



Adequacy Lawsuits: Their Growing Impact on American Education

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Participant Biographies

CHRISTOPHER R. BERRY is an assistant professor in the Harris School of Public Policy at the University of Chicago. Berry's research focuses on the political economy of American local government, education policy, and economic development. Before joining the Harris School, Berry was a post-doctoral fellow Program on Education Policy and Governance. Berry received his B.A. from Vassar College, Master of Regional Planning (M.R.P.) from Cornell University, and Ph.D. from the Department of Political Science at the University of Chicago. He was a Charles E. Merriam Fellow at the University of Chicago. Berry is also active in community development, and was formerly a Director in the MetroEdge division of Shorebank, America's oldest and largest community development financial institution.

CLINT BOLICK is president and general counsel of the Alliance for School Choice, a national nonprofit educational policy group advocating school choice programs across the country. Bolick also heads Advocates for School Choice, which lobbies in support of school choice. Previously, Bolick co-founded and served as vice president of the Institute for Justice, where he led the litigation team that defended the constitutionality of school choice programs across the nation, culminating in the successful defense of the Cleveland program in the landmark U.S. Supreme Court decision, *Zelman v. Simmons-Harris* (2002). In 2003, Bolick recounted the experiences of 12 years of school choice litigation in *Voucher Wars: Waging the Legal Battle Over School Choice*, published by the Cato Institute. In 2004, the Hoover Institution published his latest book, *Leviathan: The Growth of Local Government and the Erosion of Liberty*.

RICHARD BRIFFAULT is Vice-Dean and Joseph P. Chamberlain Professor of Legislation at Columbia Law School. His primary areas of teaching, research and writing are state and local government law and the law of the political process. He received his B.A. from Columbia University, and his J.D. from Harvard Law School. He is the co-author of a casebook, *State and Local Government Law*; author of *Balancing Acts: The Reality Behind State Balanced Budget Requirements*; and author of *Dollars and Democracy: A Blueprint for Campaign Finance Reform*, the report of the Commission on Campaign Finance Reform of the Association of the Bar of the City of New York. He is also the author of numerous law review articles on local government law, state-local relations, campaign finance reform, and voting rights.

RAJASHRI CHAKRABARTI is a post-doctoral fellow at Harvard University in the John F. Kennedy School of Government's Program on Education Policy and Governance. She received her Ph.D. in Economics from Cornell University in August 2004. She also holds an M.Phil. degree in Economics and an M.A. degree in Economics, both from the Delhi School of Economics, Delhi University, India. Her primary areas of interest include public economics and public policy, economics of education and labor economics. Her current research focuses on school choice, accountability and the political economy implications of reorganization of nations. In recent work, she has examined the effect of alternative voucher designs on public school incentives and performance and whether vouchers lead to "cream-skimming". In other recent work, she has investigated the impact of secession of states on voting patterns and welfare.

JOHN E. COONS is the Robert L. Bridges Professor of Law, Emeritus, at UC Berkeley Boalt Hall School of Law. He received his B.A. in history at the University of Minnesota, Duluth and graduated from Northwestern Law School, where he was Order of the Coif and managing editor of the Law Review. After practicing before the Armed Services Board of Contract Appeals, he returned to Northwestern, where he taught for 12 years. He joined the Boalt faculty in 1968. Coons has been a visiting professor at the University of Tokyo and Arizona State University College of Law. With Boalt colleague Stephen Sugarman, he has co-authored several books, including *Private Wealth and Public Education* (1970), *Education by Choice* (1978), *Scholarships for Children* (1992), and, most recently, *Making School Choice Work for all Families* (1999). He has also published *By Nature Equal: The Anatomy of a Western Insight* (with Brennan, 1999).

