



Presenter Biographies and Contact Information **February 2, 2011**

Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century

Andrés Alonso

Dr. Andrés Alonso is the CEO of Baltimore City Public Schools. At the age of 12, Dr. Andrés Alonso emigrated to the United States from Cuba with his parents. Originally speaking no English, he attended public schools in Union City, New Jersey, graduated Magna Cum Laude and Phi Beta Kappa from Columbia University, and earned a J.D. and a Doctorate in Education from Harvard University. After practicing law in New York City, he changed course to become an educator.

Andrés Alonso
CEO
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202
443-984- 2000
aalonso@bcps.k12.md.us

From 1987 to 1998, Dr. Alonso taught emotionally disturbed special education adolescents and English language learners in Newark, New Jersey. He then served as Deputy Chancellor at the New York City Department of Education, the nation's largest public school system. During Dr. Alonso's tenure, New York City students reached their highest performance levels and cohort graduation rates, for all groups, since standards-based assessments were introduced to the city in 1999.

On July 1, 2007, Dr. Alonso was named CEO of Baltimore City Public Schools (City Schools), and immediately launched a series of innovative reforms. In the first three years of his tenure, Baltimore City students reached their highest outcomes in state exams, across all categories of students. After elementary students made Adequate Yearly Progress across all *No Child Left Behind* subgroups for two consecutive years, City Schools exited "Corrective Action" status in 2009. In March 2010, City Schools reached an historic Settlement Agreement in the *Vaughn G.* special education lawsuit after 26 years of litigation. The agreement acknowledges the school system's significant progress in meeting the needs of students with disabilities and marks an important milestone in the transformation of City Schools.

Betsy Brand

Betsy Brand is the Executive Director of the American Youth Policy Forum (AYPF) and oversees the projects and staff of AYPF and specializes in high school reform, career preparation, and college access and success.

Ms. Brand's education policy career started when she served as a Legislative Associate for the U.S. House Committee on Education and Labor from 1977 to 1983. She subsequently served with Senator Dan Quayle as a Professional Staff Member on the U.S. Senate Labor and Human Resources Committee from 1983 to 1989, where she handled all federal education and training legislation. In 1989, Ms. Brand was appointed Assistant Secretary for Vocational and Adult Education at the U.S. Department of Education, under President George H.W. Bush. From 1993 to 1998, Ms. Brand operated a consulting firm, Workforce Futures, Inc., focusing on policy and best practices affecting education and workforce preparation.

Betsy Brand
Executive Director
American Youth Policy Forum
1836 Jefferson Pl., NW
Washington Dc 20036
202-775-9731
bbrand@aypf.org

Ms. Brand serves on various boards and advisory committees, including the Center for Occupational Research and Development, National Child Labor Committee, Educational Policy Institute, the Pell Institute, and the Latin American Youth Center.

Arne Duncan

Arne Duncan was nominated to be U.S. Secretary of Education by President-elect Barack Obama and was confirmed by the U.S. Senate on Inauguration Day, Jan. 20, 2009.

Arne Duncan
U.S. Secretary of Education
400 Maryland Ave. SW
Washington, DC 20202
arne.duncan@ed.gov

In his confirmation hearings, Duncan called education "the most pressing issue facing America," adding that "preparing young people for success in life is not just a moral obligation of society" but also an "economic imperative." "Education is also the civil rights issue of our generation," he said, "the only sure path out of poverty and the only way to achieve a more equal and just society." Duncan expressed his commitment to work under the leadership of President Obama and with all those involved in education "to enhance education in America, to lift our children and families out of poverty, to help our students learn to contribute to the civility of our great American democracy, and to strengthen our economy by producing a workforce that can make us as competitive as possible."

Prior to his appointment as Secretary of Education, Duncan served as the Chief Executive Officer of the Chicago Public Schools (CPS), a position to which he was appointed by Mayor Richard M. Daley, from June 2001 through December 2008, becoming the longest-serving big-city education superintendent in the country. As CEO, Duncan's mandate was to raise education standards and performance, improve teacher and principal quality, and increase learning options. In seven and a half years, he united education reformers, teachers, principals and business stakeholders behind an aggressive education reform agenda that included opening over 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships around a variety of education initiatives.

