




WE CAN AND WILL DO IT FOR AND WITH YOUTH

Pathways to Adult Success National Conference
October 22 – 23, 2019, Baltimore, Maryland



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PATHWAYS to ADULT SUCCESS

VISION

The Vision of Pathways to Adult Success is for schools, their systems, and communities to enable all youth, regardless of their needs, circumstances, place of residence, and prior experiences, to obtain the competencies needed to persist and complete secondary schooling and a postsecondary pathway that leads to a family-supporting wage and adult success.

WEBSITE

The Pathways to Adult Success website, www.pathwaystoadultsuccess.org, is home to the research and materials developed throughout the project, and is updated regularly with how-tos, workgroup recommendations, snapshots of the work in action, EWS 2.0, and more. We invite you to explore the website as you embark on your own PAS initiatives in your community.

THANK YOU

This project would not have been possible without the generous support of The Bill & Melinda Gates Foundation. Thank you for your commitment to support the effort of building pathways to adult success for all.

THE PATHWAYS TO ADULT SUCCESS INITIATIVE

Pathways to Adult Success (PAS) is an initiative of the Everyone Graduates Center (EGC) at the Center for Social Organization of Schools (CSOS) of the School of Education at the Johns Hopkins University, and Education Northwest. CSOS grew from the vision of Dr. James Coleman, sociology professor and principal author of the 1966 Coleman Report, which concluded that despite Brown vs Board of Education, the social dynamics driving the nexus between poverty, minority status, and educational attainment remained largely unchanged. The desire to address the resulting social disparities remains the mission of CSOS today, integrating evidence-based research and collaborative practice to tackle the challenge of improving all students' outcomes.

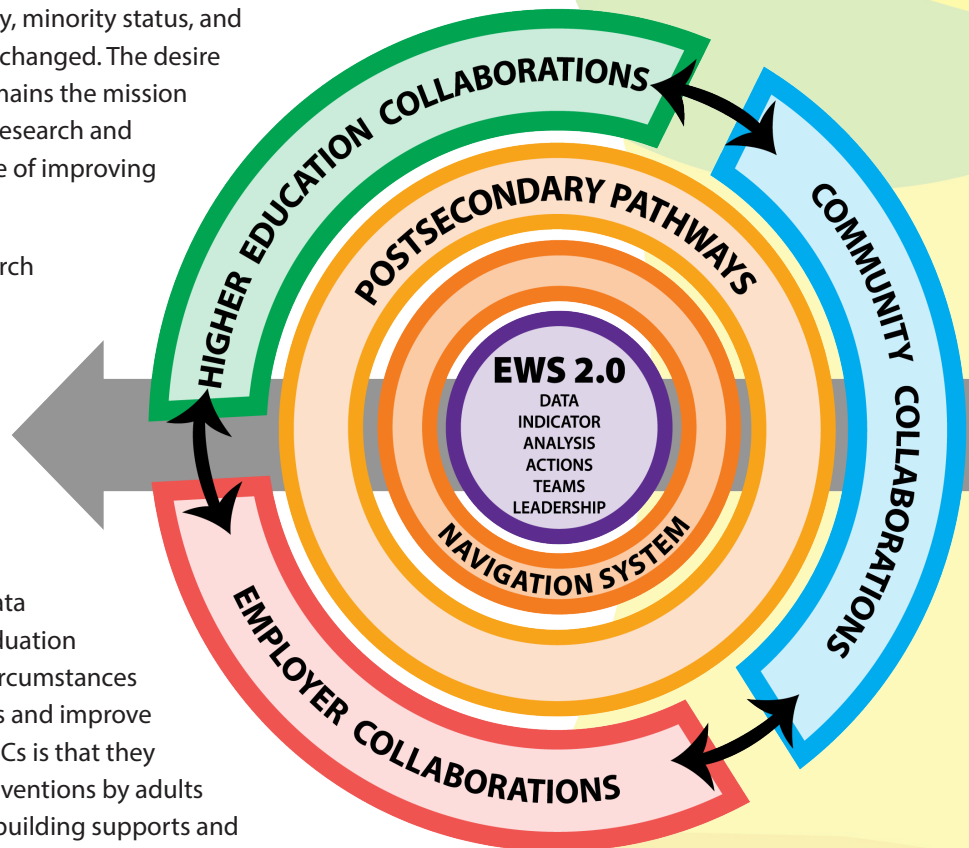
The Everyone Graduates Center's early research work within CSOS focused on middle and high school level factors predictive of high school graduation. The discovery that just three factors—attendance, behavior and course-passing/credit accrual (the ABCs)—predict as many as 75% of eventual dropouts led to the development of Early Warning Systems (EWS). Schools that use EWS draw on ABC data to identify students falling “off track” for graduation and intervene, addressing both individual circumstances and systemic challenges to support students and improve graduation outcomes. The importance of ABCs is that they are easily measurable and amenable to interventions by adults and institutions. The driving spirit of EWS is building supports and on-ramps to success for all students.