ROBERT COSTRELL is Chief Economist for the Commonwealth of Massachusetts, in the Executive Office for Administration and Finance, where he has served since 1999. He has conducted or directed policy development research for the Romney, Swift and Cellucci administrations in various areas, including education reform, school finance, tax policy, pension funding, long-term budget trends, municipal finance and public sector unionism. Professor Costrell's extensive expert testimony in the landmark school finance case, *Hancock v. Driscoll*, proved critical to the state's successful defense. Most recently, he advised Governor Romney in the development of the governor's Education Reform Act of 2005. Professor Costrell is on leave from the economics faculty at the University of Massachusetts in Amherst, where he has served since 1978. Over his academic career, Professor Costrell has published seminal work in the top economics journals (*AER*, *JPE*) on the economic theory of educational standards and (with Professor Glenn Loury) income distribution and testing. He has also published widely cited papers in policy journals such as *Brookings Papers on Education Policy* and *Education Next* on standards-based reform and school finance. Professor Costrell received his B.A. from the University of Michigan in 1972 and his Ph.D. from Harvard University in 1978, both in economics.

DAVID DANNING is Research Director for the Massachusetts Teachers Association. Among his other responsibilities, he monitors and analyzes the Commonwealth's education finance system, works with legislators and state officials on education finance issues, testifies at legislative hearings, and analyzes and drafts education finance legislation. He consulted for the plaintiffs on the school finance portion of the *Hancock v. Driscoll* school finance adequacy lawsuit, and also testified briefly in the case. He has been a reviewer for Educational Evaluation and Policy Analysis, and is the author of a study of the financial impact of Massachusetts charter schools on regular school districts. He also serves on the Board of Directors of the American Education Finance Association, and teaches courses in micro- and macroeconomics at the University of Massachusetts/Boston. An avid

fan of the [soon-to-be-ex-] World Champion Boston Red Sox, he nonetheless counts among his closest (albeit misguided) friends several devotees of the New York Yankees. He is a proud 1965 graduate of Sequoia Junior High School in Reseda, California.

MARTHA DERTHICK is retired as a professor of government and foreign affairs at the University of Virginia, where she taught from 1983 to 1999. Before that she spent twelve years in the Governmental Studies program of the Brookings Institution, during the last five of which she was the program's director. She is the author or co-author of numerous books on American political institutions and public policy, of which the most recent is *Up in Smoke: From Legislation to Litigation in Tobacco Politics* (CQ Press, 2d ed: 2005). Much of her work has been on American federalism, and her essays on that subject have been collected in *Keeping the Compound Republic* (Brookings, 2001). She received a Ph. D. in political science from Radcliffe College in 1962, and, in addition to the University of Virginia, has taught at Dartmouth, Stanford, Harvard, Boston College, and MIT.

JOHN DINAN is Zachary Smith Associate Professor of Political Science at Wake Forest University. He holds a PhD in Government and Foreign Affairs from the University of Virginia and is author of *Keeping the People's Liberties: Legislators, Citizens, and Judges as Guardians of Rights*, and a forthcoming book, *The American State Constitutional Tradition*, along with various articles regarding federalism, state constitutionalism, and the consequences of judicial decisions.

JOSH DUNN is Assistant Professor of Political Science at the University of Colorado-Colorado Springs. He has also taught at the College of William & Mary and has been a Fellow in Contemporary History, Public Policy, and American Politics at the Miller Center of Public Affairs in Charlottesville, Virginia. He teaches courses on Constitutional Law, Civil Rights and Liberties, and Federalism. His research has focused on judicial policy-making and desegregation and the role of Supreme Court doctrine in shaping remedial decrees. He received his Ph.D. from the University of Virginia in 2002.

JOHN C. EASTMAN is Professor of Law at Chapman University School of Law, specializing in Constitutional Law and Legal History. He is also the Director of the Center for Constitutional Jurisprudence, a public interest law firm affiliated with the Claremont Institute for the Study of Statesmanship and Political Philosophy. He has a Ph.D. in Government from the Claremont Graduate School and a J.D. from the University of Chicago Law School. Prior to joining the Chapman law faculty, Dr. Eastman served as a law clerk to the Honorable Clarence Thomas, Associate Justice, Supreme Court of the United States, and to the Honorable J. Michael Luttig, Judge, United States Court of Appeals for the Fourth Circuit. On behalf of the Claremont Institute Center for Constitutional Jurisprudence, he has participated as amicus curiae before the Supreme Court of the United States in several cases of constitutional significance, including *Zelman v. Simmons-Harris* and *Grutter v. Bollinger*.

