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## About the Authors

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## ABOUT THE AUTHORS

**Allison Daniel Anders, Ph.D.**, is an assistant professor in educational foundations at the University of South Carolina. She teaches graduate courses in social justice, sociology of education, and qualitative research.

**Hillary Behrman** is the statewide legal supervisor at TeamChild, a nonprofit civil legal advocacy project for youth in Washington State. TeamChild represents young people seeking support to overcome obstacles due to poverty, disability, neglect, abuse, racism and other forms of discrimination. TeamChild has won national recognition for its innovative efforts in bridging the gap between the juvenile justice system and the community and reducing reliance on incarceration of young people. Prior to coming to TeamChild, Hillary worked as a public defender at Society of Counsel Representing Accused Persons (SCRAP) and as the statewide juvenile resource attorney at the Washington Defender Association. She has trained lawyers and community members both locally and nationally on topics ranging from educational advocacy for youth to representing juveniles in adult court. Hillary was the lead project advisor for the 2003 American Bar Association's report entitled, *Washington: An Assessment of Access to Counsel and Quality of Representation in Juvenile Offender Matters*. Hillary was a Public Interest Law Scholar at Georgetown University School of Law and received her J.D. in 1992.

**Bobbe J. Bridge** is the founding president and CEO of the Center for Children & Youth Justice, a nonprofit organization she created in 2006 to reform Washington State's child welfare and juvenile justice systems. She served on the Washington State Supreme Court from 1999 to 2007 and on the King County Superior Court from 1989 to 1999, where she was Chief Juvenile Court Judge for three years. She continues to chair the Washington State Supreme Court Commission on Children in Foster Care. Before joining the bench, Justice Bridge was the first female partner at the Seattle law firm of Garvey Schubert Barer. She has been honored with numerous awards for her civic involvement, philanthropy and service to children and youth.

**Mary Christianakis** is an Associate Professor in the Department of Critical Theory and Social Justice at Occidental College. Previously, she was a public school teacher in Prince George's County, Maryland, Oakland, California, and in Berkeley, California. She holds a Ph.D. from the University of California Berkeley's School of Education, division of Language, Literacy, and Culture (2001). Her current research interests include literacy development, children's literature, gender, and juvenile justice. She has published in *Journal of Literacy Research*, *Research in the Teaching of English*, *Urban Education*, and *Teacher Education Quarterly*. She works closely with teachers in urban settings and teaches creative writing to incarcerated youth.

**Rebecca W. Cohen** is a doctoral student in educational policy and planning at the University of Texas at Austin. Her research interests focus on the differential impact and utilization of exclusionary vs. non-exclusionary disciplinary practices in schools. She received her B.A. in sociology from New York University and her M.S. in middle childhood mathematics education from Brooklyn College.

**Heather Cope** is policy director at the League of Education Voters. A Washington native, public school graduate and recovering journalist, Heather began her career as a middle school teacher. Heather spent some time in the education policy world of the other Washington before returning home.

**Leila Curtis** serves as Models for Change Truancy Project Coordinator and staff member to the Washington State Becca Task Force. A licensed attorney and certificated teacher in Washington state, Leila is committed to helping kids recognize and access opportunities through education. She has served in various capacities in both law and education, namely as a law clerk to The Honorable Gerald L. Knight in Snohomish County Superior Court and as education director of the North Seattle Boys and Girls Club. Her experience also includes work in education and truancy for various public and private entities, including the Prosecuting Attorney's offices in King and Pierce counties, Seattle Public Schools, and Columbia Legal Services. Leila earned both her law and master in teaching degrees from the University of Washington.

**Maria Timmons Flores** has been teaching culturally and linguistically diverse students in schools, communities, and wilderness for over 25 years. It was her students in these settings that inspired her commitment to social justice and motivated Maria to earn a PhD in Bilingual/Multicultural Education. Maria's teaching and research focus primarily on supporting teachers to understand the influence of language and culture on learning. She teaches courses in bilingual and multicultural education, learning and development, and teaching strategies to support ALL learners. Maria's current research brings critical cultural lenses to understanding and addressing educational equity for bilingual and immigrant students.

**Amanda Gebhard** is a PhD candidate in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education in Toronto, Ontario. Her areas of interest include anti-racist and decolonizing approaches to education, Aboriginal education, and white settler colonialism. Before entering a doctoral program, she taught for six years at the elementary level in Regina, Saskatchewan. She currently splits her time between Toronto and Northern Saskatchewan, and is developing a study on the school to prison nexus for Aboriginal youth.

**Douglas Judge** is a doctoral student in special education at the University of Washington. His research interests include instructional and behavioral interventions for high risk, urban, and incarcerated youth, as well as comparative special education. He previously taught high school in the Highline School District and at a state correctional institution. Before teaching he worked as a juvenile probation officer and social worker in King County. He has previously published on school segregation in Seattle and special education case law in correctional settings (volume 2, issue 1). He can be reached at [djudge@uw.edu](mailto:djudge@uw.edu).

**Chris Korsmo** is CEO of the League of Education Voters. A first-generation college graduate, Chris knows first-hand the transformative power of education. Chris began her career as a high school teacher and coach before spending 15 years working in reproductive rights advocacy.

