The Fourth Annual Equity Symposium

Comprehensive Educational Equity: Overcoming the Socioeconomic Barriers to School Success

November 17-18, 2008

SYMPOSIUM MATERIALS

Supported by the Laurie M. Tisch Illumination Fund, JP Morgan and the Smart Family Foundation.
Cosponsored by the National Study Group on Supplementary Education.
The Fourth Annual Equity Symposium

COMPREHENSIVE EDUCATIONAL EQUITY:
OVERCOMING THE SOCIOECONOMIC BARRIERS TO SCHOOL SUCCESS

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Cowin Center
Teachers College, Columbia University

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Welcome to Teachers College and the fourth annual Equity Symposium, “Comprehensive Educational Equity: Overcoming the Socioeconomic Barriers to School Success,” co-sponsored by the National Study Group on Supplementary Education.

The purpose of this year’s symposium is to confront the reality that to overcome achievement gaps and promote academic proficiency for all children, we must tackle the full range of opportunity gaps faced by children from backgrounds of poverty, including health-, home-, and community-related barriers to learning, as well as inequities in academic opportunities.

Over the next two days, we will convene some of the nation’s leading experts to review current research and examine the experiences of demonstration projects. We will present a concrete analysis of the actual costs of providing a range of the most essential services to children from birth through 18; map current federal, state and local spending in these areas; and make specific proposals for legislative action to better coordinate existing services and provide additional resources on a sustained basis to meet children’s comprehensive needs. Others have studied this approach over the years, and many, varied demonstration projects have been mounted. This conference will explore how we move from pilots to policy with specific proposals for bringing to scale efforts to provide access to necessary resources and comprehensive services.

Sincerely,

Michael A. Rebell
Executive Director
Campaign for Educational Equity, and
Professor of Law and Educational Practice
Researchers Target Poverty as Key Barrier to Closing U.S. Education Gap; Outline Comprehensive Program of Educational and Social Services from In Utero to Age 18

Annual Tab Estimated at $15,000 per Disadvantaged Student; Cost Would be Offset by Re-directing Current Child Health and Welfare Spending, Reducing Special Ed Referrals, Eliminating Compensatory Education Funding, and Boosting Productivity and Health and Welfare Savings

Geoffrey Canada, Randi Weingarten, Arne Duncan, Carl Hayden, Richard Rothstein, Michael Rebell Headline Symposium at Teachers College, Columbia University; Tony Blair and David Paterson in Videotaped Presentations

NEW YORK, NY, November 12, 2008 – To overcome its education achievement gap, America must institute a comprehensive program of educational and social services to address the broad effects of poverty on millions of the nation's schoolchildren, according to researchers, elected officials and school and community leaders who will present new findings and perspectives on November 17th and 18th at a symposium at Teachers College, Columbia University.

Such a program could be delivered to 1 million students from families whose incomes fall within 75 percent to 125 percent of the federal poverty line at an approximate cost of $15,000 per student, according to a paper to be presented at the symposium by Richard Rothstein of the Economic Policy Institute. The program would include not only effective teaching, smaller class sizes and adequate classroom supplies, but also a full array of out-of-school assistance from in utero through age 18, including prenatal care, after-school tutoring, health care, nutrition and physical education, and family support.

The up-front investment required to take such programs from pilots to policy would be significantly offset by maximizing the impact of current spending. For example, according to a paper to be presented at the symposium by The Finance Project, New York State allocated an estimated $61.9 billion in federal, state and local funding in fiscal year 2007-08 to programs serving children ages birth to 18 in all the categories outlined by Rothstein. This preliminary total does not include all current expenditures in these areas by New York City and other localities and by private groups. The $15,000 per-student investment would also be recouped through subsequent reductions in costs for special education and compensatory educational services for older students and savings from the reduction in costs in health care, crime, and welfare that are associated with poorer educational outcomes and the increases in worker productivity and tax revenue associated with improved educational outcomes.
Other papers to be delivered at the symposium, which is titled “Comprehensive Educational Equity: Overcoming the Socioeconomic Barriers to School Success,” include the following findings, gathered both from original research and reviews of existing studies:

- Only 13% of low-income youth participate in after-school programs, compared to 20% of youth from the highest income bracket. If 100% of youth living below the poverty level, who are disproportionately black and Hispanic, participated in programs, it would decrease the black-white achievement gap by about 4% and the Hispanic-white achievement gap by about 5% (rough estimates).

- Reducing disparities for disadvantaged children in six key health areas – vision, asthma, teen pregnancy, violence and aggression, physical activity, and diet – could significantly affect the achievement gap. Annual asthma prevalence for children ages 5 to 14 is 45% higher for blacks than whites, and the rate of asthma-driven emergency room visits is three times higher for black children. The birth rate among 15-17 year-old Non-Hispanic black females is more than three times the birth rate among their Non-Hispanic white counterparts, while the birth rate for Hispanic females in that age group is more than four times as high. And poor minority youth are both under-diagnosed and under treated for eye care problems.

- Early childhood education (ECE) programs in the U.S. are income stratified, with children from upper-income families more likely than children from either middle or low income families to be in programs with better trained, more stable, better compensated and more sensitive teachers. Funding of ECE programs, as well as ECE standards, vary widely as well, with New Jersey spending a high of $9,305 per child on ECE, Maryland spending a low of $721, and some states investing nothing at all. In 2005, 21 states did not require all state pre-K teachers to hold a bachelor’s degree, and only 12 states had any minimum education requirements for teachers.

The symposium – the fourth such event held annually by Teachers College’s Campaign for Education Equity, – will be held in the College's Cowin Conference Center on Monday and Tuesday, November 17th and 18th. Speakers, both live and taped, include Governor David Paterson; former U.K. Prime Minister Tony Blair, who oversaw a comprehensive overhaul of his nation's education system; Randi Weingarten, the president of the American Federation of Teachers; Geoffrey Canada, President and CEO of the Harlem Children's Zone; Arne Duncan, Chief Executive Officer of the Chicago Public Schools; Carl Hayden, Chairman of the Board of Trustees of the State University of New York; and Paul Tough, staff editor at the New York Times Magazine.

“The frank reality is that unless we confront the poverty factors that substantially undermine the learning potential of a growing proportion of our public school students, current achievement gaps cannot be overcome, and the national need to ensure that all students attain challenging proficiency levels will never be realized,” writes Michael A. Rebell, executive director of The Campaign for Educational Equity. Based on the premise that social reform in the United States is most effectively accomplished through the assertion of “rights,” Rebell, the attorney who led the successful lawsuit to add billions of dollars in state funding to New York City’s public school budget, has developed a framework for understanding children’s need for comprehensive services as a moral, statutory and constitutional right. Under Rebell’s plan, the rights perspective would not necessarily be used to initiate litigation, but to spearhead a legislative campaign to provide necessary comprehensive resources and services on a stable, statutory basis to all children in New York State who require them.

Still other work presented at the symposium will analyze existing comprehensive education programs, such as the Harlem Children’s Zone, the Chemung County School Readiness Project, and the Chicago Community Schools Project, exploring ways to move such efforts to national scale. That goal has been formally articulated
by President-elect Barack Obama, who promised during the recent election campaign to create 20 organizations nationally modeled on the Harlem Children’s Zone.

The full agenda for “Comprehensive Education Equity: Overcoming the Socioeconomic Barriers to School Success” is available at http://www.tc.edu/centers/EquitySymposium/symposium08/program.asp. Summaries and copies of the full reports being presented will be available starting Nov. 14, 2008 at http://www.tc.edu/centers/EquitySymposium/symposium07/resource.asp.

Teachers College is the largest graduate school of education in the nation. It is affiliated with Columbia University but is legally and financially independent. The editors of US News & World Report have consistently ranked the College as one of the leading graduate schools of education in the country.

For more information, please visit the College’s Web site at www.tc.columbia.edu.

The Campaign for Educational Equity is dedicated to promoting equity and excellence through improved policy and practice. For more information, please visit the Campaign’s Web site at www.tcequity.org

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COMPREHENSIVE EDUCATIONAL EQUITY: OVERCOMING THE SOCIOECONOMIC BARRIERS TO SCHOOL SUCCESS

November 17 – 18, 2008
Teachers College, Columbia University

SYMPOSIUM SCHEDULE

Monday, November 17, 2008

MORNING SESSIONS

9 am • Welcome
Susan Fuhrman, President, Teachers College, Columbia University

Video Remarks
The Honorable David Paterson, Governor, State of New York

What Will It Take?*
Paul Tough, author of Whatever It Takes, and an editor, New York Times Magazine

Introduction: Michael A. Rebell, Teachers College, Columbia University

10 am • Session I: Comprehensive Educational Equity: A Definitional Overview

Edmund Gordon, Richard March Hoe Professor, Emeritus of Psychology and Education, Teachers College, Columbia University

10:30 am • Coffee Break (138 Horace Mann)

10:45 am • Session II: The State of Practice: A Research Roundtable

Early Childhood Education
Sharon Lynn Kagan, Professor of Early Childhood Policy, Teachers College, Columbia University

After-School, Community and Summer Programs
Jeanne Brooks-Gunn, Virginia and Leonard Marx Professor of Child Development and Education, Teachers College, Columbia University

Parent Involvement and Family Support
Heather Weiss, Director, Harvard Family Research Project, Harvard Graduate School of Education

Physical and Mental Health
Chuck Basch, Richard March Hoe Professor of Health Education, Teachers College, Columbia University

Moderator:
Helen Ladd, Edgar T. Thompson Distinguished Professor of Public Policy Studies, Duke University
12:30 pm • Lunch break and informal discussion sessions

Boxed lunches can be picked up in 138 Horace Mann
Lunch Rooms: 136 Thompson, 424, 438 Horace Mann
Facilitated Lunch Discussions: 431 and 433 Horace Mann, and if necessary 332A Horace Mann

AFTERNOON SESSIONS

2:00 pm • Session III: Promising Delivery Model Roundtable

Harlem Children’s Zone
Geoffrey Canada, President and CEO, Harlem Children’s Zone

Chemung County School Readiness Project
Carl Hayden, Chairman, SUNY Board of Trustees
Randi Hewit, Chemung County School Readiness Project

Community Schools: Chicago Style
Arne Duncan, Chief Executive Officer, Chicago Public Schools