DAVID T. ELLWOOD, the Scott M. Black Professor of Political Economy, has served as Dean of the John F. Kennedy School of Government since July 1, 2004. Ellwood joined the Kennedy School faculty in 1980 and served two separate terms as the School's Academic Dean. In 1993, he was named Assistant Secretary for Planning and Evaluation at the U.S. Department of Health and Human Services (HHS) where he served as co-chair of President Clinton's Working

Group on Welfare Reform, Family Support and Independence. Recognized as one of the nation's leading scholars on poverty and welfare, Ellwood's work has been credited with significantly influencing public policy in the United States and abroad. His book, *Poor Support: Poverty in the American Family*, was selected by the New York Times Book Review as one of the notable books of 1988 and by the Policy Studies Organization as the outstanding book of the year. Ellwood was recipient of the David N. Kershaw Award, given by the Association of Public Policy Analysis and Management to outstanding individuals under the age of 40 who have made a distinguished contribution to the field of public policy. He also received the Morris and Edna Zale Award for Outstanding Distinction in Scholarship and Public Service from Stanford University. A native of Minnesota, Ellwood graduated summa cum laude from Harvard in 1975 and earned a Ph.D. in economics from the University in 1981.

RONALD F. FERGUSON, Lecturer in Public Policy at the Kennedy School of Government, is an economist and Senior Research Associate at the Weiner Center for Social Policy and has taught at Harvard since 1983. His teaching and publications cover a variety of issues related to education and economic development. Much of his research since the mid-1990s has focused on racial achievement gaps, appearing in publications of the National Research Council, the Brookings Institution, and the U.S. Department of Education, in addition to various books and scholarly journals. He participates in a variety of consulting and policy advisory activities, including work with school districts on closing achievement gaps. He is the creator and director of the Tripod Project for School Improvement and is also the Faculty Chair and Director of the Achievement Gap Initiative at Harvard University. Dr. Ferguson earned an undergraduate degree from Cornell University and a PhD from MIT, both in economics. The father of two, he has been happily married to Helen Mont-Ferguson for 27 years.

CHESTER E. FINN, JR. scholar, educator and public servant, has devoted most of his career to improving education in the United States. As John M. Olin Fellow at the Manhattan Institute and President and trustee of the Thomas B. Fordham Foundation, his primary focus is the reform of primary and secondary schooling. Finn is also a Fellow of the International Academy of Education, a Distinguished Visiting Fellow at Stanford's Hoover Institution and chairman of the Koret Task Force on K-12 Education. Formerly a professor of education and public policy at Vanderbilt University, he also served as assistant secretary for research and improvement and counselor to the secretary of the U.S. Department of Education. The author of 13 books, with William J. Bennett and John Chubb he wrote *The Educated Child: A Parent's Guide from Preschool through Eighth Grade*. He currently serves as the senior editor for *Education Next*. 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.

PAUL GAZZERRO is Director of Analytical Criteria and Research at Standard & Poor's School Evaluation Services, where he has worked since 2000. School Evaluation Services provides objective, independent performance analysis of state and local educational systems with the intent of enhancing the effectiveness of using education data toward fostering continuous improvement. He is one of the principal architects of the 50-state education decision-making database www.SchoolMatters.com, which centers around a comparative "return on resources" analytical framework that facilitates the examination of the student outcomes achieved by school systems in conjunction with financial, community, and learning environment factors. Gazzoero has published

studies identifying school districts that outperform statistical expectations and school districts that have significantly narrowed achievement gaps. He also served as one of the principal researchers of the Standard & Poor's Resource Adequacy Study performed for the New York State Commission on Education Reform in 2004 as part of the landmark adequacy case in that state. Gazzo received master's degrees in education policy and finance and management from the University of Chicago.

EDWARD GLAESER is a Professor of Economics in the Faculty of Arts and Sciences at Harvard University, where he has taught since 1992. He is Director of the Taubman Center for State and Local Government and Director of the Rappaport Institute of Greater Boston. He teaches urban and social economics and microeconomic theory. He has published dozens of papers on cities, economic growth, and law and economics. In particular, his work has focused on the determinants of city growth and the role of cities as centers of idea transmission. He also edits the *Quarterly Journal of Economics*. He received his Ph.D. from the University of Chicago in 1992.

