

Curriculum Vita

Elizabeth H. DeBray

ACADEMIC HISTORY

Name: Elizabeth H. DeBray
Department of Lifelong Education, Administration, and Policy
325 Rivers Crossing
Athens, Georgia 30602
Telephone: 706-542-2214
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Present Rank: Professor

Highest Degree: Ed.D., Harvard University, 2001

Academic Degrees: Ed.M., Harvard University, 1992

B. A., *cum laude*, Wellesley College, 1991

Academic Positions:

2014 - Professor, Department of Lifelong Education, Administration and Policy;
Faculty Affiliate, Institute of Higher Education; Faculty Affiliate,
Interdisciplinary Qualitative Studies Certificate, University of Georgia

2008-2014 Associate Professor, Department of Lifelong Education, Administration
and Policy; Faculty Affiliate, Institute of Higher Education, University of
Georgia

2003 – 2008 Assistant Professor, Department of Lifelong Education, Administration
and Policy, University of Georgia

2002 – 2005 Postdoctoral Fellow, Advanced Studies Fellowship Program, Brown
University

Other Professional Employment:

Research Associate for Elementary and Secondary Education, The Civil Rights Project,
Harvard Law School, June 1997-August 2002.

Research Assistant, Consortium for Policy Research in Education, Harvard University, January
1997-May 2001.

Program Analyst, United States Department of Education, Office of Educational Research and Improvement (OERI), June 1992-July 1996.

Post-graduate Awards:

Postdoctoral Fellow, Advanced Studies Fellowship Program, Brown University, 2002-2005.

Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2005-2006.

Instruction

EDAP 8210 – Educational Policy Analysis

EDAP 8290 – Politics of Education

EDAP 9010 – Educational Policy, Change, & School Organization

EDAP 9030 – Theoretical Bases of Educational Policy

EDAP 8220 – Evolution of Federal Education Policy Pre-K-12 from 1965 to the Present

EDAP 9035 – Prospectus Development in Educational Administration & Policy

EDLP 9100 – Education Law and Policy Certificate Capstone

EDAP 9049 – Politics of Research Use in Education

Advising

Degree Objective	# of Students	In Progress	Completed
MED	30	0	30
Ed.S.	14	0	14
Ed.D.	3	0	3
Ph.D.	21	6	15
Ph.D./Ed.D. Committee Member	61	5	56
Total	129	11	118

***Through December 2023**

III. SCHOLARLY ACTIVITIES

A. Publications

(* indicates refereed; ** includes invited)

Books authored and co-authored

*DeBray, E. (2006). *Politics, ideology, and education: Federal policy during the Clinton and Bush administrations* (New York: Teachers College Press).

Books edited and co-edited

- *DeBray, E., Lubienski, C., Scott, J. & Associates (under review). *Research Brokers, The Cost of Evidence, and the Privatization of Education Policy*. University of Chicago Press.
- *Frankenberg, E., & DeBray, E. (Eds.). (2011). *Integrating schools in a changing society: New policies and legal options for a multiracial generation*. University of North Carolina Press.
- Orfield, G., & DeBray, E.H. (Eds.) (1999). *Hard work for good schools: Facts not fads in Title I Reform*. Cambridge, MA: The Civil Rights Project, Harvard University.

