

## Appendix B

### **Biographies of the Leadership Team Members**

#### **Lawrence Aber**

Dr. Aber has focused much of his research on the social, emotional, motivational and behavioral development of high-risk children and youth, including: abused/neglected and poor/disadvantaged preschool and school-aged children, and children and adolescents in areas of concentrated poverty and armed conflict; parent development; program and policy implications of developmental research with high-risk children and youth; the influence of neighborhood and family socioeconomic disadvantage on parent and child development; developmental approaches to the design and evaluation of preventive interventions; policy research on child and family services. Civic and Professional Activities include: Board Member, The Children's Institute, University of Capetown, Capetown, South Africa, (2001-Present); Chair of Advisory Board, International Research Network on Children and Armed Conflict, Social Science Research Council (2003-present); Honorary Fellow, Institute for Children, Families and Society, Birkbeck College, University of London, (2003)-present); (National) Research Affiliate, National Poverty Center, University of Michigan (2003-present); Board Member, William T. Grant Foundation (2003-present); Board Member, Every Child Matters (2003-present).

#### **Kenneth Burnley**

Dr. Burnley is currently a Senior Resident Fellow at the University of Michigan working for both the School of Education and the School of Business to conceptualize and develop an Executive Leadership Center. He has had a distinguished career in public education including recognition in 1993 as National Superintendent of the Year, a joint public/private sector award given by the American Association of School Administrators and the Service Master Corporation (Aramark). He has held positions of Superintendent of Schools in Fairbanks, Alaska and Colorado Springs, Colorado, as well as CEO of the Detroit Public Schools. Improvements in student achievement have been a hallmark of his career; his systemic leadership of the literacy program in the Detroit Public Schools narrowed the achievement gap over a three year period at the fourth grade level. He has led school districts through some of the most difficult challenges in their histories in areas including student achievement, curriculum and instruction, management, and finance. During his years as Superintendent/CEO he led and managed bond programs in all three districts totaling approximately \$2.5 billion; built over 35 schools; renovated, wired and networked over 200 school buildings; directed the development of curriculum instruction and technology master plans; and took parent community involvement to new heights. He has also served as a teacher and a principal, and has held all of the administrative positions available in school districts. Ken has been Chair of the Education Committee of the United States Olympic Committee and served as 1998 Chef De Mission of the United States Youth Olympic Team to Moscow. He has represented the country on education missions to Israel and China. He has numerous other recognitions, such as the 2004 Distinguished Educator from Wayne State University, and he received the 2003 Humanitarian Award from the National Conference for Community and Justice. He has been a keynote speaker and consultant in both public and private sectors.

#### **David K. Cohen**

Dr. Cohen is John Dewey Collegiate Professor of Education, and Walter H. Annenberg Professor of Education Policy at the University of Michigan. His current research interests include educational policy, the relations between policy and instruction, and the improvement of teaching. His past work includes studies of the effects of schooling, efforts to reform schools

and teaching, the evaluation of educational experiments and large-scale intervention programs, and the relations between research and policy. Professor Cohen currently co-directs the Study of Instructional Improvement, a large, longitudinal study of efforts to improve instruction and learning in reading/language arts and mathematics in high-poverty elementary schools. The research team is studying three major whole-school reform programs in more than one hundred schools, in forty school districts, in 14 states and the District of Columbia. His publications include: *Usable Knowledge: Social Science and Social Problem Solving* (with C. E. Lindblom), *The Shopping Mall High School: Winners and Losers in the Educational Marketplace* (with A. G. Powell and E. Farrar), and *Learning Policy: When State Education Reform Works* (with Heather C. Hill). He has received the American Educational Research Association's Award for Distinguished Contributions to Educational Research, and has been a member of several panels of the National Research Council of the National Academy of Sciences.

