



The Alliance for Excellent Education's First Annual

American High School Policy Conference

Challenges Confronting High Schools: Literacy, Adequacy, and Equity

The National Press Club

Washington, DC

November 17–18, 2003



ALLIANCE FOR
EXCELLENT EDUCATION

Dear Colleagues:

Welcome to the Alliance for Excellent Education's first annual conference on American High School Policy. Over the next day and a half, we will be discussing some of the most difficult challenges facing our nation's secondary schools: literacy, adequacy, and equity. Our conversation will be greatly enhanced by your expertise and thoughtful participation.

Far too many of our nation's middle and high school students are in trouble. A quarter of them read considerably below grade level. Thirty percent drop out of school before graduation. More get a diploma, but are unprepared for college or a career. Their teachers, particularly in high-needs schools, are often not trained in the subjects they teach; others enter the schools unprepared for the reality of teaching and leave the profession after only a few years. Few students get the personalized attention that is so critical to planning effectively for the future, and achieving success in the present.

Local, state, and federal fiscal difficulties are adding to the problem. In an era of shrinking public revenues and increasing needs, funding for schools is contracting or holding level, and educational intervention programs designed to help at-risk young people—particularly at the high school level—are being drastically cut back or eliminated.

The good news is that we know a great deal about how to help all of America's high school students to achieve at higher levels. Research and effective programs in communities across the nation point the way. State courts and legislation introduced by policymakers at the state and federal levels are moving the public toward a better understanding of the basic rights of all students to receive an education that prepares them to become productive workers and good citizens. But much needs to be done.

Our nation was founded on the belief that individuals could rise to greatness as the result, not of wealth or social status, but of hard work and a drive to succeed. This conference brings together leaders in the fields of education and public policy to think about ways to assure that every American child has the opportunity to graduate from high school with the knowledge and skills needed for a successful transition into college or a rewarding job. At its conclusion, it is our hope that all of us will commit to move forward with a national agenda to achieve that objective.

Susan Frost
President

The Alliance for Excellent Education wishes to thank the Carnegie Corporation of New York for its generous financial support of the Alliance's Intermediate and Adolescent Literacy Initiative, and for the funding which helped to make this conference possible. We are also grateful for the institutional support provided by the Bill & Melinda Gates Foundation, the New York Community Trust, and our founding donors – the Leeds Family.

Agenda

Monday, November 17— **Challenges Confronting High Schools: Literacy**

The National Press Club

The Ballroom

8:00 a.m. Registration and Continental Breakfast

8:45 a.m. **Welcome** by Susan Frost, Alliance for Excellent Education

9:00 a.m. **The American High School Crisis: So What if Johnny Can't Read?**

Perspectives of policymakers, researchers, practitioners, and the funding community are explored by speakers on the front lines in this opening session.

Speakers:

Susan Sclafani, Office of the Secretary and Office of Vocational and Adult Education, U.S. Department of Education

Peggy McCardle, National Institute for Child Health & Human Development

Gerald Tirozzi, National Association of Secondary School Principals

Stefanie Sanford, The Bill & Melinda Gates Foundation

10:15 a.m. **Reading is the New Civil Right**

Speaker:

Phyllis C. Hunter, Phyllis C. Hunter Consulting and Texas Statewide Reading Initiatives

10:40 a.m. **Facing the Consequences**

Twenty-five percent of America's eighth graders read at "below basic" levels. What does this mean for the future of our communities and the nation? Representatives of the military, higher education, business, and technology discuss the crisis and its impact on productivity, civic involvement, and national security.

Jane M. Arabian, Office of the Under Secretary of Defense, Department of Defense

Ana Guzmán, Palo Alto Community College

John H. Stevens, Texas Business and Education Coalition

Steven G. Zylstra, Pittsburgh Technology Council and Catalyst Connection

Moderated by Sandy Kress, Akin Gump Strauss Hauer & Feld LLP

11:30 a.m. Break for Networking

12:00 p.m. Working Lunch with Table Focus Groups

Luncheon keynote: Pam Muñoz Ryan, Author, *Esperanza Rising*

Introduced by Richard Vacca, International Reading Association

1:15 p.m.

Alliance for Excellent Education's Literacy Reports

Michael Kamil, Stanford University, *Adolescents and Literacy: Reading for the 21st Century*

Elizabeth Sturtevant, George Mason University, *The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools*

Introduced by Nancy Hoffman, Jobs for the Future

1:45 p.m.

Approaches that Work

Effective programs to improve literacy of high school students are proving successful in many communities and states across the nation. This panel will discuss proven, research-based programs that are having an impact at the secondary school level.

Donald Deshler, University of Kansas

Ted Hasselbring, University of Kentucky

Gerry House, Institute for Student Achievement

James McPartland, Johns Hopkins University

Julie Meltzer, Center for Resource Management and Lab at Brown University

Dorothy Strickland, Rutgers, the State University of New Jersey

Moderated by Andrés Henríquez, Carnegie Corporation of New York

3:00 p.m.

Break

3:15 p.m.

On the Ground

As communities mobilize to support adolescents in improving literacy, stakeholders in the process are expanding. Teams from across the U.S. that have committed to raising adolescent literacy levels will discuss the process of raising citizen awareness and support for programs, and the impact the programs have had thus far.

Denver: Sally Mentor Hay, Denver Public Schools, and Barbara Volpe, Public Education & Business Coalition

Boston: Thomas Payzant, Boston Public Schools, and Ellen Guiney, Boston Plan for Excellence

Alabama: Katherine A. Mitchell, Alabama Reading Initiative, and Tommy Bice, Alexander City School System

Moderated by Joseph DiMartino, Education Alliance at Brown University

4:30 p.m.

A Policy Response

Concern is growing about the nation's dropout rate and the numbers of young Americans who are not achieving academic success. Policymakers will consider ways that a focused national policy on education can help to mobilize support for improving high schools and the outcomes of their students at all levels of government.

Speakers:

Senator Jeff Bingaman (NM)

Congressman Ralph Regula (OH)

Governor Mark Warner (VA) (invited)

Q & A moderated by Hilary Pennington, Jobs for the Future

5:30 p.m. Cocktail reception in Holeman Lounge

6:30 p.m. Dinner in the Ballroom

Three distinguished Members of Congress will provide an overview of the bills they have recently introduced in the U.S. Senate and U.S. House of Representatives which will help America's teenagers graduate from high school, go on to college, and enter the working world with the skills they need to succeed. The P.A.S.S. Act and the Graduation for All Act both address our nation's high school dropout rate and provide the training, guidance, and resources needed to help students stay in school and go on to college.

Keynote Speakers:

Congressman Rubén Hinojosa (TX)

Senator Patty Murray (WA) (invited)

Congresswoman Susan Davis (CA) (invited)

Introduced by Richard W. Riley, Former U.S. Secretary of Education

Presentation on *Millennials Rising: The Next Great Generation*

William Strauss, Co-Author

William Strauss' talk will focus on the key traits of the Millennial Generation, youth born since 1982. He will discuss how these traits can be harnessed to improve graduation and literacy rates. Through American history, society found the will to dramatically raise educational attainment for selected generations; the author believes that the Millennial generation stands to benefit and will explain why.

Tuesday, November 18—

Challenges Confronting High Schools: Adequacy and Equity

The National Press Club

Lisagor-White-Murrow Rooms

8:45 a.m. **The Student Bill of Rights**

Speaker:

Congressman Chaka Fattah (PA)

9:10 a.m. **A State and Federal Perspective on Adequacy and Equity**

Speaker:

Congressman Chris Van Hollen (MD)

9:30 a.m. **The Equity and Adequacy of Education: Litigation and Legislation at the State and Federal Levels.**

Forty-nine years after *Brown v. Board of Education*, many schools are still struggling to provide students with an adequate and equitable education. Over the past four decades, courts and legislative bodies at the state and federal levels have made some headway in education reform efforts; however, the fight is far from over. This panel will outline the legal and legislative precedents for education reform and discuss the trends and strategies used today in the continuing quest for educational equity and adequacy.

Margaret Goertz, University of Pennsylvania
Frederick M. Hess, American Enterprise Institute
Lisa Graham Keegan, Education Leaders Council
Jack Moreland, Covington Independent Public Schools
Michael Rebell, Campaign for Fiscal Equity
Moderated by William L. Taylor, Citizens' Commission on Civil Rights

10:45 a.m.

Break

11:00 a.m.

Now What? Implementing and Accounting for an Adequate Education

New York, Maine, Maryland, and New Jersey are just a few of the states that have attempted to define and implement an adequate education. Each of these states arrived at a mandate for educational adequacy differently and subsequently experienced unique successes and challenges. This panel will focus on the process for defining adequacy, specific components of an adequate education, and the strategies used to implement changes.