Chapters in Books

- **Scott, J., DeBray, E., Frankenberg, E., Siegel-Hawley, G. & McDermott, K. (accepted). Adapting to adaptive discrimination in educational policy: How to incentivize racial diversity and race-conscious policies. *AIR Essays on Educational Equity*.
- **DeBray, E., Gandara, D. & Saultz, A. (accepted). Politics and policy of federal education policy research: A call to widen the theoretical and methodological periscope. In J. Scott, L. Cohen-Vogel & P. Youngs (Eds.), *Handbook of Education Policy Research* (Edition 2). Washington DC: American Educational Research Association.
- **DeBray, E. & Blankenship-Knox, A. (2023). Educational privatization in Congress from Reagan to Biden: An ideology unfulfilled. In K. Welner, G. Orfield & L. Huerta (Eds.), *The school voucher illusion: Exposing the pretense of equity* (pp. 149-171). New York: Teachers College Press.
- **Scott, J., DeBray, E., Lubienski, C., Hanley, J. Castillo, E., & Hedges, S. (2018). The politics of charter school evidence in local context: The case of Los Angeles. In M. Berends, R. J. Waddington, & J. A. Schoenig (Eds.), *School Choice at the Crossroads: Research Perspectives* (pp. 206-234). New York: Routledge Press.
- **Jabbar, H., Lalonde, P., DeBray, E., Scott, J., & Lubienski, C. (2015). How policymakers define “evidence”: The politics of research use in New Orleans. In L. Miron, B. Beabout and J. Boselovic (Eds.), *Only in New Orleans: School Choice and Equity Post-Hurricane Katrina* (pp. 285-303). Rotterdam, Netherlands: Sense Publishers. (reprint of *Policy Futures in Education* article).
- **Lubienski, C., Scott, J., & DeBray, E. (2015). Producing evidence: Overcoming the limitations of the market, competition, and privatization. In F. English (Ed.), *Sage Guide for Educational Leadership and Management* (pp. 455-470). Thousand Oaks, CA: Sage Publications.
- **Scott, J., Lubienski, C., DeBray, E. & Jabbar, H. (2014). The intermediary function in evidence production, promotion, and mobilization: The case of educational incentives. In K. Finnigan & A. Daly (Eds.), *Using research evidence in education: From the schoolhouse door to Capitol Hill* (pp. 69-89). Springer International Publishing Switzerland.
- **Scott, J., Lubienski, C., & DeBray, E. (2014). The ideological and political landscape of school choice advocacy. In B. Cooper, L. Fusarelli, & J. Cibulka (Eds.), *Handbook of Education Politics and Policy* (2nd ed.) (pp. 322-342). New York: Routledge Press.

- **DeBray, E., & Grooms, A. (2012). High civic capacity, low demand for integration: Rapid demographic transition in suburban Atlanta. In E. Frankenberg & G. Orfield (Eds.), *The resegregation of suburban schools: A hidden crisis in American education* (pp. 163-184). Cambridge, MA: Harvard Education Press.
- **Barone, C., & DeBray, E. (2011). Education policy in Congress: Perspectives from inside and out. In F. Hess & A. Kelly (Eds.), *Carrots, sticks, and the bully pulpit: Lessons from a half century of federal efforts to improve America's schools* (pp. 61-82). Cambridge, MA: Harvard Education Press.
- *DeBray, E., & Frankenberg, E. (2011). Federal legislation to promote metropolitan approaches to educational and housing opportunity. In E. Frankenberg & E. DeBray (Eds.), *Integrating schools in a changing society: New policies and legal options for a multiracial generation* (pp. 281-301). Chapel Hill, NC: University of North Carolina Press.
- **McDermott, K., & DeBray-Pelot, E. (2009). The incremental revolution: Nationalizing education accountability policy. In B. Fusarelli & B. Cooper (Eds.), *The rising state: How state power has transformed our nation's schools* (pp. 193-212). Albany, NY: State University of New York Press.
- *DeBray-Pelot, E. (2009). Education interest groups and policy agendas in the 109th and 110th Congresses: Applying an advocacy coalition framework. In K.K. Wong & R. Rothman (Eds.), *Clio at the table: Using history to inform and improve education policy* (pp. 131-156). New York: Peter Lang.
- *Scott, J., Lubienski, C., & DeBray-Pelot, E. (2008). The ideological and political landscape of school choice interest groups in the post-Zelman era. In B. Cooper, L. Fusarelli, & J. Cibulka (Eds.), *Handbook of Education Politics and Policy* (pp. 246-262). New York: Routledge Press. (33%)
- **DeBray-Pelot, E. (2007). Crafting legislation. In C. Glickman (Ed.), *Letters to the next president* (2nd ed., pp. 239-242). New York: Teachers College Press.
- **DeBray-Pelot, E. (2007). Dismantling education's 'iron triangle': Institutional relationships in the formation of federal education policy between 1998 and 2001. In C. Kaestle & A. Lodewick (Eds.), *To educate a nation: Federal and national strategies of school reform* (pp. 64-89). Lawrence, Kansas: University Press of Kansas.
- **DeBray, E., Parson, G., & Avila, S. (2003). Internal alignment and external pressure: High school responses in four state contexts. In M. Carnoy, R. Elmore, & L. Siskin (Eds.), *The new accountability: High schools and high-stakes testing* (pp. 55-85). New York: Routledge Press.
- **DeBray, E., Parson, G., & Woodworth, K. (2001). Patterns of response in four high schools under state accountability policies in Vermont and New York. In S. Fuhrman (Ed.), *From Capitol to the Classroom: Standards-Based Reform in the States* (pp. 170-192). Annual Yearbook of the National Society for the Study of Education, vol. 2. Chicago, IL: University of Chicago Press.
- DeBray, E. (1999). Beyond compensation: Rethinking Title I based on research. In G. Orfield & E. DeBray (Eds.), *Hard Work for Good Schools: Facts Not Fads in Title I Reform* (pp. 21-30). Cambridge, MA: The Civil Rights Project, Harvard University.