In the PAS initiative, supported by the Bill & Melinda Gates Foundation, we extend the early warning systems approach into the realm of access, enrollment, and persistence in both college and career training that leads to a family-supporting wage. PAS aims to develop a framework and guideposts which can unify and extend emergent state and local efforts around the country into complete and robust postsecondary success systems.

The national high school graduation rate rose from a 30-year plateau averaging 70% to 85% in 2017 (the latest year for which national data is available), with increases varying significantly from one state to another. Although gaps in student outcomes by demographics have narrowed in recent years, they remain significant; equity questions persist and require action.

College outcomes are also troubling. Among students who enroll in four-year colleges, only about 60% graduate with a degree within six years of enrollment; for students who enroll in two-year colleges, far fewer graduate within three years, sometimes less than 10 percent. This is an essential challenge; in today's world, postsecondary degrees and professional certifications are increasingly required to access and keep jobs that offer a family-supporting living standard and undergird our nation's economic strength, global innovation, and leadership.

This situation has led to a fundamental shift in the purpose of high schooling and higher education. Until the mid-20th century, high school was seen as the endpoint of formal schooling for most, and higher education served to prepare



professionals – doctors, lawyers, engineers, and teachers. In the 21st century high school graduation is the jumping-off point for the further schooling and training which all young adults need to fully participate in the modern economy. The K-12 school system, higher education, and workforce development need to reinvent themselves to offer students, parents, and communities equitable access to learning experiences, supports, and information needed to build their pathways to adult success.

For three years, the EGC has convened thought partners from multiple sectors around the country to explore questions related to young adult success after high school, and ways that K-12 schooling in partnership with higher education can lay the foundations for desired outcomes for young adults as they grow into contributing and productive members of society.

These partners have collaboratively developed several frameworks and guideposts to help empower young people to achieve success after high school. These include:

- Predictive Indicators and Strategic Actions – Early Warning Systems 2.0: What are the most useful K-12 data points that help us understand and enhance young adults’ trajectories after high school? How can predictive indicators and strategic responses be used to substantially increase the number and percent of students on pace to postsecondary success?
- Navigation and Guidance Systems: There is nothing intuitive about “college” and “careers,” especially if one comes from a family – as about half of U.S. students now do – who are first generation college-goers. Beginning in the early grades, schools must systematically expose children and their families to opportunities within and beyond their communities and support them in meeting their education, training, and application requirements. These exposures, experiences, and supports need to build understanding that going forth is an adventure that over the long haul contributes rather than detracts from family and community strength. They need to be intentionally designed, progress-monitored, iteratively improved, and supported by enhanced coaching systems at many levels.

- Cross-sector Collaborations: K-12, higher education, and the workforce must work together to coordinate actions and organize resources supporting young adults on their road to success. Cross-sector dialogue should inform the institutional changes required in each sector. When data is not shared among K-12, higher education and the workforce, it cannot be known well where roadblocks or successes lie, nor the lessons learned and to be acted on. When sectors don’t establish relationships and talk, then the best solutions can’t be arrived at. The walls between K-12 and the future need to be breached so that ideas and resources can be organized to support young adults in their road to success
- Data: What is available, what is desirable, and how do we learn from it and use it while protecting individual privacy?