Moderator:
Pedro Noguera, Professor of Teaching and Learning, NYU Steinhardt School Culture, Education, and Human Development

3:45 pm • Coffee Break (138 Horace Mann)

4:00 pm • Session IV: Evaluating Comprehensive Equity Projects: An Overview

Milbrey McLaughlin, David Jacks Professor of Education and Public Policy, Stanford University

Discussants:
Larry Aber, Professor of Applied Psychology and Public Policy,
NYU Steinhardt School Culture, Education, and Human Development

Howard Everson, Professor of Psychology, Fordham University

Moderator:
Lucy Friedman, President, The After-School Corporation
Tuesday, November 18, 2008

MORNING SESSIONS

9 am • Session V: The British Experience: Bringing the Comprehensive Approach to Scale

**Video Introduction:**
Tony Blair, former Prime Minister of the United Kingdom

**Presenter:**
Julie Higson, Extended Schools Support Team Manager, ContinYou (UK)

**Discussant:**
Martin Blank, Director, Coalition for Community Schools, Institute for Educational Leadership

**Moderator:**
Jane Quinn, Assistant Executive Director for Community Schools, Children’s Aid Society

10:45 am • Coffee Break (138 Horace Mann)

11:00 am • Session VI: Financing Strategies for Comprehensive Educational Equity

**A Comprehensive 0-18 Cost Analysis**
Richard Rothstein, Research Associate, Economic Policy Institute and the Campaign for Educational Equity

**Current Funding Streams in New York State**
Lori Connors-Tadros, VP for Family and Children’s Services, The Finance Project

**Discussants:**
Henry M. Levin, William H Kilpatrick Professor of Economics and Education, Teachers College, Columbia University

Charles Brecher, VP and Research Director, Citizens Budget Commission

**Moderator:**
Larry Mishel, President, Economic Policy Institute

1:00 pm • Lunch Break and informal discussion sessions

Boxed lunches can be picked up in 138 Horace Mann
Lunch Rooms: 136, 229 Thompson
Facilitated Lunch Discussions: 433, 438 Horace Mann, and if necessary 332A Horace Mann
AFTERNOON SESSIONS

2:15 pm • Session VII: Making It a Reality in New York: Legal and Legislative Perspectives

Michael A. Rebell, Professor of Law and Education Practice, Teachers College, Columbia University

Discussant:
Jay Worona, General Counsel, New York State School Boards Association

Moderator:
Roger Maldonado, Balber Pickard Maldonado & Van der Tuin

3:30 pm • Keynote Address

Why We Must Act Now To Close Opportunity Gaps -- and Why We Just Might Succeed
Randi Weingarten, President, American Federation of Teachers

Introduction: Thomas James, Dean and Provost, Teachers College, Columbia University
More than 50 years after Brown v. Board of Education, states and localities around the country are still struggling to make education a right “available to all on equal terms.” Although there is increased awareness of the inequities that persist in the American public education system and numerous efforts to address them, the American dream of equal educational opportunity for all remains unrealized. Research shows little difference in mental ability among very young children, but achievement gaps for poor and minority children begin before they start school and widen throughout their school careers. The causes of these achievement gaps are complex, and we are just now beginning to understand them fully. Inequitable access to health care, stable housing, and early childhood education, among other resources, put their children at an academic disadvantage even before they begin school. Because these children attend schools that commonly receive less funding and have fewer qualified teachers, less challenging curricula, larger classes, and poorer facilities than schools attended by more affluent white students, they continue to fall further and further behind.

Under the No Child Left Behind Act all students must be proficient in rigorous state standards within the next decade. Even before NCLB, nearly every state had already proclaimed that virtually all children could learn at high levels if provided the proper supports and resources. What are the “proper supports and resources”? Current education policies do not fully address this question, but it is central. Certainly they include high quality teaching; reasonable class sizes; a full and rigorous curriculum; up-to-date libraries, laboratories, and technology; and safe school buildings –resources that are not reliably available in schools that serve students from low-income and minority families. In addition, essential educational resources also include complementary, “out-of-school” supports and services that address the full range of physical, social, economic, political, and psychological factors that indisputably affect children's readiness and ability to succeed in school. The inequities in the availability of these resources for disadvantaged students also contribute to achievement gaps.

Since both within-school and out-of-school factors impede academic achievement, none of these factors can be relegated to the sidelines of the education policy dialogue. They all must be tackled head on. This insight is not new. For more than a century in this country, the necessity of adopting a comprehensive approach to meeting the needs of children, particularly those from backgrounds of concentrated poverty, has been recognized by reformers and rediscovered periodically by policymakers. From the settlement houses in the 19th century through the current community schools movement, there have been numerous efforts to combine education, family involvement, and human services with the goal of improving outcomes for children.

**Moving from Pilots to Policy**

This pragmatic approach to educational policy and practice recognizes the complex relationship between education, class, and poverty and, while not attempting the total elimination of poverty or the righting of all social and political wrongs, does not ignore their profound effects on children’s ability to learn and to succeed in school. Funding for public education and human services is not and cannot be unlimited. Therefore, just as research proceeds to refine our understanding of which within-school resources are most critical to student learning, so research and careful analysis will need also determine which health, family support, and/or social service deficits most directly affect learning and which are most amenable to improvement in response to a focused infusion of resources. Decision makers at all levels must be equipped to ensure that funding translates into improved achievement for all of our children.
Reducing Educationally Relevant Health Disparities:  
A Missing Link in School Reforms to Close the Achievement Gap of Urban Minority Youth

Charles E. Basch

“Educationally relevant health disparities directly and indirectly affect students’ motivation and ability to learn. Reducing educationally related health disparities can favorably influence education outcomes and help close the achievement gap.”

“In the short-term, schools may be the best hope for addressing physical health and social-emotional needs of urban minority youth, and for helping them to succeed academically and in life.”

While most schools in the U.S. implement some programs or policies that address health, the extent and quality of these programs is limited and not sufficient to meet the needs of youth facing the greatest educational and health challenges.”

Six educationally relevant health factors – vision, asthma, teen pregnancy, aggression and violence, physical activity and breakfast – should be priorities for schools serving urban minority youth, because each disproportionately affects that population; because there is strong evidence each affects educational outcomes; and because the feasibility of school-based policies and programs that address them has been demonstrated. All are interrelated synergistically.

“...disparities in these six areas – and others – disproportionately affect disadvantaged children isn’t new, though there is value in documenting the extent to which that’s true and the causal links with educational outcomes. The key message is that we now have a track record of programs and policies that have been demonstrated to favorably influence these factors and help reduce the achievement gap.”

Vision
An estimated one in five school-aged youth has a vision problem.

In a nationally representative sample of more than 48,000 youth, poor minority youth appear to be under-diagnosed and under-treated for eye-care problems. In another national sample of more than 14,000 children with special health care needs, black, Hispanic and multi-racial children were 2 to 3 times more likely than whites to have unmet vision care needs.

Less than half of the states require that teachers be notified of the results of vision screening.

Asthma
Between 2001-03, for youth between ages 5 and 14, annual prevalence was 45% higher for black children vs. white, as were asthma attacks. The rate of asthma-driven emergency room visits was three times higher for blacks.

Disturbed sleep is associated with decreased ability to learn and with educational outcomes. Compared with children who do not have asthma, children who do more likely to have disturbed sleep. Nocturnal asthma is associated with severity of the disease, but even youth with ‘stable asthma’ experience considerably more sleep problems than children who do not have asthma.
In a recent review of all studies examining asthma and school attendance, virtually every study found a positive association between the disease and school absenteeism.

**Teen Pregnancy**
Teens who become pregnant are less likely to complete high school or college. Teens who have one pregnancy are at increased risk of having another. Children born to teen mothers are more likely to become teen mothers themselves. In all likelihood, an unmarried teen mother and her child will live in poverty, further perpetuating a cycle of poverty and subsequent non-marital teen births.

In 2006, the birth rate among 15-17 year-old Non-Hispanic black females was more than three times as high as the birth rate among Non-Hispanic whites (36.1 per 1,000 vs. 11.8 per 1,000), and the birth rate for Hispanic females was more than four times as high (47.9 per 1,000 vs. 11.8 per 1,000).

Compared with women who delay childbearing until age 30, teen mothers’ education is estimated to be two years shorter. Teen mothers are 10%-12% less likely to complete high school, and have 14%-29% lower odds of attending college.

Even small changes in the rate of non-marital teen births would have substantial effects on the numbers of children living in poverty.

Most students receive some kind of sex education programs, but those with the greatest needs are least likely to receive these kinds of programs. Federal policies and legislation have increased the extent to which school based sex education programs focus on an abstinence only approach, despite the lack of evidence that this approach is effective.

**Physical Activity**
“Physical activity affects metabolism and all major body systems, exerting powerful positive influences on the brain and spinal cord and, consequently on emotional stability, physical health and ability to learn... the strongest evidence supports direct effects of physical activity on cognition.”

The downward secular trends in physical activity and physical fitness among American adolescents are accompanied by a concurrent upward secular trend in incidence and prevalence of overweight and obesity. This is particularly so among minority female children and adolescents.

Overall about 20% more white high school students meet criterion for adequate physical activity than do blacks and Hispanics, and about 25% more of white female high school students. Prevalence for Hispanic females for not being physically active was about twice as high as for whites, and for black females, more than 150% as high.

Disparities in physical activity owe in part to uneven distribution of recreational facilities. Adequate investment is associated with greater opportunities for physical activity.

**Aggression and Violence**
Hispanics and blacks were found likelier than whites to have missed at least one of the past 30 school days because of feeling unsafe at school or traveling to/from school.

The frequency of being in at least one physical fight in the past year was higher among Black and Hispanic students versus white students (44.7% and 40.4% vs. 31.7% respectively). Hispanic females were 56% more likely and black females were 83% more likely to have been in a physical fight in the past year than white females.
In the school year 2003-04, one in 10 teachers in the nation's city schools was threatened with injury or physically attacked. In-school threats and injuries were almost twice as prevalent in cities as in suburbs and towns or rural areas. Public school teachers in cities were six times more likely to be threatened with injury (12% vs. 2%) and five times more likely to be physically attacked than private school teachers in cities (5% vs. 1%).

