



A VIRTUAL CONFERENCE SERIES ON SCHOOL SAFETY

Fridays at 12 p.m. ET
April 22 - June 3, 2022



Conference Moderators

Paul E. Peterson, Harvard University



Paul Peterson is the Henry Lee Shattuck Professor of Government at Harvard University. He directs the Program on Education Policy and Governance at Harvard, is a senior fellow at the Hoover Institution at Stanford University and is senior editor of *Education Next: A Journal of Opinion and Research*. He also serves as a member of Hoover's Education Success Initiative (HESI) focusing on the improvement of education policy and providing public education solutions for state education and policy leaders. Formerly he was the director of the Center for American Political Studies at Harvard and of the Governmental Studies Program at the Brookings

Institution. Paul received his Ph.D. in political science from the University of Chicago. A member of the American Academy of Arts and Sciences and the National Academy of Education, he is the author or editor of over 30 books, four of which have been identified as the best work in their field by the American Political Science Association.

Daniel Hamlin, University of Oklahoma



Daniel Hamlin is an assistant professor in the department of Educational Leadership and Policy Studies at the University of Oklahoma. His research examines the effects of school governance on non-tested measures of school performance with an emphasis on school climate, parental involvement, and student safety. His work appears in a number of scholarly journals, including the *American Educational Research Journal*, *Educational Policy*, and *Urban Education*. Hamlin has written research reports for organizations, such as *People for Education* and *Education Next*, that have received extensive coverage in the media. He earned his Ph.D. in

Educational Leadership and Policy from the Ontario Institute for Studies in Education at the University of Toronto. He is a former postdoctoral fellow with the Program on Education Policy and Governance at Harvard University.



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April 22, 2022

How are big-city school districts working to keep students safe?

David C. Banks, Chancellor, New York Department of Education – Speaker



David C. Banks is Chancellor of the New York City Department of Education, the largest school system in the nation. Appointed on January 1, 2022, he is the former President and CEO of the Eagle Academy Foundation and the founding principal of The Eagle Academy for Young Men, the first school in a network of innovative all-boys public schools in New York City and Newark, N.J.

David is a lifelong New Yorker, born in Brooklyn, and proud graduate of New York City public schools. After a year working as a school safety officer, he began his first teaching job at P.S. 167 in his childhood neighborhood on Eastern Parkway. From there he went on to become a founding principal at the Bronx School for Law, Government and Justice and later at the Eagle Academy for Young Men.

David's vision of education emphasizes a partnership between schools and communities based on the guiding principles of academic excellence, leadership, and character development. In 2004, he led the establishment of the first Eagle Academy for Young Men as part of New York City's high school reform initiative in partnership with 100 Black Men, Inc. The Eagle model has since been adopted in schools throughout all five New York City boroughs and Newark, N.J.

David is a co-founder of Black EdFluencers United, an organization dedicated to influencing and developing the capacity of Black educators and raising awareness about systemic challenges within education. He has also served as a member of the Board of Directors for the International Boys' Schools Coalition, co-chair of New York City Young Men's Initiative, and founding board member of the Coalition of Schools Educating Boys of Color.

David is a graduate of Rutgers University and received his Juris Doctorate from St. John's University School of Law. In 2003 he participated in the Cahn Fellows Program for Distinguished Principals at the Teachers College Columbia University. In May 2014, he was awarded an honorary doctorate degree in education from Wheelock College. David lives in New York City. He has four adult children and three granddaughters.



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April 29, 2022

What are the post-pandemic trends in school safety? Is school safety a growing concern?

Kalyn Belsha, National Reporter, Chalkbeat



Kalyn Belsha has been a national reporter for Chalkbeat since 2019, based in Chicago. Before joining Chalkbeat, she covered education for The Chicago Reporter, Catalyst Chicago, and the suburban Chicago Tribune. She is a former Spencer Fellow in Education Reporting at Columbia University and has taught journalism at Loyola University Chicago. Kalyn recently completed a Spencer Fellowship in Education Reporting at Columbia University's School of Journalism. She is presently working on a series of stories about thousands of black students who have left Chicago and the impact it has had on their lives. Kalyn is a graduate of Northwestern University's Medill School of Journalism.

