

Joanne Barkan is a writer and a member of the editorial board of Dissent magazine. Her recent work has focused on philanthropy and democracy, private foundations, and the effort to remake public education in the United States. Barkan is the author of “Visions of Emancipation: The Italian Workers Movement Since 1945” (Praeger Publishers Inc., 1984) and was a regular contributor to the Rome-based daily newspaper Il Manifesto. She has also written many books of fiction, nonfiction, and verse for young readers.

Jim Blew recently became president of StudentsFirst, the political and advocacy organization founded by former District of Columbia Public Schools Chancellor Michelle Rhee. For nearly 20 years before joining StudentsFirst, he advised the Walton family and the Walton Family Foundation on their K–12 reform investments. While serving as the foundation’s K–12 reform director, he helped guide more than \$1 billion toward activists and educators who were striving to create high-quality school options for low-income communities across the country. At StudentsFirst, Blew is focusing more than 100 staff on policy opportunities in 12 states, combining his long-term commitment to educational choice with the pursuit of performance-based systems for teachers, administrators, and schools. From 2000 to 2005, Blew directed various campaigns for the Alliance for School Choice and its predecessor, the American Education Reform Council. Before committing himself full time to education reform, he worked at political and communications firms in New York and California.

Stacey Childress is CEO at NewSchools Venture Fund. Before joining NewSchools, Childress led the K–12 Next Generation Learning team at the Bill & Melinda Gates Foundation, investing in schools and technologies that support personalized learning for middle and high school students in the United States. Before joining the foundation, Childress was on the faculty of Harvard Business School (HBS), where she wrote and taught about entrepreneurial activity in U.S. public education. Her work focused on urban public school districts, charter schools, and nonprofit and for-profit enterprises with missions to improve the public system. During her time at HBS, she wrote three books and more than 30 cases and articles about education entrepreneurship. She also won teaching awards for her elective course on education entrepreneurship, which was taken by nearly 1,000 students between 2004 and 2010. Before working in academia, Childress cofounded an enterprise software company and also spent 10 years in a Fortune 500 company in sales and general management. Early in her career, she taught in a Texas public high school. In 2012, she was named one of Forbes magazine’s Impact 15, a group of innovators revolutionizing education in the United States and around the world.

Larry Cuban is professor emeritus of education at Stanford University. His major research interests focus on the history of curriculum and instruction, educational leadership, school reform, and the uses of technology in classrooms. His recent books include “Inside the Black Box: Change without Reform in Classrooms” (Harvard Education Press, 2013), “As Good as It Gets: What School Reform Brought to Austin” (Harvard University Press, 2010), “Against the Odds: Insights from One District’s Small School Reform” (Harvard Educational Publishing Group, 2010), and “Hugging the Middle: How Teachers Teach in an Era of Testing and Accountability” (Teachers College Press, 2008). Before becoming a professor, Cuban taught high school social studies for 14 years, directed a teacher education program that

prepared returning Peace Corps volunteers to teach in inner-city schools, and served seven years as a district superintendent.

Howard Fuller's career includes many years in both public service positions and the field of education. He is a distinguished professor of education and the founder and director of the Institute for the Transformation of Learning at Marquette University. Immediately before his appointment at Marquette, Fuller served as superintendent of Milwaukee Public Schools from June 1991 to June 1995. His prior positions include director of the Milwaukee County Department of Health and Human Services (1988–91), dean of general education at the Milwaukee Area Technical College (1986–88), secretary of the Wisconsin Department of Employment Relations (1983–86), and associate director of the Educational Opportunity Program at Marquette University (1979–83). He was also a senior fellow with the Annenberg Institute for School Reform at Brown University from 1995 to 1997. Fuller has received numerous awards and recognitions, including four honorary doctorate degrees. He is the chair of the board of the Black Alliance for Educational Options and Milwaukee Collegiate Academy and former chairman of the Charter School Review Committee for the City of Milwaukee. He also serves on the board of partners for Developing Futures, Pearls for Teen Girls, Milwaukee Region Board of Teach For America, and Milwaukee Charter School Advocates. He also is a member of the board of trustees of Carroll University. Fuller is an advisory board member of the Big Picture Company and the National Association for Charter School Authorizers.

