

SIBs, PFS and Education Programs Participant Bios

Judith A. Alamprese

Principal Scientist, Abt Associates

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Judith Alamprese has conducted research, evaluation, and policies studies as well as technical assistance projects in adult education and workforce development for over 30 years. Her recent research has investigated the factors associated with adults' development of reading skills, effective strategies for inter-agency coordination, and adult basic education learners' transition to postsecondary education and employment. Ms. Alamprese has served on two committees on adult literacy for the National Academies' Board on Testing and Assessment and on numerous advisory boards for adult education research. She was a member of the U.S. Delegation to the 6th International Conference on Adult Education, CONFINTEA VI in Brazil on 2009 and was a representative to the Shanghai International Forum on Lifelong Learning in 2010.

Jeremy Ayers

Vice President of Policy, Results for America

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Jeremy Ayers previously served as Education Policy Advisor for the U.S. House Committee on Education & the Workforce. In this role he provided legislative and policy support on K-12 issues including accountability, assessment, school improvement, education research, and oversight of ESEA waivers. Prior to joining the Committee Jeremy was Associate Director of Federal Education Programs at the Center for American Progress, a classroom teacher in Florida, and a policy analyst for the Alliance for Excellent Education, a national high school reform organization. He got his start in education working for the Family Resource Center, a small nonprofit serving rural North Carolina children and families.

Stephen Bell

Vice President, Social & Economic Policy, Abt Associates

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Stephen Bell has spent three decades evaluating how social programs can improve the well-being of disadvantaged Americans and people worldwide. Dr. Bell specializes in econometric impact evaluations of programs that assist the nation's most vulnerable workers and families. He provided scientific leadership to the National Head Start Impact Study, a landmark evaluation of early childhood development assistance as an anti-poverty strategy, and to studies of employment strategies for people receiving disability benefits in the United States and in Britain. He currently heads evaluation for six major social experiments, including the nine-year \$130 million Social Security Disability Insurance Benefit Offset National Demonstration. During the 1980s and early 1990s, Dr. Bell's contribution to the National Job Training Partnership Act Study helped reshape federal employment training policy and set the standard for rigorous evidence on program effectiveness in the federal government.

Douglas J. Besharov

Norman and Florence Brody Professor, University of Maryland School of Public Policy

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Douglas J. Besharov teaches courses on poverty, welfare, children and families, policy analysis, program evaluation, and performance management. He is also a senior fellow at the Atlantic Council, where he leads a program on international policy exchanges. Between 1985 and 2009, he was also a resident scholar at the American Enterprise Institute for Public Policy Research in Washington, D.C. Between 1975 and 1979, he was the first director of the U.S. National Center on Child Abuse and Neglect. In 2008, he was President of the Association for Public Policy Analysis and Management (APPAM) and, subsequently, APPAM's International Conference Coordinator. He is also director of the University's Welfare Reform Academy and the Center for International Policy Exchanges. Among his eighteen books is *Recognizing Child Abuse: A Guide for the Concerned*, a book designed to help professionals and laypersons identify and report suspected child abuse. He has written over 250 articles, and has contributed to *The Los Angeles Times*, *The New York Times*, *The Wall Street Journal*, and *The Washington Post*.

Douglas M. Call

Senior Research Analyst, University of Maryland School of Public Policy's Center for International Policy Exchanges and Welfare Reform Academy
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Doug M. Call graduated with his Master's in Public Policy from the School of Public Policy in May 2007. He has coauthored (with Professor Besharov) articles for the *Policy Studies Journal* and *The Wilson Quarterly*. With Professor Besharov, he was the coeditor of *Poverty, Welfare, and Public Policy*, the third volume in the *Journal of Policy Analysis and Management's* Classics series. He is also a lecturer at the UMD School of Public Policy, teaching courses on poverty measurement and alleviation, program evaluation, and the capstone course for students in the social policy concentration.

Paul DiPerna

Research Director, Friedman Foundation for Educational Choice
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Paul DiPerna is Research Director for the Friedman Foundation for Educational Choice. He joined the Foundation in September 2006. Paul's research interests include surveys and polling on K-12 education and school choice policies. Since 2009, Paul has developed and reported more than 30 state and national surveys. His other responsibilities include directing and managing all research projects commissioned by the foundation.