In a recent study of more than 42,000 adolescents, school violence was associated with internalizing behaviors (depression, anxiety, sadness, withdrawal) and externalizing behaviors (problems with conduct, getting along with others, bullying).

In a study of more than 3,500 third to fifth graders, victims and bully-victims were much more likely to report feeling they did not belong at school.
Leveling the Academic Playing Field for Disadvantaged Youth through Participation in After-School Programs

Margo Gardner, Jodie Roth, and Jeanne Brooks-Gunn

National studies suggest that only 13 percent of low-income youth participate in after-school programs, compared to 20 percent of youth from the highest income bracket. Yet, if 100 percent of youth living below the poverty level, who are disproportionately Black and Hispanic, participated in programs, it would decrease the Black-White achievement gap by about 4 percent, and the Hispanic-White gap by about 5 percent. (Rough estimates)

Participation in after-school programs may lead to improved academic performance, yet access to these programs is unequal and the students who are most in need of academic assistance are often the least likely to participate.

- American youth (K-12) spend more time in discretionary activities than in school.
- After-school programs operate on a regular basis during non-school hours throughout the academic year; are supervised by adults; offer more than one activity; involve other youth; and offer a safe and enriching environment.
- As schools struggle to meet achievement standards of the No Child Left Behind Act (NCLB), after-school programs are viewed as a source of academic support for students at risk of school failure; including a disproportionate number of poor and minority youth.
- Cost estimates for programs vary from $499 to $7,160 per child annually.
- Costs are usually covered by a combination of four sources: family fees; funds from private sources like foundations; funds from public sources, including state and federal government; and in-kind contributions, like donated space.
- Programs for low-income youth rely heavily on external funding because low-income families are unable to pay more than nominal fees.
- National studies suggest only 13 percent of low-income youth participate in after-school programs, vs. 20 percent from the highest income bracket.
- Barriers to participation include poor availability/shortage of after-school programs; logistical or individual-level barriers related to cost, transportation, scheduling, or other obligations; and attitudinal barriers/lack of interest.

"Unless these problems are addressed, access to after-school programs will remain limited among the very youth who are most at-risk for academic failure."

- Participation in after-school programs, especially those that offer youth development activities and an academic component, often lead to small gains in academic performance.
- Research demonstrates academically at-risk youth may benefit more from such programs than their higher-achieving peers, especially when they participate intensively over a period of multiple years.
- Despite these promises, access to programs remains limited for youth at high risk for academic failure. Funding-related obstacles include policy makers more concerned with program creation than program quality funding and mechanisms that only provide start-up support and not enough support for long-term operations.
- Large-scale local after-school initiatives, such as The After School Corporation (TASC) in New York City and LA's Better Educated Students for Tomorrow (BEST), are one response to this problem.
- Increasing participation rates in after-school programs might narrow the achievement gap between White and minority students. If 100 percent of youth living below the poverty level, who are disproportionately Black and Hispanic, participated in programs, it would decrease the Black-White
achievement gap by about 4 percent, and the Hispanic-White gap by about 5 percent. (Rough estimates)

“Even population-wide participation in after-school programs among poor youth is highly unlikely to completely eliminate existing achievement gaps, but it may be an important part of a multifaceted approach toward achieving this goal.”

- **Call for research:** Many unanswered research questions are important for our ability to provide more equitable access to effective after-school programs:
  - More research needed on root causes of low participation rates among disadvantaged youth to determine ways to improve access.
  - More research on differences in program quality between high and low-income youth to improve quality for disadvantaged youth.
  - More evaluation research on “evidence based” after-school programs for disadvantaged youth in order to make conclusive determinations about specific program components most strongly associated with academic performance among disadvantaged youth.
  - More research on differences in the benefits of participation to learn how much is necessary to elicit academic gains.

- **Policy recommendations:**
  - Continue to make public funding of after-school programs a priority because programs for disadvantaged youth depend heavily on it.
  - Align funding priorities with activities that will truly improve access and program quality; direct programming is the highest priority, but staff training and program evaluation also important.
  - Ensure that public funding mechanisms facilitate program sustainability, such as protected sources of funding; renewals of funds for existing grantees; resources for technical assistance.
American Early Childhood Education: Preventing or Perpetuating Inequity?

Sharon L. Kagan

In the U.S., the successes and failures of early childhood education (ECE) depend on “where children live, how much money their parents have, and the color of their skin,. Their access to, and experiences in, early childhood settings vary dramatically… While early childhood education has the proven potential to prevent educational inequity, if not dramatically improved, it will do the reverse and perpetuate it.”

Early childhood programs are income-stratified. Public programs for the poor focus on care and, sometimes, comprehensive services (physical, mental, cognitive, social/emotional). Those for the more affluent focus more on socialization and cognition.

Multiple Inequities

“Inequity pervades ECE, seriously restricting who has access to services, the quality of the services themselves, the quality and competency of those who teach young children, the nature and application of regulations, the quality and thoroughness of the expectations and standards…and the amount and distribution of resources.”

- “By age three, children in families receiving welfare had vocabularies that were half as large as those of their more affluent peers.” With these disparities persisting through childhood between poor and wealthy children, such gaps continue. “Low-Socio-Economic-Status (SES) children fall behind at a very early age, even before they enter formal school, and most are likely to stay behind.”

- “Children’s access to preschool programs varies dramatically by their race, SES, parents’ education, mother’s employment, English proficiency, and geographic locale.” This variation reflects states’ allocation of funding: New Jersey spends a high of $9,305 per child, while Maryland spends a low of $721. Others invest nothing.

- “Children from upper income families are more likely than children from either middle or low income families to be in programs with better trained, more stable, better compensated, and more sensitive teachers.”

- “The single most important determinant of [ECE] quality… is the quality of the faculty who work directly with young children.” In 2005, 21 states did not require all state pre-kindergarten teachers to hold a bachelor’s degree, and only 12 states have any minimum education requirements for teachers.

- ECE programs lack state and local governing boards; consistent facility and teacher certification requirements; a unified accountability system; and a coherent mechanism for consistent funding. Yet, though not mandated nationally, as in elementary and secondary school, early learning standards have been launched at the pre-school level in most states.

- Public preschool programs are generally better than private, but vulnerable to funding cuts. Not all children eligible for public programs have access. “Only when investments are made that are deemed appropriate for middle and upper class children will an absolute and equitable standard of quality be fostered and will real equity be achieved.”
Reforming Early Childhood Education Policy and Practice

“Inequitable access to services, episodic and inconsistent funding, massive differences in state investments, and clear infrastructure inconsistencies” must be addressed.

• **Some Models for Programmatic Reform:** Head Start alone mounted and evaluated 12 innovative improvement efforts. Other highly effective programmatic approaches to reform include the Perry Preschool Program in Ypsilanti, Mich.; the Abecedarian Project in Chapel Hill, N.C., and the Chicago Child-Parent Center Program. They show that “with resources and for particular populations, intensive early education can produce effective long-term outcomes.”

• **Systemic Reform:** “A movement toward universalizing early learning services for all pre-kindergarten children... is taking root in the nation.” In 2004-05, all but 11 states offered pre-kindergarten in programs that served a total of more than 800,000 children with funding at about $2.8 billion.

• “Without...more equitable access to quality services, early childhood faces the challenges of doing more but doing it poorly.”

• **Policy Recommendations:**
  - “To build an equitable, high-quality early childhood system, America” must develop and implement:
    - a common set of high quality program standards that serve as foundational requirements for all early childhood program licensure in all states;
    - an integrated quality rating system in which all licensed early childhood education programs would participate;
    - common early learning standards and a common metric for their measurement and reporting; and
    - a required early childhood teacher credential for lead teachers.
  - It must also compensate all early childhood teachers who have earned the credential with comparable wages if they are executing comparable responsibilities, regardless of teaching setting or program auspice.
  - Early childhood education for three- and four-year-old children must be seen as a right, comparable to public schooling in America, while keeping early childhood participation voluntary and affordable.
Reframing Family Involvement in Education:
Supporting Families to Support Educational Equity
Suzanne M. Bouffard, Beatrice L. Bridglall, Edmund W. Gordon, Heather B. Weiss

Family support and involvement are critical to students’ educational success. Policies addressing achievement gaps and educational equity should include family involvement.

A Redefinition of Family Involvement:

- American society in recent decades has placed an increasingly large responsibility on schools for the academic, social, and moral education of children, particularly those from disadvantaged families.
- NCLB continues this trend, focusing on accountability, teacher and instructional quality, school choice, with limited attention to families and non-school supports.
- Yet research clearly shows that families influence learning in many critical ways, including offering emotional support; providing cognitive stimulation (books and interactive play), academic socialization and structure and support for learning (regular routines, positive involvement with homework). Family involvement with where their children learn (schools, early childhood programs, etc.) is key.

“Society is responsible for making the political, financial, and social investments that promote families’ capacities and opportunities to support their children’s learning and development. In turn, families are responsible for providing the time, energy, and other resources that are within their means.”

- Disadvantaged and some ethnic minority parents, whose children most need educational capital, experience more barriers to supportive parenting and family involvement in education and are less likely to be involved. Barriers include:
  - Logistical obstacles: lack of transportation, low-income jobs with less schedule flexibility, paid sick time and paid vacation time.
  - Less access to information about school policies, structures, thus making disadvantaged parents less likely to communicate with teachers, volunteer, know how to make educational decisions and help students with homework.
- Carefully designed interventions and programs can promote family involvement and increase children’s academic performance, especially in at-risk families.
  - Early childhood interventions, including home visits with parent training, health services, and referrals to social service agencies, and center-based early childhood programs with family events, family resource rooms, and employment of families as classroom aides and teachers.
  - Middle childhood/adolescence interventions: teaching families how to help assist learning activities and be involved with kids’ homework.

“Today more than ever, children need knowledgeable and capable parent figures who are committed to their education and to supporting it to the best of their ability.”

- Four essential principles should underlie future policy and other investments:
o Polices and other investments must be designed to support and enable all families, especially the disadvantaged, to build and leverage their assets, abilities, and opportunities to support children's learning.

o Family involvement must be viewed as necessary, but not sufficient for education success. Children need multiple opportunities to develop 21st century skills.

o Policies and initiatives should be designed to intentionally build family involvement as a continuous process that grows and evolves as children mature.

o Family involvement efforts should be systematic and sustained. New initiatives need to move beyond school or community-based programs to efforts that build family involvement into the fabric of schools and communities.