Samira Ahmed, Campaign for Fiscal Equity
J. Duke Albanese, Great Maine Schools Project
Anthony P. Carnevale, Educational Testing Service
Christopher Maher, Advocates for Children and Youth
David G. Sciarra, Education Law Center
Moderated by Julie Underwood, National School Boards Association

Noon

Where Do We Go From Here?

Susan Frost, Alliance for Excellent Education

Challenges Confronting High Schools: Adolescent Literacy

Over the years, educational research has provided important insights into how children learn to read. In the last decade, it also has been influential in helping to create new programs, teaching practices, and policies that support the goal of all children reading well by the end of third grade. Yet, while most researchers would agree that early reading is important, the unfortunate truth remains that millions of middle and high school students are still struggling to read long after their third-grade year is over.

In these cases, students, especially those from low-income families, never make the necessary transition from *learning to read* to *reading to learn*, and are therefore ill-equipped to tackle challenging high school coursework and graduate from high school prepared for college and success in life. Time only exacerbates this problem, creating the “Matthew Effect,” in which students with strong literacy foundations accelerate, while their less fortunate peers fall farther behind with each passing year. Researchers describe this as the rich getting richer and the poor getting poorer. Eventually, the less literate students “find it difficult to obtain rewarding employment and are effectively prevented from drawing on the power of education to improve and enrich their lives.”¹

Students need to develop advanced literacy skills to comprehend, analyze, and synthesize large quantities of information in today’s world. Since research shows that literacy development is a continuum over one’s lifetime,² improving reading skills in early grades cannot be our only goal. All students need the opportunity to develop into proficient readers, writers, and critical thinkers. The challenge lies in the fact that some students will require more help than their peers to do so.

Defining the Challenge

Students with higher literacy levels engage in more rigorous high school coursework, graduate from high school better prepared for college, and eventually earn higher salaries than students with lower literacy levels. However, results from the most recent National Assessment of Education Progress (NAEP) test indicate that approximately 25 percent of eighth- and twelfth-grade students read at “below basic” levels. In other words, one in four students tested cannot identify the main idea, understand informational passages, or extend ideas in text.³

While low literacy levels can be found at all income levels and backgrounds, poor and minority students are more likely to be affected. Research shows that significant achievement gaps in reading continue to exist between white students and minority students.⁴ For example,

- in high-poverty, urban schools, more than half of incoming ninth-grade students read two to three grade levels behind,⁵ and
- on average, African-American and Hispanic twelfth-grade students read at the same level as white eighth-grade students.⁶

In addition, the majority of secondary school teachers are not specifically well qualified or trained to teach reading to students. Without effective literacy strategies, well-meaning teachers often focus on delivering subject-matter content without requiring students to read and write. Even teachers who are qualified to teach reading are often overwhelmed by the colossal task of preparing their students for high-stakes tests and high school exit exams.

As a result, approximately six million adolescents continue to be left behind—academically and, eventually, in the workplace. Many struggling adolescent readers grow disillusioned with high school altogether and leave without a diploma.

In fact, every day approximately 3,000 adolescents drop out of school; in the 2002–03 academic year, close to 540,000 students left without graduating. With the graduation rate hovering at an abysmal 70 percent nationally and nearly 50 percent in urban areas, it is imperative that leaders at all levels of government and education begin to make literacy as much a priority for our older students as it is for our younger ones.⁷

Is High School Too Late?

The notion that it is too late to teach students to read well in high school is rapidly losing ground. In fact, research on the literacy development of adolescents reveals the opposite: literacy skills of low-performing adolescent readers can improve significantly with intensive, comprehensive instruction.⁸ Combined with focused learning time, students also need expert teachers who model effective reading strategies and provide direct instruction to students across all subject areas.⁹

Addressing the unique needs of adolescent learners, researchers have developed several promising strategies that have been effective at improving older students' literacy skills. For example, the Strategic Reading course offered through the Talent Development model exposes students to a “double dose” of literacy in 90-minute block periods. At Germantown High School in Philadelphia, Pennsylvania, a typical student in the course gained nearly a year's worth of reading ability in a four-month period. In addition, class attendance increased dramatically, and the ninth-grade suspension rate for the year decreased by approximately 73 percent after the model was implemented.

The Boston Plan for Excellence is working with local school districts to refine professional development for teachers and principals and to improve literacy instruction in all classrooms.¹⁰ Their model has received praise from the business and education communities, and the Boston public schools have adopted the methodology for use in all 132 schools in the district. An integral part of this model is the Collaborative Coaching and Learning approach, where classroom teachers work with master teachers on their own skills in order to improve student learning.

These are only two examples of the many promising practices that have been implemented in high schools across the nation in the last five years. Most of these programs have a common thread—they provide literacy “coaches” to facilitate school-based professional development among teachers. The coaches help ensure that students receive the guidance they need from teachers who incorporate research-based literacy instruction into their mathematics, science, history, language arts, and other core subjects. Research shows that ongoing professional development for secondary teachers can greatly reduce the incidence of reading failure among young people.

The Alliance for Excellent Education has produced a report titled *Every Child a Graduate*,¹² which outlines a four-part framework to provide youth with the skills they need to be successful in high school and beyond. Since no student with low literacy skills can succeed at the challenging high school coursework needed to graduate from high school prepared for college or a career, the starting point of the framework is the Adolescent Literacy Initiative. The initiative builds on the nation's Reading First program, which provides grants to states to establish high-quality, scientifically based reading instruction for students in kindergarten through third grade, but which will not help middle or high school students.

Together with the Reading First program, an Adolescent Literacy Initiative will focus the nation's resources on the entire continuum of learning, which will enrich the lives of millions of young people and provide many more opportunities for success.

¹ "Reading: The First Chapter in Education." As seen at <http://www.margaretkay.com/Matthew%20Effect.htm>, on September 23, 2003.

² Moore, David W., Thomas W. Bean, Deana Birdyshaw, and James A. Rycik. (March 1999.) *Adolescent Literacy: A Position Statement*. International Reading Association, Commission on Adolescent Literacy.

³ National Assessment of Educational Progress (NAEP), 2002, as seen at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003451>, August 28, 2003.

⁴ Ibid.

⁵ Ibid.

⁶ *High School Reading*. (March 2002.) Key issue brief. Office of Vocational and Adult Education (OVAE), U.S. Department of Education.

⁷ Greene, Jay and Greg Foster. (September 2003.) "Public High School and College Readiness Rates in the United States". Manhattan Institute for Policy Research.

⁸ Snow, C. (2002.) "Reading for Understanding: Toward an R&D Program in Reading Comprehension". RAND Corporation. Prepared for the Office of Education, Research, and Improvement, U.S. Department of Education, p. 89.

⁹ Alvermann, D. E. (2001.) "Effective Literacy Instruction for Adolescents." Executive summary and paper commissioned by the National Reading Conference. Chicago, IL: National Reading Conference.

¹⁰ As seen at <http://www.bpe.org>.

¹¹ Moats, L. C. (2002.) "Teachers: A Key to Helping America Read." *The Keys to Literacy*. Council for Basic Education.

¹² Available at <http://www.all4ed.org/publications/EveryChildAGraduate/index.html> .

Challenges Confronting High Schools: Adequacy and Equity

At the heart of the quest to make *Every Child a Graduate* is providing every student access to an adequate education. However, forty-nine years after *Brown v. Board of Education*, many students are still receiving inadequate and inequitable educations. Achievement gaps between white students and black and Hispanic students continue to grow. Students in our nation's most urban and rural schools have higher dropout rates and lower achievement levels than those in suburban schools.

In an age where education is the key to having a competitive, productive society, providing every student with the opportunity for educational adequacy and equity is more important than ever. Ensuring this opportunity is a shared responsibility in which local, state, and federal governments are all accountable. The federal government must provide adequate funding targeted to those students most in need so that state and local governments have the ability to implement educational reform. The future of our children and our nation demands it.

Background on Adequacy and Equity Education Reform

Historically, the majority of education reform efforts have taken place in the courts. These efforts are commonly thought of as occurring in three separate waves:

- **First Wave, 1960–1972:** The earliest attempts at school finance reform focused on the equal protection clause of the U.S. Constitution, which affirms that “No State shall ... deny to any person within its jurisdiction the equal protection of the laws.” Plaintiffs in these cases argued that state school finance systems violated this clause. Ultimately, these efforts to overturn school finance systems were unsuccessful.¹
- **Second Wave, 1972–1988:** Litigants turned to state constitutions as vehicles for reforming school funding systems. Several of these cases were successful; in thirteen states, the state supreme courts found that the current school financing systems violated the state constitution's equal protection clause.²
- **Third Wave, 1988–present:** In the third wave of school finance litigation, litigants employed state equality guarantees as a means to challenge state funding systems. This wave represents two major developments in the area of school finance litigation. First, states began to focus on adequacy in addition to equity. Second, several states redefined the constitutional requirement of a minimum level of education to that of a required “quality” education.³

From Equity to Adequacy

New Jersey, Washington, and West Virginia had some of the earliest adequacy rulings, but the major shift from equity to adequacy came in 1989 in the Kentucky case *Rose v. Council for Better Education*.⁴ In *Rose*, the state Supreme Court outlined guidelines for an adequate education that would provide students with the opportunity to develop skills in at least seven main areas. These areas ranged from “sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization” to “sufficient levels of academic and vocational skills to enable public school students to compete favorably with their counterparts in surrounding states in academics, and in the job market.” As the issue of educational adequacy gained attention in other states, courts relied heavily on this decision when issuing their rulings.

