulbright Professor at the University of Barcelona. He has been a member and President of the Palo Alto (California) School Board and serves on the Board of Trustees of the Educational Testing Service. At present Levin is doing research on educational vouchers, cost-effectiveness analysis, and educational privatization. His most recent books are: *Cost-Effectiveness Analysis: Methods and Applications*, 2nd ed. (2001); *Privatizing Education* (2001); *Cost-Effectiveness and Educational Policy* (2002); and *Readings in the Economics of Higher Education* (2003).



AL LINDSETH is the head of the Education Law Group of Sutherland Asbill & Brennan LLP, a national law firm with principal offices in Washington, D.C. and Atlanta, Georgia. Mr. Lindseth has a national reputation in representing both states and school districts around the country in major school finance and desegregation cases. Since the 1970s he has represented numerous urban school districts and states in connection with their desegregation obligations, including school districts in the Atlanta, St. Louis, Knoxville, Savannah, Charleston and Washington, D.C. metropolitan areas and the States of Missouri, California and Michigan. He has also represented a number of states in educational adequacy cases, including the States of New York, Minnesota, Missouri, Connecticut and others. For example, he was lead trial counsel for the State of New York in a seven-month trial challenging the adequacy of the New York City schools and the constitutionality of the state's education financing system. He is a graduate of the Harvard Law School and the United States Military Academy at West Point.

JOHN R. MUNICH is a partner in the Education Group of Sutherland Asbill & Brennan, LLP, a national law firm with principal offices in Washington, D.C. and Atlanta, Georgia. Mr. Munich and the other attorneys in Sutherland's Education Group represent states, counties, and school districts in complex school finance and school desegregation lawsuits around the country. Mr. Munich successfully argued *Missouri v. Jenkins*, 515 U.S. 70 (1995), one of the leading modern Supreme Court cases in the desegregation field. In addition, Mr. Munich has tried a number of substantial education finance and desegregation lawsuits and was lead counsel for the State of Missouri in the Kansas City and St. Louis desegregation cases. Prior to rejoining Sutherland in 1999, Mr. Munich served as Chief Counsel for Litigation and Deputy Attorney General in the Missouri Attorney General's office. He was also an Assistant United States Attorney for the District of Columbia. Mr. Munich received his A.B., summa cum laude, and his J.D., cum laude, from St. Louis University, where he was Editor in Chief of the St. Louis University Law Journal. He served as law clerk to the Honorable Edward L. Filippine, former Chief Judge of the United States District Court for the Eastern District of Missouri.

DEREK NEAL is Professor and chair in the Department of Economics at the University of Chicago. He is also a Research Associate of the National Bureau of Economic Research. He received his PhD in economics from the University of Virginia and began his academic career as an Assistant Professor at the University of Chicago in 1991. From 1998-2001, he served on the faculty of the University of Wisconsin before returning to Chicago. Much of his current research focuses on measuring labor market inequality among black and white women in the United States and trying to better understand the determinants of the forces driving black-white differences in family structure. His previous work on racial skill gaps demonstrates that black-white skill gaps among young persons are an important predictor of black-white wage gaps among adults. His work has also shown that, relative to other groups, urban minorities gain the most in terms of achievement and attainment from access to private schools. Professor Neal has served as an Advisory Editor for *Economics Letters* and as a co-editor of the *Journal of Human Resources*. He now serves as the Editor-in-Chief for the *Journal of Labor Economics*.