Journal Articles

- *DeBray, E., Finnigan, K., George, J., & Scott, J. (2023). Re-centering civil rights in the reauthorization of ESEA: An equitable, ecological, evidence-based framework. *Educational Policy Analysis Archives* 31. <https://doi.org/10.14507/epaa.31.7993>
- *Siegel-Hawley, G., Frankenberg, E., McDermott, K., & McCollum, S., Scott, J., & DeBray, E. (2023). Small advances and swift retreat: Race-conscious educational policy in the Obama and Trump eras. *Educational Policy Analysis Archives* 31(28). <https://doi.org/10.14507/epaa.31.7536>
- **Finnigan, K., DeBray, E., Greenlee, A., Haberle, M., & Kurniawan, H. (2021). Using fair housing planning as a tool to address schooling inequities. *Education Law & Policy Review* 6:73-89.
- *DeBray, E. (2021). The politics of fair and affordable housing in metropolitan Atlanta: Challenges for educational opportunity. *Berkeley Review of Education* 10:2. Doi:// <https://escholarship.org/uc/item/8fc560tb>
- *Castillo, E., Lalonde, P., Owens, S., Scott, J., DeBray, E., & Lubienski, C. (2020). E-advocacy in the information market: How social media platforms distribute evidence on charter schools. *Urban Education*. <https://journals.sagepub.com/doi/pdf/10.1177/0042085920953885>
- **DeBray, E., Frankenberg, E., McDermott, Scott, J. & Siegel-Hawley, G. (2019). The ebbs and flows of federal school integration policy since 2009. *AJE Forum* (online).
- **DeBray, E., Hanley, J., Scott, J., & Lubienski, C. (2019). Money and influence: Philanthropies, intermediary organizations, and Atlanta's 2017 school board election. *Journal of Educational Administration and History*.
- **Scott, J., DeBray, E., Lubienski, C., Lalonde, P., Castillo, E. & Owens, S. (2016). Urban regimes, intermediary organization networks, and research use: Patterns across three school districts. *Peabody Journal of Education*. <http://www.tandfonline.com/doi/full/10.1080/0161956X.2016.1264800><http://www.tandfonline.com/doi/full/10.1080/0161956X.2016.1264800>
- **DeBray, E. & Blankenship, A. (2016). The aftermath of ESSA's devolution of power to states: A federal role in incentivizing equity and building state and local capacity. *Education Law and Policy Review* (3), xi-xxvi.
- **Houck, E.A. & DeBray, E. (2015). The shift from adequacy to equity in federal education policymaking: A proposal for how ESEA could reshape the state role in education finance. *RSF: Russell Sage Journal of the Social Sciences* 1(3), 148-167.
- **Scott, J., Jabbar, H., Lalonde, P., DeBray, E., & Lubienski, C. (2015). Evidence use and advocacy coalitions: Intermediary organizations and philanthropies in Denver, Colorado. *Educational Policy Analysis Archives* 23(124). <http://epaa.asu.edu/ojs/article/view/2079>
- **DeBray, E., McDermott, K., Frankenberg, E., & Blankenship, A. (2015). Lessons from a federal grant for school diversity: Tracing a theory of change and implementation of local policies. *Educational Policy Analysis Archives*, 23(90). <http://dx.doi.org/10.14507/epaa.v23.1999>
- *Frankenberg, E., McDermott, K., DeBray, E., & Blankenship, A. (2015). The new politics of diversity: Lessons from a federal technical assistance grant. *American Educational Research Journal*.

