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## PRESS RELEASE

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*Duncan and Murnane provide a no-nonsense view of the growing educational gap between the haves and the have-nots in America. They also scour the landscape to find promising solutions that provide hope for better outcomes in the future. This is a thoughtful book that should be read with the care it merits.*

—Joel Klein, CEO of Amplify, and former chancellor, NYC Department of Education

*This thorough examination of our public school system provides a clear picture of some of the toughest challenges—particularly those facing low-income students—and the directions in which we need to go to fix them. This book should be on the desk of every educator and policy maker in America so we can begin to change the odds for all of America's children.*

—Geoffrey Canada, president and CEO, Harlem Children's Zone

CAMBRIDGE, MA, JANUARY 13, 2014—Americans across the political spectrum embrace the goal of equal opportunity, and see education as the primary social institution for achieving that goal. While there are sharp disagreements on the best way to improve education for children from low-income homes, most Americans accept that doing so is an important societal objective. Today, however, disadvantaged U.S. children face futures with less upward economic mobility than children in the United Kingdom and many other European countries.

In *Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education* (Harvard Education Press; Publication date: January 21, 2014), Greg J. Duncan and Richard J. Murnane explain why today's good jobs require much more from our schools and how increased family income inequality has reduced the life chances of children from low-income families. The authors draw from a rich body of scholarly research, and bring it to life through the stories of children, educators, and schools. They also identify barriers that prevent evidence-based programs and policies from going to scale, such as teachers working in isolation and poor support for principals.

*Restoring Opportunity* provides detailed portraits of proven initiatives that are transforming the lives of low-income children from prekindergarten through high school in Boston, Chicago, and New York City. All of these programs are research-tested and have demonstrated sustained effectiveness over time and at significant scale. Together, they offer a powerful vision of what good instruction in effective schools can look like. The authors conclude by outlining the elements of a new agenda for education reform.

### About the Authors:

**Greg J. Duncan** is distinguished professor in the School of Education at the University of California, Irvine. **Richard J. Murnane** is the Juliana W. and William Foss Thompson Professor of Education and Society at the Harvard Graduate School of Education.

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