

RICHARD D. KAHLENBERG
www.richardkahlenberg.org

EDUCATION

- 1986-1989 **Harvard Law School**, Cambridge, Massachusetts.
J.D., *cum laude*, June 1989.
- 1985-1986 **University of Nairobi School of Journalism**, Nairobi, Kenya.
Certificate, Mass Communications, June 1986.
Rotary International Fellowship.
- 1981-1985 **Harvard College**, Cambridge, Massachusetts.
A.B. in Government, *magna cum laude*, June 1985.
Senior Honors Thesis “Coalition Building and Robert Kennedy’s 1968
Presidential Campaign”

EMPLOYMENT HISTORY

- 2024- **Progressive Policy Institute**, Washington DC
Director, American Identity Project on how to teach students what it means to
be an American
Director, Housing Policy, focused on making housing less expensive and less
segregated
- 2021- **George Washington University Trachtenberg School of Public Policy &
Public Administration**, Washington D.C.
Professorial Lecturer. Teaching class on “Civil Rights and Economic
Inequality.”
- 2022-2024 **Georgetown University McCourt School of Public Policy**, Washington, DC
Non-Resident Scholar. Focused on reducing inequality in education.
- 1998- 2022 **The Century Foundation**, Washington, D.C.
Senior Fellow and Director of K-12 Equity. Focused on promoting social
mobility and social cohesion in America by strengthening elementary,
secondary and higher education, organized labor and housing opportunities.
- 1996-1998 **Center for National Policy**, Washington, D.C.
Fellow. Coordinated project on New Strategies to Promote Equal Opportunity.
- 1994-1995 **Professorial Lecturer and Independent Writer**, Washington, D.C.
Taught Cases in Public Policy, George Washington University Department of
Public Administration and completed book on affirmative action.

1993-1994 **George Washington University National Law Center**, Washington, D.C.
Visiting Associate Professor of Law. Taught Constitutional Law.

1989-1993 **Senator Charles S. Robb**, Washington, D.C.
Legislative Assistant. Advised Senator on issues relating to Crime, Energy,
Environment, Judicial Appointments, Campaign Finance, and Civil Rights.

PUBLICATIONS AND OTHER ACTIVITIES

I. BOOKS

Class Matters: My Fight for Economic and Racial Justice in College Admissions and American Political Life (Public Affairs Books, Forthcoming 2025). The book outlines a better future for affirmative action based that supports low-income and working-class students of all races.

Excluded: How Snob Zoning, NIMBYism and Class Bias Build the Walls We Don't See. (Public Affairs Books, 2023). Robert Putnam called the book “brilliant,” Ruy Teixeira “profound,” and Congressman Emanuel Cleaver, “exquisite.” *Publishers Week* said the book is “a valuable guide to fixing one of America’s most enduring social ills,” and *Kirkus Review* called it, “provocative” and “thoughtful.” The book won the 2023 Goddard Riverside Book Prize for Social Justice.

A Smarter Charter: Finding What Works for Charter Schools and Public Education (coauthored with Halley Potter) (Teachers College Columbia University Press, 2014). *The Washington Post* called *A Smarter Charter*, “A remarkable new book...Wise and energetic advocates such as Kahlenberg and Potter can take the charter movement in new and useful directions.”

Why Labor Organizing Should Be a Civil Right: Rebuilding a Middle-Class Democracy by Enhancing Worker Voice (coauthored with Moshe Z. Marvit) (Century Foundation Press, 2012). The book was called “a must read” by NAACP President and CEO Benjamin Todd Jealous and “a persuasive roadmap for extending the protections of the Civil Rights Act to workers who want to organize a union” by American Federation of Teachers President Randi Weingarten.

Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy (Columbia University Press, 2007). The Wall Street Journal called the book “a well researched and engaging biography,” and Slate labeled it a “stirring account.” The book has also been reviewed in *The Nation*, *The American Prospect*, *The Weekly Standard*, *Newsday*, *New York Sun*, *City Journal*, *Publishers Weekly*, and *The Washington Monthly*. The book was written with the support of the Hewlett, Broad and Fordham foundations. It was named one of the Five Best Books on Labor in the Wall Street Journal

All Together Now: Creating Middle Class Schools through Public School Choice (Brookings Institution Press, 2001). The book, labeled “a clarion call for the socioeconomic desegregation of U.S. public schools” by Harvard Educational Review, was said by the Washington Post to make “a substantial contribution to a national conversation” on education. The book was also reviewed in Teachers College Record, Education Next, and National Journal. One author called Kahlenberg “the intellectual father of the economic integration movement.”

The Remedy: Class, Race, and Affirmative Action (Basic Books, 1996). The book was named one of the best of the year by the Washington Post and William Julius Wilson’s review in the New York Times called it “by far the most comprehensive and thoughtful argument thus far for...affirmative action based on class.” The book was also reviewed in The American Lawyer, The New Yorker, The Progressive, The Washington Monthly, The Detroit News, National Review, Legal Times, The Atlanta Journal-Constitution, and Publishers Weekly

Broken Contract: A Memoir of Harvard Law School (Hill & Wang/Farrar, Straus & Giroux, 1992). The book, which details the way in which idealistic liberal law students are turned to corporate law, was called “a forceful cri de coeur” by the L.A. Times. The book was reviewed in The New York Times, The Washington Post Book World, The Harvard Law Review, The Washington Monthly, Legal Times, The Boston Globe, The Hartford Courant, The Baltimore Evening Sun, The St. Petersburg Times, The Detroit News, The Cleveland Plain Dealer, The Dallas Morning News, and Publishers Weekly. In 1999, the book was reissued by University of Massachusetts Press with a new afterword. The book has also been translated into Japanese and Chinese.

Executive Director (and primary author and editor), *Restoring the American Dream: Providing Community Colleges with the Resources They Need. The Report of the Century Foundation Working Group on Community College Financial Resources* (Century Foundation Press, 2019). The Working Group included Thomas Bailey, Bruce Baker, Brooks Bowden, Anthony P. Carnevale, Debbie Cochran, Michelle Cooper, Russ Deaton, Wil Del Pilar, David Deming, Sara Goldrick-Rab, Harry Holzer, Tammy Kolbe, Jesse Levin, Bridge Terry Long, Tatiana Melguizo, Gail Mellow, Andrew Nichols, George Pernsteiner, Ken Redd, Jennifer Rice and Robert Toutkoushian. In addition, the volume included background papers by Bruce Baker and Jesse Levin; Anthony P. Carnevale, Artem Gulish, and Jeff Strohl; and Richard D. Kahlenberg, Robert Shireman, Kimberly Quick and Tariq Habash.

Editor, *The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas* (Century Foundation Press, 2014). Chapters include, “Defining the Stakes,” by Nancy Cantor and Peter Englot; “Promoting Economic Diversity for College Affordability,” by Sara Goldrick-Rab; “Fisher v. University of Texas and Its Practical Implications for Institutions of Higher Education,” by Arthur L. Coleman and Teresa E. Taylor; “New Rules for Affirmative Action in Higher Education,” by Scott Greytak; “Transitioning to Race-Neutral Admissions,” by Halley Potter; “Striving for Neutrality,” by Marta Tienda; “The Use of Socioeconomic Affirmative Action at the

University of California,” by Richard Sander; “Converging Perils to College Access for Racial Minorities,” by Richard L. McCormick; “Ensuring Diversity Under Race-Neutral Admissions at the University of Georgia,” by Nancy G. McDuff and Halley Potter; “Addressing Undermatch,” by Alexandria Walton Radford and Jessica Howell; “Talent is Everywhere,” by Danielle Allen; “Reducing Reliance on Testing to Promote Diversity,” by John Brittain and Benjamin Landy; “Advancing College Access with Class-Based Affirmative Action,” by Matthew N. Gaertner; “Achieving Racial and Economic Diversity with Race-Blind Admissions Policy,” by Anthony P. Carnevale, Stephen J. Rose, and Jeff Strohl; “The Why, What, and How of Class-Based Admissions Policy,” by Dalton Conley; “A Collective Path Upward,” by Richard Sander; and “Increasing Socioeconomic Diversity in American Higher Education,” by Catharine Hill.