### **David Featherman**

Dr. Featherman is Founding Director of the Center for Advancing Research and Solutions for Society (CARSS) at the University of Michigan. CARSS is a novel research forum convening leading academics and practitioners to identify, design and test evidence-based solutions for major societal dilemmas. Between 1995 and 2005 he served as Director of the Institute for Social Research (ISR) at Michigan, where he continues to hold academic appointments as Professor of Sociology and of Psychology in the College of Literature, Science and the Arts. Before returning to Michigan in 1995, he served as President of the Social Science Research Council (SSRC) in New York City. Featherman received his Ph.D. (Social Psychology) and Master's (Sociology) degrees from the University of Michigan. Subsequently, he pursued his academic career in 1969-70 at Princeton University, in the Department of Sociology and Office of Population Research. For twenty-one years thereafter he served on the faculty of the University of Wisconsin-Madison, where he chaired several departments and institutes and held the John Bascom Professorship in Sociology. His research has spanned the multi-disciplinary fields of demography, social psychology, human development, and gerontology. He has written or co-authored six books and dozens of published papers about socioeconomic inequality and social mobility in Western industrial nations, and between 1981-1987 he chaired the SSRC Committee on Comparative Stratification Research. Since the late 1980's, Featherman's publications on the sociology of the life course, aging, and life-span human development include five volumes of a co-edited series, *Life-Span Development and Behavior*. His contributions to the latter field were acknowledged in 1990 with the Distinguished Career of Research award of the American Sociological Association, Section on Aging and the Life Course. His most recent book, co-edited with Maris Vinovskis, *Social Science and Policymaking: A Search for Relevance in the Twentieth Century*, was published by the University of Michigan Press in 2001.

Professor Featherman is an elected Fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science, a 1978-79 Fellow of the Center for Advanced Study in the Behavioral Sciences (Palo Alto), a former Guggenheim Fellow, and Past-President of the Sociological Research Association. He serves on various national and international advisory boards and boards of trustees.

### **Deborah Phillips**

Dr. Phillips is currently Professor and Chair of Psychology at Georgetown University and Co-Director of the Georgetown University Center for Research on Children in the U.S. Prior to this she was the first Executive Director of the Board on Children, Youth, and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of

Medicine. She also served as Study Director for the Board's comprehensive report on early childhood development: *From Neurons to Neighborhoods: The Science of Early Child Development*, released in October 2000. She has studied the developmental effects of early childhood programs, as well as issues associated with the child care workforce for three decades, most recently as Principal Investigator of the National Institute of Child Health and Human Development funded study of Child Care and Temperament Over Time; the "Who Stays? Who Leaves?" study of the child care workforce in Alameda County, California and the on-going evaluation of the universal pre-kindergarten program in Oklahoma. She was also part of the original group of investigators with the NICHD Study of Early Child Care and Youth Development, and remains closely involved with this major longitudinal study of the developmental effects of child care.

As a Congressional Science Fellow of the Society for Research in Child Development immediately after receiving her Ph.D., Dr. Phillips served as an analyst at the Congressional Budget Office and on the personal staff of Congressman George Miller. She was also a mid-career Fellow at Yale University's Bush Center in Child Development and Social Policy, and the first Director of the Child Care Information Service of the National Association for the Education of Young Children. She serves on numerous task forces and advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York, the research task force of the Secretary's Advisory Committee on Head Start Quality and Expansion of the U.S. Department of Health and Human Services, and the newly established National Scientific Council on the Developing Child. Dr. Phillips is a Fellow of the American Psychological Association and the American Psychological Society.

### **Stephen Raudenbush**

Dr. Raudenbush is the Lewis-Sebring Distinguished Service Professor, Department of Sociology and the College, University of Chicago. He develops, tests, and applies statistical methods for studying individual change and the effects of social settings such as schools and neighborhoods on change. He is further interested in methods for validly assessing social organization in neighborhoods, classrooms, and schools. In addition, he has co-authored a series of articles on experimental design in education and an authoritative book on analytic methods for multilevel data.