Reform Today

The shift in focus from financial equity to educational adequacy gives rise to a unique set of questions:

- What is the case for successful educational reform today?
- What are the components of an adequate education?
- What are the strategies and mechanisms for implementing guidelines for an adequate education?

Currently, there are twenty-one states involved in school funding cases; this includes a continuum of cases, ranging from those in which plaintiffs recently filed suit to those in the process of implementing costing-out studies and other remedies ordered by court decisions.⁵ Massachusetts⁶ and South Carolina are two of the states currently involved in equity and adequacy cases.

- **Massachusetts:** In *Hancock v. Driscoll*, plaintiffs charged the state for inadequacies in “number and quality of teachers and other staff; class size; curriculum; professional development; and libraries.” The case went to trial in June 2003 and is expected to conclude in October or November 2003.⁷
- **South Carolina:** In *Abbeville County School District v. The State*, nearly half of South Carolina’s ninety-one school districts filed suit against the state in 1993, alleging that its school finance system violated state and federal constitutions, which guarantee students a precisely defined set of skills and a fundamental knowledge base. Presently in the elementary stages, this trial is expected to continue through January 2004.⁸

Nebraska and North Carolina are also presently involved in equity and adequacy cases. Additional cases are expected to emerge in both Missouri and North Dakota.

In other states where school funding litigation has been concluded, efforts are focused on defining an adequate education. States like New York and Arkansas are working to define an adequate education via costing-out studies. There are two methods employed in conducting a costing-out study:

- **The Empirical Method** identifies school districts that have achieved a certain level of student success. The average expenditure level for these districts is used to estimate the level that would be necessary to provide comparable resources in other areas of the state, thus achieving a similar level of student performance. Differences in cost of living and number of students in need of special education services are controlled for in these calculations.
- **The Professional Judgment Method** employs a panel of educators who identify the specific “basket of educational goods and services” necessary for students to meet a predetermined adequacy standard. These goods and services include every component necessary for students to receive an adequate education, such as an appropriate variety of course offerings, safe and sufficient school facilities, and after-school programs. Once the panel identifies the necessary components of an adequate education, an economist determines the cost of obtaining these goods.⁹

A Massachusetts business group organized the first costing-out study in 1991. Since then, twenty-nine other studies have been implemented in twenty-four states, including four that are currently underway:

- **New York:** Using the professional judgment method, the Campaign for Fiscal Equity will employ a panel of educators to identify the specific “basket of educational goods and services” needed in order for New York’s students to meet state standards, and then an economist will determine the cost of providing them. This action is aligned with the court orders in *Campaign for Fiscal Equity v. New York*, a landmark school finance case.¹¹

- **Kansas:** Kansas' Legislative Coordinating Council hired a group of economists to conduct a costing-out study to determine the cost of providing each Kansas student with an adequate and constitutional education. The study, released in May 2003, revealed that Kansas needed to increase K–12 funding by approximately 8 percent. This study used both the professional judgment approach and the empirical approach.
- **New Jersey:** The New Jersey Department of Education created a “costing-out model” in 1996. The model was intended to determine the cost of a constitutionally sound education based on a hypothetical school district. Employment of the model found that the state's thirty poorest districts already had sufficient funding, and that even the state's highest-performing suburban school districts were spending wastefully.¹²
- **Washington:** The Rainier Institute, a Seattle think tank, released the results of Washington's costing-out study on April 3, 2003. The study, titled “What Will It Take?” sought to develop and cost out a Quality Education Model (QEM) for Washington State; the model included: “teacher salaries competitive for the Far West region; smaller class sizes; more support staff; and full-day kindergarten throughout the State.” The findings revealed that an additional \$1.7 billion is required if students are to reach the academic goals established by state and federal legislation.

In addition, Maine, Kentucky, Maryland, and New Jersey have already begun to implement components of an adequate education.

- **Maine:** Beginning in 1997, the Maine legislature shifted its funding focus from equity to adequacy. The legislature passed Learning Results, a set of statewide learning standards in eight disciplines that schools must ensure all students meet. The state Board of Education then costed out a method of funding to provide the resources necessary for students to meet the standards, after which the state initiated a phase-in plan for the adequacy model.¹⁴
- **Kentucky:** In *Rose v. Council for Better Education*, the Kentucky Supreme Court ordered the General Assembly to reform the tax system and to allocate sufficient funding in order to provide each Kentucky student with an adequate education. In defining an adequate education, the court established a framework of seven learning goals.¹⁵ In 1990, the legislature enacted a comprehensive package of education reforms and connected those reforms to the court-ordered funding reforms and learning goals. After funding cuts threatened full implementation of adequacy reforms, the Council reconvened in early 2002 and filed a lawsuit against the state in September of 2003. 167 school districts out of 176 joined the case, which is currently in process.
- **Maryland:** In 1999, Maryland created the Thornton Commission, a bi-partisan, 27-member team, to provide recommendations to the legislature on how the State could “ensure adequate school funding, reduce funding inequities among school districts; ensure excellence in school systems and student performance; and provide a smooth transition for recommended changes.” The Commission sponsored a costing-out study which defined the components of an adequate education and determined the level of funding necessary to implement it.

In 2002, the Commission recommended that the State restructure its finance system and increase, over five years, an additional \$1.1-billion in its annual support for public schools. Yet, due to a slowed economy, the governor included only a small increase in school funding in his proposed budget and postponed consideration of the Commission's recommended funding and structural changes. Yielding to the pressure of multiple advocacy organizations, the Maryland Senate passed a bill to adopt the Commission's finance system reforms. However, the final bill included a provision that requires both legislative chambers to approve a joint resolution in 2004 to affirm that the state has the fiscal resources to fund scheduled increases. Without this resolution, the increases will again be put on hold.¹⁶

- **New Jersey:** In *Abbott v. Burke*, the state Supreme Court ordered a comprehensive set of education programs and reforms to close the achievement gap between urban students and their suburban counterparts. In 2002, New Jersey established the Abbott Implementation and Compliance Coordinating Council to implement the reforms mandated by the court.¹⁷ However, the council disbanded a short time later due to a shortfall in state revenues.

Federal Legislation

Although federal legislative bodies have given little attention to educational adequacy and equity, awareness about this issue is gaining momentum at the national level. Representative Chaka Fattah (PA) spearheaded this effort by introducing the Student Bill of Rights.

Introduced in January 2003, the bill is based on the premise that the United States must overcome the problem of inequitable and inadequate state public school systems in order to promote the nation's political and economic well-being. The bill asserts that the standards and accountability movement will succeed only if schools have access to the educational resources necessary to enable students to achieve.

The purpose of the bill is to further NCLB (2001) and The Elementary and Secondary Education Act (1965) by holding schools responsible for providing education resources and to achieve equity and adequacy across states. The bill outlines national requirements regarding access to educational opportunity and state accountability; these requirements include high quality classroom teachers, rigorous academic standards, and small class size.

¹ Verstegen, D. A., and Whitney, T. (1997.) "From Courthouses to Schoolhouses: Emerging Judicial Theories of Adequacy and Equity," *Educational Policy* 11(3).

² Ibid.

³ Ibid.

⁴ *Overview and Inventory of State Education Reforms: 1990 to 2000*. National Center for Education Statistics, U.S. Department of Education/Institute of Education Sciences.

⁵ Molly A. Hunter, Project Director/ACCESS Project.

⁶ Council for Fair School Finance, Inc., October 3, 2003, available online at <http://www.goodschoolsformass.org>.

⁷ Advocacy Center for Children's Educational Success with Standards, October 15, 2003, available online at <http://www.accessednetwork.org>.

⁸ Advocacy Center for Children's Educational Success with Standards, August 14, 2003, available online at <http://www.accessednetwork.org/>.

⁹ Campaign for Fiscal Equity, July 23, 2003, available online at <http://www.cfequity.org/>.

¹⁰ Molly A. Hunter.

¹¹ Campaign for Fiscal Equity.

¹² Advocacy Center for Children's Educational Success with Standards, October 15, 2003.

¹³ Ibid.