Executive Director (and primary author and editor), *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream. The Report of the Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal.* (Century Foundation Press, 2013.) The task force on community colleges, cochaired by Anthony Marx and Eduardo Padron, included John Brittain, Walter Bumphus, Michele Cahill, Louis Caldera, Patrick Callan, Nancy Cantor, Samuel Cargile, Anthony Carnevale, Michelle Asha Cooper, Sara Goldrick-Rab, Jerome Karabel, Catherine Koshland, Felix Matos Rodriguez, Gail Mellow, Arthur Rothkopf, Sandra Schroeder, Louis Soares, Suzanne Walsh, Ronald Williams, and Joshua Wyner. In addition, the volume included background papers by Sandy Baum and Charles Kurose; Sara Goldrick-Rab and Peter Kinsley; and Tatiana Melguizo and Holly Kosiewicz.

Editor, *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (Century Foundation Press, 2012). Chapters include, “Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland,” by Heather Schwartz; “Socioeconomic Diversity and Early Learning: The Missing Link in Policy for High-Quality Preschools,” by Jeanne L. Reid; “The Cost-Effectiveness of Socioeconomic School Integration,” by Marco Basile; “The Challenge of High-Poverty Schools: How Feasible is Socioeconomic School Integration?” by An Mantil, Anne G. Perkins, and Stephanie Aberger; “Can NCLB Choice Work? Modeling the Effects of Interdistrict Choice on Student Access to Higher-Performing Schools,” by Meredith P. Richards, Kori J. Stroub, and Jennifer Jellison Holme; “The Politics of Maintaining Balanced Schools: An Examination of Three Districts,” by Sheneka M. Williams; and “Turnaround and Charter Schools that Work: Moving Beyond Separate but Equal,” by Richard Kahlenberg.

Editor, *Affirmative Action for the Rich: Legacy Preferences in College Admissions* (Century Foundation Press, 2010). Chapters include “Legacy Preferences in a Democratic Republic,” by Michael Lind; “A History of Legacy Preferences,” by Peter Schmidt; “An Analytical Survey of Legacy Preferences,” by Daniel Golden; “An Empirical Analysis of the Impact of Legacy Preferences on Alumni Giving at Top Universities,” by Chad Coffman, Tara O’Neil and Brian Starr; “Admitting the Truth: The Effect of Affirmative Action, Legacy Preferences, and the Meritocratic Ideal on Students of Color in College Admissions,” by John Brittain and Eric Bloom; “Legacy Preferences and the Constitutional Prohibition of

Titles of Nobility,” by Carlton Larson; “Heirs of the American Experiment: A Legal Challenge to Preferences as a Violation of the Equal Protection Clause of the Constitution and the Civil Rights Act of 1866,” by Steve Shadowen and Sozi Tulante; “Privilege Paving the Way for Privilege: How Judges Will Confront the Legal Ramifications of Legacy Admissions to Public and Private Universities,” by Boyce F. Martin Jr. with Donya Khalili; and “The Political Economy of Legacy Admissions, Taxpayer Subsidies, and Excess ‘Profits’ in American Higher Education: Strategies for Reform,” by Peter Sacks.

Editor, *Rewarding Strivers: Helping Low-Income Students Succeed in College* (Century Foundation Press, 2010). Chapters include: “The Carolina Covenant,” by Edward B. Fiske, and “How Increasing College Access is Increasing Inequality and What to do About It,” by Anthony P. Carnevale and Jeff Strohl. William Fitzsimmons called the book part of Century’s “trailblazing mission to prevent the tragic waste of human talent that threatens America’s future,” while Anthony Marx declared, “Kahlenberg again gathers the best thinkers on how to challenge this status quo; what to do, what works, and what does not.”

