

Elizabeth H. DeBray

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EXPERIENCE

UGA College of Education, Department of Lifelong Education, Administration and Policy,
Athens, Georgia (Fall 2003-Present)

2014 -	Professor
2008-2014	Associate Professor
2003 – 2008	Assistant Professor
2005-present	Faculty Affiliate, Institute of Higher Education, University of Georgia

Research Associate for Elementary and Secondary Education, The Civil Rights Project,
Harvard Law School, June 1997-August 2002.

Research Assistant, Consortium for Policy Research in Education, Harvard University, January
1997-May 2001.

Program Analyst, United States Department of Education, Office of Educational Research and
Improvement (OERI), June 1992-July 1996.

Post-graduate Awards:

Postdoctoral Fellow, Advanced Studies Fellowship Program, Brown University, 2002-2005.

Postdoctoral Fellow, National Academy of Education/Spencer Foundation, 2005-2006.

EDUCATION

Ed.D., Administration, Planning, and Social Policy, Harvard University, 2001

Ed.M., Teaching and Curriculum, Harvard University, 1992

B. A., *cum laude*, Russian Studies/Economics, Wellesley College, 1991

PUBLICATIONS

DeBray, E. (2006). *Politics, ideology, and education: Federal policy during the Clinton and Bush administrations* (New York: Teachers College Press).

Frankenberg, E., & DeBray, E. (Eds.). (2011). *Integrating schools in a changing society: New policies and legal options for a multiracial generation*. Chapel Hill, NC: University of North Carolina Press.

Selected Chapters in Books

Jabbar, H., Lalonde, P., DeBray, E., Scott, J., & Lubienski, C. (2015). How policymakers define “evidence”: The politics of research use in New Orleans. In L. Miron, B. Beabout and J. Boselovic (Eds.), *Only in New Orleans: School Choice and Equity Post-Hurricane Katrina* (pp. 285-303). Rotterdam, Netherlands: Sense Publishers. (reprint of *Policy Futures in Education* article).

Lubienski, C., Scott, J., & DeBray, E. (2015). Producing evidence: Overcoming the limitations of the market, competition, and privatization. In F. English (Ed.), *Sage Guide for Educational Leadership and Management* (pp. 455-470). Thousand Oaks, CA: Sage Publications.

Scott, J., Lubienski, C., DeBray, E. & Jabbar, H. (2014). The intermediary function in evidence production, promotion, and mobilization: The case of educational incentives. In K. Finnigan & A. Daly (Eds.), *Using research evidence in education: From the schoolhouse door to Capitol Hill* (pp. 69-89). Springer International Publishing Switzerland.

Scott, J., Lubienski, C., & DeBray, E. (2014). The ideological and political landscape of school choice advocacy. In B. Cooper, L. Fusarelli, & J. Cibulka (Eds.), *Handbook of Education Politics and Policy* (2nd ed.) (pp. 322-342). New York: Routledge Press.

DeBray, E., & Grooms, A. (2012). High civic capacity, low demand for integration: Rapid demographic transition in suburban Atlanta. In E. Frankenberg & G. Orfield (Eds.), *The resegregation of suburban schools: A hidden crisis in American education* (pp. 163-184). Cambridge, MA: Harvard Education Press.

Barone, C., & DeBray, E. (2011). Education policy in Congress: Perspectives from inside and out. In F. Hess & A. Kelly (Eds.), *Carrots, sticks, and the bully pulpit: Lessons from a half century of federal efforts to improve America's schools* (pp. 61-82). Cambridge, MA: Harvard Education Press.

DeBray, E., & Frankenberg, E. (2011). Federal legislation to promote metropolitan approaches to educational and housing opportunity. In E. Frankenberg & E. DeBray (Eds.), *Integrating schools in a changing society: New policies and legal options for a multiracial generation* (pp. 281-301). Chapel Hill, NC: University of North Carolina Press.