ROD PAIGE was confirmed as the 7th U.S. Secretary of Education on January 21, 2001. For Paige, the son of a principal and a librarian in public schools, that day was the crowning achievement of a long career in education. After working with students as a teacher and a coach early in his career, he served for a decade as dean of the College of Education at Texas Southern University (TSU). Elected in 1989, Paige was sworn in as a trustee and an officer of the Board of Education of the Houston Independent School District (HISD) in January 1990, in which capacities he served until 1994. In 1994, Paige left TSU to become superintendent of HISD, the nation's seventh largest school district. *Inside Houston Magazine* named Paige one of "Houston's 25 most powerful people" in guiding the city's growth and prosperity. In 2001, he was named National Superintendent of the Year by the American Association of School Administrators. Paige is the first school superintendent ever to serve as Secretary of Education. His vast experience as a practitioner—from the blackboard to the boardroom—paid off during the long hours of work needed to pass President Bush's No Child Left Behind Act of 2001 (NCLB). Now he is leading the charge—in partnership with states and districts—to implement these historic reforms. As a testament to this effort, every state had an approved accountability plan in place to ensure that every single student was learning as of June 2003. Dr. Paige earned a bachelor's degree from Jackson State University in his home state of Mississippi. He then earned both a master's and a doctoral degree from Indiana University.

LAWRENCE C. PATRICK III is a co-founding member of the Black Alliance for Educational Options. He served two years as Secretary of BAEO's national Board of Directors before being appointed to President & CEO in March of 2002. Patrick previously founded and led Megaschool, a technology company which focused on helping inner-city charter schools better utilize technology. Patrick currently serves as the Chair of the Charter School Leadership Council. He is also a member of the Board of Directors of the National Charter Schools Institute where he serves on the Audit & Finance Committee and the Nominations Committee. Patrick is also the newest member of the Washington D.C. Public Charter School Board. Patrick was a Knight Ridder Scholar, and he has worked at the Detroit Free Press, San Jose (Calif.) Mercury News, Tallahassee (Fla.) Democrat and Knight Ridder New Media. A native Detroiter, Patrick graduated from Cass Tech and earned his Bachelor of Science in Journalism from Florida A&M University. He lives in Washington D.C., with his wife, Ingrid and his daughter Cadence.

PAUL E. PETERSON is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford, and Editor-In-Chief of Education Next, a journal of opinion and research on education policy. He is a former director of the Center for American Political Studies at Harvard University and of the Governmental Studies program at the Brookings Institution. Peterson is the author or editor of over one hundred articles and twenty-two books, including most recently *No Child Left Behind? The Politics and Practice of School Accountability*, *The Future of School Choice*, *Our Schools and our Future...Are We Still At Risk?*, and *The Education Gap: Vouchers and Urban Schools*. Peterson chaired the Social Science Research Council's Committee on the Urban Underclass and has on many committees of the National Research Council of the National Academy of Sciences. He is a member of the American Academy of Arts and Sciences the National Academy of Education, and has also received fellowships from the Guggenheim Foundation, the German Marshall Foundation, and the Center for Study in the Behavioral Sciences. He has also been appointed to a Department of



Education independent review panel to advise the agency in evaluating the Title I program for disadvantaged students. He earned his PhD and MA in Political Science from the University of Chicago.

MARGARET RAYMOND is a Research Fellow at the Hoover Institution and Director of CREDO. Previously, she was a Senior Scientist in the Department of Economics and Adjunct Associate Professor of Political Science and Public Policy Analysis. She joined the faculty of the University of Rochester in 1992, and assumed the position of Director of the Center for Research on Education Outcomes in 1999. Dr. Raymond has twenty years experience in conducting program evaluations for federal, state and local governmental agencies. Previous evaluation assignments have examined federal welfare demonstrations, statewide impacts of legislative changes in criminal and juvenile justice policy, analyses of organizational shifts following regulatory changes and comparative fiscal gains in post secondary professional curricula. In addition to extensive public policy experience, she has provided guidance to public and private organizations on strategic information systems.