Paul has traveled to 25 states and nearly as many state capitals for his work. He has made numerous presentations on survey findings and to discuss school choice policies for audiences including public officials, policy professionals, the media, academics, and advocates. Participation within the research community includes talks at the International Academic Conference on School Choice and Education Reform and the American Sociological Association annual meeting. Paul has written or co-authored articles that have appeared in *Education Week*, *The Huffington Post*, *Washington Examiner*, *First Monday*, and *Education Next*. In 2008, he authored a textbook chapter in the *Handbook of Research on Web Log Analysis*.

Robert H. Dugger

Venture Capital Investor & Retired Partner, Hedge Fund Tudor Investment Corporation
Former Board Chairman, Singita-Grumeti Reserves
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Dr. Dugger's main interest is early child development and organizing strong business coalitions in states to support high-return investment spending in children prenatal to five. He co-founded

ReadyNation to do this work and in recognition has received numerous awards and recognitions including: the McCormick Foundation's Center for Early Childhood Leadership's "Corporate Champion for Change" award in 2014, ZERO TO THREE's "Reiner Award for Outstanding Advocacy on Behalf of Very Young Children" in 2013, and the Committee for Economic Development's "Trustee Leadership Award" in 2008. Dr. Dugger began his career at the Federal Reserve Board in 1972, and in the 1980s served on the staffs of the House and Senate banking committees and the American Bankers Association. From 1992 to 2008 he was a partner in Tudor Investment Corporation. Together with Dr. James Heckman, University of Chicago professor and Nobel Prize winner, and Dr. Steven Durlauf of the University of Wisconsin-Madison, Dr. Dugger heads the Global Working Group on Human Capital and Economic Opportunity at the Becker-Friedman Institute at the University of Chicago.

Andrew Feldman

Special Advisor for Evidence-Based Policy, U.S. Department of Education

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Andy Feldman helps coordinate the evidence agenda at ED, working with a range of staff and stakeholders. Previously he was on the Evidence and Innovation team at the Office of Management and Budget. His professional focus is public management (helping public agencies strengthen their results through performance management, evidence/evaluation, data and innovation) and social policy, especially evidence-based approaches to expanding opportunity and fighting poverty. His book *What Works in Work-First Welfare* (Upjohn Institute Press) examines why some welfare-to-work programs in New York City are better than others at helping people become and stay employed. It uses qualitative research combined with data on 14,000 participants, with random assignment of participants to programs within boroughs.

Chester Finn

Senior Fellow and President Emeritus, Fordham Institute

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Chester Finn, Jr., is now Distinguished Senior Fellow and President Emeritus at the Fordham Institute. He is also a Senior Fellow at Stanford's Hoover Institution. Finn served as Fordham's President from 1997 to 2014. From 1999 until 2002, he was John M. Olin Fellow at the Manhattan Institute and previously at Hudson Institute. In 1992-94, he served as founding partner and senior scholar with the Edison Project. He was Professor of Education and Public Policy at Vanderbilt University from 1981 until 2002. From 1985 to 1988, he served as Assistant Secretary for Research and Improvement & Counselor to the Secretary at the U.S. Department of Education. Earlier positions include Staff Assistant to the President of the United States; Special Assistant to the Governor of Massachusetts; Counsel to the U.S. Ambassador to India; Research Associate at the Brookings Institution; and Legislative Director for Senator Daniel Patrick Moynihan.

Gary Glickman

Managing Director, Accenture

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Gary Glickman leads a new practice area focused on Pay for Success at Accenture's State, Provincial & Local Government strategy consulting team. He joined Accenture after leaving service as a Senior Executive in the Department of the Treasury and at the Office of Management and Budget within the Executive Office of the President. In these roles, he focused on government performance, program integrity, and pay for success. Prior to joining the Federal government, Gary spent thirty years in the private sector in various roles including CEO of a US subsidiary of a multi-national German

corporation, President and Chief Marketing Officer of a publicly held professional services company, and an entrepreneur starting and building several successful consulting businesses. Over the course of his career, Gary advised both public and private sector organizations on technology, financial services, cyber security, and health and human service integration. He authored numerous articles and reports on effectively implementing change and is a frequent speaker on bringing best practices from the private sector to government.