### **Brian Rowan**

Brian Rowan is the Burke A. Hinsdale Collegiate Professor and Associate Dean for Research at the University of Michigan's School of Education. A sociologist by training (Ph.D., Stanford, 1978), Rowan's scholarly interests lie at the intersection of organization theory and school effects research. For over twenty years, he has written on education as an institution, on the nature of school organization, leadership, and instructional practice, and on the effects of these factors on student achievement. Since 1998, Rowan has served as Study Director for "A Study of Instructional Improvement", a large-scale, longitudinal study of the design, implementation, and instructional effectiveness of three of America's largest comprehensive school reform initiatives. As part of that research, he has worked with Deborah L. Ball, David K. Cohen, and Stephen W. Raudenbush on issues related to the measurement of instruction and teachers' pedagogical content knowledge, on the development of new approaches to causal inference in research on teaching, and on use of large-scale surveys in the study of school, classroom, and teacher effects on students' achievement. In addition to his roles in the School of Education, Rowan is a Faculty Associate at the University of Michigan's Institute for Social Research and a

Principal Researcher in the Consortium for Policy Research in Education. Prior to joining the faculty at Michigan, Rowan was Associate Professor and Chair of the Department of Educational Administration at Michigan State University, and a Senior Research Director at Far West Laboratory for Educational Research and Development.

## Appendix C

### **List of Attendees Three one-day project meetings on Improving the Educational Outcomes of Students in Poverty**

#### **September 20, 2005:**

1. **Sheldon Danziger**, University of Michigan, National Poverty Center, Gerald R. Ford School of Public Policy, 1015 E. Huron, Ann Arbor, MI 48109. (sheldon@umich.edu)
2. **\*Jacque Eccles**, University of Michigan, Gender and Achievement Research Program, Institute for Research on Women and Gender, 204 South State Street, 1251 Lane Hall, Ann Arbor, MI 48109-1290. (jeccles@umich.edu)
3. **Ronald Ferguson**, Harvard University, Kennedy School of Government, 79 JFK Street, Cambridge, MA 02138. (ronald\_ferguson@harvard.edu)
4. **Elizabeth Gershoff**, University of Michigan, School of Social Work, 3734 SSWB, Ann Arbor, MI 48109-1106. (liztg@umich.edu)
5. **Robert Granger**, W.T. Grant Foundation, 570 Lexington Ave, 18th Floor, New York, NY 10022. (bgranger@WT.grantfdn.org)
6. **Susanna Loeb**, Stanford University, School of Education, 485 Larsen Hall, Stanford, CA 94305-3096. (sloeb@stanford.edu)
7. **Elizabeth Moje**, University of Michigan, School of Education, 4107 SEB, Ann Arbor, MI 48109-1259. (moje@umich.edu)
8. **Frederick Morrison**, University of Michigan, Department of Psychology, 525 E. University, Ann Arbor, MI 48109-1109. (fjmorris@umich.edu)
9. **Maria-Carol Nwagwu**, Lansing School District, Department of Research, Evaluation, and Testing, Lansing, MI 48933. (maria-carol.nwagwu@lansingschools.net)
10. **Sheryl Olson**, University of Michigan, Department of Psychology, 525 E. University, Ann Arbor, MI 48109-1109. (slolson@umich.edu)
11. **Daphna Oyserman**, University of Michigan, Research Center for Group Dynamics, 5240 ISR, Ann Arbor, MI 48106-1248. (daphna@umich.edu)
12. **Andrew Porter**, Vanderbilt University, Department of Leadership, Policy and Organizations, Peabody #59, 230 Appleton Place, Nashville, TN 37203-5721. (andy.porter@vanderbilt.edu)
13. **Denis Prager**, Strategic Consulting Services, 506 Brackett Creek Road, Clyde Park, MT 59018. (pragerd@worldnet.att.net)
14. **Lauren Resnick**, University of Pittsburgh, Learning Research and Development Center, 3939 O'Hara Street, Pittsburgh, PA 15260. (resnick@pitt.edu)
15. **Alan Ruby**, University of Pennsylvania, 47 Kira Lane, Ridgewood, NY 07450. (alanruby@gse.upenn.edu)
16. **Marc Zimmerman**, University of Michigan, Health Behavior and Health Education, School of Public Health, 109 S. Observatory, M5216 SPH II, Ann Arbor, MI 48109-2029. (marcz@umich.edu)