“If we are serious about ensuring educational equity, we cannot afford not to invest in parents in sustained and systemic ways.”
Evaluating Complementary Learning Projects: 
An Overview of Existing Practices and Challenges

Milbrey McLaughlin

If poor youth are to compete equitably with their more advantaged peers, all elements of their lives must be touched. Thus, there has been a groundswell of interest in programs that offer disadvantaged students not only academic services but also health care, nutrition counseling, parent support, psychological counseling and recreational activities.

Evaluation of such programs is essential to create and sustain political and public support for the substantial up-front investment required for this comprehensive approach.

“This paper considers the ‘state of the art’ of evaluation, or accountability tools and models, associated with complementary learning efforts."

An array of neighborhood, community, state and national efforts aim to provide comprehensive, integrated resources to youth, especially in high-poverty settings.

How are these comprehensive education efforts best measured?

- Good measures are comparable over time and in different settings, reliable, and not easily manipulated (for example, some schools have been accused of arranging field trips for low-performing students on testing day). They are practical; the evaluation data must be easy, feasible/cost-efficient to collect, and timely and targeted to the system’s policy, practices and resources. They account for factors outside a school system’s control, such as demographic shifts and economic downturns. They measure success in different domains—education, health, social development—as well as negative outcomes or problem behaviors.

- Evaluative measures require the buy-in of the multiple stakeholders involved in the effort, including educators, agency officials, policy makers, and community members. Good measures describe important background and status information, monitor the program and let policymakers know whether things are getting worse or better over time; set goals, and then track progress on a specific goal or expectation, and are accountable for outcomes.

- A complementary learning initiative should track change in individual outcomes across multiple domains. For example, how do changes such as additional resources or political support affect factors such as stakeholder involvement and staff quality, at a particular setting? If individual changes are not apparent, can lack of success be traced to factors at the setting or system level?

- Academic performance is the primary motivator for complementary learning initiatives and is used to measure their success. However, academic outcomes are conditioned on a youth’s status along a broad range of indicators: academic and cognitive attainment, physical development and health, and social and emotional development. Each outcome domain includes attitudinal, behavioral, knowledge and status indicators.

A shortcoming of quantitative measures is that they often measure “negatives” such as truancy, crime and teenage pregnancy, rather than “positives” such as strong relationships with family and staff.

The best measures capture progress at the individual youth level, the setting level, and the state, regional or local system level. But these indicators are difficult to standardize and integrate across programs.
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• Quantitative measures (i.e., youth attendance rates) provide policy makers with guidance about the extent to which features associated with program quality are in place, but fail to capture qualitative considerations such as the quality of youth-staff relationships and personal and emotional safety, which “trump other elements.” However, qualitative measures are time-consuming and expensive, and they are difficult to generalize and integrate across diverse settings.

• Thus comprehensive educational equity programs should be systematically evaluated in three separate dimensions: Individual outcomes, based on a child’s academic motivation, self-efficacy and school readiness; increased access and rates of participation in services; and the quality of institutional partnerships and networks, and consistency of services and networks.

The Youth Data Archive, a project of Stanford’s John W. Gardner Center for Youth and Their Communities, is a model for evaluating comprehensive support of disadvantaged youth. The YDA keeps “report cards” on factors such as high school dropout, youth asthma, and teen pregnancy rates.

• As a partnership with participating communities, YDA considers community priorities and considerations when using and interpreting data, and it works with communities to generate questions, identify indicators and interpret data.

• YDA includes data from nonprofit organizations, generated by public systems.

• YDA matches data at the individual level, which helps it and its partners consider how particular configurations of resources and opportunities add up for youth from different demographics, communities or neighborhoods. e.g., it probes the effect of differently implemented after school programs on various measures of youth development.
The British Experience: Bringing the Comprehensive Approach to Scale

The United Kingdom has, over the last decade and a half, adopted a coherent and comprehensive policy for children and youth, with the national government guiding/supporting local governments in implementation.

In 1988-89, the UK had previously instituted reforms in education, health, and child welfare. The education reforms, some of which were similar to our own current NCLB legislation, included a national curriculum and aligned assessments, retooling of the educational workforce, reorganization of schools and strengthened accountability measures. Yet despite substantial multiyear improvements in "inputs," student outcomes did not improve as expected or needed.

Following a multiyear re-examination of children’s needs to develop a more responsive, comprehensive approach built on best national and international knowledge, the U.K. passed a new Children’s Act in 2004 that expands services for children and legislates broad changes in the way children’s services work together.

This long-term program, Every Child Matters (ECM), puts children at the center of services locally and nationally, requires attending to the needs of the “whole child,” and offers targeted or specialized needs-based services within a universal framework (such as public schools). It focuses on integrating services, starting early in children’s lives, improving program and personnel quality, using resources effectively, and providing leadership and support. ECM charges England’s 150 local authorities with developing interventions and spending plans that combine academic achievement with broader youth development outcomes.

ECM includes new criteria for the school inspection teams that include “the contribution schools make to pupil well-being.” The British government backs the ECM agenda with considerable financial support.

The U.K is now converting all schools to extended-services schools by 2010 to expand learning opportunities across the age spectrum. Schools would offer school-age child care, broad enrichment activities for older youth, adult education and parenting classes, and involvement of community partners. A non-profit organization, ContinYou, is assisting local authorities in implementing ECM.

Under ECM a national Children’s Commissioner has broad powers to investigate problems and implement solutions; there is a core professional development curriculum for everyone working with children; and local authorities are required to develop a Children’s Trust, which is responsible for joint planning across categorical funding lines and joint responsibility for outcomes.
Financing Comprehensive Educational Equity

For a meaningful opportunity to meet challenging state academic content and performance standards, as well as fulfill the other important goals of education, students require the coordinated provision of the opportunities and supports essential to learning both in and outside of school—what we at The Campaign for Educational Equity call “comprehensive educational equity.” While the costs of comprehensive educational equity might be assumed to be very high, the fact is that, before now, no one has attempted systematically to determine the cost of the comprehensive set of in-school and out-of-school resources, services, and supports that children need to succeed in school—or to analyze what our nation is already spending to meet these needs. And while studies of the costs of in-school resources have been undertaken using a variety of methods, there is little research on the cost of out-of-school resources, and even less on the costs of supplying a comprehensive range of resources and estimating the interaction of resources in an integrated program of education and youth development.

Current debates about spending for children’s services often take place in the context of a particular year’s budget, and in the absence of information about the actual costs of meeting students’ true needs that would make such conversations meaningful. Judgments about the sufficiency of funds devoted to children’s needs also tend to fall out along ideological lines. The two studies commissioned for this symposium that focus on cost, the O-18 Cost Study and the Fiscal Mapping Analysis, are pioneering in their attempt to develop methodologies to tackle this difficult but necessary research. These papers are in draft form and should be considered works in progress that are being put forward at this time to initiate an important conversation. Further attention must be paid to reconciling methodologies and aligning statistics between the studies. For example, the cost study uses the national statistics, while the fiscal mapping study concentrates on New York State; the cost study does not include basic K-12 expenditures, but the fiscal mapping study does.

Because of the currently extremely siloed and diverse approach to costs and spending in different areas of human services, there is still much work to be done to arrive at comprehensive understanding of current expenditures for services for children and youth. Although comprehensive educational equity is a policy designed to meet educational and youth development needs, including the closing of academic achievement gaps, not all of the costs that are identified will be borne by the school systems. Medicaid, local health and child welfare budgets and other existing sources already are being expended for many of these purposes, but not in a manner that is sufficiently well coordinated and comprehensive to be educationally effective.

With all of that said, the promise of comprehensive equity is powerful indeed. While there will be a need for upfront investment, there is ample evidence that the costs society pays for trying to fix broken children later on in their lives—costs associated with crime, health care, welfare, lost productivity and tax revenue, and civic disengagement—may be far greater still. Such benefits take time to realize, but if the models being advanced at this symposium can be further perfected and realized, we may yet see that it is time—and money—well spent.
Narrowing the Achievement Gap for Low-Income Children: 
A 19-Year Life Cycle Approach

Tamara Wilder, Whitney Allgood and Richard Rothstein

By spending approximately $15,000 per child annually to provide disadvantaged children ages 0-18 (and their families) with adequate prenatal care, high-quality early childhood care, routine and preventive pediatric care, etc. as well as reduced class size, high-quality after-school and summer programs, and increased compensation/other incentives to attract and retain skilled teachers, the U.S. could significantly narrow its education achievement gap. (estimate in 2005 dollars)

These costs do not reflect:
- Existing partial public implementation of some elements of the program model: e.g., some disadvantaged women and children already receive health services whose provision is reduced by Medicaid, S-Chip, etc. Some disadvantaged children already benefit from high-quality early childhood care.
- Probable later savings: For example, special education costs could be reduced as children with healthy development in utero and thereafter have fewer developmental, behavioral and cognitive disabilities. Reduced costs in crime and welfare and increased worker productivity and tax revenues can also be expected.

Present education reform policies, including NCLB, have failed to make much headway in closing current achievement gaps. This failure stems in large part from the fact that: policymakers have given little attention to the reality that the specific conditions of lower-income existence contribute heavily to inadequate school performance.

"Low-income children often have no routine or preventive medical, dental or optometric care, resulting in more school absences as a result of illness and even an inability to see well enough to read."

This failure is also due to the fact that policymakers have paid insufficient attention to the cumulative nature of academic failure and poor socialization. The achievement gap is present before children enter school. Thus school interventions are necessarily compensatory – catch up efforts to offset pre-existing inadequacy. An alternative and more effective approach would be to prevent the achievement gap from emerging in such magnitude in the first place.

"It is more expensive and less effective to attempt to remediate later in childhood and adolescence the failure to lay a firm foundation early in life."

This report estimates the cost of public policies to substantially narrow the achievement gap, modeling a program of appropriate investments in prenatal and early childhood development, followed by appropriate investments later to sustain the effects of such early interventions.

