

Contributors

Jean Anyon is professor of urban education at the Graduate Center of the City University of New York. Her work uses political economy to assess the impact of public policy on urban neighborhoods and schools. Her focus has been on the confluence of race, social class, and policy. Among her books are *Ghetto Schooling: A Political Economy of Urban Education*; *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*; and *Theory and Educational Research: Toward Critical Social Explanation*.

Maia Cucchiara is an assistant professor of educational leadership and policy studies at Temple University and a former teacher and community organizer. Her research focuses on the connections between education policy and practices and broader social, economic, and political processes, such as urban deindustrialization and “revitalization.” She is also interested in issues of race and class and schooling and especially the ways race and class shape parental involvement in education. She is currently working on a multisite examination of policies and practices designed to promote urban revitalization by attracting middle-class parents to public schools and on a study of middle-class parental involvement in economically integrated urban schools.

Luis Ricardo Fraga is the associate vice provost for faculty advancement, director of the Diversity Research Institute, and Russell F. Stark University Professor at the University of Washington. He was a member of the American Political Science Association standing committee on Civic Engagement and Education and co-authored *Democracy at Risk: How Political Choices Under-*

mine Citizen Participation, and What We Can Do About It. Dr. Fraga is also co-author of the recently published *Multiethnic Moments: The Politics of Urban Education Reform*. His co-authored book, *Latino Lives in America: Making It Home*, is forthcoming in 2010.

Ann Frost is a graduate student in the PhD program at the University of Washington, Department of Political Science. She studies American politics, with an emphasis on race and ethnicity politics, and the politics of criminal justice. Before beginning her graduate studies, Frost practiced law as a public defender in Snohomish County, Washington. She continues to represent people on appeal from misdemeanor convictions, serves as a judge pro-tem, and teaches law and justice at a local high school.

Eva Gold is a founder and principal of Research for Action. She has served as principal investigator of numerous local and national studies focusing on dynamics among families, communities and schools, including a cross-site national study of community organizing for school reform. Her current research includes a study of youth organizing and the role of student activists in the transformation of low-performing neighborhood high schools in Philadelphia. Her own research is informed by a participatory action research project she led with youth leaders from the organizing groups. Dr. Gold's other research interests include literacies in schools and in communities, civic capacity for school reform, and privatization of public education systems. She is a lecturer in the Mid-Career Program at the University of Pennsylvania's Graduate School of Education.

Jeffrey R. Henig is professor of political science and education at Teachers College and professor of political science at Columbia University. He earned his PhD in political science at Northwestern University in 1978. Among his books on education politics are *Rethinking School Choice: Limits of the Market Metaphor*; *The Color of School Reform: Race, Politics and the Challenge of Urban Education*, named by the Urban Politics Section of the American Political Science Association as the "best book written on urban politics" in 1999; and *Building Civic Capacity: The Politics of Reforming Urban Schools*, named by the Urban Politics Section of the American Political Science Association as the "best book written on urban politics" in 2001, and *Mayors in the Middle: Politics, Race, and Mayoral Control of Urban Schools*. His most recent book is *Spin Cycle: How Research Is Used in Policy Debates: The Case of Charter Schools*.

Sara McAlister is a research associate at the Annenberg Institute for School Reform at Brown University. Previously, she taught at a dual-language elementary school in the Bronx. McAlister holds an MPA in public policy from New York University's Wagner School, an MS in elementary education from Pace University, and a BA in architecture from Yale University. She is a co-author of *Community Organizing for Stronger Schools: Strategies and Successes*.

Kavitha Mediratta is the program officer for education at the New York Community Trust in New York City. Before joining the Trust in 2009, she was responsible for the Youth Organizing and Community Organizing Research projects at the Annenberg Institute for School Reform at Brown University. She has published numerous reports and articles on community organizing for school reform and is the lead author of *Community Organizing for Stronger Schools: Strategies and Successes*. Kavitha has worked extensively with youth, parent, and community organizing groups in New York City and has taught in elementary and middle schools in East Orange, New Jersey; Chicago; and India. Kavitha has a BA from Amherst College, an EdM from Columbia University's Teachers College, and is working toward a PhD in education from New York University.

Ernest Morrell is an associate professor at the University of California–Los Angeles' Graduate School of Education and Information Studies, where he is head of the of Urban Schooling Division. He also serves as the Associate Director for UCLA's Institute for Democracy, Education, and Access (IDEA). For more than a decade, Ernest Morrell has worked with adolescents, drawing on their involvement with popular culture to promote academic literacy development. Morrell is the author of *Linking Literacy and Popular Culture: Finding Connections for Lifelong Learning*; *Becoming Critical Researchers: Literacy and Empowerment for Urban Youth*; *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*; and (with Jeffrey Duncan-Andrade) *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*.

Jeanie Oakes is the director of education and scholarship at the Ford Foundation. Until fall 2008, she was Presidential Professor in Educational Equity and director of UCLA's Institute for Democracy, Education, and Access (IDEA) and UC's All Campus Consortium on Research for Diversity (ACCORD). Her research focuses on schooling inequalities and the struggle for more socially just

schools. Among her many books are *Keeping Track: How Schools Structure Inequality*; *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform*; *Learning Power: Organizing for Education and Justice*; and *Beyond Tracking: Multiple Pathways to College, Career, and Civic Participation*.