Selected Journal Articles

- Scott, J., DeBray, E., Lubienski, C., Lalonde, P., Castillo, E. & Owens, S. (2016). Urban regimes, intermediary organization networks, and research use: Patterns across three school districts. *Peabody Journal of Education*.
<http://www.tandfonline.com/doi/full/10.1080/0161956X.2016.1264800><http://www.tandfonline.com/doi/full/10.1080/0161956X.2016.1264800>.
- DeBray, E. & Blankenship, A. (2016). The aftermath of ESSA's devolution of power to states: A federal role in incentivizing equity and building state and local capacity. *Education Law and Policy Review* (3), xi-xxvi.
- Houck, E. & DeBray, E. (2015). The shift from adequacy to equity in federal education policymaking: A proposal for how ESEA could reshape the state role in education finance. *RSF: Russell Sage Journal of the Social Sciences* 1(3), 148-167.
- Scott, J., Jabbar, H., Lalonde, P., DeBray, E., & Lubienski, C. (2015). Evidence use and advocacy coalitions: Intermediary organizations and philanthropies in Denver, Colorado. *Education Policy Analysis Archives* 23(124). <http://epaa.asu.edu/ojs/article/view/2079>
- DeBray, E., McDermott, K., Frankenberg, E., & Blankenship, A. (2015). Lessons from a federal grant for school diversity: Tracing a theory of change and implementation of local policies. *Education Policy Analysis Archives*, 23(90).
<http://dx.doi.org/10.14507/epaa.v23.1999>
- Frankenberg, E., McDermott, K., DeBray, E., & Blankenship, A. (2015). The new politics of diversity: Lessons from a federal technical assistance grant. *American Educational Research Journal*.
- Jabbar, H., Lalonde, P., DeBray, E., Scott, J., & Lubienski, C. (2014). How policymakers define "evidence": The politics of research use in New Orleans. *Policy Futures in Education* 12(8), 1013-1027.
- DeBray, E., Scott, J., Lubienski, C., & Jabbar, H. (2014). Intermediary organizations in charter school policy coalitions: Evidence from New Orleans. *Educational Policy* 28(2):175-206.
- Lubienski, C., Scott, J., & DeBray, E. (2014). The politics of research production, promotion, and use in educational policy. *Educational Policy* 28(2): 131-144.
- DeBray, E., & Blankenship, A. (2013). Future policy directions for Congress in ensuring equality of educational opportunity: Toward improved incentives, targeting, and enforcement. *Peabody Journal of Education* 88(1), 21-36.
- McDermott, K., DeBray, E., & Frankenberg, E. (2012). How does *Parents Involved in Community Schools* matter? Legal and political influence in education politics and policy. *Teachers College Record* 114 (12), 1-39.
- Lubienski, C., Scott, J., & DeBray, E. (2011). The rise of intermediary organizations in knowledge production, advocacy, and educational policy. *Teachers College Record* online (July 22, 2011 commentary). Retrieved from
<http://www.tcrecord.org/content.asp?contentid=16487>.
- DeBray, E., & Houck, E. (2011). A narrow path through the broad middle: Mapping the institutional considerations for the ESEA reauthorization. *Peabody Journal of Education*, 86(3), 319-337.
- DeBray-Pelot, E., & Frankenberg, E. (2010). Federal legislation to promote metropolitan approaches to educational and housing opportunity. *Georgetown Journal on Poverty Law and Policy*, 17 (1), 265-286.

- Scott, J., Lubienski, C., & DeBray-Pelot, E. (2009). The politics of advocacy in education. *Educational Policy*, 23(1), 3-14.
- DeBray-Pelot, E., & McGuinn, P. (2009). The new politics of education: Analyzing the federal education policy landscape in the post-NCLB era. *Educational Policy*, 23(1), 15-42.