To estimate costs of instituting such a program, the authors target children ages in utero to 18 from households with family income of less than 125 percent of the poverty line. They estimate that nationwide, there are presently about 1 million children in each annual age cohort (that is, 1 million children in utero, 1 million one-year-olds, 1 million two-year-olds, and so on each year) from households in this income bracket.
The authors provide the following cost estimates for services provided by their model:

- Adequate prenatal/obstetric care for mothers in Year One: $10,000 per mother
- Family support services (beginning with nurse-family partnerships for mothers in Years 1-4, continuing with home literacy coaches in Years 5-7, and school social workers in Years 5-19, plus parent educational services that contribute to children's achievement: $2,400 per child (average annual cost for 19 years)
- High-quality early childhood care and education in Years 2-6, including pre-K for three and four year olds: $15,800 per child (average annual cost for 5 years)
- Routine and preventive health care for infants, children and their parents, Years 2-19: $500 per child (average annual cost for 18 years)
- High-quality after-school and summer programs in Years 7-19: $12,600 per student (avg. annual cost for 15 years)
- Adequate teacher compensation incentives at schools for disadvantaged children: $300 per student (avg. annual cost for 18 years)
- Reduced class sizes in kindergarten through third grade: $1,900 per student (avg. annual cost for 4 years)
This report is an examination of resources currently available to support children and youth in New York State in funding categories that are broadly related to overcoming the socio-economic barriers to school success. A fiscal mapping study provides the data for effective decision making and lays the groundwork for developing a strategic and financing and sustainability plan.

The report is based on the program and expenditure information from 110 programs administered by six state agencies:

- The Office of Education, Department of Health, Office of Children and Family Services, Office of Temporary Developmental Assistance, Office of Mental Health.

The study identified five policy areas that affect educational achievement and healthy development of children and youth, from birth to age 18:


New York provides an estimated $61.9 billion in state, federal, and local funding to children from birth to 18.

State and local aid dominate overall total funding:

- Local funding totals approximately $26.8 billion, or 44 percent of child/youth funding.
- State funding totals approximately $23.9 billion, or 39 percent of child/youth funding.
- Federal funding accounts for approximately $10.7 billion, or 17 percent of child/youth funding.

New York may be under-investing in early childhood services related to the percent of the population within this age group:

- Of the state’s 4.7 million children, some 30 percent are age five or younger, while 70 percent are ages six to 18.
- Yet, only 14 percent of total funding, or some $8.6 billion, is estimated to reach children five or younger, while 89 percent of the total, or some $52.8 billion, is estimated to reach school age children, ages six to 18.

Approximately 41 percent of all children, from birth to age 18, are in families that live below the poverty level.

- Approximately 45 percent of the state’s students receive free or reduced price lunch.
- An estimated $34.6 billion, or 56 percent of total expenditures to children in the state, goes to support children in low-income families.

Total state funding by policy area:

- Education and Early Care: 79 percent, or $48.3 billion.
- Basic Needs: 10 percent, or $6 billion.
- Physical Health: 11 percent, or $6.7 billion
- Mental Health: 1 percent, or $469 million.
• Family Support: less than 1 percent, or $38 million.

• Federal funds for New York children are spread equally across Physical Health, Education and Early Care. Support for Mental Health makes up 4 percent of funding.

• **Implications of findings:**
  
  o New York invests significantly less in Physical Health, Mental Health, Family Support, and Basic Needs programs and services than it does in Education and Early Care.

  o New York may need to invest significantly more funds in these programs and services to address gaps in educational achievement.

  o State agencies currently administer 110 programs. The realignment of administrative structures could maximize resources, and potentially save money by reducing the potential redundancy in costs associated with administering multiple programs.

  o New York spends significantly less on children under five than on children ages six to 18. Research indicates that high-quality early care and education offers a positive return on investments.

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“New York may be under-investing in this potentially cost-saving opportunity to prevent serious achievement gaps before they occur and to provide disadvantage children with equitable access to high quality early care and education.”
Implementing Comprehensive Educational Equity: Legal and Legislative Perspectives

Michael A. Rebell

The need to overcome the barriers to school success created by poverty is a moral, statutory and constitutional "right."

The right to "comprehensive educational equity" recognizes society's obligation to provide students from backgrounds of concentrated poverty with the essential resources and services they need in order to have a meaningful opportunity to meet challenging state academic standards. These include both a sound basic elementary and high school education that provides them, among other things, with effective teachers, appropriate class sizes, adequate facilities and up-to-date textbooks, and also with essential resources like preschool, after school and summer programs, physical and mental health services and, family and community supports.

The right to comprehensive educational equity is based on a strong underlying moral and historical obligation stemming from America's egalitarian traditions and the American dream, with its promise of equal educational opportunity, especially to those who have suffered from racial discrimination and those who are the descendants of the victims of slavery. Significant statutory and constitutional building blocks for constructing an explicit right to comprehensive educational equity have also emerged in recent years from legal developments related to state standards-based reform, the No Child Left Behind Act, state court litigations involving challenges to inequities and inadequacies in state education finance systems, and a number of important equal protection precedents.

America's prime educational policy is to raise academic standards and prepare all students to be proficient in meeting them, but the policymakers who committed the nation to meeting the goals of NCLB largely ignored the effects of poverty on large numbers of American school children.

Children who grow up in poverty are more likely than other children to have difficulty learning and be at risk for academic failure.

The childhood poverty rate in the U.S. is almost 22 percent, the highest among wealthy, industrialized nations.

The U.S. also leads the industrialized world with the highest percent of its population that is permanently poor, 14.5 percent.

"Unless we confront the poverty factors that substantially undermine the learning potential of a growing proportion of our public school students, current achievement gaps cannot be overcome, and the national need to ensure that all students attain challenging proficiency levels will never be realized."

NCLB's mandate that all children be proficient in challenging state standards by 2014 cannot be achieved unless the states provide comprehensive resources and supports, such as effective teachers, small classes, adequate supplies, and early childhood, after-school, health, and family support resources and services, necessary to meet this demanding expectation.
“The use of ‘rights talk’ can help change the perception of socioeconomic barriers from being an excuse for accepting the inevitability of the status quo to a right of children to receive the resources and services they need to overcome the status quo.”

Major social reform in the U.S. is generally accomplished through the establishment and enforcement of legal rights.

To implement the right to comprehensive educational equity, to overcome achievement gaps and promote academic proficiency for all children, the federal and state governments need to identify the resources and services that children from poor families require; establish these resources and services in an efficient, cost-effective manner to all students who need them; and ensure stable, long-term funding of the requisite resources and services.

“The blunt reality is that the only reason that states deny all children the early childhood education, after-school programming, and other essentials they need, is to avoid the assumed high costs of doing so.”

From a constitutional perspective, cost is not a valid reason for denying children basic rights.

The preliminary cost analyses being presented at this symposium indicate that the costs of doing so need not be prohibitive if existing resources are efficiently marshaled and a manageable amount of new resources are devoted to particular, high priority, anti-poverty needs that directly affect students’ learning.

“Other countries, Britain in particular, have acted aggressively to respond to the need to revamp, coordinate and expand children’s services in order to meet the nation's competitive needs in the 21st Century. It is time for the U.S. government and each of the states similarly to make children’s needs their highest priority and to guarantee all of their children a right to comprehensive educational equity.”

**The current economic crisis should not be a barrier to creating comprehensive education equity?**

“Not all deficits are equal. As every family knows, going into debt in order to send a child to college is fundamentally different from going into debt to take an ocean cruise. Deficits that finance investments in the nation’s future are not the same as deficits that maintain the current standard of living.” – former U.S. Secretary of Labor Robert Reich

Many states, including New York, have already recognized the importance of taking bold new steps to coordinate the services provided by all of the state agencies which relate to children’s needs, develop a common set of outcomes and collaboratively implement plans to improve children’s welfare and educational attainment.

In New York State, the governor’s children’s cabinet, which consists of 21 commissioners with responsibility for children’s issues, has to date been charged with responsibility for coordinating the implementation of universal pre-k, and extending universal health insurance plans for children who lack insurance. In order to implement the constitutional right to comprehensive educational equity, the governor should now charge the Children’s Cabinet with the broader task of developing and implementing a specific plan for identifying and providing all children in the state meaningful educational opportunity by 2014.
SPEAKER BIOGRAPHIES

Lawrence Aber

Lawrence Aber is a Professor of Applied Psychology and Public Policy at the Steinhardt School of Culture, Education, and Human Development, New York University, where he also serves as Board Chair of its new Institute for Human Development and Social Change. Dr. Aber earned his Ph.D. from Yale University and an A.B. from Harvard University. He previously taught at Barnard College, Columbia University and at the Mailman School of Public Health at Columbia University, where he also directed the National Center for Children in Poverty.

Aber is an internationally recognized expert in child development and social policy and recently has co-edited Neighborhood Poverty: Context and Consequences for Children (1997, Russell Sage Foundation), Assessing the Impact of September 11th 2001 on Children Youth and Parents: Lessons for Applied Developmental Science (2004, Erlbaum) and Child Development and Social Policy: Knowledge for Action (2007, APA Publications). His basic research examines the influence of poverty and violence, at the family and community levels, on the social, emotional, behavioral, cognitive and academic development of children and youth. Dr. Aber also designs and conducts rigorous evaluations of innovative programs and policies for children, youth and families, such as violence prevention, literacy development, antipoverty initiatives and comprehensive services initiatives.

He has been a recipient of a William T. Grant Faculty Scholar award as well as a Visiting Scholar award from the Russell Sage Foundation. In 2006, Dr. Aber was appointed by the Mayor of New York City to the Commission for Economic Opportunity, a new initiative to help reduce poverty and increase economic opportunity in New York City.

Charles Basch

Charles Basch is the Richard March Hoe Professor of Education at Teacher College. He specializes in planning and evaluating health education programs for urban minority populations to reduce health and educational disparities. His work has been diverse with respect to population groups (ranging from young children to older adults), disease topics (AIDS, cardiovascular disease, cancer, diabetes, and eye disease), and behaviors (vision, diet, physical activity, and screening), but has a common theme of translating research into practice. The health education programs he has developed and evaluated are philosophically grounded in informed voluntary decision making and rely heavily on building strong interpersonal relationships. His evaluative research has been collaboratively conducted with self-insured unions, hospitals, community-based clinics, and schools.