JAMES W. GUTHRIE is the Chair of the Department of Leadership, Policy and Organizations Professor of Public Policy and Education, Director of the Peabody Center for Education Policy, and Editor of the *Peabody Journal of Education* at Vanderbilt University. He holds a B.A., M.A., and Ph.D. from Stanford University and Oxford Brookes College, and did postdoctoral work at Harvard. For twenty-seven years, Professor Guthrie was a professor at the University of California, Berkeley. He is the author or co-author of ten books, and more than 200 professional and scholarly articles. He is the chairman of the board of a private management consulting corporation, Management Analysis and Planning, Inc. (MAP) which specializes in education finance and litigation support, and which is located in Davis, California.

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, a research associate of the National Bureau of Economic Research, and a member of the Koret Task Force on K–12 Education. He is a leading expert on educational policy, specializing in the economics and finance of schools. His books include *The Economics of Schooling and School Quality*, *Assessing Policies for Retirement Income*, *Improving America's Schools*, *Making Schools Work*, *Educational Performance of the Poor*, and *Education and Race*. In addition, he has published numerous articles in professional journals. He previously held academic appointments at the University of Rochester, Yale University, and the U.S. Air Force Academy. He is a Distinguished Graduate of the United States Air Force Academy, where he earned his Bachelor of Science Degree. He completed his Ph.D. in Economics at the Massachusetts Institute of Technology. He served in the U.S. Air Force from 1965-1974.

MICHAEL HEISE is Professor of Law at Cornell Law School and specializes in empirical legal scholarship and bridging empirical methodologies, legal theory, and policy analysis. He writes in public and private law areas, including education policy, civil justice reform, criminal sentencing, and judicial decisionmaking. Heise serves as a co-editor of the *Journal of Empirical Legal Studies*. Professor Heise's numerous scholarly publications have appeared in such law reviews as the *Yale Law Journal*, *Stanford Law Review*, *University of Chicago Law Review*, *Cornell Law Review*, *University of Michigan Law Review*, *New York University Law Review*, and the *University of Virginia Law Review*. His teaching areas include education law, constitutional law, torts, empirical methods for lawyers, business torts, insurance law, and law and social science. Before joining the

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FREDERICK M. HESS is Director of Education Policy Studies at the American Enterprise Institute and Executive Editor of *Education Next*. His books include *Common Sense School Reform*, *Revolution at the Margins*, *Spinning Wheels*, *Bringing the Social Sciences Alive*, and *Urban School Reform: Lessons from San Diego*. His work has appeared in scholarly and popular outlets like *Teachers College Record*, *Social Science Quarterly*, *Urban Affairs Review*, *American Politics Quarterly*, *Education Week*, *Educational Leadership*, *Journal of Teacher Education*, *Phi Delta Kappan*, and *National Review*. Dr. Hess serves on various boards, including the Review Board for the Broad Prize in Urban Education, the Research Advisory Board for the National Center for Educational Accountability, and the Board of Directors for the American Board for Certification of Teacher Excellence. He is a former high school social studies teacher and professor of education who holds a M.Ed. in Teaching and Curriculum and a M.A. and Ph.D. in Government from Harvard University.

CAROLINE 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 research 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 has written extensively on educational choice and related issues.

MOLLY HUNTER is Director of Legal Research for the Campaign for Fiscal Equity (CFE). Since graduating from New York University's School of Law in 1995, Ms. Hunter has practiced education and employment law in New York City. A former editor of the *NYU Review of Law and Social Change*, Ms. Hunter has conducted and overseen research for several major CFE initiatives, including CFE's monograph series, *Studies in Judicial Remedies and Public Engagement*, the litigation in *CFE v. State*, and CFE's public engagement programs. Ms. Hunter has also published several articles, including "All Eyes Forward: Public Engagement and Fiscal Equity in Kentucky," which appeared in the *Journal of Law and Education*. Also a CPA, Ms. Hunter audited and consulted at Ernst & Young and managed a variety of financial functions at other institutions prior to entering law school.