Our partners have also begun to learn how to start, develop and localize the partnerships and approaches needed to build PAS in their communities and regions.

- Beads on a chain: Communities cannot fulfill all their aspirations at once in addressing issues as complex as this one. PAS advocates for “beads on a chain” – developing a data-based plan, then implementing one component, then two, then more linked together. In this way, PAS principles can be implemented in every community with locally developed strategies suitable to local contexts – whether large or small, rural, suburban, or urban, regional or state.
- Reorganizing institutions. While we have often put the burden for success on the individual, in many cases our institutions are not configured to support youth who do not already have the keys to success in their pockets. Institutions must also change.
- Equity: Despite America’s founding promise of democracy and opportunity, women and people of color were excluded from the vote, discriminated against, limited in their educational opportunities, and denied access to capital, although the country was built on their shoulders equally with those of white males. Realizing the American promise – offering education and access to the future for all within our borders – is a moral imperative and essential to our success as a nation.

DATA

HOW THE CONFERENCE IS ORGANIZED

The two-day conference is organized around five PAS learning strands, each detailing a critical component of helping students progress from K-12 through postsecondary options to adult success. You can either dive into one strand or mix and match across strands to access the knowledge and insights that correspond to your interests.

DATA SYSTEMS AND USE

- How to navigate the challenges of data sharing across sectors and institutions
- How to enable educators to use data to implement early warning systems, improve navigation supports, and engage in cross-sector collaborations

WORKING TOGETHER: COLLABORATIONS AND NETWORKS

- State, regional and local efforts to integrate the efforts of K-12, higher ed, and the workplace
- Intermediaries work with school districts to increase the number of students moving from high school graduation to adult success
- Higher ed redesigns itself and partners with K-12 to increase postsecondary success rates

EWS 2.0: ADVANCING ALL STUDENTS

- Lessons learned from early efforts to extend early warning systems (EWS) to college readiness
- How school districts are creating district-wide and teacher team structures to support the scaling and sustainability of EWS
- PAS workgroup recommendations on best practices for creating EWS 2.0

GETTING STARTED AND KEEPING MOVING

- How district, county-wide, regional, urban, suburban, rural, and public-private collaborations are building pathways to adult success, and what they are learning about how to start, continue, and sustain the work

NAVIGATION SUPPORTS FOR ALL

- School and district efforts to provide good postsecondary guidance to all students
- How a district, with support from a research and implementation support partner, increased its on-track rates and provided better navigation supports for key postsecondary success milestones
- The importance of building students' capacity for self-navigation in the middle grades