Basch’s main scholarly interests are improving understanding about (1) health-related decision making (2) dissemination and implementation of effective health-related programs and policies and (3) the influence of health factors on educational outcomes in urban minority youth. He teaches courses related to epidemiology, planning and evaluation. During his past 25 years at Teachers College, he has directed approximately $12 million dollars of grant-funded research and program development (primarily supported by the National Institutes of Health) and he continues to do so. His work has yielded over 100 publications. He was the founding Chair of the Department of Health and Behavior Studies and served the College in that role from 1996-2007.
Tony Blair

Tony Blair served as Prime Minister of Great Britain and Northern Ireland from May 1997 to June 2007. He was also the leader of Britain’s Labour Party (1994 to 2007) and the Member of Parliament for Sedgefield, England (1983 to 2007). Mr. Blair continues to be active in public life. Currently, he is working for the United States, the UN, Russia and the European Union as the Quartet Representative, helping the Palestinians to prepare for statehood as part of the international community’s effort to secure peace. In addition he continues to be an advocate on issues affecting Africa and climate change.

During his ten years as Prime Minister, Mr. Blair transformed Britain’s public services through a program of investment and reform in schools and hospitals, resulting in more children achieving better school results and more people receiving faster access to health care, with improved survival rates for cancer and coronary heart disease.

Martin Blank

Martin J. Blank is the Director of the Coalition for Community Schools, which is staffed by the Institute for Educational Leadership. The Coalition is an alliance that brings together leaders and organizations in education, family support, youth development early childhood, community development, government and philanthropy behind a shared vision of how schools can function as hubs of their communities where school and community resources and capacity are mobilized to support student success, strengthen families and build healthier communities.

He is the co-author or Making the Difference: Research and Practice in Community Schools and Together We Can: A Guide for Crafting a Pro-family System of Education and Human Services. He was Project Director for the preparation of Learning Together, a comprehensive map of the revitalized community schools movement across the country.

Marty stays involved with local activities in the District of Columbia. He is the Chair of D.C. VOICE an education reform collaborative and of the Management Team of the Early Childhood Collaborative.

He has a B.A. from Columbia University, 1965, and a J.D. from Georgetown University Law Center, and served as a VISTA Volunteer in the Missouri Bootheel.

Charles Brecher

Charles Brecher is Professor of Public and Health Administration at the Robert F. Wagner School of Public Policy at New York University, where he teaches courses in public policy formation and analysis in health policy. His most recent books are Power Failure: New York City Politics and Policy Since 1960, a study of local political change, and Privatization and Public Hospitals: Choosing Wisely for New York City. He serves as Research Director for the Citizens Budget Commission, a nonpartisan civic organization devoted to improving financial management and service delivery by the City of New York and the State of New York. He is also leading the fiscal component of the Wagner School’s multi-year evaluation of the Robert Wood Johnson Foundation’s Urban Health Initiative. He is a member of the board of the Schuyler Center for Analysis and Advocacy in Albany. He received his Ph.D. in Political Science from the City University of New York.

Jeanne Brooks-Gunn

Jeanne Brooks-Gunn is the Virginia and Leonard Marx Professor of Child Development at Teachers College and the College of Physicians and Surgeons at Columbia University. Professor Brooks-Gunn brings a rich background as a developmental psychologist to the Center, specializing in policy-oriented research that focuses on family and community influences on the development of young children. Her research centers on
designing and evaluating interventions and policies aimed at enhancing the well-being of children living in poverty.

The author of over 500 publications, four books, and 12 edited volumes, Professor Brooks-Gunn has received numerous honors and awards for her work. Among her awards and recognitions are the James McKeen Cattell Fellow Award for outstanding contributions to the area of applied psychological research in 2002 from the Association for Psychological Science (formerly the American Psychological Society), her election as Margaret Mead Fellow in 2004 by the American Academy of Political and Social Science (AAPSS), and the Distinguished Contributions to Research in Public Policy Award in 2001 from the Committee on Public Interest, American Psychological Association. She is also the recipient of the Urie Bronfenbrenner Award for lifetime contribution to developmental psychology in the areas of science and society from the American Psychological Association.

Geoffrey Canada

Geoffrey Canada is the Chief Executive Officer and President of the Harlem Children’s Zone, a non-profit, community-based organization that offers education, social-service and community-building programs to children and families in the Harlem area. In his 20-plus years with Harlem Children’s Zone, Inc., Geoffrey Canada has become nationally recognized for his pioneering work helping children and families and as a passionate advocate for education reform.

The work of Mr. Canada and HCZ has become a national model and has been the subject of many profiles in the media. Their work has been featured on "60 Minutes," "The Oprah Winfrey Show," "The Today Show," "Good Morning America," "Nightline," "CBS This Morning," "The Charlie Rose Show," National Public Radio’s "On Point," as well in articles in The New York Times, The New York Daily News, USA Today and Newsday. Most recently, HCZ is the subject of a book by Paul Tough, staff editor of New York Times Magazine, titled Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America (Houghton Mifflin, 2008).

Mr. Canada is the author of Fist Stick Knife Gun: A Personal History of Violence in America. He holds a Bachelor of Arts degree from Bowdoin College and a Master’s degree in education from the Harvard Graduate School of Education.

Lori Connors-Tadros

Lori Connors-Tadros, Ph.D is the Vice President of Children and Family Services at The Finance Project, specialized non-profit research, consulting, technical assistance and training firm for public and private sector leaders nationwide. She manages projects focused on out-of-school time, early care and education, youth development and other services supporting children and families.

Dr. Connors-Tadros has over 30 years of experience in the fields of education and psychology and is a recognized national leader in early care and education policy analysis and systems reform. Prior to joining The Finance Project, she worked for the National Child Care Information Center supporting state efforts to improve the quality of child care for low-income parents and to implement federal policies related to early learning and school readiness; and as a researcher at the Center on Families, Communities, Schools and Children’s Learning at Johns Hopkins University. She has written extensively, conducted presentations to national and international audiences, and published papers and other print documents as well as multi-media training resources.

Dr. Connors-Tadros holds a Ph.D. in Developmental and Educational Psychology from Boston College and a Master of Science in Early Childhood Special Education from Southern Connecticut State University.
Arne Duncan

Arne Duncan is the Chief Executive Officer of the Chicago Public Schools, the third largest school district in the nation. Since his appointment in 2001, Mr. Duncan has been at the forefront of a movement to create smaller, community schools that make the most of public resources for both students and their neighborhoods.

Duncan joined the Chicago Public Schools in 1998, when he became Deputy Chief of Staff for former Schools CEO Paul Vallas. Prior to that, he served as the director of the Ariel Education Initiative, a program to enhance educational opportunities for children on Chicago’s South Side. From 1987 to 1991, Duncan played professional basketball in Australia, where he worked with children who were wards of the state.

Arne Duncan currently serves on the Board of Overseers for Harvard College and the Visiting Committees for Harvard University’s Graduate School of Education and the University of Chicago’s School of Social Service Administration. He attended the University of Chicago Laboratory Schools and graduated magna cum laude from Harvard University with a degree in sociology. In 2004, he was the recipient of the Outstanding Alumni Award, the Family Focus Honor and the Ivy League Alumni Challenge. In 2006, the City Club of Chicago named him Citizen of the Year.

Howard T. Everson

Howard T. Everson is Professor of Psychology at Fordham University. In addition, he serves as a consulting research scientist to the American Institutes for Research, the American Councils for International Education, the National Center for Education and the Economy, and the Institute for Urban & Minority Education.

Professor Everson’s research and scholarly interests focus on the intersection of cognition, instruction, and assessment. He has contributed to developments in educational psychology, psychometrics, and quantitative methods. Before joining the faculty at Fordham University, Dr. Everson was the Executive Director of the NAEP Education Statistics Services Institute at the American Institutes for Research, and was the V.P. for Research at the College Board. Dr. Everson is a fellow of both the American Educational Research Association and the American Psychological Association.

Edmund W. Gordon

Edmund W. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor, Emeritus of Psychology and Education, at Teachers College, Columbia University and Director of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. He is also the Senior Scholar in Residence at the College Board.

Dr. Gordon has been recognized as a preeminent member of his discipline. He is an elected Fellow of various prestigious associations including the American Psychological Association, the American Society of Psychological Science, the American Association for Orthopsychiatry and Fellow and Life Member of the American Association for the Advancement of Science. In 1968 he was elected member of the National Academy of Education. Among his most recent honors is the “Edmund W. Gordon Chair for Policy Evaluation and Research” created by the Educational Testing Service to recognize his lasting contributions to developments in education including Head Start, compensatory education, school desegregation, and supplementary education. In 2005 Columbia University named its campus in Harlem, N. Y. the Edmund W. Gordon Campus of Teachers College, Columbia University.

Dr. Gordon has been named one of America’s most prolific and thoughtful scholars. He is the author of more than 200 articles and 18 books.

Edmund W. Gordon, Ed. D. has been married to Susan G. Gordon, M.D. since 1948. Together they conceived and raised four children, whom they claim as their most important achievements.
Lucy Friedman

Lucy N. Friedman is founding president of The After-School Corporation (TASC), a not-for-profit organization established in 1998 to enhance the quality and availability of after-school programs in New York and beyond. TASC’s mission is to change public policy to make universal after-school a public responsibility. Under Dr. Friedman’s leadership TASC has leveraged the OSI investment to spur other public and private investments in after-school nationally; it has helped New York State, and other cities and states, begin to build after-school systems; and it has led in building a system to train and professionally develop supervisory and front-line after-school staff. TASC has also, under Dr. Friedman’s leadership, identified widely adopted core elements of high-performing programs; documented benefits of after-school; and disseminated information on best practices. TASC has demonstrated that large-scale programs, serving hundreds of children within a school, can be engaging and effective.

Prior to joining TASC, Dr. Friedman was the founder and executive director of Victim Services (now known as Safe Horizon) for 20 years, the leading and largest crime victim assistance and advocacy organization in the country. Dr. Friedman led a study group for Mayor David Dinkins, which recommended the creation in schools of Beacon programs which operate after-school and on weekends. She serves on several boards including the After-school Alliance, Leadership Enterprise for a Diverse America and Bryn Mawr College. She is co-chair of NYSAN (NYS After-school Network), chair of the executive committee of the Coalition for Science After School and co-chair of the Study Group on Supplementary Education.