¹⁴ Maine School Funding 2000 Update, available online at <http://www.usm.maine.edu>.

¹⁵ Ibid.

¹⁶ Advocacy Center for Children's Educational Success with Standards, November 4, 2003, available online at <http://www.accessednetwork.org/>.

¹⁷ Education Law Center, available online at www.edlawcenter.org.

Samira Ahmed

For the last ten years, Samira Ahmed has been involved in education both as a former public school teacher and currently as the deputy director for the Campaign for Fiscal Equity (CFE). As deputy director, she supervises and develops legislative policy, public engagement activities, and CFE's youth initiatives. She also guides CFE's statewide efforts seeking education reform and oversees media outreach. Ms. Ahmed currently sits on the statewide steering committee for the Alliance for Quality Education. She graduated from the University of Chicago with a BA and an MAT in English. She has taught high school English and history in suburban schools as well as in New York City. As a New York City public school teacher, Ms. Ahmed saw firsthand the many inadequacies prevalent in the system, and she came to CFE believing that the most effective way to rectify the wrongs in the system was through the organization's large-scale education reform efforts.

J. Duke Albanese

J. Duke Albanese works as an education consultant, focusing his efforts in three areas: designing and implementing high school reform and expanded access to collegiate education; defining and implementing healthy interscholastic middle and high school athletics programs; and shaping policy, design, and implementation strategies for schools, districts, and states regarding 1:1 access to learning technology. Mr. Albanese is on the staff of the Great Maine Schools Project at the Senator George J. Mitchell Scholarship and Research Institute in Portland, Maine, and leads an interscholastic athletics initiative at the University of Maine, Orono. During 1996–03, Albanese served as Maine's commissioner of education. He hails from East Providence, Rhode Island, where he attended the public schools before going to Bowdoin College. His professional career in education spans thirty-two years, all in Maine's public schools, including a broad array of roles and long-term tenure as a local school superintendent. Mr. Albanese also served for six years as chair of Maine's Children's Cabinet.

Jane Arabian



Jane M. Arabian is the assistant director for enlistment standards in the Accession Policy Directorate, Office of the Secretary of Defense. She is responsible for planning and formulating policy on military enlistment standards pertaining to aptitude, education, and moral character standards. She provides oversight for enlistment testing and the nationwide Department of Defense Student Testing Program, the ASVAB Career Exploration Program, offered primarily to secondary school students. Dr. Arabian earned her BA in psychology at Connecticut College and her graduate degrees in experimental psychology at the University of Toronto. She is the author or coauthor of more than thirty journal articles, professional papers, and technical reports in the areas of experimental psychology, health psychology, and military selection and classification testing. She has served as Defense's representative on international military personnel policy panels. Dr. Arabian is a fellow of the American Psychological Association (APA) and past president of APA's Division of Military Psychology.

Thomas Bice



Tommy Bice currently serves as superintendent of the Alexander City School System in rural central Alabama. He was previously the high school principal in the same system. He has been a special education teacher, alternative school director, state department consultant on behavior management, director of a residential school for autistic children and adults, and a psychometrist. His varied background has provided him the opportunity to work in all levels and areas of the education system. One of his major accomplishments has been the implementation of a secondary literacy program for his system. The Alabama Reading Initiative, paired with a mastery learning philosophy, has resulted in increased student achievement and literacy. In just one year of implementation, the student failure rate dropped by 49 percent across grades 9–12.

The Honorable Jeff Bingaman, U.S. Senate



Senator Jeff Bingaman, Democrat from New Mexico, was born and raised in Silver City, New Mexico. The son of educators, he graduated from Western High School (now Silver High) and attended Harvard University, earning a BA in government. He entered the Stanford University School of Law, graduating in 1968. Bingaman served in the Army Reserves from 1968 to 1974. After one year as New Mexico assistant attorney general and eight years in private law practice, Senator Bingaman was elected attorney general of New Mexico in 1978, and in 1982 he was elected to the U.S. Senate. As a senior member of the Senate Health, Education, Labor and Pensions Committee, Senator Bingaman played a key role in shaping the 2001 No Child Left Behind Act (NCLB). He is the author of the groundbreaking “accountability” provisions in the law, which require schools that receive federal funds to raise their standards, while helping students meet the new, higher academic goals. NCLB contains a separate Bingaman measure aimed at raising academic standards by authorizing a grant program that will help schools start or expand advanced placement programs. He also wrote a bill to create a national clearinghouse for the most effective dropout prevention practices, which was included in NCLB. The measure authorizes at least \$125 million annually for a grant program to help schools implement effective dropout prevention plans. Bingaman’s Technology for Teaching Act, authorizing a grant program to ensure that prospective teachers are provided with training in the use of technology before they enter the classroom, was also incorporated into the new law. Finally, NCLB also contains a provision Bingaman wrote to create smaller “schools within schools,” a grant program that would help overcrowded schools create smaller learning communities on their campuses.

Anthony Carnevale



Anthony P. Carnevale, vice president for assessments, equity, and careers at Educational Testing Service, is an internationally recognized authority on education, training, and employment. He was appointed by President Clinton as a commissioner to the White House Advisory Committee on Technology and Adult Education and Training, and to chair the National Commission for Employment Policy, while serving as vice president and director of human resource studies at the Committee for Economic Development. He has been president of the Institute for Workbased Learning, and held senior staff positions in the U.S. Senate, House, and Department of Health, Education, and Welfare. He was legislative affairs director for the American Federation of State, County, and Municipal Employees. Dr. Carnevale received his BA from Colby College and his PhD from Syracuse University’s Maxwell School. While serving as a research economist with the

Syracuse University Research Corporation, he coauthored the principal affidavit in *Rodriguez v. San Antonio*, a U.S. Supreme Court action to remedy unequal tax burdens and educational benefits.

Donald Deshler



Donald Deshler is director of the Center for Research on Learning at the University of Kansas, where he provides leadership for the research, product development, and staff development activities. At the center, Dr. Deshler and other colleagues have developed and validated the Strategic Instruction Model and the Learning Strategies Curriculum as mechanisms for improving the learning effectiveness of students with learning disabilities and the instructional effectiveness of teachers. Dr. Deshler teaches graduate courses at the University of Kansas on instructional methodologies for teachers of adolescents and young adults with learning disabilities and seminars on current issues in and research procedures for populations with learning disabilities.

He is the author of the textbook *Teaching the Learning Disabled Adolescent: Strategies and Methods*. He was the original editor of the Council for Learning Disabilities' journal, *Learning Disability Quarterly*, and is currently on the editorial boards of six other journals in learning disabilities and special education.

Joseph DiMartino

Joseph DiMartino is the director of the Center for Secondary School Redesign at the Education Alliance at Brown University, which includes the Northeast and Islands Regional Educational Laboratory (LAB). This area of work focuses on developing knowledge about, and assisting schools to achieve, personalized learning environments in high schools. Mr. DiMartino has recently coedited *Personalized Learning: Preparing High School Students to Create Their Futures*, which chronicles much of the Education Alliance's efforts in supporting high schools in their attempts to assist all students to reach high standards. He is the chair of the Steering Committee of the National Alliance on the American High School, is currently serving as cochair of the National Association of Secondary School Principals' National Task Force on the High School, and is a member of the Breaking Ranks commission. Mr. DiMartino's passion derives from a lifetime of working with and advocating for the educational opportunities of adolescents in a variety of settings.

The Honorable Chaka Fattah, U.S. House of Representatives



Chaka Fattah is an experienced lawmaker serving in his fifth term in the U.S. House of Representatives, representing the Second Congressional District of Pennsylvania. Congressman Fattah spent twelve years in the Pennsylvania legislature; he served six years as a state representative, and six years as a state senator. He has spearheaded major initiatives in education policy, scoring a legislative victory when his first major education initiative, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), was enacted in 1998. His current legislative priority is passing his Student Bill of Rights. He held key leadership roles in both the Pennsylvania Higher Education Facilities Authority and the Executive Committee of the

Pennsylvania High Education Assistance Agency, through which he helped 1.3 million Pennsylvania students attend college. He designed and implemented Read to Lead, a free summer reading program that provided books and classroom teaching for five thousand children. A lifelong resident of Philadelphia, Congressman Fattah attended city public schools, the Community College of Philadelphia, the University of Pennsylvania Wharton School, and the University of Pennsylvania Fels School of State and Local Government, where he earned a master's in government administration.

Margaret Goertz



Margaret E. Goertz is a professor of education policy and codirector of the Consortium for Policy Research in Education in the University of Pennsylvania Graduate School of Education. A past president of the American Education Finance Association, her research focuses on issues of education finance systems in several states, and she is studying the implementation of the federal government's No Child Left Behind Act. Prior to joining the University of Pennsylvania faculty, she taught at the Boustein School of Planning and Public Policy at Rutgers University and was a senior research scientist and executive director of the Education Policy Research Division of Educational Testing Service. She received an MPA and a PhD in social science

from the Maxwell School of Syracuse University.