**\* Planned to attend but had to cancel at the last minute.**

### **November 15, 2005:**

1. **\*Joshua Aronson**, New York University, The Steinhardt School of Education, 246 Greene Street, 417E, New York, NY 10003. (joshua.aronson@nyu.edu)
2. **Larry Berger**, Wireless Generation, 11 East 26th Street, 14th Floor, New York, NY 10010-1422. (lberger@wgen.net)
3. **\*An-Me Chung**, C.S. Mott Foundation, 503 S. Saginaw St., Suite 1200, Flint, MI 48502. (achung@mott.org)
4. **\*James Comer**, Yale University, Child Study Center, 230 S. Frontage Road, New Haven, CT 06520. (james.comer@yale.edu)
5. **James Connell**, Institute for Research and Reform in Education, 308 Glendale Drive, Toms River, NJ 08753. (jimconnell@irre.org)
6. **Susan Dauber**, Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803. (sdauber@spencer.org)
7. **Michael Feuer**, National Academy of Sciences, Division of Behavioral and Social Sciences and Education, National Academy of Sciences, 500 Fifth Street NW, 11th Floor, Washington, DC 20001. (mfeuer@nas.edu)
8. **Susan Fuhrman**, University of Pennsylvania, Graduate School of Education  
University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19104-6216.  
(susanf@gse.upenn.edu)
9. **\*Ron Haskins**, The Brookings Institution, 1775 Massachusetts Ave, NW, Washington DC 20036. (rhaskins@brookings.edu)
10. **\*Helen Ladd**, Duke University, Public Policy Studies, Box 90243, Durham, NC 27708-0243. (hladd@pps.duke.edu)
11. **Milbrey McLaughlin**, Stanford University, School of Education, 485 Larsen Mall, Stanford, CA 94305-3096. (milbrey@stanford.edu)
12. **Pamela Morris**, MDRC, 19th Floor, 16 East 34th Street, New York, NY 10016-4326. (pamela.morris@mdrc.org)
13. **\*Thomas Payzant**, Boston Public Schools, Superintendent, 26 Court Street, 7th Floor, Boston, MA 02108. (tpayzant@boston.k12.ma.us)
14. **Sean Reardon**, Stanford University, School of Education, 485 Larsen Hall # 315, Stanford, CA 94305. (sean.reardon@stanford.edu)
15. **Michael Wald**, Stanford University, Law School, Crown Quad 215, Stanford, CA 94305-8610. (mwald@stanford.edu)
16. **Hirokazu Yoshikawa**, New York University, Department of Psychology, 6 Washington, Place, Room 279, New York, NY 10003. (hiro.yoshikawa@nyu.edu)

**\* Planned to attend but had to cancel at the last minute.**

### **December 5, 2005:**

1. **Richard Arum**, New York University, Department of Sociology, 269 Mercer St. #425, New York, NY 10003-6687. (richard.arum@nyu.edu)
2. **\*Deborah Loewenberg Ball**, University of Michigan, School of Education, Room 4110, Ann Arbor, MI 48109-1259. (dball@umich.edu)
3. **Steven Barnett**, Rutgers University, National Institute for Early Education Research, 120 Albany Street, Suite 500, New Brunswick, NJ 08901. (sbarnett@nieer.org)

