

Jessica Cardichon, Ed.D., J.D.

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EDUCATION Pace University School of Law, White Plains, NY

J.D., *Cum Laude*, January 2010

Bar Admission: New York State, Third Department, 2010; District of Columbia, Court of Appeals, 2011

PACE LAW REVIEW, Case Note and Comment Editor, 2008-2009; Associate Member, 2007-2008

Teachers College, Columbia University, New York, NY

Doctor of Education, Politics and Education, May 2003

Dissertation Title: Is Education a Fundamental Right Requiring Federal Constitutional Protection?

Teachers College, Columbia University, New York, NY

M.A., Politics and Education, May 1999

University of Michigan, Ann Arbor, MI

B.A., Political Science, May 1996

EXPERIENCE

August 2018- Present *Adjunct Faculty, Graduate Program* *Georgetown University, Washington, DC*

Design and instruct a seminar on Accountability and Assessment within Georgetown University's Educational Transformation Master's program.

July 2016- Present *Director of Federal Policy/Director, Washington DC Office, Learning Policy Institute Washington, DC*

Develop, lead the implementation of, and oversee federal policy initiatives and strategic planning for the organization. Determine, implement, and oversee strategies for outreach, education, and collaboration among education leaders including policymakers at the federal and state level and DC-based organizations, including non-profit, state-facing, and civil rights organizations. Maintain a solid research, practice, and policy knowledge base of education-related issues. Lead the drafting and reviewing of bill, report, regulatory, and guidance language, and supporting materials. Establish, maintain, and cultivate bipartisan relationships with legislative and administrative leaders and their staff and education stakeholder organizations. Respond to and generate requests for research-based policy from congressional members, federal agencies, and education organizations. Serve on the organization's Leadership Team and manage an office of between 20 and 25 staff members in the Washington, DC office and oversee and support the organization's policy staff based in Washington, DC, California and Colorado, which includes establishing and maintaining a collegial, healthy work environment and implementing the organization's commitment to diversity, equity, and inclusion; managing and prioritizing projects and general staff workload across the organization's different offices and work locations; and supporting growth and professional development. Support the grant application, reporting, and management process. Manage and oversee the budget for the relocation of the organization's office in Washington, DC.

March 2012- July 2016 *Senior Director of Federal Policy and Advocacy, Alliance for Excellent Education Washington, DC*

Develop and lead the federal legislative and advocacy efforts of the organization to help ensure that all students graduate from high school fully prepared for success in college and career. Guide the development of the organization's federal legislative agenda and advocacy strategy, including maximizing opportunities to advance the organization's policy goals. Work closely with the Vice President for Advocacy and Policy to develop the organization's policy and research agenda and federal policy recommendations. Develop and maintain relationships with key education policymakers in congress, the White House and the Department of Education, and in coalition with education policy stakeholders, to inform, communicate and find opportunities to advance the organization's policy and advocacy agenda. Serve as part of the organization's senior management, providing guidance on the

effective integration of policy, advocacy, communications and development efforts. Support the grant application, reporting, and management process. Responsible for building and sustaining the organization's national reputation as a primary source of information and insight on the full range of issues involving secondary schools and their students.

- August 2010-
March 2012** *Education Counsel, Office of United States Senator Bernard Sanders* *Washington, DC*
Develop, plan, and implement early care and education, K-12 education, and higher education legislative agendas. Serve as the principal advisor to the Senator, a member of the Senate Health, Education, Labor and Pensions Committee, on education related legislation and policy. Draft and introduce education legislation. Act as the Senator's representative with constituents, stakeholders, and other federal offices and agencies. Monitor and analyze education policy. Brief the Senator and staff in substantive areas and provide background reports and memoranda on policy issues and make recommendations. Work with the Senate committees to mark up and draft legislative language and coordinate legislative support. Customarily direct and supervise the work of legislative support staff. Assist in the development of policy positions and gather constituent and stakeholder support. Participate in panels and policy planning meetings on behalf of the Senator to ensure the advancement of his education agenda.
- January-May
2009** *Federal Judicial Honors Program, Extern* *New York, NY*
Perform an externship in the chambers of United States Magistrate Judge Theodore Katz. Conduct legal research and prepare a Report and Recommendation. Observe hearings and conferences. Conduct research and writing assignments, including the drafting of a Bench Memorandum.
- January 2004-
July 2008** *Teachers College, Columbia University, Program Evaluation Manager* *New York, NY*
Design, implement, and evaluate professional development programs for educators in urban and rural school districts nationwide. Partner with educators and school district administrators to implement professional development programs to support early career teachers. Professional development topics include classroom management, lesson planning, assessment, community building, culturally relevant pedagogy, differentiated instruction, and adult learning theory. Tailor professional development programs for site-specific requirements. Review and assess program curricula, curricular revisions, and program evaluation results. Organize and structure data-gathering efforts to measure the achievement of program goals. Utilize evaluation results to inform curriculum development and site-specific responses.
- September
1996-August
2003** *Community School 66, Teacher* *Bronx, NY*
Teach in self-contained fourth, fifth, and sixth grade classrooms. Implement after-school programs to assist with additional literacy and math instruction. Mentor new teachers and provide staff development. Develop, implement, and assess tailored curricula. Teach summer school programs.

