

Iman Abdul

From a young age, Iman Abdul dedicating her life to empowering New York City youth. As a high school student, she was an active member of the Black Student Union, Hispanos Unidos, and a founding member of the Respect for All Coalition to promote school diversity and tolerance. During this time she engaged in a city-wide school exchange, conducted research on school segregation, and a participated in policy discussions with city government officials and a deputy chancellor of education. Her path of activism and student voice advocacy has led her to become the Education and Curriculum Specialist Intern for IntegrateNYC4Me, solidifying her commitment to tackling school segregation within the NYC public education school system. She is currently enrolled at The City College of New York, living in her native city (born and raised in Brooklyn), studying Childhood Education and Latin American & Caribbean Studies.

Jeremy Anderson

Jeremy Anderson is a PhD candidate in the Educational Theory and Policy program at the Pennsylvania State University. Jeremy is a former secondary social studies teacher from Pittsburgh, Pennsylvania. He has a Master of Arts in Teaching and a Bachelor of Arts in political science and history from the University of Pittsburgh. His research interests include equity and adequacy in school finance, voluntary integration policies, and history of education policy.

Jennifer Ayscue

Jenn Ayscue is a research associate with the Civil Rights Project/Proyecto Derechos Civiles. Her research interests focus on desegregation in K-12 schools and the role of policy in shaping students' access to diverse and equitable educational opportunities. Her previous work has explored expanding access, equity, and diversity in magnet schools, suburban school responses to increasing racial diversity, school segregation trends in the Eastern states, and segregation in charter schools. She earned a Ph.D. in Education from University of California, Los Angeles, an M.A. in Social Sciences in Education from Stanford University, and a B.A. in Elementary Education from University of North Carolina at Chapel Hill. She taught elementary school in East Palo Alto, California and Charlotte, North Carolina.

Arlen Benjamin-Gomez

Arlen Benjamin-Gomez is an Engagement Manager at the Center for Public Research and Leadership. From 2011-2014, Arlen was a Fellow at the Regents Research Fund where she worked on policy, curriculum, assessment and grant programs to improve educational services to English Language Learners in New York State. Prior to that, Arlen was a staff attorney at Advocates for Children in the Immigrant Students' Rights Project, where she worked to improve educational opportunities for immigrant and English Language Learner students and families. Arlen graduated from New York University law school and previously worked in the Southern Poverty Law Center's Immigrant Justice Project, where she helped litigate employment and civil rights class actions on behalf of migrant farm workers in the South.

Ariel Bierbaum

Ariel Bierbaum's research explores the mutually constitutive relationship between metropolitan inequality, urban politics, planning practice, and public education. Her current projects focus on school-level impacts of federal place-based anti-poverty, mass public school closures and neighborhood change, and the effect of school choice on transportation planning.

Previously, Dr. Bierbaum worked in the fields of community development and arts, racial justice, and public policy. Most recently, she served as the Research Specialist/Program Director at the UC-Berkeley Center for Cities and Schools, a policy research and technical assistance center that works with local, regional, state, and federal planners and on connecting public education with local community development efforts, regional growth management strategies, and federal place-based programs. She holds a Ph.D. in City and Regional Planning from UC-Berkeley, a Master in City Planning from the Massachusetts Institute of Technology, and a Bachelor of Arts in urban studies from the University of Pennsylvania.

Kimberly Bridges

Kimberly Bridges is a Doctoral Resident with the Virginia Governor's Children's Cabinet. She has a background in education policy and governance, as well as public and nonprofit communications. As a doctoral student at the Harvard Graduate School of Education she served as a project team leader for the Re-Imagining Integration Diverse and Equitable Schools project, a teaching fellow, and a facilitator for the Public Education Leadership Project. As an elected school board leader in Richmond, Virginia, she oversaw six years of academic and organizational improvement during a time of resource and political challenges.

John Brittain

John C. Brittain writes and litigates on issues in civil and human rights, especially in education law. He joined the faculty of the University of the District of Columbia, David A. Clarke School of Law, in 2009, after previously served as Dean of the Thurgood Marshall School of law at Texas Southern University in Houston. John Brittain has participated in filing nearly a dozen briefs in the United States Supreme Court, and he was a member of a legal team that filed a friend of the court brief on behalf of the NAACP in the *Parents Involved in Community Schools v. Seattle School District and Meredith v. Jefferson County Board of Education* (Louisville) school cases decided by the Supreme Court in 2007, concerning voluntary race-conscious student assignment plans.

Sheryll Cashin

Sheryll Cashin is a Professor of Law at Georgetown University, teaches Constitutional Law, and Race and American Law among other subjects. She writes about civil rights and race relations in America. Professor Cashin is Vice Chair of the board of the National Portrait Gallery, and an active member of the Poverty and Race Research Action Council. She worked in the Clinton White House as an advisor on urban and economic policy, particularly concerning community development in inner-city neighborhoods. She was law clerk to U.S. Supreme Court Justice Thurgood Marshall and Judge Abner Mikva of the U.S. Court of Appeals for the District of Columbia Circuit. She graduated summa cum laude from Vanderbilt University with a bachelor's degree in electrical engineering.

