
About the Authors

Allan Odden is Professor Emeritus of Educational Leadership and Policy Analysis at the University of Wisconsin–Madison. He also is co-director of the Consortium for Policy Research in Education (CPRE), a consortium of the University of the Wisconsin–Madison, Teachers College–Columbia University and Harvard, Northwestern, Michigan, Pennsylvania, and Stanford Universities. He is also director of Strategic Management of Human Capital in Education, a project focused on talent management in education. He formerly was professor of Education Policy and Administration at the University of Southern California (USC) and director of Policy Analysis for California Education (PACE), an educational policy studies consortium of USC, Stanford University, and the University of California–Berkeley. Odden is an international expert on education finance, school-based financing, resource allocation and use, strategic management of talent in education, educational policy, school-based management, teacher compensation, district and school decentralization, and educational policy implementation. He worked with the Education Commission of the States for a decade, serving as assistant executive director, director of policy analysis and research, and director of its educational finance center. He was president of the American Educational Finance Association in 1979–80 and received its Distinguished Service Award in 1998. He has served as research director for special state educational finance projects in Connecticut (1974–75), Missouri (1975–77), South Dakota (1975–77), New York (1979–81), Texas (1988), New Jersey (1991), Missouri (1992–93), and Vermont (2011–12). Over the past five years, together with coauthor Lawrence Picus, he has conducted adequacy studies for Arkansas, Arizona, Kentucky, Maine, New Jersey, Texas, Washington, Wisconsin, and Wyoming. He has directed research projects on school finance redesign, resource reallocation, the use of resources by educational strategy at the school level, the costs of professional development, and teacher compensation. He was appointed Special Court Master to the Remand Judge in the New Jersey *Abbott v. Burke* school finance court case for 1997 and 1998. He has written widely, publishing over 250 journal articles, book chapters, and research reports, and 35 books and monographs. He has consulted for governors, state legislators, chief state school officers, national and local unions, the National Alliance for Business, the Business Roundtable, New American Schools, the U.S. Congress, the U.S. Secretary of Education, many local school districts, the state departments of education in Victoria and Queensland, Australia, and the Department for Education and Employment in England.

Odden's books include *Improving Student Learning When Budgets Are Tight* (Corwin, 2012), *Strategic Management of Human Capital in Education* (Routledge, 2011), *Ten Strategies for Doubling Student Performance* (Corwin Press, 2009), *Doubling*

Student Performance . . . and finding the resources to do it (Corwin Press, 2009) with Sarah Archibald; *How to Create World Class Teacher Compensation* (Freeload Press, 2007, downloadable at www.freeloadpress.com), with Marc Wallace; *Paying Teachers for What They Know and Do: New and Smarter Compensation Strategies to Improve Schools* (Corwin Press, 1997; 2nd edition, 2002), with Carolyn Kelley; *Reallocating Resources: How to Boost Student Achievement Without Spending More* (Corwin, 2001), with Sarah Archibald; *School-Based Financing* (Corwin, 1999), with Margaret Goertz; *Financing Schools for High Performance: Strategies for Improving the Use of Educational Resources* (Jossey-Bass, 1998), with Carolyn Busch; *Educational Leadership for America's Schools* (McGraw-Hill, 1995); *Rethinking School Finance: An Agenda for the 1990s* (Jossey-Bass, 1992); *School Finance: A Policy Perspective* (McGraw-Hill, 1992, 2000, 2004, 2008), coauthored with Lawrence Picus; *Education Policy Implementation* (State University of New York Press, 1991); and *School Finance and School Improvement: Linkages for the 1980s* (Ballinger, 1983). Odden was a mathematics teacher and curriculum developer in New York City's East Harlem for five years. He received his PhD and MA degrees from Columbia University, a master's of divinity from the Union Theological Seminary, and his BS in aerospace engineering from Brown University.

Lawrence O. Picus is vice dean for faculty affairs and professor of education finance and policy in the USC Rossier School of Education. His current research interests focus on adequacy and equity in school finance as well as efficiency and productivity in the provision of educational programs for PreK–12 school children. Picus is past-president of the Association for Education Finance and Policy, and is the president of EdSource where he has been a member of the board of directors for 14 years.

Picus's other books include: *In Search of More Productive Schools: A Guide to Resource Allocation in Education*, published by the ERIC Clearinghouse on Educational Management; and *Developing Community Empowered Schools*, coauthored with Mary Ann Burke. Picus is the coauthor of the Association of School Business Officials book, *Principles of School Business Administration*. He has published numerous articles in professional journals as well. Picus has consulted extensively on school finance issues in more than 20 states. In recent years he completed equity studies in Louisiana, Kansas, Massachusetts, and Montana and has conducted adequacy studies in Arkansas, Arizona, Kentucky, Wyoming, Wisconsin, North Dakota, Ohio, Oregon, and Washington. He recently completed an evaluation of Vermont's school funding system under Acts 60 and 68.