Joshua Goodman, Associate Professor, Boston University Wheelock College of Education and Human Development



Joshua Goodman is an associate professor of education and economics at BU Wheelock College of Education and Human Development, where he works as an applied microeconomist on labor economics and education policy. He is also affiliated faculty with the Wheelock Educational Policy Center (WEPC). Prior to joining BU, Josh was associate professor of economics at Brandeis University and associate professor of public policy at Harvard Kennedy School. He has a BA in physics from Harvard, an MPhil in education from Cambridge University, and a PhD in economics from Columbia. Prior to starting his PhD, he was a public high school math teacher in Watertown, Massachusetts.

Betheny Gross, Research Director, WGU Labs



Betheny Gross is a senior research analyst and research director at the Center on Reinventing Public Education (CRPE). Her recent research includes analysis of the portfolio strategy; the implementation of school choice enrollment systems; and strategies to attract, develop and retain high-quality talent in public schools, as well as recent efforts to design and implement technology-supported efforts to personalize learning. Gross is co-author of "Strife and Progress," an early account of cities' experiences implementing the portfolio strategy. Her research has also appeared in several journals, including *Educational Evaluation and Policy Analysis*, *American Educational Research Journal*, *Journal of Education Finance*, and *Journal of Policy Analysis and Management*.



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May 6, 2022

What does research say about racial and ethnic disparities in school disciplinary practices?

Constance Lindsay, Assistant Professor, University of North Carolina



Constance Lindsay's research focuses on policies and practices to close racial achievement gaps in education, teacher diversity, and how to obtain a high quality, diverse educator workforce. She has worked in education policy in various contexts, applying her research training in traditional studies and in creating and evaluating new systems and policies regarding teachers. Her work has been published in such journals as *Educational Evaluation and Policy Analysis* and *Social Science Research*. Lindsay received a bachelor's in economics from Duke University, a master's in public policy from Georgetown University, and a doctorate in human development and social policy from Northwestern University.

F. Chris Curran, Co-Director, University of Florida Education Policy Research Center



F. Chris Curran is an Associate Professor of Educational Leadership and Policy at the University of Florida's College of Education. His research focuses on issues of equity in education with a particular focus on the ways that school discipline and safety contribute to racial disparities in educational outcomes. He also has an active body of research that examines early childhood education, particularly in science. He received his Ph.D. in Leadership and Policy Studies with a doctoral minor in quantitative methods from Vanderbilt University's Peabody College in 2015 and holds a master's in curriculum and instruction from the University of Mississippi. Prior to graduate school, Dr. Curran was a middle school science teacher and department chair.

Max Eden, Research Fellow, American Enterprise Institute



Max Eden is a research fellow at the American Enterprise Institute (AEI), where he focuses on education reform, specifically K-12 and early childhood education. He has authored a number of reports and studies on education and is the coauthor of the *Wall Street Journal* and *USA Today* bestseller *Why Meadow Died: The People and Policies That Created the Parkland Shooter and Endanger America's Students* (Post Hill Press, 2019). Mr. Eden has testified about school violence before Congress and about the "school-to-prison pipeline" before the U.S. Commission on Civil Rights. He has been published in policy journals and the popular press, including *National Review* and *The Washington Post*. He has a BA in history from Yale University.



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May 13, 2022

What can be done about school shootings?

Katherine Newman, System Chancellor for Academic Programs, University of Massachusetts



Katherine Newman is the Senior Vice President for Economic Development and the Torrey Little Professor of Sociology at UMass Amherst. She is the author of fourteen books on topics ranging from technical education and apprenticeship to the sociological study of the working poor in America's urban centers, middle class economic insecurity under the brunt of recession, and school violence on a mass scale. She has written extensively on the consequences of globalization for youth, the impact of regressive taxation on the poor, and the history of American political opinion on the role of government intervention. Her next project is provisionally entitled *Solving for Poverty: What Tight Labor Markets Do for the Poor* (forthcoming, University of California Press).

Peter Langman, Researcher, U.S. Secret Service



Peter Langman is an expert on the psychology of school shooters and other perpetrators of mass violence. He conducts trainings on school shootings for professionals in mental health, education, and law enforcement. Dr. Langman has spoken on preventing school shootings at the FBI National Academy in Quantico, Va., and has been hired by Homeland Security to train professionals in school safety. He is also a researcher with the National Threat Assessment Center of the United States Secret Service. Dr. Langman is the author of *School Shooters: Understanding High School, College, and Adult Perpetrators* (2015). His new book is *Warning Signs: Identifying School Shooters Before They Strike* (2021).