4. **Leslie Davidson**, Columbia University, Heilbrunn Pop & Family Health, Department of Epidemiology, 722 W 168th Street, Room 1612, New York, NY 10027-6902. (lld1@columbia.edu)
5. **Greg Duncan**, Northwestern University, Institute for Policy Research, 2040 Sheridan Road Evanston, IL 60208. (greg-duncan@northwestern.edu)
6. **Amy Fine**, Health Policy/Program Consultant, 3372 Stuyvesant Pl, NW, Washington, DC 20015. (afinehome@aol.com)
7. **Barbara Robins Foorman**, University of Texas & U.S. Department of Education, P.O. Box 20036, Houston, TX 77225-0036. (Barbara.R.Foorman@uth.tmc.edu)
8. **Beverley Geltner**, Southfield Public Schools, John W. English Administrative Center, 24661 Lahser Road, Southfield, MI 48034. (geltnerbb@southfield.k12.mi.us)
9. **Herbert Ginsberg**, Columbia University, Human Development, Teachers College, TC Box 184, New York, NY 10027. (hpg4@columbia.edu)
10. **\*Neal Halfon**, University of California, Los Angeles, School of Public Health, 650 Charles E. Young, Drive South, Room 61-254 CHS, Los Angeles, CA 90095-1772. (nhalfon@ucla.edu)
11. **Brian Jacob**, Harvard University, JFK School of Government, L203, 79 J F Kennedy Street, Cambridge, MA 02138. (brian\_jacob@harvard.edu)
12. **Daniel Keating**, University of Michigan, Center for Human Growth and Development, 300 NIB #1014SW, Ann Arbor, MI 48109-0406. (keatingd@umich.edu)
13. **Jeremy Kilpatrick**, University of Georgia, Mathematics and Science Education, 0105 Aderhold Hall, Athens, GA 30602. (jkilpat@coe.uga.edu)
14. **\*Pedro Noguera**, New York University, The Steinhardt School of Education, New York, NY 10003. (pedro.noguera@nyu.edu)
15. **\*Donald Rock**, Educational Testing Service, Rosedale Road; MS02-R, Princeton, NJ 08541. (drock@ets.org)
16. **Howard Rolston**, Brookings Institution, 929 N. Lebanon St., Arlington, VA 22205. (hmsrolst@yahoo.com)
17. **Robert Slavin**, Johns Hopkins University, Center for Research on the Education of Students Placed at Risk, 3003 N. Charles Street, Suite 200, Baltimore, MD 21218-3888. (rslavin@csos.jhu.edu)
18. **Catherine Snow**, Harvard University, Harvard Graduate School of Education, Larsen Hall, Room 313, Cambridge, MA 02138. (catherine\_snow@harvard.edu)
19. **Jacob Vigdor**, Duke University, Sanford Institute of Public Policy, Box 90245, Durham, NC 27708-0245. (jacob.vigdor@duke.edu)
20. **Maris Vinovskis**, University of Michigan, Institute for Social Research, Room 4204, Ann Arbor, MI 48106-1248. (vinovski@umich.edu)
21. **\*Rhona Weinstein**, University of California-Berkeley, Psychology Department, 3210 Tolman Hall, MC 1650, Berkeley, CA 94720. (rhona\_weinstein@berkeley.edu)

**\* Planned to attend but had to cancel at the last minute.**

**Interested, but Unable to Attend:**

1. **Karl Alexander**, Johns Hopkins University, Department of Sociology, 3400 North Charles Street, Baltimore, MD 21218-2685. (karl@jhu.edu)
2. **E. Sharon Banks**, Lansing School District, Superintendent, Administration Building, 519 W. Kalamazoo, Lansing, MI 48933. (esbanks@lsd.k12.mi.us)