Among his most significant accomplishments during his tenure as CEO, an all-time high of 66.7 percent of the district's elementary school students met or exceeded state reading standards, and their math scores also reached a record high, with 70.6 percent meeting or exceeding the state's standards. At high schools, Chicago Public School students posted gains on the ACT at three times the rate of national gains and nearly twice that of the state's. Also, the number of CPS high school students taking Advanced Placement courses tripled and the number of students passing AP classes more than doubled. Duncan increased graduation rates and boosted the total number of college scholarships secured by CPS students to \$157 million.

Prior to joining the Chicago Public Schools, Duncan ran the non-profit education foundation Ariel Education Initiative (1992-1998), which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago.

Duncan formerly served on the boards of the Ariel Education Initiative, Chicago Cares, the Children's Center, the Golden Apple Foundation, the Illinois Council Against Handgun Violence, Jobs for America's Graduates, Junior Achievement, the Dean's Advisory Board of the Kellogg School of Management, the National Association of Basketball Coaches' Foundation, Renaissance Schools Fund, Scholarship Chicago and the South Side YMCA. He also served 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.

Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American. Duncan is married to Karen Duncan and they have two children, daughter Claire, 8, and son Ryan, 5, who attend a public elementary school in Arlington, Va.

Ronald F. Ferguson

Dr. Ronald F. Ferguson is the Director of the Achievement Gap Initiative, Harvard University. Dr. Ferguson has taught since 1983 at Harvard University, where he is a senior lecturer in education and public policy at the Graduate School of Education and the John F. Kennedy School of Government. He is also a senior research associate at the Malcolm Wiener Center for Social Policy. He is the creator of the Tripod Project for School Improvement, the faculty co-chair and director of the Achievement Gap Initiative (AGI) at Harvard and faculty co-chair of the Pathways to Prosperity Project. Tripod Project surveys that he has developed over the past decade provide the student perception measures for the Bill and Melinda Gates Foundation project on Measuring Effective Teaching (MET). Recent findings from the MET project show that student perceptions of teaching can help predict learning gains in public school classrooms. The most recent publication from the AGI, co-authored with others, is *How High Schools Become Exemplary* (2010, available at www.agi.harvard.edu). The report was featured in September 2010 on the front-page of the New York Times in an article spotlighting Brockton High School as one of the 15 exemplars that the report examined. His book *Toward Excellence with Equity: An emerging vision for closing the achievement gap*, was published by Harvard Education Press in 2007. In addition to research and teaching, he participates in a variety of local, state and national policy advisory activities. An economist by training, his undergraduate degree is from Cornell University and his PhD is from MIT. He has been happily married to Helen Mont-Ferguson for 32 years and is the father of two sons.

Ronald F. Ferguson
Director
Achievement Gap Initiative
Harvard University
Cambridge, MA 02138
617-495-1104
ronald_ferguson@harvard.edu

Stanley S. Litow

Stanley S. Litow is the President of the IBM Foundation and IBM's Vice President for Corporate Citizenship and Corporate Affairs. IBM contributes about \$180 million across 170 countries globally. Under his leadership, IBM has developed new innovative technologies to help children and adults learn to read, helped people with disabilities access the internet and created a humanitarian grid to power research on Alzheimers, Cancer and AIDS. IBM's efforts in education through its Reinventing Education program have raised student achievement and won the company the Ron Brown Award presented by the President of the United States. Three times, in '96, '99, and '01 he helped lead National Education Summits for the President, the nation's Governor's and business leaders, all of which took place at IBM. He also helped create IBM's Corporate Service Corps, a corporate version of the Peace Corps, which deploys 500 of IBM's top emerging leaders in community assignments in the developing world.

Stanley S. Litow
President, IBM Foundation and
Vice President for Corporate
Citizenship and Corporate Affairs
New Orchard Road
Armonk, NY 10504
914-499-5242
litow@us.ibm.com

Before joining IBM, Stanley served as the Deputy Chancellor of Schools for New York City, the nation's largest school system. Prior to his service with the City's public schools, he founded and ran Interface, the nonprofit "think tank" and served as an aide to both the Mayor and Governor of New York.

Stanley's articles and essays have appeared in numerous books and publications including the Yale Law Review, Annual Survey of American Law, Brookings Papers, the American Academy of Sciences, the Journal for the Center for National Policy and in many other publications.