Dewey Cornell, Professor of Education, University of Virginia



Dewey Cornell is a forensic clinical psychologist and Professor of Education in the School of Education and Human Development at the University of Virginia. He is Director of the UVA Virginia Youth Violence Project and a faculty associate of Institute of Law, Psychiatry, and Public Policy. During his clinical and academic career, Dr. Cornell has worked with juvenile and adult violent offenders, testified in criminal proceedings and legislative hearings, and consulted on violence prevention efforts. He has authored more than 200 publications in psychology and education, including studies of juvenile homicide, school safety, bullying, and threat assessment. His work emphasizes the elimination of racial inequities in school discipline and educational outcomes.



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May 27, 2022

Can school choice solve the safety issue?

Martin Lueken, Director of Fiscal Research and Education Center, EdChoice



Martin Lueken focuses on research and analysis of issues that pertain to school choice bills, current programs, and school funding. His work includes providing expert support and advice for policy makers in helping understand the fiscal impact of current school choice programs and potential fiscal effects of programs introduced in state legislatures. He also conducts data analysis and research on school choice. Marty has provided expert testimony and advice about fiscal issues for numerous states that have introduced education choice legislation. His work has been mentioned in various media and education-specific outlets, including the *New York Times*, the *Wall Street Journal*, *Education Next*, *Education Week*, and *The 74*.

Sarah Cordes, Assistant Professor, Temple University



Sarah Cordes's research and teaching interests are in the areas of education and urban policy, school finance, and applied quantitative methods. Her research focuses on the ways in which the urban context, including neighborhoods, housing, and charter schools, affect student outcomes. In particular, her current work explores the spillover effects of NYC charter schools on nearby public school students, the effects of residential and school mobility on student performance, and how changes in school resources influence parents' investments in their children's education. In other ongoing work, she is examining the effects of housing vouchers on student performance. She is a recent recipient of the C. Lowell Harris Dissertation Fellowship awarded by the Lincoln Institute of Land Policy for her work on the relationship between school resources and parental investments.

Sarah Lenhoff, Associate Professor, Wayne State University



Sarah Winchell Lenhoff is an associate professor of educational leadership and policy studies and the Leonard Kaplan Endowed Professor in Wayne State University's College of Education. Lenhoff began her career as a New York City public school teacher. Her research focuses on education policy implementation and access to equitable educational opportunities. Her recent research has examined district and school infrastructure to support school improvement; the effects of school choice policy on equitable opportunities for students; and the causes and consequences of student absenteeism. She is the principal investigator of the Detroit Education Research Partnership, a research-practice partnership with Detroit schools and community-based organizations working to equitably improve student attendance and engagement in Detroit.



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June 3, 2022

What strategies can schools use to promote safe learning?

Catherine Augustine, Senior Policy Researcher, RAND Corporation



Catherine Augustine is director of the RAND Pittsburgh office with 20 years of experience conducting education research. She is also a professor of policy analysis at the Pardee RAND Graduate School. Augustine focuses on improving academic and social-emotional learning (SEL) outcomes for students in urban school districts, specializing in out-of-school time. She both evaluates implementation of reforms and assesses their impact. Augustine recently conducted a systematic evidence review on summer programs based on the evidence tiers specified in the Every Student Succeeds Act (ESSA), adding to the knowledge base of what works in summer programming. Augustine earned her Ph.D. and M.A. in education from the University of Michigan.

Emily Owens, Professor, University of California Irvine



Emily Owens is a Professor in the Department of Criminology, Law, and Society at UC Irvine. She studies a wide range of topics in the economics of crime, including policing, sentencing, and the impact of local public policies on criminal behavior. Her research examines how government policies affect the prevalence of criminal activity as well as how agents within the criminal justice system, particularly police, prosecutors, and judges, respond to policy changes. She is engaged in ongoing research projects on police training, alcohol regulation, immigration policy, and local economic development programs. Professor Owens received her Ph.D. in economics from the University of Maryland-College Park.

Ronald Ferguson, Professor, Harvard Kennedy School



Ronald F. Ferguson is an economist who focuses social science research on economic, social, and educational challenges. In 2014, he co-founded Tripod Education Partners and shifted into an adjunct role at Harvard Kennedy School, where he remains a faculty affiliated at the Malcolm Wiener Center for Social Policy and faculty director of the Achievement Gap Initiative (AGI). For the past several years, Ron's focus as AGI director has been an initiative called The Basics, a strategy that takes a socio-ecological saturation approach, collaborating with many partners to reach extended families with five principles of caregiving for parenting infants and toddlers. Ron holds an undergraduate degree from Cornell and a PhD from MIT, both in economics.