Selected Policy Briefs/Reports

- McDermott, K., Frankenberg, E., & DeBray, E. (2016, October). *How the administration's Stronger Together school integration proposal built on the flawed TASAP program*. Washington, D.C: National Coalition on School Diversity.
- Lubienski, C., DeBray, E., & Scott, J. (2016, May 26). The push and pull of research: Lessons from a multi-site study of research use in education policy. New York: W.T. Grant Foundation. Available online at <http://wtgrantfoundation.org/push-pull-research-lessons-multi-site-study-research-use-education-policy>.
- McDermott, K., DeBray, E., Frankenberg, E., Fung-Morley, A. & Blankenship, A. (2014). *Good intentions, limited impact: The technical assistance for student assignment plans program*. Available at: http://works.bepress.com/kathryn_mcdermott/17_Report_on_TASAP_program.
- DeBray, E., & Frankenberg, E. (2011). Federal legislation to promote metropolitan approaches to educational and housing opportunity. In P. Tegeler (Ed.), *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration* (pp. 43-49). Washington, DC: Poverty and Race Research Action Council and National Coalition on School Diversity. (50%)

Reviews

- DeBray, E. (In press). Review of Frankenberg, Garces, and Hopkins (Eds.), *School Integration Matters: Research-Based Strategies to Advance Equity*. *American Journal of Education*.
- DeBray, E. & Jabbar, H. (2013). *Review of Presentations by the Achievement School District and the Recovery School District on the Portfolio Model*. Boulder, CO: National Education Policy Center. Retrieved from <http://www.nepc.com>.
- DeBray, E. (2008). Review of Michael Rebell and Jessica Wolff, *From NCLB Hype to Meaningful Educational Opportunity*. *Education Review*. Retrieved from <http://www.edrev.info/reviews/rev709.htm>.

WORKING PAPERS

- Scott, J., DeBray, E., Lubienski, C., Castillo, E., & Hanley, J. *The political context of research evidence and charter school reform: The case of Los Angeles*.

RESEARCH GRANTS, CONTRACTS, FELLOWSHIPS & AWARDS

- DeBray, E. (2015-2017). W.T. Grant Foundation. \$443,944. *Intermediary Organizations and Education Policy: A Mixed-Methods Study of the Political Contexts of Research Utilization*. Role: Co-Principal Investigator.
- DeBray, E. (2011-2014). W.T. Grant Foundation, \$607,052. *How do intermediary organizations define and disseminate research for educational policymaking?* Role: Co-Principal Investigator.
- DeBray, E. (2011-12). Spencer Foundation, \$39,440. *Diversity, politics, and educational opportunity: Lessons from a federal technical assistance grant*. Role: Co-Principal Investigator.
- DeBray, E. (2009-2010). University of California, Los Angeles, \$10,000. *Suburban change and the schools: The effect on the educational opportunities of poor and minority students*. Role: Consultant.
- DeBray, E. (2005-2006). National Academy of Education/Spencer Foundation Postdoctoral Fellowship, \$55,000. *Education interest groups and Congress: Using an advocacy coalition framework to investigate policy change*. Role: Principal Investigator.
- DeBray, E. (2002-2003). Spencer and Hewlett Foundations (through Brown University), \$50,000. *Politics, ideology and Congress: The changing federal role in elementary and secondary education*. Role: Principal Investigator.

PUBLIC SERVICE

- Research Advisory Board, National Coalition for School Diversity, 2016-present
Co-Coordinator, Family Impact Seminar, Georgia Legislature, January 2010
Participant, Task Force on Federal Education Policy, National Conference of State Legislatures, December 2008
Presenter at U.S. Department of Housing and Urban Development, October 2010
Presenter at briefing on school integration, U.S. House of Representatives, June 2009
Presenter at conference on Fifty-Fifth Anniversary of *Brown*, Georgia State Capitol, May 2009
Interviewed expert, *Education Week* (quoted in article published 4/1/15)
Interviewed expert, *Athens Banner-Herald* (quoted in articles published 4/25/10 and 6/5/11)
Consultant, Project on possible constitutional amendment on equal educational opportunity, Southern Education Foundation, March 2008

PROFESSIONAL MEMBERSHIPS AND RESEARCH AFFILIATIONS

- American Educational Research Association
National Education Policy Center
Politics of Education Association