Marion Orr is the Fred Lippitt Professor of Public Policy, Political Science, and Urban Studies and the director of the A. Alfred Taubman Center for Public Policy at Brown University. He is the author and co-author of two books: *Black Social Capital: The Politics of School Reform in Baltimore* and *The Color of School Reform: Race, Politics, and the Challenge of Urban Education*. He is also the editor of *Transforming the City: Community Organizing and the Challenge of Political Change* and *Power in the City: Clarence Stone and the Politics of Inequality*. He is currently engaged in a study of the organizing experiences of the Industrial Areas Foundation (IAF) in various U.S. cities.

Wendy Puriefoy is the president of Public Education Network, a national association of local education funds (LEFs) and individuals working to advance public school reform in low-income communities across our country. Public Education Fund believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education. Wendy Puriefoy, a founding convener of the Forum for Education and Democracy, is a nationally recognized expert on issues of school reform and civil society. Ms. Puriefoy is well known for her passionate advocacy of education equity for poor and disadvantaged children and has written and spoken extensively on the issues.

John Rogers is associate professor of education at UCLA and director of UCLA's Institute for Democracy, Education, and Access (IDEA). He also serves as the faculty co-director of UCLA's Principal Leadership Institute. Rogers studies strategies for engaging urban youth, community members, and educators in equity-focused school reform. He draws extensively on the work of John Dewey to explore the meaning of and possibilities for democratic education today. John Rogers is the co-author (with Jeannie Oakes) of *Learning Power: Organizing for Education and Justice*.

Seema Shah is currently a global research manager for the International Baccalaureate, where she conducts research on student engagement and student outcomes in international education. Previously, she was a principal associate

at the Annenberg Institute for School Reform at Brown University, where she co-directed a national study on community organizing and school reform. Over the years, Shah has worked extensively with public schools and non-profit organizations as an evaluator and researcher. She completed a post-doctoral fellowship in mental health policy at Yale University School of Medicine's Consultation Center. She earned a BA in Psychology from Duke University and a PhD in clinical-community psychology from DePaul University, where her dissertation research focused on the acculturation experiences of immigrant and refugee youth. She is co-author of *Community Organizing for Stronger Schools: Strategies and Successes*.

Dennis Shirley is professor of education at the Lynch School of Education at Boston College. Professor Shirley's work in education spans from the micro level of assisting beginning teachers to the macro level of designing and guiding large-scale research and intervention projects for school districts, states, and nonprofit agencies. He is the author of *The Politics of Progressive Education: The Odenwaldschule in Nazi Germany*; *Community Organizing for Urban School Reform*; *Valley Interfaith and School Reform: Organizing for Power in South Texas*; and (with Andy Hargreaves) *The Fourth Way: The Inspiring Future for Educational Change*.

Elaine Simon is an anthropologist who has conducted ethnographic research and evaluation in the fields of education, employment and training, and community development. She is co-director of urban studies in the School of Arts and Sciences and adjunct associate professor of education in the Graduate School of Education at the University of Pennsylvania, as well as an affiliated researcher at Research for Action. Simon's perspective on education is informed by her background in urban studies and community development. She has studied and written about the early 1990s Chicago education reform that devolved power to communities and parents, two decades of school reform in Philadelphia, and community organizing for school reform in five cities as part of the Cross City Campaign Indicators Project. Most recently, she has been part of a team examining the effort of a community coalition to influence the terms of the debate about school governance in New York City.

Brenda J. Turnbull is a founder and principal of Policy Studies Associates (PSA). Since 1982, PSA has conducted evaluation, research, and policy analysis on school improvement, youth development, and community engagement.

Turnbull's recent study of local education funds around the nation explores how local communities and organizations that work with them are mobilizing to improve education.

Mark R. Warren is associate professor of education at Harvard University. He is a sociologist concerned with the revitalization of American democratic and community life. He studies efforts to strengthen institutions that anchor inner-city communities—churches, schools, and other community-based organizations—and to build broad-based alliances among these institutions and across race and social class. Warren is the author of *Crossing Over the Color Line: How White Activists Embrace Racial Justice* and *Dry Bones Rattling: Community Building to Revitalize American Democracy*. He is co-author with Richard Wood of *Faith-Based Community Organizing: The State of the Field*, and he also co-edited (with Susan Saegert and J. Phillip Thompson) *Social Capital and Poor Communities*.

Lauren Wells is a research associate at the Metropolitan Center for Urban Education at New York University. She holds a PhD in education from the University of California–Los Angeles, a master's degree in educational leadership from Columbia University, and a BA in English from Temple University. Lauren's research centers around issues of educational equity and justice and are informed by her interests in the dynamics of race, class and power in education, the social and political thought of historically oppressed groups, and community organizing and development. Her scholarly inquiry integrates critical theories of race, theories of political economy, and history. She uses qualitative research methods to understand how those most impacted by educational inequity experience the material conditions of urban schools and communities and to identify solutions to these conditions.

Donn Worgs, is an associate professor of political science and director of metropolitan studies at Towson University. Previously, he worked with the Academy for Educational Development and with a community-based educational program in Washington, DC. His research focuses on education politics and community development. He is currently writing a book that explores the democratic implications of African American communities mobilizing to create or transform educational opportunities for their youth.