

*Conversation Series***ZOMBIE EDUCATION REFORM:
Without A Meaningful Base in Research Evidence, Can Support
for Online Charters and Education Vouchers be Sustained?****October 9, 2019 | noon to 2:00 p.m.****SPEAKERS****BRIAN GILL**

Brian Gill (Ph.D., J.D., University of California at Berkeley) is a senior fellow at Mathematica Policy Research and the director of the U.S. Department of Education's Mid-Atlantic Regional Educational Laboratory. Brian studies various topics in K–12 education policy. He is one of the nation's leading experts on the effects of charter schools, having co-directed studies of the effects of charter high schools on graduation, college enrollment, and earnings in adulthood; the effectiveness of nonprofit charter-school management organizations; the operations of online charter schools; and the effect of charter schools on civic preparation. Brian is also an expert on accountability regimes in education, including the implementation of federal policy and the implications of behavioral science research for professional accountability. He frequently works with state and local educational leaders to address their analytic challenges, on issues such as data-driven decisionmaking and the performance of schools, principals, and teachers.

JOHN H. JACKSON

John H. Jackson is President and CEO of the Schott Foundation for Public Education. Jackson leads the Foundation's efforts to ensure a fair and substantive opportunity to learn for all students regardless of race or gender. Jackson joined the Schott Foundation after serving in several senior level positions. Among them, National Director of Education and Chief Policy Officer of the National Association for the Advancement of Colored People (NAACP). In 1999, President Clinton appointed Jackson to serve as Senior Policy Advisor in the Office for Civil Rights at the U.S. Department of Education. Jackson has also served as an Adjunct Professor of Race, Gender, and Public Policy at the Georgetown Public Policy Institute. Earlier in his career, Jackson conducted extensive research at the Harvard Civil Rights Project on civil rights and opportunity gap issues. Jackson has been elected or appointed to serve on many boards and commissions. Among them the Xavier University of Louisiana Board of Directors, Nellie Mae Education Foundation Board of Directors, Harvard University Board of Alumni, Association of Black Foundation Executives, American Bar Association At-Risk Commission. Jackson also served on the Obama-Biden transition team as a member of the President's Education Policy Transition Work Group. Jackson holds a BA in Political Science from Xavier University; A Master of Education in Education Policy from the University of Illinois' College of Education; and a Juris Doctorate from the University of Illinois' College of Law. In addition, Jackson received a Master of Education and Doctorate of Education in Administration, Planning, and Social Policy from the Harvard Graduate School of Education.

Sponsored by the Albert Shanker Institute and the American Federation of Teachers, this conversation series is designed to engender lively and informative discussions on important educational issues. We deliberately invite speakers with diverse perspectives, including views other than those of the Albert Shanker Institute and the AFT. What is important is that these participants are committed to genuine engagement with each other.

CHRISTOPHER LUKIENSKI

Christopher Lubienski is a professor of education policy at Indiana University. He is also a fellow with the National Education Policy Center, Visiting Professor at East China Normal University in Shanghai, and Adjunct Professor at Murdoch University in Western Australia, where he has served as Sir Walter Murdoch Visiting Professor. He is co-leader and convener of the Scholar Strategy Network's K-12 Working Group, and was a Fulbright Senior Scholar for New Zealand, where he studies school policies and student enrollment patterns. His research focuses on education policy, reform, and the political economy of education. Lubienski is PI of a multi-year project on intermediary organizations' ability to influence the use of research evidence in the policymaking process. He has authored peer-reviewed articles in top journals such as the *American Journal of Education*, the *Oxford Review of Education*, the *American Educational Research Journal*, the *Journal of Education Policy*, *Educational Researcher*, and the *Congressional Quarterly Researcher*. His work has been funded by the Institute of Education Sciences, the William T. Grant Foundation, the Australian Research Council, the Organisation for Economic Cooperation and Development, and the Spencer Foundation. Lubienski has also been invited to testify before the U.S. Congress, and his work has been featured in the *New York Times*, *Washington Post*, *La Liberacion*, *Time Magazine*, the *Wall Street Journal*, the *Times Education Supplement*, and *Business Week*. His book, *The Public School Advantage: Why Public Schools Outperform Private Schools* (with co-author Sarah Theule Lubienski, University of Chicago Press), won the 2015 PROSE Award for Education Theory from the American Publishers Awards for Professional and Scholarly Excellence.

MACKE RAYMOND

Macke has served as the Director of the Center for Research on Education Outcomes (CREDO) at Stanford University since its inception. CREDO analyzes education reform efforts around the country and is a leader in studying US charter schools. Raymond has steered CREDO to national prominence as a rigorous and independent source for policy and program analysis. She has done extensive work in public policy and education reform, and is currently researching the development of competitive markets and the creation of reliable data on program performance. Macke also leads CREDO in investigating the effectiveness of public charter schools. Prior to joining Stanford in 2000, she held faculty positions in the political science and economics departments at the University of Rochester. Macke also worked for a number of years in the telecommunications industry and was President of Raymond Associates, a private consulting company specializing in public policy research projects and telecommunications policy formulation, from 1985 to 2000. Ms. Raymond holds a B.A. summa cum laude from Boston University, with three masters degrees and a Ph.D. in Political Science from the University of Rochester. She lives in Stanford CA with her husband and dog Sugar.

REGENA THOMAS

Rev. Dr. Regena Thomas is the Co-Director of the AFT Human Rights and Community Relations Department. She previously worked at the DNC as Director of Community Engagement and Constituency Group Services. From 2002 through 2006, Thomas served as Secretary of State for the state of New Jersey, appointed by Gov. James McGreevey. Prior to this, she was a political consultant for the Democratic National Committee, Democratic Governors' Association and the Democratic Senatorial Committee, specializing in African American turnout. She has worked for D.C. Mayors Marion Barry and Sharon Pratt Kelly, the Hon. Georgia Davis Powers (the first African-American female Kentucky State Senator), and on the Rev. Jesse Jackson's presidential campaigns. A graduate of Morehead State University, Thomas earned her Master of Divinity from New Brunswick Theological Seminary and her Doctorate of Ministry from Wesley Theological Seminary. She is an ordained minister of the African Methodist Episcopal Church.

Next Conversation: Supplement, No Supplant: The Continuing Challenges of Getting Federal Education Dollars to the Intended Beneficiaries

Wednesday, Nov. 13, 2019 | Noon to 2:00 pm | 555 New Jersey Ave, NW, Washington, DC
Register: <http://www.shankerinstitute.org/event/supplement-not-supplant>