3. **Michael Casserly**, Council of Great City Schools, 1301 Pennsylvania Ave NW, Suite 702, Washington, DC 20004. (mcasserly@cgs.org)
4. **Julie Cullen**, University of California, San Diego, Department of Economics, 9500 Gilman Drive, La Jolla, CA 92093-0508. (jbcullen@ucsd.edu)
5. **Joyce Epstein**, John Hopkins University, Center for Social Organization of Schools, 3003 North Charles, Suite 200, Baltimore, MD 21218. (jepstein@csos.jhu.edu)
6. **Eric Hanushek**, Stanford University, Hoover Institution, Stanford, CA 94305-6010. (hanushek@stanford.edu)
7. **Paul Hill**, University of Washington, Center on Re-Inventing Public Education, Evans School of Public Affairs, Room 324 Parrington Hall, Box 353060, Seattle, WA 98195. (bicycle@u.washington.edu)
8. **Robert Linn**, University of Colorado, Boulder, School of Education, 249 UCB, Boulder, CO 80309-0249. (robert.linn@colorado.edu)
9. **Rochelle Mayer**, Georgetown University, 601 2115 Wisconsin Ave. NW, Washington, DC 20057. (mayerr@georgetown.edu)
10. **Mike McPherson**, Spencer Foundation, 875 North Michigan Avenue, Suite 3930, Chicago, IL 60611-1803. (pres@spencer.org)
11. **Martha Minow**, Harvard Law School, Griswold 407, 1525 Massachusetts Avenue, Cambridge, MA 02138. (minnow@law.harvard.edu)
12. **Richard Murnane**, Harvard University, Gutman Library 409, Cambridge, MA 02138. (ne@harvard.edu)
13. **Allan Odden**, University of Wisconsin, Madison, Department of Educational Leadership & Policy Analysis, 1025 West Johnson Street, Room 653, Madison, WI 53706. (arodden@wisc.edu)
14. **Annemarie Palincsar**, University of Michigan, School of Education, 4204C SEB, Ann Arbor, MI 48109-1259. (annemari@umich.edu)
15. **Christina Paxson**, Princeton University, Woodrow Wilson School, Princeton, NJ 08544-1013. (cpaxson@princeton.edu)
16. **Julius Richmond**, Harvard Medical School, Department of Social Medicine, 641 Huntington Ave., Boston, MA 02115-6019. (julius\_richmond@hms.harvard.edu)
17. **Marshall Smith**, Hewlett Foundation, 2121 Sand Hill Road, Menlo Park, CA 94025.

## Appendix D

### Letter of Invitation

Date:

Address:

Dear:

With foundation support, we are inviting you to attend one of a series of meetings on the education of disadvantaged students being organized by the University of Michigan's *Center for Advancing Research and Solutions for Society (CARSS)*. These meetings are being organized by a core team of researchers (Larry Aber, New York University; David K. Cohen, University of Michigan; Deborah Phillips, Georgetown University; Brian Rowan, University of Michigan; and Steve Raudenbush, University of Chicago) and will bring a small group of leading researchers, practitioners and policy-makers together to work with the team to shape an ambitious, new CARSS project addressing this important social issue. To launch this project, CARSS is seeking to build a consortium of funding agencies, researchers, policy-makers and practitioners who want to work collaboratively to synthesize knowledge about the education of students in poverty, identify strategic directions for addressing the historic under-achievement of this group of pupils, and chart new directions for additional research, development, and intervention. Participation at this early phase of the CARSS project will give you an opportunity to see whether you might be interested in additional, and perhaps more intensive, involvement as the project unfolds.

The meetings now being organized will look broadly at the question of how to improve the academic outcomes of students in poverty. As a result, they will include participants who have worked inside schools to improve curriculum and instruction and participants who have worked outside of schools to address the many other factors that impinge on poor students' physical, social, and academic development. Meeting participants will include leading researchers from a variety of academic disciplines (including economics, pediatrics, psychology, psychiatry, public health, public policy, & sociology), members of various philanthropic organizations that have been especially active in the area, policy analysts and practitioners with a range of experiences, and members of the relevant practice communities. At the meeting, you will have an opportunity to share your ideas on improving the educational outcomes of students in poverty with those in attendance and to learn more about the work of others.

If permitted by your employer, we will pay travel costs associated with your attendance at one of these meetings and provide you with a modest honorarium of \$500 for writing a two-page "brief" to be discussed at the meeting. In your brief, we ask that you consider the following three questions:

- Considering trends in research, policy, and practice in your field of expertise, what are the most important factors promoting or impeding disadvantaged students' levels of academic achievement at entry into schooling and/or their subsequent rates of learning once in school?
- Considering trends in research, policy, and practice in your field of expertise, what is known about how to intervene on these factors to improve students' achievement at entry

into schooling and/or to increase students' rates of learning once they enter school? In particular, are there "best cases" of intervention programs and/or social/ educational policies that *CARSS* researchers should consider in thinking about how to improve the educational outcomes of students in poverty? What is the state of evidence regarding these "best cases"?