Tanya Clay House

Tanya Clay House is a Senior Consultant with the Schott Foundation for Public Education and former Deputy Assistant Secretary for P-12 education in the Office of Planning, Evaluation and Policy Development (OPEPD). She has led high priority School Diversity Strategic Planning Conference 8 policy initiatives across the Department on diversity in schools, which led to the development of the Stronger Together Budget Proposal, the release of the

Opening Doors, Expanding Opportunities Diversity grants, two Department convening meetings on diversity in schools, and the release of ESSA guidance and white papers in support of diversity efforts.

Jeff Crane

Jeffrey B. Crane has served as the Superintendent of Schools for the West Irondequoit Central School District since November 1, 2003. Mr. Crane served as principal of Irondequoit High School from 1997-2003. Prior to that, he served as principal at Victor Junior High and Victor Senior High Schools. He taught in the Brighton Central School District and in the Fairport Central School District prior to his administrative positions. Mr. Crane earned his BS and MS from SUNY Brockport. His research for the University of Rochester Ed.D. program focused on “A Social Theory of Continuous Improvement in Schools: Fighting Leadership Oppression with Trust Relations.”

Barbara R. Dempsey

Barbara R. Dempsey is Director of Student Assignment, Jefferson County Public Schools, Louisville, Kentucky. She is a graduate of Northern Kentucky University, Highland Heights, and earned her Masters at the University of Louisville Kent School of Social Work. Dempsey has dedicated her 32-year career to the welfare of children and was integral in developing Jefferson County Public Schools’ system of assigning elementary students to schools. That system uses an algorithm to provide racial and socio-economic diversity within schools while also providing choices for parents and students.

Erica Frankenberg

Erica Frankenberg is an associate professor of education and demography in the College of Education at the Pennsylvania State University. Her research interests focus on racial desegregation and inequality in K-12 schools, school choice & segregation, and the connections between school segregation and other metropolitan policies particularly in suburban communities. She has published five books and more than 50 peer-reviewed articles in leading education policy journals, law reviews, and housing journals as well as writing for policy and practitioner publications. She has also served as an advisor in several desegregation cases. Prior to joining the Penn State faculty, she was the Research and Policy Director for the Initiative on School Integration at the Civil Rights Project/Proyecto Derechos Civiles at UCLA. She received her doctorate in education policy from Harvard University and a bachelor’s degree from Dartmouth College.

Liliana Garces

Liliana Garces is associate professor of higher education at Pennsylvania State University. Her research, which focuses on the dynamics of law and educational policy, examines access policies for marginalized populations in higher education and the use and influence of research in law. Combining her expertise in law and education, she has served as counsel of record for the research community in four different amicus curiae briefs filed in the U.S. Supreme Court, including a brief filed by 553 social scientists in the K-12 voluntary desegregation case *Parents Involved in Community Schools v. Seattle School District No. 1* (2007). Prior to becoming a faculty member, Dr. Garces worked as a civil rights lawyer. She

holds a doctorate in education from Harvard University, a juris doctor from the University of Southern California School of Law, and a bachelor of arts from Brown University.

Greg Kelly

Greg Kelly is a professor of science education and the Associate Dean for Research, Outreach, Technology in the College of Education. He was a physics and mathematics teacher and served for four years as a Peace Corps Volunteer. His research explores issues of knowledge and discourse in science education settings. Greg teaches course on teaching and learning science in secondary schools and uses history, philosophy, and sociology of science in science education. His recent research includes development of theories of epistemic cognition and analysis of engineering classrooms.

Amy Hawn Nelson

Amy Hawn Nelson is the Director of Social Research for the UNC Charlotte Urban Institute and the Director of the Institute for Social Capital, Inc., an integrated data system charged with supporting university research and enhancing data-informed decision-making in the Charlotte region. Hawn Nelson is a community engaged researcher generally focusing on education and housing related issues. Prior to joining the UNC Charlotte Urban Institute in 2012, Hawn Nelson served as a teacher and school leader for 11 years. She holds a Ph.D. in Curriculum & Instruction and Masters' degrees in Teaching and in School Administration. Her research interests include long-term schooling outcomes, community-based school improvement efforts, data-informed decision making, and integrated data systems.

John Laughner

John Laughner is the Legislative & Communications Manager in Magnet Schools of America. He is responsible for building federal support for magnet schools before Congress, the White House, the U.S. Department of Education, and other national education groups. He also manages MSA's monthly eChoice newsletter, website, and social media tools. Prior to joining Magnet Schools of America, John was the Legislative Director for the Committee for Education Funding, the nation's largest and oldest education coalition. In this role, he led the education community's advocacy efforts to increase federal funding for our public education system. Mr. Laughner earned his Bachelor's degree in American Politics and Policy from the University of Central Florida, and his Master's degree in Legislative Affairs from George Washington University.