- **Jabbar, H., Lalonde, P., DeBray, E., Scott, J., & Lubienski, C. (2014). How policymakers define “evidence”: The politics of research use in New Orleans. *Policy Futures in Education* 12(8), 1013-1027.
- **DeBray, E., Scott, J., Lubienski, C., & Jabbar, H. (2014). Intermediary organizations in charter school policy coalitions: Evidence from New Orleans. *Educational Policy* 28(2):175-206.
- *Lubienski, C., Scott, J., & DeBray, E. (2014). The politics of research production, promotion, and use in educational policy. *Educational Policy* 28(2): 131-144.
- **DeBray, E., & Blankenship, A. (2013). Future policy directions for Congress in ensuring equality of educational opportunity: Toward improved incentives, targeting, and enforcement. *Peabody Journal of Education* 88(1), 21-36.
- *McDermott, K., DeBray, E., & Frankenberg, E. (2012). How does *Parents Involved in Community Schools* matter? Legal and political influence in education politics and policy. *Teachers College Record* 114 (12), 1-39.
- *Lubienski, C., Scott, J., & DeBray, E. (2011). The rise of intermediary organizations in knowledge production, advocacy, and educational policy. *Teachers College Record* online (July 22, 2011 commentary). Retrieved from <http://www.tcrecord.org/content.asp?contentid=16487>.
- **DeBray, E., & Houck, E.A. (2011). A narrow path through the broad middle: Mapping the institutional considerations for the ESEA reauthorization. *Peabody Journal of Education*, 86(3), 319-337.
- *DeBray-Pelot, E., & Frankenberg, E. (2010). Federal legislation to promote metropolitan approaches to educational and housing opportunity. *Georgetown Journal on Poverty Law and Policy*, 17 (1), 265-286.
- *Scott, J., Lubienski, C., & DeBray-Pelot, E. (2009). The politics of advocacy in education. *Educational Policy*, 23(1), 3-14.
- *DeBray-Pelot, E., & McGuinn, P. (2009). The new politics of education: Analyzing the federal education policy landscape in the post-NCLB era. *Educational Policy*, 23(1), 15-42.
- *DeBray-Pelot, E. (2007). NCLB’s transfer policy and court-ordered desegregation: The conflict between two federal mandates in Richmond County, Georgia and Pinellas County, Florida. *Educational Policy*, 21(5), 717-746.
- *DeBray-Pelot, E., Lubienski, C., & Scott, J. (2007). The institutional landscape of interest group politics and school choice. *Peabody Journal of Education*, 82(2-3), 204-230.
- *DeBray-Pelot, E. (2007). School choice and educational privatization initiatives in the 106th and 107th Congresses: An analysis of policy formation and political ideologies. *Teachers College Record*, 109(4), 927-972.
- *DeBray, E. (2005). Partisanship and ideology in the ESEA reauthorization in the 106th and 107th Congresses: Foundations for the new landscape of federal education policy. *Review of Research in Education*, 29, 29-50.
- *DeBray, E. (2005). A comprehensive high school and a shift in New York state policy: A study of early implementation. *The High School Journal*, 89(1), 18-45.
- *DeBray, E., McDermott, K., & Wohlstetter, P. (2005). Introduction to special issue on ‘Federalism reconsidered: The case of No Child Left Behind.’ *Peabody Journal of Education*, 80(2), 1-18.
- *DeBray, E. (2005). NCLB accountability collides with court-ordered desegregation: The case of Pinellas County, Florida. *Peabody Journal of Education*, 80(2), 170-188.

- *DeBray, E. (2004). 'The equitable powers of the judge:' The conflict between No Child Left Behind and court-ordered desegregation in Richmond County, Georgia. *Equity and Excellence in Education*, 37(3), 264-277.
- *DeBray, E. (2004). Richard Mills and the New York state board of regents, 1995-2001. *Journal of Cases in Educational Leadership*, 7(2). Available on the web: www.ucea.org.
- **DeBray, E. (2003). The federal role in school accountability: Assessing recent history and the new law. *Voices in Urban Education*, 1(1), 56-64.