CONFERENCE SCHEDULE

DAY 1 – OCTOBER 22, 2019

7:30 a.m.	REGISTRATION AND CONTINENTAL BREAKFAST				
8:30 a.m.	WELCOME TO PATHWAYS TO ADULT SUCCESS: <i>Joanna H. Fox, Deputy Director, and Robert Balfanz, Director, Everyone Graduates Center</i>				
8:50 a.m.	WELCOME TO BALTIMORE: <i>Theresa Jones, Chief Achievement and Accountability Officer, Baltimore City Public Schools, MD</i>				
9:00 a.m.	KEYNOTE SPEAKER: <i>Dr. Martinrex Kedziora, Superintendent, Moreno Valley Unified School District, CA</i>				
10:00 a.m.	BREAKOUT SESSIONS I				
	Data Systems and Use No session at this time	EWS 2.0: Advancing All Students Building School, Districts, K-12, and Beyond Early Warning Systems	Navigation Support for All Key Transitions: The Chicago Story	Working Together: Collaborations & Networks University/Community College and District Partnerships	Getting Started and Keeping Moving Creating a K-12 and Higher Education Collaborative to Build a Pipeline for Student Success
<i>Location</i>	N/A	Chesapeake A	Constellation D	Constellation C	Chesapeake B
11:00 a.m.	BREAK				
11:15 a.m.	BREAKOUT SESSION II				
	Data Systems and Use No session at this time	EWS 2.0: Advancing All Students EWS 2.0 Workgroup Recommendations	Navigation Support for All Building a Robust System of Student Support Across Transitions	Working Together: Collaborations & Networks Organizing Communities to Build Pathways to Prosperity	Getting Started and Keeping Moving A Countywide Effort in Georgia to Build PAS
<i>Location</i>	N/A	Chesapeake A	Constellation D	Constellation C	Chesapeake B
12:15 p.m.	LUNCH				
12:45 p.m.	KEYNOTE SPEAKER: <i>Tina Fernandez, Executive Director, Achieve Atlanta, GA</i>				
1:20 p.m.	BREAKOUT SESSION III				
	Data Systems and Use Considerations for Developing your Own System	EWS 2.0: Advancing All Students No session at this time	Navigation Support for All Starting in the Middle Grades	Working Together: Collaborations & Networks CORE and New Visions: What We Are Learning	Getting Started and Keeping Moving An Educational Collaborative in Riverside County, California
<i>Location</i>	Chesapeake A	N/A	Constellation D	Constellation C	Chesapeake B
2:50 p.m.	BREAK				
3:00 p.m.	WELCOME: <i>Hunter Gehlbach, Vice Dean of Academic Affairs, Johns Hopkins University School of Education, MD</i>				
3:05 p.m.	KEYNOTE SPEAKER AND Q & A: <i>Tim Renick, Senior Vice President for Student Success and Professor, Georgia State University, GA; Facilitated by Joanna H. Fox</i>				
4:15 p.m.	TEAM/ROLE-ALIKE PLANNING TIME				
5:00 p.m.	RECEPTION				
7:00 p.m.	DINNER ON YOUR OWN				

CONFERENCE SCHEDULE

DAY 2 – OCTOBER 22, 2019

7:30 a.m.	CONTINENTAL BREAKFAST				
8:30 a.m.	WELCOME AND INTRODUCTION OF KEYNOTE SPEAKER: <i>Joanna H. Fox, Deputy Director, Everyone Graduates Center, MD</i>				
8:40 a.m.	KEYNOTE SPEAKER: <i>Colt Gill, Superintendent, Oregon Department of Education</i>				
9:10 a.m.	STATE POLICY PANEL				
	<i>Colt Gill, Superintendent of Public Instruction, Oregon Department of Education, OR</i>				
	<i>Kenneth Mason, Member of State Board of Education, 5th Congressional district, and Southern Regional Education Board (SREB), GA</i>				
	<i>David Horseman, Associate Commissioner of Career Technical Education, Kentucky Department of Education, KY</i>				
9:50 a.m.	BREAK				
10:00 a.m.	BREAKOUT SESSION IV				
	Data Systems and Use Recommendations in Data System Development from the Field	EWS 2.0: Advancing All Students State and District EWS Innovations over the Long-term	Navigation Support for All No session at this time	Working Together: Collaborations & Networks Career and Technical Education: Connecting High Schools, Higher Education and Employers	Getting Started and Keeping Moving Rural and District Networks
<i>Location</i>	President	Conway	N/A	Chesapeake A	Chesapeake B
11:30 a.m.	LUNCH				
12:40 p.m.	BREAKOUT SESSION V				
	Data Systems and Use Sharing Data to Guide Collaboratives	EWS 2.0: Advancing All Students No session at this time	Navigation Support for All School and Intermediary Innovations	Working Together: Collaborations & Networks No session at this time	Getting Started and Keeping Moving A Public-Private Partnership – Memphis and Peer Power
<i>Location</i>	Conway	N/A	Chesapeake A	N/A	Chesapeake B
1:50 p.m.	CLOSING PANEL: <i>Moderated by Joanna H. Fox, Deputy Director, Everyone Graduates Center</i>				
2:20 p.m.	CLOSURE				
2:45 p.m.	DEPARTURE				

KEYNOTE SPEAKERS

MORNING WELCOME

Day 1, October 22, 2019

Theresa Jones, Chief of Achievement and Accountability, Baltimore City Public Schools, will welcome PAS participants to Baltimore and share City Schools' vision for student success and some key steps being taken to achieve it within the 80,000 student urban district.