Ellen Guiney



Ellen Guiney is executive director of the Boston Plan for Excellence, a local education foundation established in 1984 to support the city's public schools. As executive director of the district's primary partner in its reform effort, Ms. Guiney provides the leadership and oversees the reform work in twenty-six "Effective Practice" schools. For two years (1999–01), Ms. Guiney served as codirector of the Boston Annenberg Challenge. Ms. Guiney also serves on groups that plan and implement many district initiatives, including the Carnegie-funded High School Renewal Work Group. Prior to her work at BPE, Ms. Guiney was chief education advisor to the U.S. Senate Committee on Labor and Human Resources, and one of the Democratic staff leaders

on the reauthorization of Goals 2000/ESEA. She also served as education advisor to Boston mayor Raymond L. Flynn during the transition to an appointed school board. Ms. Guiney is a former high school English teacher, with degrees from Boston College and LeMoyne College.

Ana Guzmán



In August 2001, Ana "Cha" Guzmán became the fifth president and first woman president of Palo Alto College. Dr. Guzmán was executive vice president for institutional advancement, administration, and community relations at Austin Community College for four years, after serving as the Cypress Creek campus CEO/vice president. She holds an EdD in education from the University of Houston, a master's in sociology from Texas Southern University, and a bachelor's in education from Stout State University. A native of Cuba, she was a doctoral fellow of the U.S. Department of Education and selected for the Harvard University Institute for Educational Management and for the Superintendent's Work Conference at Columbia University

Teachers College. At Texas A&M University, she served as associate vice chancellor for academic support programs, program director for Alliances for Minority Participation, and associate professor of education. She was a senior advisor to former Secretary of Education Richard W. Riley and chair of the Presidential Commission on Excellence in Education for Hispanic Americans. She also served as program officer of the National Science Foundation's Alliance for Minority Participation in Washington, DC. Dr. Guzmán's teaching experience includes positions at universities, community colleges and public schools.

Ted Hasselbring



Ted Hasselbring is the William T. Bryan Professor and Endowed Chair in Special Education Technology at the University of Kentucky. Prior to joining the faculty at Kentucky, Dr. Hasselbring spent seventeen years at Vanderbilt University as a professor and a codirector of the Learning Technology Center. Dr. Hasselbring has worked both nationally and internationally as a research scholar in the area of technology for at-risk and special-needs learners. Currently his work is focused on the role of technology for enhancing literacy skills in struggling readers. Dr. Hasselbring has developed and authored a number of different technology-related programs, including *Read 180*, an intervention program for students with serious reading problems. Dr.

Hasselbring has received a number of honors and awards for his work in technology. In addition, he serves on the editorial boards of several professional journals and is the current president of the technology and media division of the Council for Exceptional Children.

Sally Mentor Hay

Sally Mentor Hay is the chief academic officer of the Denver Public Schools. Ms. Mentor Hay has served as the deputy superintendent of the California State Education Department and deputy director of New Standards for the National Center on Education and the Economy. She serves as a senior fellow of the Institute for Learning at the University of Pittsburgh. She is recognized as the founder of the California School Leadership Academy, the Executive Leadership Academy, and other large-scale professional development initiatives. In the California Department of Education from the mid-1980s through 1993 she guided the restructuring of elementary, middle school, and high school reform initiatives. She has worked as a teacher, reading specialist, principal, curriculum director, and associate superintendent for elementary and secondary schools in several large districts in California. Ms. Mentor Hay specializes in school reform through improvements in curriculum professional development for teachers and administrators, and school redesign.

Andrés Henríquez



Andrés Henríquez is a program officer in the Education Division of the Carnegie Corporation of New York, working on issues across the spectrum of the program's concerns, with a special emphasis in adolescent literacy. He formerly served as the assistant director for strategic planning at the Center for Children and Technology (CCT), at the New York offices of the Education Development Center, Inc. He was a senior research associate at CCT for six years. He also was an associate program director at the National Science Foundation (NSF), responsible for monitoring the Network Infrastructure for Education, and assisted with the Research in Education Policy and Practice program. Earlier, he gained research skills and experience

while at the Children's Television Workshop as a field research coordinator and as a senior research analyst at MTV Networks. Mr. Henríquez is a certified teacher and taught at a public elementary school in East Harlem. He became computer and science coordinator and staff developer with the support of a grant from NSF. Mr. Henríquez received his BA in psychology from Hamilton College and a master's in curriculum and teaching from the Columbia University Teachers College.

Frederick M. Hess

Frederick M. Hess is a resident scholar at the American Enterprise Institute and executive editor of *Education Next*. Dr. Hess' books include *Revolution at the Margins*, *Spinning Wheels*, *School Choice in the Real World*, *Bringing the Social Sciences Alive*, and the forthcoming *Common Sense School Reform*. Dr. Hess is a faculty associate of the Harvard University Program in Education Policy and Governance, and he has served on the National Working Commission on Choice in K–12 Education and the Review Board for the Broad Prize in Urban Education. A former high school social studies teacher, Dr. Hess holds an MEd in education and a PhD in government from Harvard University. Prior to joining AEI, Dr. Hess was a professor of education and politics at the University of Virginia and a senior fellow with the Progressive Policy Institute.

The Honorable Rubén Hinojosa, U.S. House of Representatives



Congressman Rubén Hinojosa, a longtime businessman and native of the Rio Grande Valley/South Texas, was elected to represent Texas's Fifteenth Congressional District in November 1996. The congressman serves on three House committees: Education and the Workforce, where he is the ranking Democrat on the Select Education Subcommittee; Financial Services; and Resources. He is also a cochair of the Democratic Caucus Education Task Force, and in this capacity will continue to develop a strong education policy in the 108th Congress. Congressman Hinojosa's lifetime commitment to education on the local, regional, state, and federal levels has created opportunities for all students to pursue higher education. His Education Committee assignment and his appointment to chair the Congressional Hispanic Caucus Education Task Force were critical to the success of his first major legislative initiative, the Higher Education for the 21st Century Act. Prior to his being elected to the House of Representatives, Congressman Hinojosa served twenty years as president and CFO of a family-owned food processing company, H&H Foods. With over three hundred employees, H&H has received national awards of recognition from the U.S. Department of Commerce and the Small Business Administration in Washington, DC. Born in Edcouch, Congressman Hinojosa attended Mercedes High School and earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively. Congressman Hinojosa often says, "The foundation of every state is the education of its youth."

Gerry House



Dr. N. Gerry House is president of the Institute for Student Achievement, which works in partnership with schools and school districts to enable at-risk middle and high school students to stay in school, graduate, and go on to postsecondary education or a meaningful career. Dr. House previously served eight years as the superintendent of the Memphis City Schools, where she led the district through a comprehensive change process, engaging all 160 schools in whole school reform, with a focus on standards and accountability, teaching and learning, school organization, resource allocation, student support, and leadership development. Dr. House was also superintendent of the Chapel Hill–Carrboro North Carolina School System for seven years. She has served as a teacher, junior and senior high guidance counselor, principal, and assistant superintendent. She received a degree in English education from North Carolina A&T State University, a master's in counseling from Southern Illinois University, and a doctorate in education administration at the University of North Carolina.

Nancy Hoffman

Nancy Hoffman came to Jobs for the Future from the Education Department at Brown University. Prior to that, she served as vice provost for Undergraduate Studies at Temple University. She has also held posts at the Harvard Graduate School of Education and the Fund for Improvement of Post Secondary Education, and was a founder and faculty member at the Public and Community Service College at the University of Massachusetts, Boston. Dr. Hoffman has worked to improve postsecondary outcomes for underrepresented students and to support school-postsecondary partnerships in a variety of settings. Dr. Hoffman's BA and PhD are in comparative literature from the University of California, Berkeley. She chairs the board of the Feminist Press.

Phyllis C. Hunter



As of January 18, 2002, Mrs. Hunter, president of Phyllis C. Hunter Consulting, Inc., was nominated by President Bush to the National Literacy Advisory Board. As a consultant for Texas Statewide Reading Initiatives, specializing in scientific research-based programs, Mrs. Hunter offers onsite technical assistance to districts implementing comprehensive statewide reading programs. She and then governor George Bush worked together to implement Texas Statewide Reading Initiatives to ensure that all children are reading at grade level or better by third grade. Previously, Mrs. Hunter was an administrator with the Houston Independent School District for seven years. She managed the Reading Department for the district's 282 schools. In August 1998, she was appointed a national fellow of the Institute for Learning. She has been an elementary, middle, and high school teacher and a principal, and has also held the positions of curriculum specialist, certified speech and language therapist, specialist in special education, and coordinator of a mentor teaching program. Mrs. Hunter has implemented extensive education reform for a diverse community of learners nationwide. She received a master's degree from the University of Wisconsin, and a midmanagement certification in educational administration from the University of California. In addition, she has also studied at Johns Hopkins University. Implementing effective reading programs for all students is not only Mrs. Hunter's job, but also her passion.

