

North Carolina  
**Family Impact**  
SEMINAR

**Dropout Prevention:**  
*Strategies for improving high school graduation rates*  
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**Biographical information for Seminar Speakers**

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Jim Johnson is Visiting Professor of the Practice at the Terry Sanford Institute of Public Policy at Duke University. He is also a partner in Blount Street Advisors, a Raleigh-based government relations and business consulting firm. Until December 2005, he was Director of the North Carolina General Assembly's Fiscal Research Division, the assembly's nonpartisan budget, finance and policy staff. Before becoming the director in 1999, he worked on budgetary and policy issues in K-12 education for the division and on the Health and Human Services Team.

Johnson is a graduate of The University of North Carolina at Chapel Hill, where he earned a bachelor's degree in political science; he earned a master's degree in public affairs from North Carolina State University. Johnson also has participated in the Program for Senior Executives in State and Local Government at the John F. Kennedy School of Government at Harvard University.

**IRVING HAMER, JR.**

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Dr. Irving Hamer is executive vice president for client services and strategic development at The Millennium Group. In addition, he serves as a Visiting Professor with the Center for Urban Education and Innovation at Florida International University.

Hamer's career in academia and the public, nonprofit and private sectors is marked by innovative policies and programs. During his 30-plus years as an educator, Hamer has served as Deputy Commissioner of Education for New York City, as a member of the New York City Board of Education, and as a school administrator, teacher and professor. Prior to joining The Millennium Group in 2005, he was Deputy Superintendent of School Improvement for the Miami-Dade County Public Schools in Florida. He also has served as Professor of Practice in Education at Columbia University's Teachers College; Co-chairman of TestU.com, a start-up educational service; and Executive Vice President of Simon & Schuster's Secondary Education Group, where he managed strategic planning, technology integration and new business development for a group of companies with \$180 million in revenue.

A native of Harlem, N.Y., Dr. Hamer earned a bachelor's degree in sociology and a master's degree in education (administration) from Ottawa University. He earned a doctorate in education (learning environments and social policy) from Harvard University.

**JAMES KEMPLE****MDRC, 19th Floor, 16 East 34 Street, New York, NY 10016-4326****Phone: 212-340-8676****E-mail: james.kemple@mdrc.org**

Dr. James Kemple is the director of K-12 Education Policy Area at MDRC, a research organization that provides evaluation services designed to measure the effectiveness of social policy initiatives. He leads MDRC's work in K-12 education, with expertise in evaluation design, site selection and engagement, experimental and quasi-experimental impact analyses, field research and project management. He led the site selection process for the National Reading First Impact Study and serves as Co-director for that study, which MDRC is conducting with Abt Associates. Kemple advises on evaluation design and site selection for the demonstration and evaluation of academic curricula in after-school programs and for the evaluation of professional development for early grade literacy. Kemple has served as principal investigator for MDRC's Career Academies evaluation and for the evaluation of the Talent Development Middle School and High School models; he also advises on research design and impact analysis for MDRC's evaluation of Project GRAD and Scaling Up First Things First.

Prior to joining MDRC, Kemple taught high school math and managed the Higher Achievement Program, a three-phase academic and high school placement program for disadvantaged youth in Washington, D.C. He coordinated a qualitative implementation study of the Boston Public School Curriculum objectives for the Citywide Education Coalition, and, with Richard Murnane and others, he coauthored *Who Will Teach? Policies That Matter*.

Kemple earned a master's degree and a doctorate in education policy from Harvard University.

**RUSSELL W. RUMBERGER****University of California, Santa Barbara, 4722 South Hall, MC 3220, Santa Barbara, CA 93106-3220****Phone: 805-893-2250****E-mail: russ@lmri.ucsb.edu**

Dr. Russell Rumberger is Professor of Education in the Gevirtz Graduate School of Education at the University of California (UC), Santa Barbara; Director of the UC Linguistic Minority Research Institute; and Director of the California Dropout Research Project. The project will culminate in a series of reports and policy briefs about the dropout problem in California and a state policy agenda to improve the high school graduation rate in California (<http://lmri.ucsb.edu/dropouts/>).

A faculty member at UCSB since 1987, Professor Rumberger, has published widely in several areas of education: education and work; the schooling of disadvantaged students; school effectiveness; and education policy. He has been conducting research on school dropouts for the past 25 years and has written more than 27 research papers and essays on the topic. Rumberger also served as a member of the U.S. Department of Education's National Institute of Statistical Sciences/Education Statistics Services Institute Task Force on Graduation, Completion, and Dropout Indicators (2004) and as a member of the National Research Council's Committee on Increasing High School Students' Engagement and Motivation to Learn (2003).

Rumberger earned a master's degree in economics and a doctorate in education from Stanford University. As an undergraduate, he attended Carnegie-Mellon University and earned a bachelor's degree in electrical engineering.