MORNING KEYNOTE

Day 1, October 22, 2019

Martinrex Kedzoara is Superintendent of the Moreno Valley Unified School District, a medium sized district east of Los Angeles serving 34,000 largely high-poverty and minority students. He will share his district's vision and strategies to advance all students, including first-generation college-goers, through K-12 and onto postsecondary success and set the challenge for us to engage in the same endeavor.

LUNCHTIME KEYNOTE

Day 1, October 22, 2019

Tina Fernandez, CEO and president, Achieve Atlanta, will rouse us with a call to action, sharing her learnings from collaboration and equity initiatives to support students from diverse backgrounds moving forward into postsecondary success, while drawing on her personal experience in the Rio Grande Valley, law background, and commitment to the Atlanta Public Schools' high-minority, high-poverty student population of 54,000.

AFTERNOON WELCOME

Day 1, October 22, 2019

Hunter Gehlbach, Vice Dean, School of Education, Johns Hopkins University, and an innovative thinker in using data to build student-teacher relationships and student postsecondary navigation, officially welcomes PAS participants to Johns Hopkins University, and discuss collaborations.

AFTERNOON KEYNOTE

Day 1, October 22, 2019

Tim Renick, Vice President for Enrollment and Student Success and professor of religion at Georgia State University, will share the ten-year thinking and strategies underlying Georgia State's remarkable and intentional success in achieving equity in graduation outcomes for minority and Pell-grant students, while also posing next steps and responding to our questions. Georgia State draws many of its 50,000 students from a large and diverse metro area,

MORNING KEYNOTE

Day 2, October 23, 2019

Colt Gill, Director, Oregon Department of Public Instruction, will launch day 2 of the PAS meeting by sharing how the Oregon Department of Public Instruction navigated the ecosystem of state departments, governors, and legislatures, to set the stage for local community actions to increase pathways to adult success. His discussion will be followed by a panel with Kentucky and Georgia educators highlighting the importance of supportive state policies.

CLOSING PANEL

Day 2, October 23, 2019

PAS participants reflect on next steps, key questions, and the journey ahead.

BREAKOUT SESSION I

OCTOBER 22, 2019 • 10:00AM

ADVANCING ALL STUDENTS: BUILDING SCHOOL DISTRICTS K-12 AND BEYOND EARLY WARNING SYSTEMS

Scaling early warning systems district-wide and extending their focus to college and career readiness, as part of an effort to build pathways to adult success for all students, is a robust challenge. In this session, two districts in the vanguard, from Oregon and Indiana, will share what they are learning. They will address both the technical and human issues that need to be resolved, as well as how they are building the skill and will to sustain their efforts. *Facilitated by Robert Balfanz*

Carla Gay, Executive Director of Innovation and Partnerships, Gresham-Barlow School District, OR; **Frances Dumas-Hines**, Director of Performance Management, Evansville Vanderburgh School Corporation, IN; **Catherine Minihan**, Associate Superintendent of Strategy and Accountability, Evansville Vanderburgh School Corporation, IN

NAVIGATION SUPPORTS FOR ALL: KEY TRANSITIONS: THE CHICAGO STORY

Over the past decade Chicago has experienced large gains in high school graduation and postsecondary participation rates. Hear from the University of Chicago Consortium of School Research and the Network for College Success on key factors behind these gains and the role that can be played by research and implementation support organizations in supporting them. *Facilitated by Jenny Nagaoka and Christopher Mazzeo*

Jenny Nagaoka, Deputy Director, UChicago Consortium for School Research, IL; **Sarah Howard-Ivey**, Senior Director, Partner School Network, Network for College Success, The University of Chicago, IL; **Kareem Sayegh**, National Student Success Manager, Network for College Success, The University of Chicago, IL

WORKING TOGETHER: COLLABORATIONS AND NETWORKS: PAS RECOMMENDATIONS, AND UNIVERSITY/ COMMUNITY COLLEGE AND DISTRICT PARTNERSHIPS