Editor, *Improving on No Child Left Behind: Getting Education Reform Back on Track* (Century Foundation Press, 2008). Chapters include: an analysis of the under-funding of the No Child Left Behind Act, by William Duncombe, John Yinger and Anna Lukemeyer; a discussion of the rights of students in low performing schools to transfer to better performing public schools across district lines, by Amy Stuart Wells and Jennifer Holme; and an exploration of how to improve the accountability provisions of the act, by Lauren Resnick, Mary Kay Stein, and Sarah Coon. Diane Ravitch called *Improving on No Child Left Behind* “the best of the books on this topic.”

Editor, *America’s Untapped Resource: Low-Income Students in Higher Education* (Century Foundation Press, 2004). The chapters include: “Socioeconomic Status, Race/Ethnicity, and Selective College Admissions,” Anthony P. Carnevale and Stephen J. Rose; “Improving the Academic Preparation and Performance of Low-Income Students in American Higher Education,” by P. Michael Timpane and Arthur M. Hauptman; and “Low-Income Students and the Affordability of Higher Education,” by Lawrence E. Gladieux. Carnevale and Rose’s finding, that 74% of students at selective colleges come from the top socioeconomic quartile and 3% from the bottom quartile is widely cited.

Editor, *Public School Choice vs. Private School Vouchers* (Century Foundation Press, 2003). The volume consists of a compilation of new and previously published materials, including articles by Edward B. Fiske, Helen F. Ladd, Sean F. Reardon, John T. Yun, Amy Stuart Wells, Richard Just, Ruy Teixeira, Thad Hall, Gordon MacInnes, Richard C. Leone, and Bernard Wasow.

Executive Director (and primary author and editor), *Divided We Fail: Coming Together Through Public School Choice. The Report of The Century Foundation Task Force on the Common School*, (Century Foundation Press, 2002). The task force on school integration, chaired by Lowell Weicker, included Joseph Aguerrebere, Ramon Cortines, Robert Crain, John Degnan, Peter Edelman, Christopher Edley, Kim Elliott, Jennifer Hochschild, Helen Ladd, Marianne Engelman Lado, Leonard Lieberman, Ann Majestic,

Dennis Parker, Felipe Reinoso, Charles S. Robb, David Rusk, James Ryan, Judi Sikes, John Brooks Slaughter, Dick Swantz, William Trent, Adam Urbanski, Amy Stuart Wells, and Charles V. Willie. In addition, the volume included background papers by Duncan Chaplin, David Rusk, Edward B. Fiske, William H. Freivogel, Richard Mial, and Todd Silberman.

Editor, *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility* (Century Foundation Press, 2000). The book identifies individual sources of inequality and proposes concrete public policy remedies. The chapters include: “Summer Learning and Home Environment” by Doris Entwisle, Karl Alexander and Linda Olson of Johns Hopkins; “Equalizing Education Resources for Advantaged and Disadvantaged Children” by Richard Rothstein of the Economic Policy Institute; “High Standards: A Strategy for Equalizing Opportunities to Learn?” by Adam Gamoran of the University of Wisconsin; “Inequality in Teaching and Schooling: Supporting High-Quality Teaching and Leadership in Low Income Schools” by Linda Darling-Hammond and Laura Post of Stanford; “Charter Schools and Racial and Social Class Segregation: Yet Another Sorting Machine?” by Amy Stuart Wells, Jennifer Jellison Holme, Alejandra Lopez, and Camille Wilson Cooper of UCLA; “Student Discipline and Academic Achievement” by Paul Barton of the Educational Testing Service; and “Critical Support: The Public View of Public Education,” by Ruy Teixeira of the Century Foundation

II. BOOK CHAPTERS

“The Impact of Class, Legacy, Status, and Wealth in Higher Education Law and Policy: Combatting Disadvantages in a Culture that Celebrates Advancement and Merit,” in Peter F. Lake (ed), *Oxford Handbook of U.S. Higher Education Law*, (Oxford University Press, forthcoming.)

“Make labor organizing a civil right,” (with Moshe Marvit), in Richard Bales and Charlotte Garden (eds.), *The Cambridge Handbook of U.S. Labor Law for the Twenty-First Century* (Cambridge University Press, 2019).