Stanley is a recipient of the Council on Foundation's prestigious Scrivner Award for creative philanthropy and awards from the Anne Frank Center, Martin Luther King Commission, Manhattanville College, Federation of Protestant Welfare Agencies, Coro Foundation, Helen Keller Services to the Blind, and the Women's City Club. He has served as an adjunct faculty at New School University, the City University of New York and Long Island University and was voted CEO of the Year by Corporate Responsibility Magazine in 2009 and 2010. He serves on the board of Harvard Business School's Initiative on Social Enterprise, Citizen's Budget Commission, and the After School Corporation.

Robert Schwartz

Robert Schwartz currently serves as Academic Dean and Francis Keppel Professor of Practice in Educational Policy and Administration at Harvard Graduate School of Education. He joined the HGSE faculty in 1996 as a Lecturer, and from 1997-2002 also served as the first President of Achieve, Inc, a national non-profit organization founded by a bipartisan group of governors and corporate leaders to help state leaders improve their schools. From 1990-1996 Schwartz directed the education grantmaking program of The Pew Charitable Trusts. Earlier in his career Schwartz held a wide variety of positions in education and government: high school English teacher and principal; education policy advisor to the mayor of Boston and the governor of Massachusetts; assistant director of the National Institute of Education; special assistant to the President of the University of Massachusetts; and executive director of The Boston Compact, a public-private partnership to improve access to higher education and employment for urban high school graduates. Schwartz has written and spoken widely on standards-based reform, public-private partnerships, high school reform, and the transition from school to college and career. He has degrees from Harvard College and Brandeis University.

Robert Schwartz
Academic Dean
Harvard Graduate School of
Education
Longfellow Hall 101
Cambridge, MA 02138
617-496-6303
robert_schwartz@gse.harvard.ed

In addition to his role at Harvard, Schwartz co-chairs The Aspen Institute's Program on Education and Society and serves on the boards of The Education Trust, The Noyce Foundation, and the U.S. Education Delivery Institute. He has also been an active participant in the education policy work of the Organization for Economic Cooperation and Development, having co-authored a recent report on vocational education in Germany as part of OECD's "Learning for Jobs" initiative, and contributed a chapter on education reform in Finland in *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States* (2010).

William C. Symonds

Bill Symonds is the director of the Pathways to Prosperity Project, which is based at the Harvard Graduate School of Education. The Pathways Project was created in 2008 to find promising solutions to our increasing national failure to prepare many young adults for success. In February, 2011, the Pathways Project will release a major report summing up its research and recommendations. The report is entitled, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*.

William C. Symonds
Director
Pathways to Prosperity Project,
Harvard Graduate School of
Education
514 Larsen Hall
Cambridge, MA 02138
781-910-3161
william_symonds@gse.harvard.edu

Symonds helped create the Pathways Project while he was a senior fellow at Harvard's John F. Kennedy School of Government in 2007-08. Prior to that, he spent nearly 25 years as a senior correspondent and bureau chief for Business Week Magazine. During his career at Business Week, he covered business in the U.S. and abroad, and led bureaus in Pittsburgh, Denver, Boston, Toronto and Rome, Italy. He also served as Business Week's chief education correspondent for many years and wrote extensively about the role of U.S. business in school reform.

Robert G. Templin, Jr.

Bob Templin has been the president of Northern Virginia Community College (NOVA) since 2002. NOVA is Virginia's largest institution of higher education and one of the nation's largest community colleges with more than 78,000 students expected to enroll in credit courses during 2010-11. Under Templin's leadership, NOVA has created a strategic plan to increase college access for 25,000 additional students drawn primarily from low-income, minority and immigrant communities. Templin has also initiated efforts to increase the percentage of "college ready" students graduating from high school, increase student success in developmental studies by

20% and double the number of students graduating from NOVA by 2015. Templin has led an alliance of business, education, healthcare, technology, and community leaders in creating a comprehensive strategy to double the region's output of registered nurses and allied health professionals by nurturing the development of human capital from underrepresented groups.

Prior to his arrival at NOVA, Templin served as the president of Virginia's Center for Innovative Technology, an organization that enhances Virginia's economic competitiveness through technology-based economic development. During Templin's tenure, the Center was credited with helping to create or retain over 12,000 high-tech jobs, attracting or creating more than 225 technology-based companies, and increasing company sales or new capital investment by more than \$500 million.

Robert G. Templin, Jr.

President
Northern Virginia Community
College
4001 Wakefield Chapel Road
Room CH 305
Annandale, VA 22003-3723
703-323-3101
rtemplin@nvcc.edu