VOLUNTEER EXPERIENCE

Biden-Harris Policy Volunteer and Campaign Volunteer (2020)
DC College Bound Volunteer and DC Public Schools Tutor (2016-2018)
United States Marine Corps Key Wives Club, Volunteer, Plainville, CT (2003-2008)
Community School 66 Hiring Selection Committee, Member, New York, NY (2000-2002)
Maxey Boys Training School, Tutor, Ann Arbor, MI (1995-1996)
New York University Community Team, Tutor, New York, NY (1993-1994)

PUBLICATIONS

Darling-Hammond, L., Schachner, A., & Edgerton, A. K. (with Badrinarayan, A., Cardichon, J., Cookson, P. W., Jr., Griffith, M., Klevan, S., Maier, A. Martinez, M., Melnick, H., Truong, N., Wojcikiewicz, S.). (2020). *Restarting and reinventing school: Learning in the time of COVID and beyond*. Palo Alto, CA: Learning Policy Institute.

- Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). *Inequitable opportunity to learn: Student access to certified and experienced teachers*. Palo Alto, CA: Learning Policy Institute.
- Cardichon, J., Darling-Hammond, L., Espinoza, D., & Kostyo, S. (2019). *North Carolina's Statewide Accountability System: How to Effectively Measure Progress Towards Meeting the Leandro Tenets*. Palo Alto, CA: Learning Policy Institute.
- Cardichon, J., & Darling-Hammond, L. (2019). *Protecting students' civil rights: The federal role in school discipline*. Palo Alto, CA: Learning Policy Institute.
- Kostyo, S., Cardichon, J. & Darling-Hammond, L. (2018). *Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap*. Palo Alto, CA: Learning Policy Institute.
- Cardichon, J. & Darling-Hammond, L. (2017). *Advancing Educational Equity for Underserved Youth: How New State Accountability Systems Can Support School Inclusion and Student Success*. Palo Alto, CA: Learning Policy Institute.
- Darling-Hammond, L., Cardichon, J. & Melnick, H. (2017). *Identifying Schools for Support and Intervention: Using Decision Rules to Support Accountability and Improvement Under ESSA* (policy brief). Palo Alto, CA: Learning Policy Institute.
- Espinoza, D. & Cardichon, J. (2017). *Investing in effective school leadership: How states are taking advantage of opportunities under ESSA* (policy brief). Palo Alto, CA: Learning Policy Institute
- Cardichon, J. (2016). *Ensuring Equity in ESSA: The Role of N-Size in Subgroup Accountability*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Lovell, P. (2015). *Below the Surface: Solving the Hidden Graduation Rate Crisis*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Lovell, P. (2015). *Equity and ESEA: Holding High Schools Accountable for Traditionally Underserved Students*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Lovell, P. (2015). *Below the Surface: Solving the Hidden Graduation Rate Crisis*. Washington, DC: Alliance for Excellent Education.
- Rothman, R., Cardichon, J. & Lovell, P. (2015). *Data Dashboards: Accounting for What Matters*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Rothman, R. (2014). *Leading with a Vision: How Different, Creative, and Effective Uses of Time Support Initiatives to Provide New and Better Student Learning Experiences*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J., Roc, M. & Bishop, J. (2014). *Climate Change: Supporting School Climate by Supporting Great Teaching*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Roc, M. (2013). *Climate Change: Providing Equitable Access to a Rigorous and Engaging Curriculum*. Washington, DC: Alliance for Excellent Education.
- Cardichon, J. & Roc, M. (2013). *Climate Change Implementing School Discipline Practices That Create a Positive School Climate*. Washington, DC: Alliance for Excellent Education.
- Lovell, P., Cardichon, J. & Jones, F. (2013). *The Effect of ESEA Waiver Plans on High School Graduation Rate Accountability*. Washington, DC: Alliance for Excellent Education.

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