

SCOTT SARGRAD

(b)(6)

PROFESSIONAL SUMMARY

Accomplished and respected senior executive in the education policy field with a deep commitment to advancing educational equity. Extensive experience leading high-performing, diverse teams in both the non-profit and government sectors. High-level expertise in all areas of K-12 education policy and a track record of innovative and successful approaches to policy development, research, and advocacy. Expert writer, communicator, and presenter who excels at strategic planning, building coalitions, and managing change.

PROFESSIONAL EXPERIENCE

CENTER FOR AMERICAN PROGRESS, Washington, DC

2015-present

The Center for American Progress is an independent nonpartisan policy institute that is dedicated to improving the lives of all Americans, through bold, progressive ideas, as well as strong leadership and concerted action.

VICE PRESIDENT, K-12 EDUCATION POLICY (2019-present)

- Serve as a member of CAP's senior management team, overseeing a 12-person policy team with a more than \$2 million annual budget to produce high-quality, actionable research, policy, and advocacy products that support federal, state, and local leaders in advancing equity and improving outcomes for all students.
- Develop and implement long-term strategy for policy impact at the federal, state, and local level in key priority areas of bringing an explicit racial equity lens to policymaking, preparing all students for college and the future workforce, modernizing and elevating the teaching profession, increasing investment in education and improving the equity of existing investments, and bringing a balanced approach to charter school policy.
- Manage and coordinate partnerships with national, state, and local education organizations to support and defend public education and protect vulnerable students from harmful policies, including budget cuts and private school vouchers.
- Represent CAP in the media through print, radio, and television interviews and op-eds (including as a contributor to Forbes); at public events; in private meetings; and in official testimony to Congress, state legislatures, and state boards of education.

MANAGING DIRECTOR, K-12 EDUCATION POLICY (2016-2019)

- Served as senior member of K-12 education team, advising the Vice President on management, strategy, and policy.
- Supervised five staff in both senior and junior roles, as well as external consultants.
- Led development and implementation of key management and process improvements, including creating team core values and norms, new management structures, product development tools, and professional growth and development systems to better support staff and increase team effectiveness.
- Authored reports, issue briefs, columns, and op-eds on a variety of K-12 education policy topics, including as a contributor to U.S. News.

DIRECTOR OF STANDARDS AND ACCOUNTABILITY, K-12 EDUCATION POLICY (2015-2016)

- Served as senior member of K-12 education team, responsible for areas of standards, assessments, accountability, school improvement, and school funding.

- Supervised a team of three staff, as well as external consultants.
- Authored reports, issue briefs, columns, and op-eds on areas of responsibility, including as a contributor to U.S. News.
- Managed multiple six-figure philanthropic grants from the proposal stage to delivering on final results.

U.S. DEPARTMENT OF EDUCATION, Washington, DC

2009-2015

The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

DEPUTY ASSISTANT SECRETARY FOR POLICY AND STRATEGIC INITIATIVES, OFFICE OF
ELEMENTARY AND SECONDARY EDUCATION (2013-2015)

- Coordinated policy, implementation, and strategic planning for programs in the Office of Student Achievement and School Accountability and the Office of School Turnaround, including Title I, Title III, ESEA flexibility, and School Improvement Grants (representing more than \$15 billion in Federal funds).
- Developed long-range strategy recommendations and coordinated analyses that supported policy decision-making related to these program areas, and translate policy into consistent budgetary, legislative, regulatory, and operational programs.
- Supervised policy and support staff in the Office of the Assistant Secretary to ensure high-quality support is provided to the Assistant Secretary and the Secretary.
- Served as Acting Director of the Office of School Turnaround, which administered the School Improvement Grants program (with an annual budget of more than \$500 million) and coordinated the Department's school turnaround efforts.
- Represented the Department in high-level stakeholder meetings, public panels and presentations, and meetings with Members of Congress and Congressional staff.