Michael L. Kamil



Michael L. Kamil is professor of education at Stanford University. He is a member of the Psychological Studies in Education Committee and is on the faculty of the Learning, Design, and Technology Program. He received his BA from Tulane University and his MA and PhD from the University of Wisconsin. His research explores the effects of computer technologies on literacy and the acquisition of literacy in first and second languages. He was a member of the National Reading Panel and the RAND Reading Study Group. He is currently a member of the National Literacy Panel and chair of the Framework Planning Committee for the National Assessment of Educational Progress.

Lisa Graham Keegan



Lisa Graham Keegan was named chief executive officer of the Education Leaders Council (ELC) in May 2001. Today, ELC stands as a critical driver of education reform policies and programs. With members from thirty states and on-the-ground projects benefiting students in all fifty states and the District of Columbia, ELC is on the frontlines of education reform at the federal, state, and local levels. Prior to ELC, Ms. Keegan spent a decade serving as an Arizona state official, where she led that state's education reform movement. Ms. Keegan was elected to the Arizona House of Representatives in 1990 and served two terms. During her tenure, she was vice chairman and chairman of the House Education Committee, authoring much of the state's education reform legislation. In 1994, she was elected, and later reelected without contest, as state superintendent of public instruction on a platform of rigorous academic standards, annual testing, stronger accountability, and school choice.

Sandy Kress

Sandy Kress is a partner with Akin Gump Strauss Hauer & Feld, LLP, focusing on public law and policy at the state and national levels. He served as senior advisor to President Bush on education with respect to the No Child Left Behind Act. He previously was president of the Dallas Public Schools Board of Trustees, and was on two statewide committees to recommend improvements to Texas public education. Appointed in 1998, Mr. Kress serves on the Education Commission of the States. He has also served as counsel to the Governor's Business Council and Texans for Education, and as a member of the Texas Business & Education Coalition and the Telecommunications Infrastructure Fund Board. Mr. Kress was appointed by Lieutenant Governor Bob Bullock to the Educational Economic Policy Center and later asked to chair the center's Accountability Committee. He was also appointed to serve on the Interim Committee to study the Texas Education Agency. He served as deputy assistant secretary for legislative affairs at the U.S. Treasury Department, and received his degrees from the University of California and the University of Texas School of Law.

Chris Maher

Chris Maher is the education director at Advocates for Children and Youth, an independent nonpartisan statewide nonprofit organization in Maryland. He focuses on issues of adequacy and accountability in public education in his position, where he worked on the passage of landmark education funding legislation in 2002. Mr. Maher is a former teacher in California and New York, and prior to his work in Maryland, he served at the After-School Corporation in Manhattan.

Peggy McCardle



Peggy McCardle is associate chief, Child Development and Behavior Branch, Center for Research for Mothers and Children, at the National Institute for Child Health and Human Development (NICHD). Dr. McCardle holds a BA in French, a PhD in linguistics, and an MA in public health. Early in her career, Dr. McCardle was an elementary classroom teacher. She has held both university faculty positions and hospital-based clinical positions, and has published articles addressing various aspects of developmental psycholinguistics as well as issues in public health. At the NIH she has served as a scientific review administrator and as a senior advisor to the deputy director for extramural research in the Office of the NIH Director, before joining the NICHD in 1999. At NICHD, in addition to her duties as associate chief, she serves as director of the branch's

research program in Language, Bilingual and Biliteracy Development and Disorders, which includes three interagency-funded research networks: the Biliteracy Research Network (Development of English Literacy in Spanish Speaking Children); the Adult Literacy Research Network; and the new Adolescent Literacy Research Network. She also serves as the NICHD liaison to the National Reading Panel, is on the steering committee of the National Literacy Panel for Language Minority Children and Youth, and leads or serves on various interagency working groups.

James McPartland

James McPartland is director of the Center for Social Organization of Schools and Research and a professor of sociology at Johns Hopkins University. For the past ten years, he has led the team of researchers and practitioners that developed and evaluated a comprehensive reform model for high schools—the Talent Development High School. Dr. McPartland’s current research examines the processes through which smaller high schools with innovative literacy programs for low-performing students become successfully implemented and have impacts on student engagement and learning.

Julie Meltzer

Julie Meltzer is a senior research associate at the Center for Resource Management (CRM). Her work over the past seventeen years in curriculum, instruction, assessment, program evaluation, and teacher professional development reinforces the centrality of ongoing literacy support and development to learning in all content areas. Dr. Meltzer’s role at CRM includes being codirector and lead researcher for the Adolescent Literacy Project at the LAB at Brown University, and the lead evaluator on two multiyear literacy-related projects. Dr. Meltzer is the developer of the Adolescent Literacy Support Framework, the content provider for the Adolescent Literacy in the Content Areas Web site on the Knowledge Loom, and the author of *Adolescent Literacy Resources: Linking Research and Practice* (2002). She is the author of many educational articles and professional development materials; has taught elementary school, high school, and college; and is directing a research study examining how a focus on literacy can be used to transform rural high schools. Dr. Meltzer has a BA from Colorado College, an MA from Lesley University, and a PhD from Virginia Tech.

Katherine Mitchell



Katherine Mitchell is the director of the Alabama Reading Initiative and the Alabama Reading First Initiative. As director, she led a statewide literacy initiative that grew from 16 to 449 literacy demonstration sites in five years. Dr. Mitchell is also the current chief reading scientist for the state of Alabama, where her primary responsibilities include leading a statewide effort to achieve scientifically based reading instruction in all statewide activities. Earlier in her career, she worked as a literacy coordinator in the Bronx, organizing a project to eradicate illiteracy among two thousand K–6 grade students in two schools. She also worked as an educational consultant providing teacher development for various schools and school districts. Dr. Mitchell is the 2002 recipient of the State Innovation Award, which is presented to the state of Alabama by the Education Commission of the States for exemplary state policy related to literacy. She is a member of the International Reading Association and the Council for Leaders in Alabama Schools.

Jack Moreland



Jack Moreland, Kentucky's 2003 Superintendent of the Year, is superintendent of Covington Independent Public Schools and president of the Council for Better Education. He was the original plaintiff in the lawsuit that led to the Kentucky Education Reform Act. Mr. Moreland has been superintendent of Dayton Independent Public Schools, former interim president of Northern Kentucky University, and former interim chancellor of the Technical Branch of the Kentucky Community and Technical College System. He served as chairman of the Kentucky Council on Teacher Education and Certification. He has been an active leader in the Northern Kentucky Chamber of Commerce and the Covington Business Council. Mr. Moreland earned a bachelor of science degree at Eastern Kentucky University and a master's in education administration from Xavier University, where he has also taught as an adjunct instructor in school administration.

The Honorable Patty Murray, U.S. Senate



From the classroom to the Congress, Patty Murray has been an effective advocate for Washington's working families. Originally known for her work on education and children's issues, Senator Murray has become a leading figure on transportation, border and port security, health care, and economic development. In the 1980s, when a state politician told her she "couldn't make a difference," Murray led a grassroots coalition of thirteen thousand parents to save a local preschool program from budget cuts. She went on to serve on the local school board, and in 1988 was elected to the Washington State Senate. In 1992, she became the first woman to represent Washington State in the U.S. Senate. Patty Murray has drawn on her experience as a PTA member and school board president to make education a national priority. She successfully sponsored the bill to help schools hire new, qualified teachers to reduce class size. She has worked to increase Pell Grants to make college more affordable and is a national advocate for disadvantaged, homeless, and migrant students. Senator Murray recently introduced the Pathways for All Students to Succeed Act (PASS Act), which would reform the nation's secondary schools through a new focus on adolescent literacy, academic counselors, and a new grant program that will improve student achievement in low-performing secondary schools. Senator Murray is a graduate of Washington State University.

Thomas W. Payzant



Thomas W. Payzant began serving as superintendent of the Boston Public Schools in October 1995. Since then, Boston has instituted new curricula in all subjects; high-stakes assessments for students, schools, and all staff; and a massive remediation initiative to bring the skills of all students up to high standards. Dr. Payzant came to Boston after serving as assistant secretary for elementary and secondary education with the U.S. Department of Education. He was superintendent for four communities prior to Boston, including the San Diego Unified School District, where he served for eleven years prior to his appointment by President Clinton. Dr. Payzant received his bachelor's degree from Williams College and his doctorate in education from Harvard.