Dana Goldstein is a journalist who reports on education and other social issues. She is the author of "The Teacher Wars: A History of America's Most Embattled Profession" (Doubleday, 2014). She is also a staff writer at The Marshall Project and has contributed to Slate, The Atlantic, and other national magazines. She was previously a Schwartz Fellow at the New America Foundation and a Puffin Fellow at the Nation Institute. Goldstein is also a former associate editor at The Daily Beast and in 2010 won the Spencer Fellowship in education journalism at Columbia University.

Jay P. Greene is department head and holds the 21st Century Chair in Education Reform at the University of Arkansas. He is the author of "Education Myth: What Special Interest Groups Want You to Believe About Our Schools and Why It Isn't So" (Rowman & Littlefield, 2005), "Why America Needs School Choice" (Encounter, 2001), and dozens of articles in scholarly and popular publications. His scholarly work has appeared in journals such as Education Finance and Policy, Educational Researcher, Economics of Education Review, and Sociology of Education, while his popular work has appeared in outlets such as The New York Times, The Wall Street Journal, The Washington Post, and Education Next.

Jenn Hatfield is a research assistant at AEI. Her research focuses on school choice, teacher quality, and state and federal politics in K–12 education.

Jeffrey R. Henig is a professor of political science and education at Teachers College, Columbia University, where he also serves as chair of the Department of Education Policy and Social Analysis. He is the author, coauthor, or coeditor of 10 books, the most recent being "The End of Exceptionalism in American Education: The Changing Politics of School Reform" (Harvard Education Press, 2013). His book

"Spin Cycle: How Research Gets Used in Policy Debates: The Case of Charter Schools" (Russell Sage Foundation, 2008) won the American Educational Research Association's Outstanding Book Award in 2010. In addition, his coauthored books "The Color of School Reform: Race, Politics and the Challenge of Urban Education" (Princeton University Press, 1999) and "Building Civic Capacity: The Politics of Reforming Urban Schools" (University Press of Kansas, 2001) were each named the best book written on urban politics by the Urban Politics Section of the American Political Science Association. Henig's scholarly work on urban politics, racial politics, privatization, and school reform has appeared in journals including the American Journal of Education, Educational Evaluation and Policy Analysis, Journal of Urban Affairs, Policy Sciences, Political Science Quarterly, Social Science Quarterly, and Urban Affairs Review. His more popular writing has appeared in outlets such as Education Week, The Chronicle of Higher Education, The Boston Globe, the Los Angeles Times, The Washington Post, and The New York Times.

Frederick M. Hess is resident scholar and director of education policy studies at AEI. An educator, political scientist, and author, Hess studies a range of K–12 and higher education issues. He pens the Education Week blog Rick Hess Straight Up and has authored influential books on education including "Cage-Busting Leadership" (Harvard Education Press, 2013), "The Same Thing Over and Over" (Harvard University Press, 2010), "Education Unbound" (ASCD, 2010), "Common Sense School Reform" (Palgrave Macmillan, 2006), "Revolution at the Margins" (Brookings Institution Press, 2002), and "Spinning Wheels" (Brookings Institution Press, 1998). He has edited widely cited volumes on education philanthropy, urban school reform, how to stretch the school dollar, education entrepreneurship, what we have learned about the federal role in education reform, and No Child Left Behind. He also serves as executive editor of Education Next; as lead faculty member for the Rice Education Entrepreneurship Program; on the Review Board for the Broad Prize in Urban Education; and on the boards of directors of the National Association of Charter School Authorizers, 4.0 Schools, and the American Board for the Certification of Teaching Excellence. A former high-school social studies teacher, Hess has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, and Harvard University.

Kevin J. James is a research fellow with the Center on Higher Education Reform at AEI, where he researches and writes about higher education financing, quality assurance in colleges and universities, and traditionally underrepresented populations' access to higher education. Before joining AEI, James worked on a variety of issues as a legislative aide to Representative Tom Petri (R-WI), a senior member of the House Education and Workforce Committee. James worked on labor, health care, energy, the environment, issues dealing with the Department of the Interior, and education. In particular, he focused on higher education reform initiatives and led the development of an extensive student loan reform bill.