Dr. Friedman holds a Ph.D in social psychology from Columbia University and was a Peace Corps volunteer in the Dominican Republic from 1965-1967. She and her husband have four grown children: Ezra, Tanya, Gideon and Sam.

Carl T. Hayden

Chancellor Emeritus Carl Hayden is the Chairman of the Board of the State University of New York, a collection of sixty-four colleges, universities and academic medical centers. It is the largest comprehensive public higher education system in the United States. He also currently chairs the Chemung County School Readiness Project and practices law in Elmira, NY.

Hayden was first elected to the Board of Regents of the University of the State of New York (USNY) in 1990. In 1991, he was elected Chancellor by his colleagues, where he served until 2002, after which he was voted Chancellor Emeritus. A former Chairman of the Board of the New York State Health Foundation, Hayden co-chaired Governor Spitzer’s Education Transition Team and served on the Higher Education Commission. From 2003 to 2007, he was a director of the National Board for Professional Teaching Standards and served on the board of directors for the Campaign for Fiscal Equity (CFE). He is also a former president of the Elmira City School District Board of Education, among other numerous community organizations. He was a founder and president of the Mark Twain Arts Council, producer of the “Mark Twain-The Musical!,” a Broadway scale musical celebrating Mark Twain’s life and writings in Elmira. He is also a director of Panelogic, Inc., a private corporation.

Hayden graduated from Hamilton College, and earned the Juris Doctor degree from the Cornell Law School. He has been awarded honorary degrees by Hamilton College (1996), Elmira College (1999), the City University of New York (2002), and Excelsior College (2003). He is an honorary member of the Seneca Nation of the Iroquois. He served in the U.S. Navy from 1963-1967.
Randi Hewit

Randi Hewit is the President of the Community Foundation of Elmira-Corning and the Finger Lakes where she is currently directing a $15 million school readiness initiative targeted at Chemung County’s families of young children. Before joining the Community Foundation, Ms. Hewit served as ice President for Community Affairs at Planned Parenthood of the Southern Tier where she was responsible for community education, fund development, and public affairs. She is the past Vice-Chair of ProNet, a professional organization serving program officers of community foundations. She also serves on the boards of directors for Corning Children’s Center and WSKG Public Broadcasting. Ms. Hewit currently lives in Corning with her husband and young daughter.

Julie Higson

Julie Higson is the Director of Parental Support & Family Learning at ContinYou, one of the United Kingdom’s leading community learning organizations. ContinYou aims to tackle inequality and to build social inclusion by opening up opportunities for learning that will help people change their lives and improve their own well-being and that of their families and communities. Through this national support service, Higson works with Local Authorities and school clusters in developing extended school practices. She also serves as a spokesperson at national events and coaches senior policy makers in best practices.

Prior to ContinYou, Higson served as the Community Development Officer for Wigan MBC in their local government Education Department. There she worked within regeneration target communities and their schools, developing community-based initiatives involving families with children of all ages. Her work has allowed her to develop unique collaborative relationships with colleagues from colleges, health, police, local industry, voluntary sector and other sectors. She has been involved in ‘Parental Involvement’ initiatives and has developed and delivered training for Head teachers, teaching/non-teaching staff, parents, Parent Teachers Associations, carers, governors, volunteers, industry partners and colleagues on working with children both in school, at home and the wider community.

Higson has been a school governor, both parent and LA representative, for over 16 years, and currently serves as a chair of governors at a local primary school. She has a degree in Education specializing in Parental Involvement. She has two children, one of whom is registered blind.

Sharon Lynn Kagan

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy, Co-director of the National Center for Children and Families, and the Associate Dean for Policy at Teachers College. She is also the Director of the Office of Policy and Research. Dr. Kagan has been recognized as a preeminent member of her discipline. She received her B.A. in English at the University of Michigan, an M.A. in Liberal Arts at Johns Hopkins University, and an Ed.D in Curriculum and Teaching at Teachers College.

Dr. Kagan’s interests focus on the application of child and parent development research to the formation and implementation of public policies, and on the impact of institutions on the development of low-income children. Some of her selected publications include Leadership in Early Care and Education (National Association for the Education of Young Children, co-ed), Reinventing Early Care and Education: A Vision for a Quality System (Jossey-Bass, co-ed.), Putting Families First: America’s Family Support Movement and the Challenge of Change (Jossey-bass, co-ed.), Integrating Services for Children and Families (Yale University Press), The Care and Education of America’s Young Children: Obstacles and Opportunities (National Society for the Study of Education, 90th Yearbook, ed.), and United We Stand: Collaboration for Childcare and Early Education Services (Teachers College Press).
Helen F. Ladd

Helen F. Ladd is the Edgar T. Thompson Distinguished Professor of Public Policy Studies and professor of economics at Duke University. She is a member of the management team of the Center for the Analysis of Longitudinal Data in Education Research (CALDER) and the co-editor for the *Journal of Policy Analysis and Management*. With Edward Fiske, she is the editor of the *American Education Finance Association’s Handbook of Research on Educational Finance and Policy*.

During the past few years, she has written articles on charter schools, school-based accountability, market-based reforms in education, parental choice and competition, the effects of HUD's Moving to Opportunity Program on educational opportunities and outcomes, and a series of papers on teacher quality and student achievement. Currently, she is continuing her research on teacher labor markets and teacher quality. Professor Ladd has also written extensively on the fiscal implications of growth, property taxation, education finance, tax and expenditure limitations, intergovernmental aid, state economic development, and the fiscal problems of U.S. cities.

From 1996-99, Professor Ladd co-chaired a National Academy of Sciences Committee on Education Finance. She has also been active in the National Tax Association and the Association for Public Policy and Management, and has consulted on tax policy and intergovernmental relations for all three levels of government. She has been a visiting scholar at the Federal Reserve Bank of Boston, a senior research fellow at the Lincoln Institute of Land Policy, and a visiting fellow at the Brookings Institution. With the support of two Fulbright grants, she spent time in New Zealand studying that country’s education system and doing similar research in South Africa.

She graduated with a B.A. degree from Wellesley College, received a master’s degree from the London School of Economics and earned her Ph.D. in economics from Harvard University.

Henry M. Levin

Henry M. Levin is the William Heard Kilpatrick Professor of Economics and Education at Teachers College, Columbia University, Director of the National Center for the Study of Privatization in Education, Co-Director of the Center for Benefit-Cost Studies in Education, and David Jacks Professor of Higher Education and Economics, Emeritus, at Stanford University. He is a specialist in the economics of education and human resources, and has published 20 books and about 300 articles on these and related subjects. At present he is doing research on educational reform, educational vouchers, cost-effectiveness analysis, costs to society of inadequate education, and educational privatization, and benefit-cost studies in education. His most recent books are: *Privatizing Educational Choice* (Paradigm Publishers, 2005), and *The Price We Pay: Economic and Social Costs of Inadequate Education* (Brookings, 2007).

Levin has worked as an economist at the Brookings Institution in Washington, and has served Director of the Institute for Research on Educational Finance at Stanford and the Accelerated Schools Project, a national school reform initiative for accelerating the education of at-risk youngsters encompassing about 1,000 schools in 41 states. He has been a fellow of the Center for Advanced Study in the Behavioral Sciences and the Russell Sage Foundation. In 1992, the New York Times named him in its special issue on educational reform as one of “nine national leaders in education innovation”. He is also a recipient of the 2004 Outstanding Service Award of the American Educational Finance Association and an elected member of both the National Academy of Education and the International Academy of Education. He has been a member and President of the Palo Alto (CA) School Board and is President (2008-09) of the Comparative and International Education Society.
**Milbrey McLaughlin**

Milbrey McLaughlin is the David Jacks Professor of Education and Public Policy at Stanford University; the Executive Director of the John Gardner Center for Youth and Their Communities, a partnership between Stanford University and Bay Area communities to build new practices, knowledge and capacity for youth development and learning; and the Co-Director of the Center for Research on the Context of Teaching, an education research center supported by both federal and foundation funding. Its program of research analyzes how teaching and learning are shaped by their organizational, institutional, and social-cultural contexts.

Prior to joining the Stanford faculty, McLaughlin was a Senior Social Scientist at the Rand Corporation, where she worked on problems of policy implementation and planned change in education, most particularly the Change Agent study.

She received her B.A. from Connecticut College (Philosophy) and her Ed.M. and Ed.D. from Harvard University (Education and Social Policy).

**Roger Maldonado**

Roger Maldonado is a trial lawyer, commercial litigator, and leader of the organized bar with over 25 years' experience. He represents corporate and commercial institutions in litigations involving multi-million-dollar claims arising from business ventures, lease agreements, and contract disputes. He also represents government and commercial creditors with claims in bankruptcy reorganization and liquidation proceedings.

In addition, Maldonado counsels musicians, publishers, and record labels in litigations to enforce their copyrights and contractual rights against the largest music industry companies in the world. He also advises developers, community groups, and entrepreneurs in litigations involving complex real estate transactions. Furthermore, he litigates and arbitrates claims involving employment discrimination, employment contracts, and restrictive covenants on behalf of professionals, partnerships, and corporations, state and federal environmental and land use review cases in trial and appellate courts.

Maldonado uses his fluency in Spanish to represent the interests of various Hispanic and American businesses, government entities and individuals, as well as to investigate allegations of corporate wrongdoing and discriminatory employment practices. He represents Hispanic students in federal class actions involving special education services.

Maldonado currently serves as a Vice-President and Member of the Executive Committee of The Association of the Bar of the City of New York and as a Member of the Distribution Committee of the New York Community Trust. He received his B.A., magna cum laude in 1977 from Yale College and J.D. in 1981 from Yale Law School.

**Larry Mishel**

Larry Mishel is the President of the Economic Policy Institute, a nonprofit, nonpartisan think tank that seeks to broaden the public debate about strategies to achieve a prosperous and fair economy. He came to the Economic Policy Institute in 1987. As EPI’s first research director, then as vice president, and now president, he has played a significant role in building EPI’s research capabilities and reputation. He has researched, written, and spoken widely on the economy and economic policy as it affects middle- and low-income families. He is principal author of a major research volume, *The State of Working America* (published every even-numbered year since 1988) which provides a comprehensive overview of the U.S. labor market and living standards.