Policy Briefs, Bulletins, or Reports

- DeBray, E., Tegeler, P., Bierbaum, A. & Greenlee, A. (in progress). The role of the federal government in promoting cross-sector regional collaboration. *Poverty & Race* 32(3), Oct.-Dec. 2023. Washington, DC: Poverty & Race Research Action Council.
- DeBray, E., Finnigan, K.S., George, J., & Scott, J. (2022, October 11). A civil rights framework for the reauthorization of ESEA. Boulder, CO: National Education Policy Center. Retrieved [date] from <http://nepc.colorado.edu/publication/reauthorization>
- DeBray, E., Finnigan, K., Greenlee, A., & Kurniawan, H. (2021). *Tackling school and housing segregation through revisions to AFFH*. *Poverty & Race* 30(3), Oct.-Dec. 2021. Washington, DC: Poverty & Race Research Action Council.
- Scott, J., Siegel-Hawley, G., DeBray, E., Frankenberg, E., & McDermott, K. (2020, November 24). *An agenda for restoring civil rights in K-12 federal education policy*. Boulder, CO: National Education Policy Center.
- McDermott, K., Frankenberg, E., & DeBray, E. (2016, October). *How the administration's Stronger Together school integration proposal built on the flawed TASAP program*. Washington, D.C: National Coalition on School Diversity.
- Lubienski, C., DeBray, E., & Scott, J. (2016, May 26). The push and pull of research: Lessons from a multi-site study of research use in education policy. New York: W.T. Grant Foundation. Available online at <http://wtgrantfoundation.org/push-pull-research-lessons-multi-site-study-research-use-education-policy>
- McDermott, K., DeBray, E., Frankenberg, E., Fung-Morley, A. & Blankenship, A. (2014). *Good intentions, limited impact: The technical assistance for student assignment plans program*. Available at: http://works.bepress.com/kathryn_mcdermott/17 *Report on TASAP program*.
- DeBray, E., & Frankenberg, E. (2011). Federal legislation to promote metropolitan approaches to educational and housing opportunity. In P. Tegeler (Ed.), *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration* (pp. 43-49). Washington, DC: Poverty and Race Research Action Council and National Coalition on School Diversity.
- Andrews, P.G., McWilliams, A., & DeBray-Pelot, E. (2010). *The middle grades: Gateway to dropout prevention*. Briefing Book, Family Impact Seminar for Georgia General

Assembly. Athens & Atlanta, GA: University of Georgia Child & Family Policy Initiative, affiliated with the Policy Institute for Family Impact Seminars.

Reviews

- DeBray, E. (2017). *School Integration Matters: Research-Based Strategies to Advance Equity* edited by Erica Frankenberg, Liliana M. Garces, and Megan Hopkins. *American Journal of Education* 123(3): 511-16 (May 2017).
- DeBray, E. & Jabbar, H. (2013). *Review of Presentations by the Achievement School District and the Recovery School District on the Portfolio Model*. Boulder, CO: National Education Policy Center. Retrieved from <http://www.nepc.com>.
- DeBray, E. (2008). Review of Michael Rebell and Jessica Wolff, *From NCLB Hype to Meaningful Educational Opportunity*. *Education Review*. Retrieved from <http://www.edrev.info/reviews/rev709.htm>.

Encyclopedia entries

- DeBray, E. (2006). Kentucky education reform act. In F. English (Ed.), *Sage Encyclopedia of Educational Leadership and Administration* (vol.1, pp. 539-541). Newbury Park, CA: Sage Publications.
- DeBray, E. (2006). Value-added concept. In F. English (Ed.), *Sage Encyclopedia of Educational Leadership and Administration* (vol. 2, pp. 1048-1050). Newbury Park, CA: Sage Publications.
- DeBray, E. (2003). Federal educational activities: History. In J. Guthrie (Ed.), *The Encyclopedia of Education* (2nd edition) (pp.836-840). New York: MacMillan and Co.

Other Publications

- McDermott, K., Scott, J., Frankenberg, E., Siegel-Hawley, G. & DeBray, E. (2020, December 18). How the Biden administration can restore civil rights in education policy. *Education Week* (online). Retrieved from <http://www.edweek.org/ew/articles/2020>.
- Barone, C., & DeBray, E. (2012, May 2). The role of Congress in education policy. *Education Week* (online edition). Retrieved from <http://www.edweek.org/ew/articles/2012/05/02/30barone.h31.html?qs=DeBray>

Articles under review:

- *McCollum, S., McDermott, K., DeBray, E., Frankenberg, E., Siegel-Hawley, G., & Scott, J. (under review). Unsteady guidance: Shifts in federal school discipline policy from Obama to Trump. *AERA Open*.