“The Bipartisan, and Unfounded, Assault on Teachers’ Unions,” in Michael B. Katz and Mike Rose (eds.), *Public Education Under Siege* (Philadelphia: University of Pennsylvania Press, 2013.)

“Socioeconomic Integration and Segregation,” in James A. Banks (ed.), *Encyclopedia of Diversity in Education* (Thousand Oaks, CA: Sage Publications, 2012).

“Socioeconomic School Integration: Preliminary Lessons from More than 80 Districts,” in Erica Frankenberg and Elizabeth DeBray-Pelot (eds.), *Integrating Schools in a Challenging Society: New Policy and Legal Options for a Multiracial Generation*, (Chapel Hill, N.C.: University of North Carolina Press, 2011)

“Combating School Segregation in the United States,” in Guido Walraven, Dorothee Peters, Eddie Denessen and Joep Bakker (eds.), *International Perspectives on Countering School Segregation* (Dutch National Knowledge Centre for Mixed Schools, 2010).

“Levelling the School Playing Field: A Critical Aim for New York’s Future,” in Jonathan P. Hicks and Dan Morris (eds.), *From Disaster to Diversity: What’s Next for New York City’s Economy?* (New York: Drum Major Institute, 2009).

“Higher Education Access,” in RobertMcKinnon (ed), *Actions Speak Loudest* (Guilford, CT: Globe Pequot Press, 2009)

“Socioeconomic School Integration,” in Marybeth Shinn and Hirokazu Yoshikawa (eds), *Toward Positive Youth Development: Transforming Schools and Community Programs* (New York: Oxford University Press, 2008).

“The History of Collective Bargaining Among Teachers,” in Jane Hannaway and Andrew J. Rotherham (eds) *Collective Bargaining in Education: Negotiating Change in Today’s Schools* (Cambridge, MA: Harvard Education Press, 2006).

“Socioeconomic School Integration: A Symposium,” in Chester Hartman (ed), *Poverty and Race in America: The Emerging Agendas* (New York: Rowman and Littlefield, Publishers, 2006).

“The Return of ‘Separate but Equal,’” in James Lardner and David Smith (eds), *Inequality Matters: The Growing Divide in America and Its Poisonous Consequences* (New York: New Press, 2005).

“Economic School Integration,” in Stephen J. Caldas and Carl L. Bankston III (eds), *The End of Desegregation?* (New York: Nova Science Publishers Inc., 2003).

“President Clinton’s Race Initiative: Promise and Disappointment,” and “How to Achieve One America: Class, Race, and the Future of Politics,” in Stanley A. Renshon (ed), *One America? Political Leadership, National Identity and the Dilemmas of Diversity* (Washington DC: Georgetown University Press, 2001).

III. LAW REVIEW ARTICLES

“‘Architects of Democracy’: Labor Organizing as a Civil Right,” (with Moshe Marvit) 9 *Stanford Journal of Civil Rights & Civil Liberties* 213 (June 2013).

“Reflections on Richard Sander’s Class in American Legal Education,” 88 *Denver University Law Review* 719 (September 2011).

“Socioeconomic School Integration,” 85 *North Carolina Law Review* 1545 (June 2007).

“Remarks: Symposium – Brown v. Board of Education at Fifty: Have We Achieved Its Goals?” *78 St. John’s Law Review* 295 (Spring 2004).

“Socioeconomic School Integration Through Public School Choice: A Progressive Alternative to Vouchers,” *45 Howard Law Journal* 247 (Winter 2002).

"Class-Based Affirmative Action," *84 California Law Review* 1037 (July 1996).

"Getting Beyond Racial Preferences: The Class-Based Compromise," *45 American University Law Review* 721 (February 1996).