Danielle Goonan

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Danielle Goonan works at the Clinton Global Initiative with the CGI America team as the Workforce Development Working Group Manager with responsibilities that include managing the domestic skills training portfolio. Prior to this position, Danielle worked at the Council on Foreign Relations in Member and Corporate Relations. She received her MSc in International Relations from the London School of Economics and her undergraduate degree in American Studies summa cum laude from Dickinson College where she was a member of Phi Beta Kappa. Danielle is a Humanity in Action Senior Fellow and currently sits on the HiA U.S. Planning Board, and was a Fulbright Scholar to Italy. Also, she is an advisory board member to the Grace Institute, sits on the Greater New York Regional Council of NOIAW, and is a Board of Director of the Public Health Association of NYC. She was born and raised in Brooklyn, New York.

Jane Hannaway

Professor, McCourt School of Public Policy, Georgetown University
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Dr. Hannaway is the founding Director of CALDER (National Center for the Analysis of Longitudinal Data in Education Research), headquartered at AIR where she was also Vice President. Dr. Hannaway is an organizational sociologist whose work focuses on educational organizations, in particular the effects of education reforms on school policies and practices and ultimately on student outcomes. Her current research is heavily focused on issues associated with teacher labor markets and education accountability policies. She is beginning new work estimating the payoffs of secondary and postsecondary experiences on education attainment and labor market outcomes of students. Dr. Hannaway previously served on the faculty of Columbia, Princeton, and Stanford Universities and was formerly Senior Fellow and founding Director of the Education Policy Center at the Urban Institute. She has authored or co-authored/edited seven books and numerous papers in education and management journals. She is twice a past vice-president of the American Education Research Association (AERA) and also served as a member of the Executive Board. Hannaway was also on the Council of the Association for Public Policy and Management (APPAM) and is immediate past president of the American Education Finance and Policy (AEFP). She is on the editorial board of a number of journals, and was editor of *Educational Evaluation and Policy Analysis*, the main policy journal of the American Educational Research Association.

David Heaney

Co-Founder and Principal, The Social Assistance Partnership
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The Social Assistance Partnership is an advisory and consulting firm assisting companies looking to expand their business footprint in the public health and human services sectors in the US and overseas. Prior to this, David Heaney served for 16 years as Senior Vice President of Business

Development with the Human Services Group at MAXIMUS (NYSE: MMS), where he led large international social assistance expansion initiatives, including forging entries into new markets like Australia, Canada, Saudi Arabia, Israel, South Korea and the United Kingdom.

Andrew Kelly

Resident Scholar in Education Policy Studies and Director of the Center on Higher Education Reform,
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Dr. Kelly's research focuses on higher education finance, innovation and quality assurance, and consumer choice in education markets. He received his Ph.D. in political science from the University of California, Berkeley, where he received a National Science Foundation research training fellowship and was honored as an outstanding graduate student instructor. Before graduate school, Dr. Kelly served as a research assistant at AEI, where his work focused on how to prepare K–12 school leaders, collective bargaining in public schools, and the politics of education. Kelly's findings have appeared in the American Journal of Education, Education Next, Educational Policy, Policy Studies Journal, and Teachers College Record. He has also been published in popular outlets such as The Atlantic, the Chronicle of Higher Education, Education Week, National Affairs, National Review, and The Wall Street Journal. He has edited many books on higher education, including "Reinventing Financial Aid: Charting a New Course to College Affordability" (Harvard Education Press, 2014), "Stretching the Higher Education Dollar: How Innovation Can Improve Access, Equity, and Affordability" (Harvard Education Press, 2013), and "Getting to Graduation: The Completion Agenda in Higher Education" (Johns Hopkins University Press, 2012). In 2011, Education Week's Policy Notebook blog named Kelly one of its 16 Next Generation Leaders in education policy.