Andrew P. Kelly is the director of the Center on Higher Education Reform and a resident scholar in education policy studies at AEI. His research focuses on higher education policy, innovation, financial aid reform, and the politics of education policy. Previously, he was a research assistant at AEI, where his work focused on the preparation of school leaders, collective bargaining in public schools, and the

politics of education. His research has appeared in the *American Journal of Education*, *Teachers College Record*, *Educational Policy*, *Policy Studies Journal*, and *Education Next* as well as popular outlets such as *Education Week*, *Inside Higher Ed*, *Forbes*, *The Atlantic*, *National Affairs*, *The Weekly Standard*, and *The Huffington Post*. He is coeditor of “Stretching the Higher Education Dollar: How Innovation Can Improve Access, Equity, and Affordability” (Harvard Education Press, 2013), “Getting to Graduation: The Completion Agenda in Higher Education” (Johns Hopkins University Press, 2012), “Carrots, Sticks, and the Bully Pulpit: Lessons from A Half-Century of Federal Efforts to Improve America’s Schools” (Harvard Education Press, 2011), and “Reinventing Higher Education: The Promise of Innovation” (Harvard Education Press, 2011). In 2011, Kelly was named one of 16 Next Generation Leaders in education policy by the Policy Notebook blog on *Education Week*.

Michael Q. McShane is a research fellow in education policy studies at AEI. He is coeditor, with Frederick Hess, of “Common Core Meets Education Reform” (Teachers College Press, 2013). He is also coauthor of “President Obama and Education Reform: The Personal and the Political” (Palgrave MacMillan, 2012). His analyses have been published widely in technical journals and reports, including *Education Finance and Policy*. He has contributed to more popular publications such as *Education Next*, *The Huffington Post*, *National Review*, *The Chronicle of Higher Education*, and the *St. Louis Post–Dispatch*. He began his career as an inner-city high school teacher in Montgomery, Alabama.

Sarah Reckhow is an assistant professor in the department of political science at Michigan State University. Her book “Follow the Money: How Foundation Dollars Change Public School Politics” (Oxford University Press, 2012) examines the role of major foundations, such as the Bill and Melinda Gates Foundation, in urban school reform. Her work has appeared in *Educational Researcher*, *Urban Affairs Review*, *Policy Studies Journal*, and *Planning Theory*.

Alexander Russo is a freelance writer, blogger, and author whose work has been published in *Slate*, *The Washington Monthly*, *The Atlantic*, *The Washington Post*, *Huffington Post*, and *USA Today*. His website, *This Week in Education*, is one of the nation's longest-running education policy blogs. He won a 2009 Spencer Education Journalism Fellowship at Columbia University. His book “Stray Dogs, Saints, and Saviors: Fighting for the Soul of America’s Toughest High School” (Jossey-Bass, 2011) chronicled a group of teachers seeking to rescue a struggling Los Angeles high school. Before he began writing, Russo served as an education adviser to two US Senators and to the chancellor of New York City Public Schools and was (briefly) a high school English teacher and education researcher. You can find him at @alexanderrusso.

Jeffrey W. Snyder is a doctoral candidate and dean's scholar in educational policy at Michigan State University, whose research focuses on education politics, policy, and governance. His recent coauthored research, published in *Educational Researcher*, finds evidence of increased foundation giving to national-level K–12 policy advocacy and nontraditional education groups (such as Teach For America). Snyder’s other recent work can be found in *Educational Policy*, the *American Journal of Education*, and the *Journal of Public Administration Research and Theory*.

Megan Tompkins-Stange is Lecturer IV of Public Policy at the Ford School at the University of Michigan. Beginning in the 2015 academic year, she will be an assistant professor at the Ford School. Her research and teaching interests focus on the influence of private philanthropic foundations on public education. She recently published a study in *Nonprofit and Voluntary Sector Quarterly* on the central role of funders in the diffusion of management organizations within the charter school movement in the US. Her dissertation, "From School Boards to Billionaires: How Philanthropic Foundations Influence Education Policy," featured interviews with officials at four foundations in order to analyze and compare the foundations' strategic goals.