
ACKNOWLEDGMENTS

In its continued association with the program of New American Schools (NAS), many people have helped RAND. The leaders and staffs of NAS Design Teams and the principals, teachers, and administrators in school jurisdictions where the designs are being implemented have devoted many hours to our interviews and have been unfailingly helpful. We owe all a great debt.

The president of NAS, John Anderson, has been a demanding yet understanding client for our work. His questions and concerns have done much to shape the work and its utility to NAS. All of NAS' staff have helped us along the way, but two deserve special appreciation. Carrie Chimere-Irvine and the late Elsbeth Kehl have had responsibility for overseeing our work and have provided both encouragement and assistance all along.

This report is the product of the efforts of many at RAND who have shared responsibility for our analyses. Susan Bodilly has directed the field work in both Phases 2 and 3 of NAS' efforts, and her insights and trenchant critiques have shaped much of what is here. Susanna Purnell contributed the understanding of schooling practices gained from her extensive visits to schools and districts. Dean Millot's analyses are the basis for much of what we have to say about the transition of Design Teams to self-sufficient, design-based assistance organizations. Brent Keltner has led RAND's work in identifying the sources and uses of resources for implementing NAS designs. Mark Berends, Sarah Keith, Jodi Heilbrunn, Gina Schuyler, and Robert Reichardt have also contributed to the research underlying this report. Naturally, the author is responsible for any remaining errors.