James Kemple

Executive Director, Research Alliance for New York City Schools
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Prior to joining the Research Alliance, Dr. James Kemple spent more than 18 years at MDRC and served as the Director of MDRC's K-12 Education Policy Area. His work has focused on examining high school reform efforts, assessing performance trends in NYC's educational landscape, and designing and managing rigorous impact evaluations, including randomized controlled trials of educational and other social policy reforms.

Erica Lee

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In addition to Ms. Erica Lee's studies at the University of Maryland, she works full-time for the U.S. Department of Education's Office of Planning, Evaluation and Policy Development (OPEPD). Ms. Lee has worked in OPEPD's Policy and Program Studies Service for eight years, managing P-12 program evaluations and conducting policy analyses. Most recently, Ms. Lee's work has focused on early learning.

Bruno V. Manno

Senior Advisor for K-12 Education, Walton Family Foundation
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Bruno V. Manno's previous positions include Senior Program Associate for Education with the Annie E. Casey Foundation, Senior Fellow in the Education Policy Studies Program at the Hudson Institute, executive director of the Congressionally-created National Commission on the Cost of Higher Education, and Assistant Secretary of Education for Policy and Planning in the United States Department of Education. He is a former member of the President's Commission on White House Fellowships, a past member and chair of the Presidential Scholars Commission, a former chair on the boards of the National Alliance for Public Charter Schools and Education Sector, and a past board member of the Thomas B. Fordham Foundation and Institute, The Mind Trust, and Grantmakers for Education.

Rebecca Maynard

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Rebecca Maynard recently returned to the University of Pennsylvania following a two-year leave to serve as Commissioner of the US National Center for Education Evaluation and Regional Assistance (NCEE) at the Institute of Education Sciences. She is a leading expert in the design and conduct of randomized controlled trials in the areas of education and social policy, has conducted influential methodological research, and recently published open-ware tools to support the efficient design of rigorous impact evaluations. Maynard has been a leader in the development and application of methods for conducting systematic reviews of evidence on program effectiveness, including serving on the technical review team during the design and development of the What Works Clearinghouse and being active in the workgroup that laid the groundwork for the Campbell Collaboration.

Kyle McKay

Policy Analyst, Texas Legislative Budget Board

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As a former analyst with the Maryland Department of Legislative Services, Kyle McKay conducted a feasibility study of social impact bonds for criminal justice programs. His research has been presented to the budget committees of the Maryland General Assembly and the U.S. Congress and has been cited in a variety of outlets including CNBC, Reuters, The Bond Buyer, and Nonprofit Quarterly. Mr. McKay's experience in public policy includes positions with the U.S. Federal Trade Commission, National Governors Association, and Texas Health and Human Services Commission.

Anthony Pienta

Deputy Director of K-12 Education Programs, Philanthropy Roundtable

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Anthony Pienta directs high-level national and private donor meetings, provides education philanthropists with customized services and key introductions, and develops giving strategies for donors seeking to solve systemic K-12 education problems. He focuses specifically in the areas of personalized and blended learning, educational choice, charter schools, and innovative models for strengthening Catholic schools. Anthony also edited the content of two guidebooks on making smart investments in K-12 education: *Blended Learning: A Wise Giver's Guide to Supporting Tech-assisted Teaching*, and *Catholic School Renaissance: A Wise Giver's Guide to Strengthening a National Asset*. Before joining the Roundtable, he spent four years with the Acton Institute in Michigan, where he managed the National Catholic High School Honor Roll, along with the institute's scholarship and awards programs. In addition, he helped develop a metrics-knowledge sharing platform called the "Measuring Freedom Roundtable."