Monique Lin-Luse

Monique Lin-Luse is Assistant Counsel of NAACP Legal Defense and Education Fund. Monique has over ten years of advocacy, organizing, and educator experience in youth development, education access, social justice, and civil rights. She has focused her work on removing barriers to educational success for all students and ending the criminalization of youth of color. Prior to joining LDF, Monique was the ninth Sol and Helen Zubrow Fellow in Children's Law at the Juvenile Law Center of Philadelphia, where she worked on juvenile justice and child welfare system reform on the national level and in Pennsylvania. Monique received her

J.D. from Georgetown University Law Center, where she was a Public Interest Law Scholar and a recipient of the Juvenile Justice Clinic Award.

Dennis Parker

Dennis Parker is director of the American Civil Liberties Union (ACLU) Racial Justice Program, leading its efforts in combating discrimination and addressing other issues with a disproportionate impact on communities of color. Parker oversees work to combat the “School-to-Prison” pipeline, the profiling of airline passengers subjected to searches and wrongfully placed on watch lists and the racial bias in the criminal justice system. Prior to joining the ACLU, Parker was the chief of the Civil Rights Bureau in the Office of New York State Attorney General under Eliot Spitzer. He previously spent 14 years at the NAACP Legal Defense and Education Fund. Parker has also worked with the New York Legal Aid Society. He teaches Race, Poverty and Constitutional Law at New York Law School. He graduated from Harvard Law School and Middlebury College.

Shaheena Simons

Shaheena Ahmad Simons is currently the Chief in the Educational Opportunities Section of the Civil Rights Division at the Department of Justice. She received her J.D. from Yale Law School in 2001 and her B.A. in English and political science from Yale College in 1997, graduating cum laude and with distinction in her major. While in law school, she served as student director of the Orville H. Schell, Jr. Center for International Human Rights, was the Articles Editor for the Yale Human Rights & Development Law Journal and was awarded the Khosla Memorial Fund for Human Dignity Prize. After college and prior to law school, she was an associate editor at U.S. News & World Report, where she covered politics and finance. Before her current position, she served as regional counsel for Mexican American Legal Defense and Educational Fund.

Maree Sneed

Maree Sneed, a partner at the law firm Hogan Lovells, has advised clients in the education sector on a broad range of issues, including social media, bullying and cyberbullying, harassment, sex and race discrimination, English language learners, and magnet schools. She also advises on privacy, including the Family Educational Rights and Privacy Act; special education/IDEA; equitable access and opportunities; integration and desegregation; school facilities; contracts; Title IX, Title VI, and 504 compliance; and charter schools. Maree has provided regulatory advice to clients and litigated cases for clients in state courts as well as federal, district, and appellate courts. Prior to attending law school, Maree was a high school teacher, secondary principal, and assistant principal in Montgomery County (Maryland) Public Schools. She has a masters and doctorate in education.

Leonard Stevens

Dr. Len Stevens is a full-time education consultant with expertise in race-related school issues based in Sarasota, Florida. He has worked in school districts of all sizes and in all regions of the U.S., typically in venues with racial, cultural and economic diversity. His expertise on race equity overlays broad experience with school improvement. His work has included magnet schools, school choice, leadership development, special education, student assignment planning, program effectiveness analysis, staff training, program financing, and communications strategy.

He holds a school superintendent license in Massachusetts, is listed in Who's Who in American Education, and earned a doctor of education degree from the University of Massachusetts-Amherst. His undergraduate degree in journalism is from Boston University.

Kendra Taylor

Kendra Taylor is a Ph.D. candidate in the Department of Education Policy Studies at the Pennsylvania State University. Kendra's research focuses on patterns of school segregation and policies and laws impacting both segregation and integration. Her research considers racial and income segregation in both school and residential contexts insofar as they relate to patterns of educational segregation. Specifically, she studies segregation at multiple geographic scales to better understand segregation within-school districts, and she examines segregation within cities and metropolitan areas to understand segregation between-districts. She also examines how policies relate to segregation patterns at varying geographic scales. Kendra has presented her research at conferences such as the American Educational Research Association annual meeting, the University Council for Educational Administration Convention, and the Education Law Association annual conference.

Philip Tegeler

Philip Tegeler is the Executive Director of the Poverty & Race Research Action Council. Mr. Tegeler has worked as a civil rights lawyer for over 30 years, specializing in fair housing and educational equity policy and litigation. At PRRAC, Mr. Tegeler supports our housing policy, AFFH, and housing mobility work, and also helps lead the work of the National Coalition on School Diversity, which PRRAC cofounded in 2009. Mr. Tegeler is a graduate of Harvard College and the Columbia Law School. Before joining the PRRAC, Mr. Tegeler was an attorney with the Connecticut ACLU, where he also served as Legal Director from 1997-2003. At the ACLU, Mr. Tegeler litigated cases in federal and state courts involving fair housing, school desegregation, land use law, voting rights, first amendment law, gay rights, prison conditions, criminal justice, and other institutional reform litigation. He has also worked as Legal Projects Director at the Metropolitan Action Institute in New York City and taught for three years in the University of Connecticut School of Law clinical program.