

About the Authors

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Charles T. Clotfelter is the Z. Smith Reynolds Professor of Public Policy Studies and professor of economics and law at Duke University. His research involves the economics of education, public finance, the economics of gambling and state lotteries, tax policy and charitable behavior, and policies related to the nonprofit sector.

Jack Dougherty is an associate professor and director of the Educational Studies Program at Trinity College in Hartford, Connecticut. He and his undergraduate students have launched the Cities, Suburbs, and Schools Research Project, which investigates how private real estate markets and public school politics shaped metropolitan Hartford during the twentieth century.

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Catherine L. Horn is an assistant professor at the University of Houston. Her work addresses issues related to high-stakes testing, higher education access, affirmative action, and diversity. Horn's publications include coedited special volumes of *Educational Policy* and *Expanding Opportunity in Higher Education* (with P. Gándara and G. Orfield), both of which analyze the educational access and equity crisis in California.

William S. Koski is the Eric and Nancy Wright Professor of Clinical Education, professor of law, and professor of education (by courtesy) at Stanford University. He directs the Youth and Education Law Project, a legal clinic devoted to ensuring equal educational opportunities. He has published articles on educational equity and adequacy, the politics of judicial decisionmaking, and teacher assignment policies.

Michal Kurlaender is an assistant professor in the School of Education at the University of California–Davis. Her areas of research include access and persistence in higher education for underrepresented groups, K–12 school desegregation and integration, and bringing innovative quantitative methods to bear on issues of education policy.

Helen F. Ladd is the Edgar Thompson Professor of Public Policy Studies and Economics at Duke University. Her current research focuses primarily on education policy, including school accountability, parental choice and market-based reforms, charter schools, school finance and teacher labor markets. Her most recent book is *The Handbook of Research on Educational Finance and Policy* (coedited with E. Fiske).

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Christina Ramsay will complete her bachelor's degree with a dual major in educational studies and psychology from Trinity College in May 2009. As a member of the Cities, Suburbs, and Schools Research Project, she coauthored *Missing the Goal: A Visual Guide to Sheff v. O'Neill School Desegregation* (with J. Wanzer). Her current research is a qualitative study of Hartford family members' perceptions of the Project Choice program.

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Claire Smrekar is an associate professor of public policy and education at Peabody College, Vanderbilt University and an investigator with the National Center on School Choice. Her work involves qualitative research studies related to the social context of education and public policy, with specific reference to the impact of desegregation plans and choice policy on families, schools, and neighborhoods.

Stephanie Southworth is a PhD candidate in public policy at the University of North Carolina at Charlotte. Her research interests include, race, ethnicity, gender, and organizations and inequality. She is currently conducting a longitudinal study of the impact of the organizational characteristics of schools on academic achievement in North Carolina schools.

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Kevin G. Welner is director of the Education and the Public Interest Center and associate professor at the University of Colorado at Boulder, where he specializes in educational policy, law, and program evaluation. Welner has received AERA's Early Career Award and the Palmer O. Johnson Award for best article.