SENIOR POLICY ADVISOR, OFFICE OF PLANNING, EVALUATION, AND POLICY DEVELOPMENT
(2011-2013)

- Supported the Assistant Secretary and Deputy Assistant Secretaries by providing timely and accurate analysis of critical policy questions, identifying pitfalls and roadblocks, recommending effective strategies and approaches, and advocating for their priorities.
- Led policy development for high-profile cross-agency priorities including the Department's school accountability framework for ESEA reauthorization, ESEA flexibility initiative, and the School Improvement Grants program.
- Jointly managed the development of an agency-wide disability strategy to ensure that the needs of people with disabilities are considered in all Department policies and programs.

PRESIDENTIAL MANAGEMENT FELLOW, OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE
SERVICES (2009-2011)

- Analyzed performance of grant programs in the National Institute on Disability and Rehabilitation Research.
- Developed new system for tracking and evaluating grant outputs across multiple program categories.

ADDITIONAL EXPERIENCE

HARVARD UNIVERSITY, Cambridge, MA

RESEARCH ASSISTANT, HARVARD GRADUATE SCHOOL OF EDUCATION

EDUCATIONAL TESTING SERVICE, Princeton, NJ

INTERN AND ITEM WRITER, SAT AND GRE MATHEMATICS, ASSESSMENT DIVISION

VIETNAM ASSISTANCE FOR THE HANDICAPPED, Hanoi, Vietnam

INTERN, DISABILITY PROJECT

HARRITON HIGH SCHOOL, Rosemont, PA

PARAPROFESSIONAL INSTRUCTIONAL ASSISTANT, SPECIAL EDUCATION DEPARTMENT

QUEEN ANNE SCHOOL, Upper Marlboro, MD

MATHEMATICS TEACHER AND ASSISTANT CROSS-COUNTRY/TRACK COACH

EDUCATION

HARVARD UNIVERSITY, Cambridge, MA

- Ed.M. in Education Policy and Management, Harvard Graduate School of Education.

HAVERFORD COLLEGE, Haverford, PA

- B.A. in Mathematics, minor in Philosophy; magna cum laude with Departmental Honors in Mathematics.

SELECTED PUBLICATIONS

Scott Sargrad and others, “A First 100 Days Agenda for K-12 Education” (Washington: Center for American Progress, 2020).

Scott Sargrad and others, “Public Education Opportunity Grants” (Washington: Center for American Progress, 2020).

Meg Benner and Scott Sargrad, “Creating Strong Building Blocks for Every Student” (Washington: Center for American Progress, 2020).

Lisette Partelow, Jessica Yin, and Scott Sargrad, “Why K-12 Education Needs More Federal Stimulus Funding” (Washington: Center for American Progress, 2020).

Scott Sargrad and Maura Calsyn, “3 Principles for Reopening Schools Safely During the COVID-19 Pandemic” (Washington: Center for American Progress, 2020).

Ashley Jeffrey and Scott Sargrad, “Strengthening Democracy With a Modern Civics Education” (Washington: Center for American Progress, 2019).

Scott Sargrad and others, “A Quality Education for Every Child” (Washington: Center for American Progress, 2019).

Laura Jimenez and Scott Sargrad, “Are High School Diplomas Really a Ticket to College and Work? An Audit of State High School Graduation Requirements” (Washington: Center for American Progress, 2018).

Catherine Brown, Scott Sargrad, and Meg Benner, “Hidden Money: The Outsize Role of Parent Contributions in School Finance” (Washington: Center for American Progress, 2017).

Laura Jimenez and Scott Sargrad, “A New Vision for School Accountability” (Washington: Center for American Progress, 2017).

Laura Jimenez, Scott Sargrad, Jessica Morales, and Maggie Thompson, “Remedial Education: The Cost of Catching Up” (Washington: Center for American Progress, 2016).

Scott Sargrad, Samantha Batel, Karen Hawley Miles, and Karen Baroody, “Seven Tenets for Sustainable School Turnaround: How States Can Improve Their Lowest-Performing Schools Under ESSA” (Washington: Center for American Progress, 2016).

Steve Fleischman, Caitlin Scott, and Scott Sargrad, “Better Evidence, Better Choices, Better Schools: State Supports for Evidence-Based School Improvement and the Every Student Succeeds Act” (Washington: Center for American Progress, 2016).

Carmel Martin, Scott Sargrad, and Samantha Batel, “Making the Grade: A 50-State Analysis of School Accountability Systems” (Washington: Center for American Progress, 2016).