A nationally recognized economist, Mishel is frequently called on to testify and provide economic briefings to members of Congress and appears regularly as a commentator on the economy in print and broadcast media.
Most recently, he wrote a paper outlining a plan to stimulate the economy, which was widely adopted by policy makers in Washington and beyond. Mishel's areas of expertise include income distribution and poverty, labor markets, industrial relations, technology and productivity, education, wages, unions and collective bargaining. He received his B.S. at Pennsylvania State University, M.A. Economics at American University and Ph.D. Economics at University of Wisconsin.

**Pedro Noguera**

Pedro Noguera, PhD, is a professor in the Steinhardt School of Culture, Education, and Human Development at New York University. He is also the Executive Director of the Metropolitan Center for Urban Education and the Co-Director of the Institute for the Study of Globalization and Education in Metropolitan Settings (IGEMS). An urban sociologist, Noguera's scholarship and research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an advisor and engaged in collaborative research with several large urban school districts throughout the United States. He has also done research on issues related to education and economic and social development in the Caribbean, Latin America and several other countries throughout the world. Between 2000 and 2003, Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 to 2000, he was a Professor in Social and Cultural Studies at the Graduate School of Education and the Director of the Institute for the Study of Social Change at the University of California, Berkeley.

**David A. Paterson**

David A. Paterson is the Governor of the State of New York. In his 23 years serving the people of New York, Governor Paterson has worked towards change by reaching across party lines and bringing people together. Gov. Paterson began his political career in 1985, when he was elected to represent Harlem in the New York State Senate, becoming the youngest Senator in Albany. In 2003, he became the minority leader of the New York State Senate, the first non-white legislative leader in New York's history. In 2004, he became the first visually impaired person to address the Democratic National Convention. He became New York's first African American Lieutenant Governor in 2007 and is now New York’s first African American Governor.

As Lieutenant Governor, Governor Paterson led the charge on several crucial issues for New York's future: achieving legislation for a $600 million stem cell research initiative in New York, the nation’s second largest allocation; putting forth a statewide renewable energy strategy; working to prevent domestic violence and empower its victims; and serving as a champion for minority- and women-owned businesses in New York.

Governor Paterson, who is legally blind, is nationally recognized as a leading active advocate for the visually and physically impaired. He is a member of the American Foundation for the Blind. He serves as a member of the Democratic National Committee and as a board member of the Democratic Legislative Campaign Committee.

Governor Paterson earned his bachelor's degree in History from Columbia University in 1977, and completed his J.D. at Hofstra Law School in 1982. He lives with his wife, Michelle Paige Paterson, and their two children, Ashley and Alex. Ashley goes to college in Upstate New York, and Alex attends public school in New York City.

**Michael A. Rebell**

Michael A. Rebell is Executive Director of the Campaign for Educational Equity and Professor of Law and Educational Practice at Teachers College. Previously, Rebell co-founded and served as Executive Director of The Campaign for Fiscal Equity (CFE), which won a major constitutional ruling on behalf of New York City public schools. He continues to serve as co-counsel for CFE. Rebell is one of the nation’s foremost authorities on the education adequacy movement in the United States and has pioneered the legal theory and strategy of
educational adequacy. In the last 15 years, this legal strategy has proven successful in almost 75 percent of the cases challenging a state’s failure to provide students with a sound, basic education. Rebell has also litigated numerous class-action lawsuits especially on behalf of students with disabilities, including the landmark New York State case, *Jose P. v. Mills*. He has written two books—*Equity and Education* and *Education Policymaking and the Courts*—and several dozen articles on a wide range of education issues, including educational equity, education finance, testing, rights of disabled students and dropout prevention. Rebell is a graduate of Harvard College and Yale Law School.

**Richard Rothstein**

Richard Rothstein is a research associate of the Economic Policy Institute and of the Campaign for Educational Equity. From 1999 to 2002, he was the national education columnist of The New York Times. Rothstein’s recent book on accountability in education, *Grading Education: Getting Accountability Right* (Teachers College Press), was developed for the Campaign for Educational Equity. His analysis of elementary and secondary expenditure changes from 1967 to 2005 (*Where’s the Money Gone?*) will be published soon. Rothstein was a member of the national task force that drafted the statement, “A Broader, Bolder Approach to Education” (www.boldapproach.org). He is also the author of *Class and Schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap* (Teachers College Press 2004) and *The Way We Were? Myths and Realities of America’s Student Achievement* (1998). Other recent books include *The Charter School Dust-Up: Examining the Evidence on Enrollment and Achievement* (co-authored in 2005); and *All Else Equal, Are Public and Private Schools Different?* (co-authored in 2003).

**Torey Silloway**

Torey Silloway is a Senior Program Associate at The Finance Project. Mr. Silloway conducts research and develops reports on fiscal mapping and strategic financing for children and youth programs. He has extensive experience providing management consulting to state and city government clients on the provision of child care, child welfare and mental health services, on behalf of Annie E. Casey Strategic Consulting Services. Mr. Silloway also offers direct experience with state budget processes, having served as a Budget and Policy Analyst for the Maryland Department of Budget and Management. He holds a Masters in Public Policy from Georgetown University.

**Paul Tough**

Paul Tough is the author of “Whatever It Takes: Geoffrey Canada’s Quest to Change Harlem and America.” He is an editor at the *New York Times Magazine*, where he has written extensively about education, poverty and politics, including cover stories on the Harlem Children’s Zone, the post-Katrina school system in New Orleans, and No Child Left Behind and charter schools. He has previously worked as an editor at Harper’s Magazine and as a producer for “This American Life,” and his writings has appeared in Slate, Esquire, GQ and the New Yorker. More information on 'Whatever It Takes' can be found at paultough.com.

**Jane Quinn**

Jane Quinn is the Assistant Executive Director for Community Schools at the Children’s Aid Society (CAS) where she leads and oversees local and national work to forge effective long-term partnerships between public schools and other community resources. She is a social worker and youth worker with more than 35 years experience, including direct service, with children and families, program development, fundraising, grant-making, research and advocacy. Together with Joy Dryfoos, Jane recently co-edited a book entitled *Community*
Schools in Action: Lessons from a Decade of Practice, which was published by Oxford University Press in 2005.

Jane came to CAS from the Wallace-Reader’s Digest Funds, where she served as Program Director for seven years. Prior to that, she directed a national study of community-based youth organizations for the Carnegie Corporation of New York, which resulted in the publication of a book, entitled A Matter of Time: Risk and Opportunity in the Nonschool Hours.

Randi Weingarten

Randi Weingarten is the newly elected president of the American Federation of Teachers, which represents more than 1.4 million teachers; paraprofessionals and school-related personnel; higher education faculty and staff; nurses and other healthcare professionals; and local, state and federal employees.

Weingarten has been president of the United Federation of Teachers, AFT Local 2, since 1998, representing 110,000 non-supervisory educators in the New York City public school system, as well as home child care providers and other workers in health, law and education. She also heads the city Municipal Labor Committee, an umbrella organization for 100-plus city unions.

From 1986 to 1998, Weingarten served as counsel to UFT President Sandra Feldman, taking a lead role in contract negotiations and enforcement and in lawsuits in which the union fought for adequate school funding and building conditions. She assumed the UFT presidency in 1998 after Feldman became president of the AFT. She was elected to her first full term the following year and re-elected three times since. Under Weingarten’s leadership, membership in the UFT grew by 35% and salaries of UFT-represented public school employees have increased by 43 percent.

Weingarten sees her role as an advocate for students as well as union members. Her passion as leader of America’s largest union local is to make every school a place where parents want to send their children and educators want to work.

Weingarten holds degrees from Cornell University and the Cardozo School of Law.

Heather Weiss

Dr. Heather Weiss is the Founder and Director of the Harvard Family Research Project (HFRP) and is a Senior Research Associate and Lecturer at the Harvard Graduate School of Education. From its beginning in 1983, HFRP’s mission has been to support the creation of more effective practices, interventions and policies to promote children’s successful development from birth to adulthood. A key emphasis of HFRP’s work is the promotion, documentation and assessment of complementary learning—strategies that support children’s learning and development in non-school as well as school contexts.

Dr. Weiss and her colleagues are well known for their work building the demand for and use of evaluation as a cornerstone of social change, to which end HFRP also provides strategic planning and evaluation services for foundations and communities. Their current evaluation portfolio includes evaluations of national foundation efforts to scale up universal pre-kindergarten services and extended learning opportunities.

Dr. Weiss writes, speaks and advises on programs and policies for children and families and serves on the advisory boards of many public and private organizations. Her recent publications focus on reframing research and evaluation to support continuous improvement and democratic decision making, examining the case for complementary learning from a research and policy perspective, and assessing new ways of providing and evaluating professional development. She is a consultant and advisor to numerous foundations on strategic grant making and evaluation. She received her doctorate in Education and Social Policy from the Harvard
Graduate School of Education and she was a postdoctoral research fellow at the Yale Bush Center in Child Development and Social Policy.

Jay Worona

Jay Worona is general counsel to the New York State School Boards Association. He has served in this capacity since 1990. He is responsible for representing the New York State School Boards Association and its membership of approximately 750 school districts.

Mr. Worona currently also serves as Immediate Past Chairman of the Board of Directors of the National Council of School Attorneys. He is also an adjunct professor at the School of Educational Administration and Policy Studies at the State University of New York at Albany and has served in this capacity since 1988.

Mr. Worona is a frequent lecturer throughout the state and nation on education law and labor law issues. He holds a juris doctorate degree from Albany Law School of Union University, Albany, New York and a bachelors of arts in history from the State University of New York at Binghamton.
Launched in 2005, The Campaign for Educational Equity is committed to expanding and strengthening the national movement for quality public education for all by providing research-based analyses of key education policy issues. The Campaign promotes educational equity through focused research, raising awareness of equity issues within Teachers College and to external audiences, rapid dissemination of research and relevant information, and demonstrations of improved policy and practice.

To learn more about The Campaign visit [www.tcequity.org](http://www.tcequity.org).

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Teachers College is dedicated to promoting excellence and equity in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country. Through scholarly programs of teaching, research, and service, the College draws upon the expertise from a diverse community of faculty in education, psychology and health, as well as students and staff from across the country and around the world.

For more information, please visit the College’s Web site at [www.tc.columbia.edu](http://www.tc.columbia.edu).

For further information about the Symposium and its presenters, please contact:

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_Educational equity—a moral imperative for the 21st century_