Nina Rees

President and CEO, National Alliance for Public Charter Schools

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Nina Rees has over 20 years of experience in Washington, D.C., most recently as senior vice president for strategic initiatives for Knowledge Universe, a leading global education company with investments in early childhood education, before- and after-school programs, and online instruction. Previously, she served as the first assistant deputy secretary for innovation and improvement at the U.S. Department of Education. In this capacity, she oversaw the administration of 28 grant programs supporting 1,300 projects and was responsible for spearheading innovative federal programs and policies such as school choice, charter schools, alternative routes to teacher certification, and school leadership. She also helped coordinate the implementation of several provisions of the No Child Left Behind Act. Prior to joining the Education Department, Nina served as deputy assistant for domestic policy to Vice President Dick Cheney. Nina has also served as the senior education analyst at the Heritage Foundation, where she authored more than two dozen policy briefs and served as the foundation's chief spokesperson on education. She has appeared on various news outlets including CNN, C-Span and PBS's NewsHour and her articles and opinions have been published in *The New York Times*, *The Wall Street Journal* and the *Washington Post*. Nina currently serves on the boards of advisers of the Education Policy and Governance Program at Harvard University's John F. Kennedy School of Government and the National Association of Charter School Authorizers. She also writes a weekly blog for *U.S. News & World Report*.

Mark Schneider

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Mark Schneider is a vice president and an Institute Fellow at American Institutes for Research (AIR). Prior to joining AIR, Dr. Schneider served as Commissioner of the National Center for Education Statistics from 2005-2008. In 2013, the Chronicle of Higher Education selected him as one of the 10 people who had the most impact on higher education policy in that year. He is the author of numerous articles and books on education policy. His most recent book, *Getting to Graduation*, edited with Andrew Kelly, was published in 2012 by Johns Hopkins University Press. *Higher Education Accountability*, edited with Kevin Carey, was published by Palgrave in December of 2010. *Charter Schools: Hope or Hype?*, written with Jack Buckley, was published by Princeton University Press in 2007. His 2000 book, *Choosing Schools*, also published by Princeton University Press, won the Policy Study Organization's Aaron Wildavsky Best Book Award.

Becky Shipp

Health Policy Advisor, Senate Finance Committee

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Becky Shipp has been a Health Policy Advisor for the Senate Finance Committee since 2003. She serves under current Ranking Member Orrin G. Hatch (R-UT) and previously served under former Chair and Ranking Member Charles E. Grassley (R-IA). During her tenure, Ms. Shipp's areas of responsibility have included the State Children's Health Insurance Program (SCHIP), disability policy, including nursing home standards and quality, and the Temporary Assistance for Needy Families (TANF) and related programs. Her current areas of responsibility also include Title V of the Maternal and Child Health Services Block Grant program, mental health parity, child welfare, foster care, and adoption assistance programs. Ms. Shipp is the principal staffer for the Senate Caucus on

Foster Youth, founded by Sen. Grassley and co-chaired by Sen. Mary Landrieu (D-LA). The Caucus focuses on older youth in and out of foster care.

Kathy Stack

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Kathy Stack joined the Arnold Foundation in April 2015 after 34 years in the Federal government, including 28 years at the Office of Management and Budget and 6 years at the Department of Education. At OMB she oversaw education, labor, and other social services programs and, from 2013 to 2015, she led government-wide initiatives to increase the use of data, evidence and innovative experimentation in Federal policy and program design.

Lul Tesfai

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Lul Tesfai supports policy and strategy development for OCTAE, which is responsible for the Department's adult education portfolio. This includes secondary, postsecondary and adult career and technical education, corrections and reentry education, and community colleges. Lul has also worked as a policy consultant for the California Senate Office of Research, an educational consultant to several school districts across the country, and a public school teacher.

Grover “Russ” Whitehurst

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Russ Whitehurst is the Herman and George R. Brown Chair and director of the Brown Center on Education Policy at the Brookings Institution. Previously, he was director of the Institute of Education Sciences at the U.S. Department of Education; U.S. assistant secretary for Educational Research and Improvement; chair of the Department of Psychology at the State University of New York at Stony Brook; and academic vice-president of the Merrill-Palmer Institute. His specializations include program evaluation, teacher quality, preschools, national and international student assessments, reading instruction, education technology, and education data systems.

Jim Wyckoff

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Jim Wyckoff’s research focuses primarily on issues of teacher labor markets relating to the preparation, recruitment and retention of teachers to improve student outcomes. This research has often been conducted in collaboration with policymakers and supported by a variety of funders.