MORTON KELLER is Spector Professor of History Emeritus at Brandeis University, where he was a member of the faculty from 1964 to 2001. He previously taught at the University of North Carolina at Chapel Hill and at the University of Pennsylvania. He has been a visiting professor at Harvard, Yale, the University of Sussex, and Oxford (where he was Harmsworth Professor of American History). He is an elected member of the Society of American Historians and the Massachusetts Historical Society, a Fellow of the American Academy of Arts and Sciences, and a Corresponding Fellow of the British Academy. He has been a Guggenheim Fellow and has had fellowships from the Social Science Research Council, the American Council of Learned Societies, the National Endowment for the Humanities, and a major grant from the Spencer Foundation. He has twice been a Resident Scholar at the Rockefeller Foundation's Study and Research Center at Bellagio, and directed two NEH Summer Seminars for College Teachers. His books include

Regulating a New Economy: Public Policy and Economic Change in Early Twentieth Century America (Harvard, 1990) and *Regulating a New Society: Public Policy and Social Change in Early Twentieth Century America* (Harvard, 1994) (which won the American Historical Association's Lytleton-Griswold Prize in Legal History).

AL LINDSETH is a Partner in 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, Florida, Minnesota, Missouri, Connecticut and others. For example, he took the lead 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.

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TERRY M. MOE is a senior fellow at the Hoover Institution, a member of the Institution's Koret Task Force on K–12 education, and a professor of political science at Stanford University. Moe has written extensively on educational issues. His book (with John E. Chubb), *Politics, Markets, and America's Schools*, is among the most influential and controversial works on education to be published during the last decade, and has been a major force in the movement for school choice in America and abroad. He is also the author of *Schools, Vouchers, and the American Public*, the first detailed analysis of public opinion on the voucher issue. In addition, he is editor of *A Primer on America's Schools* (Hoover Press, 2001), which provides a critical assessment of the current state of American education, and *Private Vouchers* (Hoover Press, 1995), the first book to be published on the growing movement among private-sector foundations to provide vouchers for low-income children. In 2005, Moe received the Thomas B. Fordham Foundation Prize for Excellence in Education.

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 University, 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. Three of his

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JIM PEYSER is a Partner at NewSchools Venture Fund, leading the philanthropy's East Coast initiatives. He also serves as Chairman of the Massachusetts Board of Education, on which he has served since 1996. Prior to joining NewSchools, Peysler served as Education Advisor to two Governors of Massachusetts, where he helped shape outcomes-focused policy at the state level on standards, charter schools and school accountability. He also spent more than seven years as Executive Director of Pioneer Institute for Public Policy Research, where he supported public education innovations, including early charter schools. In 1995, he served as Under Secretary of Education and Special Assistant to the Governor for Charter Schools. Jim is a member of the Board of Overseers at WGBH and serves on the Policy Board of the National Council on Teacher Quality, and is a former member of the Board of Directors of Boston Partners in Education. Jim holds a Master of Arts in Law and Diplomacy from the Fletcher School (Tufts University) and a Bachelor of Arts from Colgate University.

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MICHAEL A. REBELL is an experienced litigator, administrator, researcher, and scholar in the field of education law. He is the Executive Director of the newly-established Campaign for Educational Equity at Teachers College, Columbia University. The Campaign seeks to promote excellence in education and to overcome the gap in educational access and achievement between advantaged and disadvantaged students throughout the United States. Mr. Rebell is also 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 100 N.Y. 2d 893 (2003) ("CFE II"). Mr. Rebell has also litigated numerous major

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ROB REICH is Assistant Professor of Political Science, Ethics in Society, and, by courtesy, Education, at Stanford University. His main interests are in contemporary liberal theory, and he is working on two projects, the first on questions about the moral and legal status of the child in liberal democracies, the second about topics in ethics, public policy, and philanthropy.

He is the author of *Bridging Liberalism and Multiculturalism in American Education* (University of Chicago Press, 2002) and other articles on the intersection of political theory and educational theory. Rob is the recipient of the Walter J. Gores Award, Stanford University's highest award for teaching. He has also received fellowships from the Spencer Foundation and the Stanford Humanities Center. In 2004-05, he was a Laurance Rockefeller Visiting Fellow at the Center for Human Values at Princeton University. Before attending graduate school, Rob was a sixth grade teacher at Rusk Elementary School in Houston, Texas.