IV. PERIODICAL ARTICLES

Have written hundreds of articles in the popular press for the *American Educator*, *American Prospect*, *American School Board Journal*, *Atlantic*, *Baltimore Sun*, *Boston Globe*, *Boston Review*, *Chicago Sun Times*, *Christian Science Monitor*, *Chronicle of Higher Education*, *Civil Rights Journal*, *Education Next*, *Education Week*, *Educational Leadership*, *Forward*, *Inside Higher Education*, *Jurist*, *Journal of Blacks in Higher Education*, *Journal of Commerce*, *Legal Affairs*, *Legal Times*, *New Labor Forum*, *Nation*, *New Republic*, *New York Daily News*, *New York Times*, *Orlando Sentinel*, *Philadelphia Inquirer*, *Political Science Quarterly*, *Poverty and Race*, *Principal Magazine*, *Slate*, *Wall Street Journal*, *Washington Monthly*, *Washington Post* and *Wilson Quarterly*.

V. ACADEMIC/PUBLIC POLICY APPEARANCES

Have spoken before hundreds of audiences in numerous settings: government (U.S. Commission on Civil Rights; U.S. Department of Education); academic associations (American Educational Research Association; Association for Public Policy Analysis and Management); colleges and universities (American, Amherst, Centre, Columbia, Flagler, George Washington, Georgetown, Harvard, Howard, Marymount, Middlebury, Missouri Western, National Defense University, New York University, Oberlin, Pitzer, Rutgers, St. Johns, St. Louis, Stanford, Stetson, Suffolk, University of Chicago, University of Maine, University of Maryland, University of North Carolina, University of Pennsylvania, University of Richmond, University of Southern California, University of Virginia, West Chester, William and Mary, Yale); and public policy forums (American Association of Community Colleges, American Enterprise Institute, Brookings Institution, Cato Institute, Center for American Progress, Chautauqua Institution, College Board, Committee for Economic Development, Council for Opportunity in Education, Economic Policy Institute, Demos, Education Law Association, Education Sector, Ethics and Public Policy Center, Fordham Institute, Hechinger Institute, KnowledgeWorks Foundation, National Academy of Sciences Board on Testing and Assessment, National Alliance for Public Charter Schools, National Council of Educational Opportunity, New America Foundation, New York Historical Society, New York Public Library, Pioneer Institute, Progressive Policy Institute, William T. Grant Foundation, and Woodrow Wilson Center).

VI. AWARDS

William A. Kaplin Award for Excellence in Higher Education Law and Policy Scholarship, Stetson Law School National Conference on Law & Higher Education (2013).

Goddard Riverside Book Prize for Social Justice (for *Excluded: How Snob Zoning, NIMBYism and Class Bias Build the Walls We Don't See*) (2023)

VII. EXPERIENCE CONSULTING WITH SCHOOL DISTRICTS

Hunter College High School (New York City) (2021-2022). Helped selective high school diversify its student population.

Los Angeles Unified School District (2020-21). Served as a pro bono member of LAUSD Equitable Enrollment Collaborative Group.

New York City Public Schools. (2018-2019). Served as a pro bono member of the Executive Committee of the New York City Department of Education's School Diversity Advisory Group, appointed by Mayor Bill de Blasio and chaired by Maya Wiley.

Groton Public Schools (Connecticut) (2018-2020) Helped school district implement a socioeconomic diversity plan.

District Five of Lexington and Richland Counties (South Carolina) (2018). Helped school district implement a socioeconomic diversity plan for magnet schools.

New Haven Public Schools (Connecticut) (2017). Helped school district implement a socioeconomic diversity plan for magnet schools.

Pasadena Public Schools (California) (2017). Helped school district implement a socioeconomic diversity plan for magnet schools. Also prepared reports for the Pasadena Educational Foundation recommending adoption of socioeconomic diversity policies (2006 and 2016).

Charlotte-Mecklenburg Schools (North Carolina) (2016). Helped school district create a socioeconomic school diversity plan.

Chicago Public Schools (Illinois) (2008-2010). Helped school district create a socioeconomic school integration plan for magnet and selective enrollment schools.

