

SIXTY-FIVE YEARS AFTER *BROWN V. BOARD*, WHERE DOES SCHOOL INTEGRATION STAND?

Speaker Biographies

Matthew M. Chingos directs the Center on Education Data and Policy at the Urban Institute. He leads a team of scholars who undertake policy-relevant research on issues from prekindergarten through postsecondary education and create tools such as Urban's Education Data Portal. Chingos is an executive editor of *Education Next* and coauthor of *Game of Loans: The Rhetoric and Reality of Student Debt* and *Crossing the Finish Line: Completing College at America's Public Universities*. He has testified before Congress, and his work has been featured in media outlets such as the *New York Times*, the *Washington Post*, and NPR. Before joining Urban, Chingos was a senior fellow at the Brookings Institution. He received a bachelor's degree in government and economics and a doctoral degree in government from Harvard University.

Matt Gonzales, director of the School Diversity Project at New York Appleseed, is an educator, advocate, and policy analyst. He is a former special education middle school teacher for the Los Angeles Unified School District and has over 17 years of experience working for educational justice in and outside of schools in Los Angeles, San Francisco, and New York City. He earned his master's degree in education policy from Teachers College, Columbia University, in 2016, where his research focused on educational segregation and policy. He obtained his bachelor's degree in urban education and a special education teaching credential from California State University, Los Angeles. At New York Appleseed, Gonzales advocates for integrated schools in New York City and New York state. As director of the School Diversity Project, Gonzales cofounded and serves on the Steering Committee for the NYC Alliance for School Integration and Desegregation, a citywide advocacy organization. He is policy coach and mentor for the youth advocacy group IntegrateNYC and works directly with school and district leaders to support their efforts toward integration, most notably, in advising community school districts 1 and 15 on district-wide integration plans. Gonzales serves on Mayor de Blasio's School Diversity Advisory Group and played a critical role in shaping the group's February 2019 recommendations. He has worked closely with state education leaders to design the New York State Integration Project grant program and has supported districts across New York in developing integration plans.

Rucker C. Johnson is an associate professor in the Goldman School of Public Policy at the University of California, Berkeley, and faculty research associate at the National Bureau of Economic Research. As a labor economist who specializes in the economics of education, Johnson considers the role of poverty and inequality in affecting life chances in his work. Johnson was 1 of 35 scholars to receive the prestigious 2017 Andrew Carnegie Fellowship. His research has appeared in leading academic journals and been featured in mainstream media outlets, and he has been invited to give policy briefings at the White House and on Capitol Hill. His forthcoming book, *Children of the Dream: Why School Integration Works*, will be published by Basic Books and Russell Sage Foundation early next year. Johnson is committed to advancing his scholarly agenda of fusing insights from multiple disciplinary perspectives to improve our understanding of the causes, consequences, and remedies of inequality in the US. Johnson earned his doctoral degree in economics at the University of Michigan. At the University of California, Berkeley (2004–present), he teaches graduate and undergraduate courses in applied econometrics and topical courses in race, poverty, and inequality.

Tomas Monarrez is a research associate in the Center on Education Data and Policy at the Urban Institute. His research focuses on education policy topics as they relate to economic and racial inequality. His current research projects examine the relationship between school attendance boundary policy and the racial segregation of schools, the impact of for-profit college openings on the structure of local higher education, and the effect of state tuition equity policies on the postsecondary attainment of undocumented immigrant high school students. Monarrez received bachelor's degrees in economics and mathematics from the University of Texas at Austin and earned his doctoral degree in economics from the University of California, Berkeley.

Ananya Tadikonda, a senior at Richard Montgomery High School, is the 41st student member of the Montgomery County Board of Education. She currently serves as chair of the Board's Strategic Planning Committee and as a member of the Policy Management Committee. Over the past six years, she has held several student government leadership positions with the Montgomery County Regional Student Government Association and the Maryland Association of Student Councils. Tadikonda's top priority is equitable opportunities for all students, which is why she has chosen to focus her one-year term on exploring how to address de facto segregation in Montgomery County. Tadikonda will attend the University of North Carolina at Chapel Hill as a Morehead-Cain scholar beginning this fall, with aspirations to explore medicine, public health, public policy, and social justice in future.

Margery Austin Turner is senior vice president for program planning and management at the Urban Institute, where she leads efforts to frame and conduct a forward-looking agenda of policy research. A nationally recognized expert on urban policy and neighborhood issues, Turner has analyzed issues of residential location, racial and ethnic discrimination and its contribution to neighborhood segregation and inequality, and the role of housing policies in promoting residential mobility and location choice. Among her recent publications is the book *Public Housing and the Legacy of Segregation*. Before joining Urban, Turner served as deputy assistant secretary for research at the US Department of Housing and Urban Development (HUD) from 1993 through 1996, focusing HUD's research agenda on the problems of racial discrimination, concentrated poverty, and economic opportunity in America's metropolitan areas. During her tenure, HUD's research office launched three major social science demonstration projects to test different strategies for helping families from distressed inner-city neighborhoods gain access to opportunities through employment and education. Turner has a bachelor's degree in political science from Cornell University and a master's degree in urban and regional planning from the George Washington University.