Articles in progress:

*McDermott, K., DeBray, E., McCollum, S., Frankenberg, E., Siegel-Hawley, G., & Scott, J. (in progress). The federal devolution of civil rights policy: Racialized feedback and the Every Student Succeeds Act.

McDermott, K., Frankenberg, E., DeBray, E., Fung-Morley, A., Lewis, T., Spencer-Robinson, J., & Rodriguez Scott, M. (in progress). Boundaries of diversity: Shifting the agenda for student assignment policy and why it matters. *Teachers College Record*.

B. Creative Contributions Other Than Formal Publications

Interview with Research to Policy Collaborative on sharing research with Congress. December 21, 2022.

Interview on Blog Talk Radio for the University Council for Educational Administration (Critical Policy Analysis series), March 3, 2010. Available at www.ucea.org.

Contributing Blogger, Forum on Future of Public Education, University of Illinois, 2012-2015. Available at <http://educationpolicyblog.blogspot.com/>.

Grants Received

External

Scott, J., DeBray, E., Frankenberg, E. McDermott, K., & Siegel-Hawley, G. (2023-26). Spencer Foundation. *Race-conscious education policy and adaptive anti-discrimination in a divided, multiracial democracy*. Spencer Foundation. \$499,075. Role: Co-Principal Investigator.

Frankenberg, E., DeBray, E., Scott, J. & Siegel-Hawley, G. (2022-23). Spencer Foundation, \$15,000. *Research Communication: Race-conscious educational policies in the post-Obama era: Separation of powers, federalism, and civil society*. Role: Co-Principal Investigator.

DeBray, E. & Swain, W. (2022-23). Spencer Foundation. \$49,999. *Just Education Policy*. Role: Co-Principal Investigator.

DeBray, E. (2018-2022). Pennsylvania State University (via Spencer), \$9000. *Race-conscious educational policies in the post-Obama era: Separation of powers, federalism, and civil society*. Role: Consultant.

DeBray, E. (2018-2019). Spencer Foundation Mid-Career Grant, \$140,696. *Toward an enhanced understanding of the politics of urban housing affordability and implications for pre-K-12 schools*. Role: Principal Investigator.

DeBray, E. (2015-2018). W.T. Grant Foundation, \$443,944. *Intermediary organizations and education policy: A mixed-methods study of the political contexts of research utilization*. Role: Co-Principal Investigator.

- DeBray, E. (2011-2014). W.T. Grant Foundation, \$607,052. *How do intermediary organizations define and disseminate research for educational policymaking?* Role: Co-Principal Investigator.
- DeBray, E. (2011-12). Spencer Foundation, \$39,440. *Diversity, politics, and educational opportunity: Lessons from a federal technical assistance grant.* Role: Co-Principal Investigator.
- DeBray, E. (2009-2010). University of California, Los Angeles, \$10,000. *Suburban change and the schools: The effect on the educational opportunities of poor and minority students.* Role: Consultant.
- DeBray, E. (2005-2006). National Academy of Education/Spencer Foundation Postdoctoral Fellowship, \$55,000. *Education interest groups and Congress: Using an advocacy coalition framework to investigate policy change.* Role: Principal Investigator.
- DeBray, E. (2002-2003). Spencer and Hewlett Foundations (through Brown University), \$50,000. *Politics, ideology and Congress: The changing federal role in elementary and secondary education.* Role: Principal Investigator.

Recognitions and Outstanding Achievements

Outstanding Reviewer Award, American Educational Research Association, 2023
Midcareer Fellow, Spencer Foundation, 2018-19
Fellow, National Education Policy Center, University of Colorado-Boulder, 2007-present
Fellow, National Forum on Future of Public Education, University of Illinois, 2012-2016
Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2005-06
Postdoctoral Fellow, Advanced Studies Fellowship Program, Brown University, 2002-05
Named in *Education Week* as one of the top 120 “EduScholars” nationally in impact on policy debates, 2012.
Advanced Doctoral Fellow, Harvard Graduate School of Education, 2000-01.
Cum Laude Graduate, Wellesley College, 1991.

Areas of Research

Educational Policy and Politics; Federal Policy Development and Implementation in K-12 education; Interest Groups in National Policymaking.