Hilary Pennington



Ms. Pennington is a cofounder of Jobs for the Future, a leading research and policy development organization focusing on issues of workforce development and future work requirements. As CEO, she oversees an extensive research, consulting, and policy agenda. Hers is a nationally recognized voice that has been instrumental in the School to Work movement, as a member of the Clinton Presidential Transition Team and cochair of the Presidential Advisory Committee on Expanding Training Opportunities, and as a frequent speaker and writer advocating for a more comprehensive approach to workforce development and youth transitions from high school to postsecondary education and careers. Prior to founding Jobs for the Future, Ms. Pennington worked in corporate strategy and public policy at Aetna and the Boston Consulting Group. She is a graduate of the Yale School of Management and Yale College and holds a graduate degree in social anthropology from Oxford University.

Michael Rebell

Michael A. Rebell is an experienced litigator, administrator, researcher, and scholar in the field of education law. He is currently the executive director of the Campaign for Fiscal Equity, Inc., and also serves as cocounsel for plaintiffs in *CFE v. State of New York*. He has litigated numerous major class-action lawsuits, and, since 1979, has been lead counsel for a plaintiff class of 160,000 students with disabilities in *Jose P. v. Mills*. Mr. Rebell also served as a court-appointed special master in the Boston special education case *Allen v. Parks*. He is the coauthor of two books, *Equality and Education and Educational Policy Making and the Courts*, and dozens of articles on issues of law and education. Mr. Rebell is a frequent lecturer and consultant on education law. He has taught courses on law and education for many years at the Yale Law School, and currently is an adjunct professor and lecturer in law at Columbia University Teachers College and Columbia Law School. Mr. Rebell is a graduate of Harvard College and Yale Law School.

The Honorable Ralph Regula, U.S. House of Representatives



Ralph Regula has led a distinguished career in public service that spans more than four decades. He is chair of the Labor, Health and Human Services and Education Subcommittee as well as serving as the vice chairman of the Appropriations Committee. As subcommittee chairman, Congressman Regula oversees the largest domestic spending bill that provides federal funding for education, health, and labor issues. As a former educator, Congressman Regula is ideally situated to assist the president in providing the federal funding to implement the No Child Left Behind Act. Through the subcommittee, he is also called upon to set federal funding levels for education programs, including Head Start, higher education, student loans like Pell Grants, and vocational rehabilitation. Last Congress, he was instrumental in establishing a Troops to Teachers program to encourage retired military personnel to enter the teaching profession. Prior to his service in the U.S. House of Representatives, Congressman Regula was a teacher and principal in the public school system, a lawyer in his own private practice, and a member of the Ohio Board of Education. He was selected to the Ohio General Assembly, first as a state representative and then as a state senator. While in Columbus, he played an instrumental role in the creation of two new important higher learning institutions: the Northeastern Ohio Universities College of Medicine (NEOUCOM) and Stark Technical College (now Stark State College of Technology.)

The Honorable Richard W. Riley



Richard Riley was chosen by President Clinton to be secretary of education in December 1992, after he won national recognition for his highly successful effort to improve education in South Carolina. During his first term, Secretary Riley helped launch historic initiatives to raise academic standards; improve instruction for the poor and disadvantaged; expand grant and loan programs to help more Americans go to college; prepare young people for the world of work; and improve teaching. He also created the Partnership for Family Involvement in Education, which today includes more than eight thousand groups. During the second term, Secretary Riley gained increased federal support to help all children master the basics of reading and math; make schools safer; reduce class size in grades 1–3 by hiring 100,000 more quality teachers; modernize and build new schools to meet record-breaking student enrollments; help students learn to use computers; expand afterschool programs; foster college preparation and access for underprivileged students; make postsecondary education more affordable; and promote lifelong learning. Since leaving his national post in January 2001, Secretary Riley has rejoined the law firm of Nelson Mullins Riley & Scarborough. He served as a South Carolina state representative and state senator in 1963–77, was elected governor in 1978, and reelected in 1981. Dick Riley graduated from Furman University, served as an officer aboard a navy minesweeper, and received a law degree from the University of South Carolina.

Pam Muñoz Ryan



Pam Muñoz Ryan has written more than twenty-five books for young people, including the novel *Esperanza Rising*, winner of the Pura Belpre Medal, the Jane Addams Peace Award, an ALA Top Ten Best Book for Young Adults, and the Americas Award Honor Book. Her novel *Riding Freedom* has garnered many awards, including the national Willa Cather Award and the California Young Reader Medal. Her picture books for the very young and for older readers include the award-winning *Amelia and Eleanor Go for a Ride* and *When Marian Sang*, the recipient of the ALA Sibert Honor and National Council of Teachers of English's Orbis Pictus Award. She was born and raised in Bakersfield, California, and received her BA and MA degrees at San Diego State University.

Stefanie Sanford

Stefanie Sanford currently serves as the senior policy officer for education and libraries in the East Coast office of the Bill & Melinda Gates Foundation. Through these initiatives, the foundation seeks to provide access to quality education, and to bring computers, Internet access, and training to public libraries in low-income communities in the United States and Canada. In her current capacity, Dr. Sanford works to influence changes in public policy and contribute toward greater understanding and awareness of the foundation's programs. Prior to joining the foundation, Dr. Sanford served as deputy director of policy for Texas governor Rick Perry, after being promoted from policy director for technology and telecommunications. Prior to this appointment, she served as special assistant for technology for then lieutenant governor Perry, responsible for managing the operations of the Advisory Council on the Digital Economy, a special interim committee comprised of twenty-one executives of Texas high-tech companies and four state senators from high-tech cluster areas. Dr. Sanford has also served as a consultant to several profit and nonprofit entities, including Microsoft Corporation's Education Unit, the Harwood Institute for Public Innovation, and the National Crime Prevention Council. Early in her career, Dr. Sanford served as policy advisor and speechwriter to the speaker of the Texas House and as division chief, speechwriter, and legislative advisor to the former state attorney general. After taking leave from the state to pursue graduate study, she was selected to be a White House fellow, where she served in the White

House Office of Cabinet Affairs. Dr. Sanford holds a bachelor's of science from Texas Christian University, a master's in public administration from the John F. Kennedy School of Government at Harvard University, and an interdisciplinary PhD in political communication and information technology from the University of Texas, Austin.

David G. Sciarra



David Sciarra is the executive director of the Education Law Center (ELC) in Newark, New Jersey. Since 1996, Mr. Sciarra has served as lead counsel for the plaintiff class of urban school children in *Abbott v. Burke*. He represented the *Abbott* plaintiffs before the New Jersey Supreme Court in the landmark *Abbott IV* (1997) and *Abbott V* (1998) rulings. These rulings ordered standards-based education, adequate foundational funding and school facilities, universal preschool, and school reform in New Jersey's urban school districts. He continues to direct and manage ELC's ongoing efforts to hold the state and districts accountable for effective and timely implementation of the *Abbott* remedies. An April 2002 *New York Times* editorial said *Abbott* "may be the most significant education case" since *Brown v. Board of Education*. Mr. Sciarra received his BA from the University of California, Berkeley, and his JD from Temple University School of Law.

Susan Sclafani



In her capacity as counselor to U.S. Secretary of Education Rod Paige, Dr. Sclafani provides counsel on educational issues and initiatives. As acting assistant secretary of the Office of Vocational and Adult Education, she concurrently serves as the principal advisor to the secretary on all matters related to vocational and adult education. In this position, Dr. Sclafani coordinates department programs and recommends policies to ensure that all Americans have the knowledge and technical skills necessary to succeed in postsecondary education and the workforce. Through the Preparing America's Future Initiative, Dr. Sclafani is working to mobilize effective and scientifically based state and local high school reform initiatives, to support America's community colleges, and to improve adult education programs. Previously, she was chief of staff for educational services in the Houston Independent School District and was associate superintendent for district administration. Dr. Sclafani received her AB degree from Vassar College, her MA in Germanic languages and literature from the University of Chicago, and her MEd and PhD in educational administration from the University of Texas, Austin. Dr. Sclafani participated in the Cooperative Superintendency Program at the University of Texas while completing her doctoral work. She is also a charter member of *Superintendents Prepared*, an initiative to identify and train the next generation of urban superintendents.

John Stevens



John Stevens is the executive director of the Texas Business and Education Coalition (TBEC). Mr. Stevens provides executive leadership for TBEC's Performance Information for Public Education project, a Web-based information system for Texas school districts. He is currently organizing the Meeting the High School Challenge initiative, to support Texas districts help students pass the new eleventh-grade TAKS tests. Last year, Mr. Stevens was appointed to a second four-year term on the National Assessment Governing Board, which oversees the national Assessment of Educational Progress. He was also appointed to the Negotiated Rulemaking Committee, which developed regulations for implementation of the No Child Left Behind

Act, and to the Internal Review Panel for Title I. Previously, Mr. Stevens created and managed a national training program, provided support for education reform projects nationwide, and conducted leadership-training programs for educators overseas. He also created and was executive producer of the award-winning television series *Inside Your Schools*. Mr. Stevens began his career as a high school English and speech teacher in Minnesota.