Targeted university, college, and school collaborations: how to make them happen and how to use them for youth success. Representatives of three higher education institutions from across the country discuss exemplars of collaborations with local school districts to support student transitions – their beginnings, activities, evolution and development, structure and direction, and vision for the future. Presenters will also share the hurdles, opportunities, and bumps in the road on the way to achieving cross-sector collaborations and outcomes for youth. *Facilitated by Joanna H. Fox*

Sylvia Symonds, Associate Vice president of Educational Outreach, Arizona State University, AZ; **Ryan Goodwin**, Director, University of Central Florida for Higher Education Innovation, FL; **David Thomas**, Associate Vice President, Strategic Initiatives, Community College of Philadelphia, PA; **Joanna H. Fox**, Deputy Director, Everyone Graduates Center, MD

GETTING STARTED AND KEEPING MOVING: CREATING A K-12 AND HIGHER EDUCATION COLLABORATIVE TO BUILD A PIPELINE FOR STUDENT SUCCESS

Leaders of south Alabama educational institutions positioned around Mobile Bay share what they have learned in assembling a collaboration for student success from their previously isolated efforts. What does it take to initiate a collaborative – what are the building blocks? How long does it take to get started and then, how much more time to see results? How are leadership and trust built? What are the benefits? A group of interconnected educators who have known each other for much of their professional lives put their heads together to ask, how do we do better? *Facilitated by John Green*

Faron Hollinger, President and CEO, The Akribos Group, AL; **Joyce Woodburn**, Academic Dean, Baldwin County Public School System, AL; **Catherine Preston**, Director, Academic Advising and Transfer Services, University of South Alabama, AL; **Melinda Byrd-Murphy**, Dean of External Funding and Instructional Services, AL; **Jill Howell**, Founder, N2College Consulting, AL

BREAKOUT SESSION II

OCTOBER 22, 2019 • 11:15AM

ADVANCING ALL STUDENTS: EWS 2.0 WORKGROUP RECOMMENDATIONS

EWS 2.0 Workgroup Recommendations: Over a two-year period, early adopters of early warning and on-track systems for high school graduation came together to think through how these systems could be adopted and extended, to increase not only high school graduation rates, but also college readiness and persistence rates for all students, including those who historically and currently are not afforded this opportunity. In this session, resulting recommendations for EWS 2.0 (its indicators, analysis, and actions, as well as the key roles of school leadership and teacher teams) will be shared. A presentation from the San Jose Unified School District on its work to increase access and success in AP courses as part of a larger effort to increase college success for all will provide a case study, followed by responses from organizations using predictive indicators of postsecondary success to guide their work. *Facilitated by Robert Balfanz*

Robert Balfanz, Director, Everyone Graduates Center, MD; **Monique Gagnon**, Administrator, Research and Evaluation, San Jose Unified School District, CA; Respondent: **Eli Pristoop**, Senior Program Officer, The Bill & Melinda Gates Foundation, WA

NAVIGATION SUPPORTS FOR ALL: BUILDING A ROBUST SYSTEM OF STUDENT SUPPORT ACROSS TRANSITIONS

Leaders from two districts and situations will focus on “the how” of helping upper-grades high school students in the transition from high school to college and careers, with carefully tuned, well thought out, and unrelenting support systems that nag and nurture. Strong systems of coaches and guidance characterize both efforts. The districts represented are Atlanta Public Schools, GA (54,000 students, largely African American and high-poverty), and Uplift Education, a public charter school network in the Dallas, TX area (20,000 students, largely Latinx and high-poverty). *Facilitated by Joanna H. Fox*

Tina Fernandez, Executive Director, Achieve Atlanta, GA; **Susanne Diggs-Wilborn**, Vice-President, Achieve Atlanta, GA; **Remy Washington**, Managing Director, Uplift Education, TX; **Daniel Gray**, Senior Director of Road to College and Career, Uplift Education, TX