**Daniel Lerner** is Professor of Theatre at Fairhaven College of Interdisciplinary Studies, Western Washington University, where he was Dean of the College, 1982-89. He is widely published on dramas from Shakespeare to Kushner, from Sophocles to O'Neill, with particular emphasis on dramatic form, the relationships between tragedy, comedy and tragic-comedy, and the relationships between drama and justice. Dr. Lerner has also published on matters of education and politics. He has been a member of the board of directors of the American Civil Liberties Union (ACLU) of Washington state for all but a few of the last 40 years, and teaches a course on civil liberties in Fairhaven College's Law, Diversity and Justice program. Dr. Lerner has been a contributor to the *Journal of Educational Controversy* beginning with its first issue.

**Anne Lee** is the Executive Director of TeamChild. Anne's legal practice has focused on children's rights, education law, and public benefits. She was one of the authors of the education advocacy manual, *Make a Difference in a Child's Life*, and has provided training for hundreds of CASA volunteers, foster parents, youth, social workers, attorneys, and judges on a variety of topics, including advocacy, education law and benefits. Anne received her law degree from New York University School of Law and graduated *magna cum laude* from Princeton University.

**Richard Mora** is an Assistant Professor of Sociology at Occidental College. He holds degrees in sociology, education, and sociology and social policy. His current research interests include education, youth cultures, gender, and juvenile justice. He has published in *Gender & Society*, *Journal of Inquiry and Action in Education*, *Perspectives on Urban Education*, and *THYMOS: Journal of Boyhood Studies*. He teaches creative writing to incarcerated youth.

**Jeannie Nist** is the Statewide Training and Advocacy Coordinator for TeamChild. Prior to joining TeamChild, Jeannie was a Skadden Fellow at The Legal Aid Society Education Advocacy Project providing special education advocacy for foster youth in New York City. Jeannie received her law degree from Fordham Law School where she was a Stein Scholar in Public Interest Law and graduated *magna cum laude* from Mount Holyoke College.

**Nicholas Oakley** is an associate attorney with Carey & Lillevik PLLC, a Seattle-based law firm specializing in juvenile justice and child welfare. He is a former Research and Development Analyst with the Center for Children & Youth Justice, and now serves as a consultant for the Center's Project Respect. Nicholas is a graduate of the University of Washington School of Law and a member of the Washington State Bar. He has served as a legal advocate for foster youth at Columbia Legal Services and as a Youth Law & Policy Intern at TeamChild. He has also worked as a teacher, a curriculum developer, and a Peace Corps volunteer in the Republic of Georgia.

**John G. Richardson** received his PhD from the University of California, Davis, and then went on to teach at the University of Alaska before coming to Western Washington University. His primary area of research has been the institutional history of American education, and of special education in particular. His most recent publication is *Comparing Special Education* (Stanford, 2011, with Justin Powell). His current research is a cross-national study of special and vocational education as contemporary means to control the expansion of mass schooling.

**Christopher G. Robbins** is an Associate Professor of Social Foundations at Eastern Michigan University. He studies classic and contemporary critical theory, sociology, and critical pedagogy with an interest in social and educational policy and popular culture. To date, his work has considered the criminalization of youth and militarization of public schools, along with studies of public pedagogy and public practice. He is currently working on a book-length study of Henry Giroux's

work, *Pedagogy and the Promise of Democracy: exploring the social thought of Henry Giroux*, and he has recently begun work on a project looking at processes of silencing in the contemporary university. He is the editor of *The Giroux Reader* (Paradigm, 2006) and the author of *Expelling Hope: the assault on youth and the militarization of schooling* (SUNY, 2008).

**Robert Scott** is an Adjunct Assistant Professor in the Department of Education Policy, Organization, and Leadership at the University of Illinois. He is also an Instructor for Danville Area Community College. During graduate school, Robert was part of the group that developed the Education Justice Project, which is the University of Illinois program for undergraduates in prison. Before graduate school, Robert was the Director of the School for Designing a Society.

**Miguel A. Saucedo** is a Chicano ethnographer from Chicago's Little Village community. He is a lifetime alumnus from the University of Illinois at Urbana-Champaign, where he earned a B.A. in Political Science in 2008 and is currently completing his Ph.D. in Educational Policy, Organization, and Leadership Studies. Miguel has served as a teacher's and research assistant, academic advisor, and mentor for UIUC students. He strives to be an educator, scholar, activist, friend and a comrade to those who fight for the advancement of social justice. Miguel's dissertation focuses on the academic achievement, suspension and expulsion, and criminalization of Mexican American male students in Chicago. He is also a fellow to both the Ronald E. McNair and Diversifying Higher Education Faculty in Illinois Foundation.

**Adie Simmons**, M. Ed., is the Director of the Office of the Education Ombudsman and holds a Masters Degree in Education from Western Washington University. A native of Peru, she has worked for over 25 years to improve the education and well-being of children and families in the State of Washington. She is a well-known trainer, public speaker and has won numerous awards including Governor Gary Locke's Washington Excellence in Education Award in 1997.

**P. L. Thomas**, Associate Professor of Education at Furman University (Greenville, SC), taught high school English in rural South Carolina for 18 years before moving to higher education. He has two edited volumes forthcoming from Peter Lang USA: *Becoming and Being a Teacher* (2013) and *De-Testing and De-Grading Schools* (TBD). His work is posted at his blog, [Radical Scholarship](#), and he Tweets often, @plthomasEdD.

**Maggie Wilkens** is state field coordinator at the League of Education Voters. A sociology major and ethnic studies minor, Maggie works to untangle the roots of structural inequality through reforming one of our biggest and most important social institutions: the education system.

**Ashley Woodson** is a doctoral candidate in the Michigan State University Curriculum, Instruction and Teacher Education program. Her research interests include urban education, critical race theory, and the social foundations of education.