- What are the limits to our knowledge regarding particular policies, practices, or interventions that seem particularly promising in improving the educational outcomes of students in poverty? What are the barriers to testing or implementing these promising approaches?

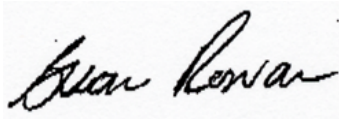
At the meetings, these questions will be considered in presentations and discussion of the briefs, after which there will be time for reflection on the overall *CARSS* project and how it might be shaped.

Because of your past work, we look forward to hearing your views on these important questions and therefore hope you will join us at one of the meetings we are organizing. To accommodate people's busy schedules, we are holding three meetings. The first meeting will be held in Ann Arbor on September 20; the second and third meetings will be held in Washington, D.C. on November 15 and December 5. Meetings will take place from 10 a.m. to 4:00 p.m. to minimize your time away from home/work. However, if your travel requires an overnight stay, we are happy to cover those expenses if permitted by your organization.

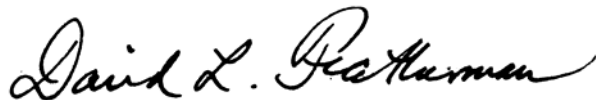
For planning purposes, we are attaching a form that you can fax back to us to indicate your interest in attending a meeting and the meeting dates that are most convenient for you. Once we receive your form, a member of our staff will contact you to confirm your meeting date and provide additional meeting details. Additionally, the hard copy of this letter includes a broader prospectus for this project.

Thank you for considering this request. We look forward to your response.

Sincerely,



Brian Rowan, Professor  
School of Education



David L. Featherman, Director  
and Professor of Sociology and Psychology

## Appendix F

### **Conference Calls or Meeting with Scholars Concerned with Minority and Bilingual Issues**

1. **Prudence Carter**, Harvard University, Department of Sociology
2. **Edmund Gordon**, Columbia University, Human Development-Grant, Teachers College
3. **Kenji Hakuta**, formerly from the University of California, Merced, School of Social Sciences, Humanities and Arts
4. **Neal Halfon**, University of California, Los Angeles, School of Public Health
5. **Ronald Haskins**, The Brookings Institution
6. **Don Hernandez**, University at Albany, Arts & Sciences
7. **Diane Hughes**, New York University, Department of Psychology
8. **Pedro Noguera**, New York University, The Steinhardt School of Education
9. **Marshall (Mike) Smith**, Hewlett Foundation, Education
10. **Claude Steele**, Center for Advanced Study in the Behavioral Sciences, Social Sciences

### **Stakeholder Organizations Consulted**

1. *American Association of School Administrators (AASA), Arlington, VA*  
**Paul Houston**, Executive Director  
**Bruce Hunter**, Associate Executive Director, Public Policy
2. *City of Kalamazoo, Kalamazoo, MI*  
**Hannah McKinney**, Mayor
3. *Council of Chief State School Officers (CCSSO), Washington, DC*  
**Scott Montgomery**, Co-Chief Operating Officer
4. *Council of the Great City Schools (CGCS), Washington, DC*  
**Michael Casserly**, Executive Director  
**Shirley Schwartz**, Director of Special Projects
5. *Institute for Education Sciences, Evaluation Center, U.S. Department of Education, Washington, DC*  
**Phoebe Cottingham**, Commissioner for Education Evaluation & Regional Assistance  
**Ricky Takai**, Associate Commissioner
6. *The National Association of Elementary School Principals (NAESP), Alexandria, VA*  
**Vincent Ferrandino**, Executive Director  
**Cheryl Riggins**, Associate Executive Director  
**Deborah Reeve**, Deputy Executive Director
7. *National League of Cities (NLC), Washington, DC*  
**Clifford Johnson**, Executive Director, Institute for Youth, Education, and Families  
**Phyllis Furdell**, Project Coordinator, Poverty Reduction Program, Research and Municipal Programs