VIII. EXPERT TESTIMONY IN FEDERAL COURTS

Students for Fair Admissions v. University of North Carolina (2020). Testified in U.S. Federal District Court about the availability of using socioeconomic preferences and other race-neutral alternatives to produce racial, ethnic, and socioeconomic diversity.

Students for Fair Admissions v. Harvard (2018). Testified in U.S. Federal District Court about the availability of using socioeconomic preferences and other race-neutral alternatives to produce racial, ethnic, and socioeconomic diversity.

United States v. Board of Education of Chicago (2009). Testified in U.S. Federal District Court about the use of socioeconomic indicators as a way of promoting racial, ethnic, and socioeconomic diversity in Chicago Public Schools selective enrollment and magnet schools.

IX. GRANTS

Bill and Melinda Gates Foundation (2022-2023) \$475,000 grant in support of research on the connection between exclusionary zoning and educational opportunities in the state of New York.

Walton Family Foundation (2019-2022) \$1.3 million grant in support of research on school and housing integration and the creation of the Bridges Collaborative, a first-ever hub for 57 school districts, charter schools and housing organizations committed to integration.

Bill and Melinda Gates Foundation (2019-2022) \$405,000 grant in support of Bridges Collaborative and disseminating research about diverse by design charter schools.

Walton Family Foundation (2017-2019) \$500,000 grant in support of research on diverse-by-design charter schools.

William T. Grant Foundation (2016-2019) \$350,000 grant in support of a working group on community college finances that culminated in the publication of *Restoring the American Dream: Providing Community Colleges with the Resources They Need. The Report of the Century Foundation Working Group on Community College Financial Resources* (Century Foundation Press, 2019).

Lumina Foundation (2013-2014) \$50,000 and \$40,000 grants in support of research and dissemination of research on ways to promote socioeconomic, racial and ethnic diversity in selective colleges in light of legal constraints that culminated in the publication of *The Future of Affirmative Action: New Paths to Higher Education Diversity after Fisher v. University of Texas* (Century Foundation Press, 2014).

Ford Foundation (2011-2013) \$240,000 grant in support of creation of a task force on community colleges (chaired by Anthony Marx and Eduardo Padron) that culminated in the publication of *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream. The Report of the Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal.* (Century Foundation Press, 2013.)

Nellie Mae Educational Foundation (2005-2006) \$50,000 grant in support of research on the use of socioeconomic status in admissions to advance racial, ethnic and socioeconomic

diversity at selective colleges that culminated in the publication of *Rewarding Strivers: Helping Low-Income Students Succeed in College* (Century Foundation Press, 2010).

Broad Foundation (2003-2007) \$100,000 grant in support of research and writing about the life of teach union leader Albert Shanker that culminated in the publication of *Tough Liberal: Albert Shanker and the Battles Over Schools, Race, Unions and Democracy* (Columbia University Press, 2007).

Hewlett Foundation (2003-2007) \$100,000 grant in support of research and writing about the life of teach union leader Albert Shanker that culminated in the publication of *Tough Liberal: Albert Shanker and the Battles Over Schools, Race, Unions and Democracy* (Columbia University Press, 2007).

Fordham Foundation (2005) \$10,000 grant in support of research and writing about the life of teach union leader Albert Shanker that culminated in the publication of *Tough Liberal: Albert Shanker and the Battles Over Schools, Race, Unions and Democracy* (Columbia University Press, 2007).

Spencer Foundation (2000-2002) \$50,000 grant in support of research for a Century Foundation Task Force (chaired by Governor Lowell Weicker) on combatting school segregation that culminated in publication of *Divided We Fail: Coming Together Through Public School Choice. The Report of The Century Foundation Task Force on the Common School*, (Century Foundation Press, 2002).

Spencer Foundation (1996-1998) \$25,000 grant in support of research and writing about socioeconomic school integration, that culminated in publication of *All Together Now: Creating Middle-Class Schools through Public School Choice* (Brookings Institution Press, 2001).

X. ADVISORY BOARD SERVICE

Albert Shanker Institute, Washington D.C.

Pell Institute, Washington D.C.

National Coalition on School Diversity Research Advisory Board, Washington D.C.