PAUL REVILLE is the executive director of the Rennie Center for Education Research & Policy, an independent, policy organization dedicated to the improvement of pre K-12 public education, especially in Massachusetts. The Rennie Center conducts research, convenes policy makers and shapers, and advocates for solutions to the state's most formidable, educational challenges. Paul is also a lecturer on educational policy and politics at the Harvard Graduate School of Education. Paul has a long history of educational leadership at the national, state and local levels. He is the former executive director of the Pew Forum on Standards-Based Reform, a Harvard-based, national education policy "think tank" which convened the nation's leading researchers, practitioners, and policy-makers to shape the "standards" agenda. He is a board member, chair of the policy committee and a senior research advisor to the Public Education Network, a Washington DC based association of the nation's local education funds. He is a trustee of Wheelock College, the Center for Collaborative Education and he serves on the governing or advisory boards of a variety of organizations. He is a graduate of Colorado College and holds a Master's degree from Stanford University. He is a frequent writer and speaker on school reform and educational policy issues. Finally, he has four children and two step-children who are committed to his continuing education.

DEIRDRE RONEY is an assistant attorney general in the office of the Attorney General of the Commonwealth of Massachusetts. She was lead trial and appellate counsel in the recent successful defense of the Massachusetts school finance system, *Hancock v. Driscoll*, 443 Mass. 428 (2005), and as the result of that experience is now an avid reader of scholarly literature concerning school finance. Prior to moving to Massachusetts in 2001 she was a lawyer in New York for fifteen years in private practice and at the New York State Attorney General's Office, New York Court of Appeals (as a law clerk to Judge Judith S. Kaye), and New York County District Attorney's Office. She was educated at Columbia Law School (J.D. 1986) and Harvard College (B.A. 1983).

ANDREW ROTHERHAM is co-founder and co-director of Education Sector, a national education policy think tank and a senior fellow at the Progressive Policy Institute. In addition he serves on the Virginia Board of Education, a position he was appointed to by Governor Mark Warner in 2005. Previously, Rotherham served at The White House as Special Assistant to the President for Domestic Policy during the Clinton Administration. Rotherham is the author of numerous articles and papers about education and co-editor of three books on educational policy. He serves on advisory boards and committees for organizations including the American Academy for Liberal Education, Bill and Melinda Gates Foundation, Broad Foundation, Common Good, National Governors Association, National Association of Charter School Authorizers, and New Schools Venture Fund. He is also a trustee of the Cesar Chavez Public Charter High School for Public Policy and member of the board of directors for the Charter School Leadership Council and the board of directors for the National Council on Teacher Quality.

ANDREW RUDALEVIGE is an Associate Professor of Political Science at Dickinson College in Carlisle, Pennsylvania and also teaches in the college's Law and Policy program. During the academic year 2004-05, he held a fellowship as a Visiting Research Scholar at the Center for the Study of Democratic Politics in Princeton University's Woodrow Wilson School of Public and International Affairs. He received his B.A. in 1989 from the University of Chicago. From 1989-96 he worked in state and local politics - as a staffer in the Massachusetts Senate and as an elected Town Councillor in his hometown of Watertown, Massachusetts. Returning to academe, he received his M.A. and Ph.D. in 1997 and 2000, respectively, from Harvard University's Department of Government. His first book, *Managing the President's Program: Presidential Leadership and Legislative Policy Formulation*, was awarded the American Political Science Association's Neustadt Prize as best book on the presidency published in 2002. Other recent work includes analysis of the formulation and implementation of the No Child Left Behind Act.

PETER SCHRAG, who served for 19 years as editorial page editor of the *Sacramento Bee*, is a lifelong journalist. He is now a senior correspondent for the *American Prospect* and continues to write a weekly column for the *Bee* that's syndicated to other California newspapers. His book, *Paradise Lost: California's Experience, America's Future*, published by the New Press in April 1998, was chosen as a New York Times Notable Book and issued as a paperback by the University of California Press in 1999. A revised edition was published in 2004. His most recent book, *Final Test: The Battle for Adequacy in America's Schools*, was published by the New Press in October 2003. Schrag has taught at Amherst College, where he also served as a college administrator, the University of Massachusetts, the Bread Loaf Writers Conference and at the Graduate School of Journalism and the Graduate School of Public Policy at the University of California at Berkeley. Since 1998, he has also been a visiting scholar at Berkeley's Institute of Governmental Studies. He was born in Germany, attended public schools in New York City and is a graduate of Amherst in 1953.

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