MICHAEL A. REBELL is principal of Michael A. Rebell Associates, Attorneys at Law; executive director and counsel, The Campaign for Fiscal Equity, Inc.; and an adjunct professor of law at Columbia University. He has served as co-counsel for plaintiffs in *Campaign for Fiscal Equity, Inc. ("CFE") v. State of New York*, 86 N.Y.2d 307 (1995) ("CFE I") and *Campaign for Fiscal Equity, Inc. ("CFE") v. State of New York*, 100 N.Y. 2d 893 (2003) ("CFE II"). In these cases, the Court of Appeals, New York State's highest court, has declared that all children are entitled under ART XI of the state Constitution to the "opportunity for a sound basic education." In CFE II, the Court upheld Plaintiffs' challenge to the constitutionality of the state's current system for financing public education and gave the state until July 30, 2004 to reform the system. He earned his L.L.B. at Yale Law School in 1970.

DEBORAH J. STIPEK, Ph.D. is the James Quillen Dean and Professor of Education at Stanford University. Her doctorate is from Yale University in developmental psychology. Her scholarship concerns instructional effects on children's achievement motivation, early childhood education, elementary education and school reform. In addition to her scholarship, she served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and she chaired the National Academy of Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn. Dr. Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford School of Education as Dean and Professor of Education in January 2001. She is a member of the National Academy of Education.

LAWRENCE H. SUMMERS took office as 27th president of Harvard University on July 1, 2001. An eminent scholar and admired public servant, Mr. Summers is the former Nathaniel Ropes Professor of Political Economy at Harvard, and in the past decade served in a series of senior public policy positions, most recently as secretary of the treasury of the United States.

Mr. Summers in 1987 became the first social scientist ever to receive the annual Alan T. Waterman Award of the National Science Foundation (NSF), established by Congress to honor an exceptional young U.S. scientist or engineer whose work demonstrates originality, innovation, and a significant impact within one's field. In 1993, Mr. Summers was awarded the John Bates Clark Medal, given every two years to the outstanding American economist under the age of 40.

From 1991 to 1993, he served as vice president of development economics and chief economist of the World Bank. In 1993, Mr. Summers was named as the nation's undersecretary of the treasury for international affairs. In 1995, then Secretary Robert E. Rubin AB '60 promoted Mr. Summers to the department's number-two post, deputy secretary of the treasury. On July 2, 1999, Mr. Summers was confirmed by the Senate as secretary of the treasury. In that capacity, he served as the principal economic adviser to the President and as the chief financial officer of the U.S. government, presiding over a federal department comprising some two dozen distinct bureaus and offices, with a civilian workforce of nearly 150,000 employees. In 2002, Mr. Summers was elected to the National Academy of Sciences, a private organization of scientists and engineers dedicated to the furtherance of science and its use for the general welfare. Dr. Summers received a Bachelor of Science degree from the Massachusetts Institute of Technology in 1975 and a PhD in economics from Harvard in 1982.

JANE ORRIS WILENSKY is an Assistant Attorney General for the State of Michigan. Appointed in 1984, she is currently the First Assistant for Education in the Education & Social Services Division and represents the State Board of Education, Superintendent of Public Instruction, Michigan Department of Education and other state agencies in matters concerning school finance and education law. Ms. Wilensky was lead counsel in two school funding cases brought under the Headlee Amendment to the Michigan Constitution. She was also lead counsel for the State defendants in *Berry v Benton Harbor Area School District*, the Benton Harbor school desegregation case. Ms. Wilensky graduated with honors from the Thomas M. Cooley Law School in Lansing, Michigan in 1979 and served as a law clerk for Justice John W. Fitzgerald of the Michigan Supreme Court.

PATRICK WOLF is Assistant Professor of Public Policy at Georgetown University. He is lead editor of the forthcoming Brookings book *Educating Citizens: International Perspectives on Civic Values and School Choice* and was a contributing author to *The Education Gap: Vouchers and Urban Schools*. In addition, Wolf has authored or co-authored more than a dozen articles and book chapters on school choice, special education, public management, and campaign finance. He was a member of the Gates-Brookings National Working Commission on Choice in K-12 Education and is a Faculty Associate of the Program on Education Policy and Governance at Harvard University. He received his Ph.D. in Government from Harvard in 1995 and previously taught at Columbia University.