William Strauss



For the past two decades, William Strauss has been a leading authority on American generations, and a noted playwright and theater director. Along with coauthor Neil Howe, Mr. Strauss has written four books, all best-sellers widely used by businesses, colleges, government agencies, and political leaders of both parties. Their first book, *Generations* (Morrow, 1991), is a history of America told as a sequence of generational biographies. *The Fourth Turning* (Broadway, 1997) forecast a major mood change in America shortly after the new millennium—a change much like what actually happened after September 11, 2001. The most recent Strauss-Howe book, *Millennials Rising: The Next Great Generation* (Vintage, 2000), describes today's new, very post-Generation X youth. In theater, Mr. Strauss is cofounder and director of the Capitol Steps, a professional satirical troupe. A native of San Francisco, he is a graduate of Harvard College (1969), Harvard Law School (1973), and the Kennedy School of Government (1973).

Dorothy Strickland

Dorothy Strickland is the Samuel DeWitt Proctor Professor of Education at Rutgers. A former classroom teacher, she was also the Arthur I. Gates Professor at Columbia University Teachers College. She has served on the faculties of Kean University and New Jersey City University. She taught in the New Jersey public schools for eleven years, six as a classroom teacher and five as a reading consultant and learning disabilities specialist. Past president of both the International Reading Association and its Reading Hall of Fame, she held several elected positions in the National Council of Teachers of English. She is also active in the National Association for the Education of Young Children and is a member of the panels that produced *Becoming a Nation of Readers* and *Preventing Reading Difficulties in Young Children*. Dr. Strickland has been featured on several national videotape series on literacy learning and teaching.

Elizabeth Sturtevant



Elizabeth G. Sturtevant is an associate professor and cocordinator of the Literacy Program in the Graduate School of Education at George Mason University. Dr. Sturtevant currently serves as cochair of the Commission on Adolescent Literacy for the International Reading Association (IRA). She also is coeditor of the *Journal of Literacy Research*. From 1999 to 2000, she served on the board of directors of the College Reading Association and coedited the *College Reading Association Yearbook* for eight years. Prior to joining the George Mason faculty in 1994, she was a faculty member at Marymount University. She earned a PhD in curriculum and instruction at Kent State University, where she majored in reading and writing and minored in multicultural education. Earlier in her career, Dr. Sturtevant spent twelve years working as a teacher and a reading specialist in secondary schools and community colleges.

William Taylor



William L. Taylor is a lawyer, teacher, and writer in the fields of civil rights and education. He practices law in Washington, DC, specializing in litigation and other forms of advocacy on behalf of low-income and minority children. He began his legal career in 1954 working for Thurgood Marshall and the NAACP Legal Defense and Education Fund. In the 1960s he served as general counsel and later as staff director of the U.S. Commission on Civil Rights, where he directed major investigations and research studies that contributed to the civil rights laws enacted in that decade. In 1970, he founded the Center for National Policy Review, a civil rights research and advocacy organization funded by private foundations that he directed for sixteen years.

Mr. Taylor has long been a leader of the Leadership Conference on Civil Rights and currently serves as vice chairman. He was a founder and now serves as the acting chair of the Citizens' Commission on Civil Rights, a bipartisan group of former federal officials which has monitored federal civil rights policies and enforcement efforts since the early 1980s.

Gerald Tirozzi



Gerald N. Tirozzi is executive director of the National Association of Secondary School Principals. Dr. Tirozzi is a nationally recognized leader in education reform, having spent over forty years working to improve teaching and learning for all students by promoting high academic standards and initiating major teaching reforms. In 1996–99, Dr. Tirozzi served as assistant secretary of elementary and secondary education at the U.S. Department of Education, a position appointed by President Clinton. He has been a tenured professor at the University of Connecticut's Department of Educational Leadership and the president of Wheelock College in Boston, Massachusetts, and he has served as Connecticut's commissioner of education. Dr. Tirozzi

earlier served as superintendent in the New Haven Public Schools, where he had previously worked as a principal, guidance counselor, and teacher. He began his education career in 1959 as a science teacher at Notre Dame High School in West Haven. Dr. Tirozzi holds a doctor of philosophy degree in educational administration and higher education from Michigan State University. He has a sixth-year certificate in education administration from Fairfield University in Connecticut. He received a master's in guidance and counseling and a bachelor of science degree in elementary education from Southern Connecticut State University.

Julie Underwood



Julie Underwood is general counsel of the National School Boards Association, which represents the fourteen thousand local boards that run the nation's public schools. Dr. Underwood is also the former dean of the School of Education and Allied Professions at Miami University, Oxford, Ohio. In 1986–95, Dr. Underwood was a faculty member, department chair, and associate dean at the University of Wisconsin, Madison. She is coauthor of five books, has published chapters in more than a dozen books, and has written numerous articles appearing in both education and law journals. Widely respected for her understanding of legal issues and their policy implications for teachers and students, Dr. Underwood is a frequent speaker

at both state and national conferences on education. As an attorney and a scholar, Dr. Underwood has been a strong and dedicated advocate for public schools and the children they serve. She received her JD from Indiana University and her PhD from the University of Florida.

Richard Vacca



Rich Vacca is professor emeritus from Kent State University. He currently works with school districts and universities throughout the United States on issues related to adolescent literacy and learning. He is the author of *Content Area Reading: Literacy and Learning Across the Curriculum*, first published in 1981 and currently in its eighth edition. In addition to college textbooks, Dr. Vacca is an author of several school programs for adolescents, including Holt, Rinehart, Winston's *Elements of Literature and Elements of Language*. Presently, he is a member and former chair of the International Reading Association's Commission on Adolescent Literacy. Dr. Vacca was a member of the board of directors of the College Reading Association and the International Reading Association. He had the good fortune and distinct honor to serve as the forty-second president of the International Reading Association in 1996–97.

The Honorable Chris Van Hollen, U.S. House of Representatives



Chris Van Hollen was elected to the U.S. House of Representatives from Maryland's Eighth District in November 2002. Congressman Van Hollen serves on the Committee for Education and the Workforce and the Committee on Government Reform. He is also the vice chair of the Renewable Energy and Energy Efficiency Caucus. Prior to his election to Congress, Congressman Van Hollen served in the Maryland General Assembly from 1991 to 2002, four years in the house and eight years in the state senate, where he was vice chair of the Budget and Taxation Committee and chair of the Health and Human Services Subcommittee. During his service in the Maryland legislature, he authored landmark education funding legislation, the Patient Protection Act, the Clean Energy Incentives Act, and the Chesapeake Bay Protection Act, and was a key leader in the passage of Maryland's gun safety law. He is a graduate of the Georgetown University Law Center, and holds a master's in public policy from Harvard University's Kennedy School and an undergraduate degree from Swarthmore College. After receiving a graduate degree in public policy and national security studies, Congressman Van Hollen worked in the 1980s as a professional staff member of the U.S. Senate Foreign Relations Committee and as the legislative assistant for national security issues to Maryland senator Charles Mathias.

Barbara Volpe



Barbara Volpe has been the president of the Public Education & Business Coalition (PEBC) since 1994. Before joining the PEBC, she coordinated special projects for former Colorado governor Richard Lamm at his Center for Public Policy at the University of Denver. She has more than thirty years of professional and management experience in the private and nonprofit sectors, including banking, research, psychometrics, and education reform. Ms. Volpe serves on the Outward Bound West board of trustees, the Rocky Mountain School of Expeditionary Learning board of directors, the Odyssey Charter School board of directors, the University of Colorado's School of Education advisory board, and the National Membership Committee of the Public Education Network. She also serves as a consultant to the Rapides Foundation on a large school reform project in central Louisiana.

Steven Zylstra



Steven G. Zylstra serves as president and CEO of Catalyst Connection, the Pittsburgh Technology Council, and the Doyle Center for Manufacturing Technology. Prior to arriving in Pittsburgh, Mr. Zylstra was the director of business development for Simula Technologies, Inc. After earning a bachelor's degree in automotive engineering from Western Michigan University, Mr. Zylstra was employed as a design engineer for the Ford Motor Company and the Ford Aerospace & Communications Corporation, and as a senior design engineer and technical manager for Bendix Guidance Systems Division.

Mr. Zylstra also served as general manager of General Pneumatics Corporation, Western Research Center, where, during his tenure, the company was awarded nineteen Small Business Innovative Research programs. Mr. Zylstra serves on the board of trustees of the Community College of Allegheny County. He also currently is a member of the Pennsylvania House of Representatives' Statewide Technology & Electronic Commerce Advisory Council.

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