WORKING TOGETHER: COLLABORATIONS & NETWORKS: ORGANIZING COMMUNITIES TO BUILD PATHWAYS TO PROSPERITY

Organizing Communities to Build Pathways to Prosperity: Jobs for the Future (JFF) from Boston joined four Midwestern communities in the Great Lakes Collaborative to implement the Pathways to Prosperity framework and bring together leaders in K-12, higher education, business/industry, and government to develop and implement rigorous career pathways leading to high-wage, high-demand jobs with opportunities for further education. In this session, we will hear from JFF and their university and community colleagues in Madison, WI, about what they achieved, the enabling steps in cross-sector collaborations, and lessons learned from which others can benefit. *Facilitated by Michael Grady*

Michael Grady, Education Consultant, RI; **Leah Moschella**, Associate Director for Pathways to Prosperity Network, Jobs for the Future, MA; **Bridgett Willey**, Director, Allied Health Education Career Pathways, University of Wisconsin Health, WI; **Hugh Wing**, Community Development Specialist, City of Madison, WI

GETTING STARTED AND KEEPING MOVING: A COUNTYWIDE EFFORT IN GEORGIA TO BUILD PAS

Douglas County Public Schools, Georgia. The superintendent and a team of top administrators in a 27,000-student diverse district east of Atlanta, share what it takes to start a county education collaborative – and why this matters for kids. This once rural, increasingly suburban part of Georgia has long recognized that education and economic development go hand in hand. Rooted in the local and regional ethos, this session will work through the question “How can we accomplish our vision for the students?” ideas. *Facilitated by Sarah Frazelle*

Trent North, Superintendent, Douglas County School System, GA; **Michelle Ruble**, Assistant Superintendent of General Administration, Douglas County School System, GA; **Pam Nail**, Assistant Superintendent of Student Services, Douglas County School System, GA; **Melanie Manley**, Assistant Superintendent of Student Achievement, Douglas County School System, GA; **Melanie McClellan**, Director, Carrollton-Carroll County Education Collaborative, University of West Georgia, GA

BREAKOUT SESSION III

OCTOBER 22, 2019 • 1:20PM

DATA SYSTEMS AND USE: CONSIDERATIONS FOR DEVELOPING YOUR OWN SYSTEM

Data system developer Eric Meredith (MT), Robin DeLoach (OR), and Ellis Ott (AK) share their experiences in developing flexible early warning systems based on stakeholder needs. Join us to learn about key decision points and considerations in developing a system from a state, district, and intermediary organization perspective. We will also discuss how to build and maintain support for the system within your context. Implications from this session can be applied to building an EWS that moves beyond the traditional ABCs. *Facilitated by Sarah Frazelle*

Eric Meredith, Network Intelligence Analyst, Office of the Commissioner of Higher Education, MT; **Robin DeLoach**, Project Director, Willamette Education Service District, OR; **Ellis Ott**, Senior Research Analyst, Research and Accountability, Fairbanks North Star Borough School District, AK

NAVIGATION SUPPORT FOR ALL: STARTING IN THE MIDDLE GRADES

If our young folks don't know why or where they are going, how can we expect them to be motivated to get there? This panel will spur the audience in considering best middle year practices in expanding experience and exposure as the basis for youngsters self-determination, management, motivation and course setting in critical developmental years. *Facilitated by Joanna H. Fox*

Ericka Uskali, Executive Director, National Forum to Accelerate Middle Grades Achievement, IL; **Mike Sabin**, Principal, McDevitt Middle School, MA; **Virgil Sheppard**, National School Partnerships Director, City Year, PA; **Heather Lewis-Weber**, Program Director, SPARK, PA

WORKING TOGETHER: COLLABORATIONS AND NETWORKS: CORE AND NEW VISIONS: WHAT WE ARE LEARNING

In this session, two nationally renowned collaboratives – California's CORE Districts and New York's New Visions for Public Schools – each working in geographic areas with more than 1.1 million students, and focused on analyzing, understanding, and sharing data with school and district partners to increase student success in challenging high school courses and improving the success rates of underserved students in postsecondary schooling and workplace trainings, share what works, what doesn't, future directions, and considerations in scaling effective practices through collaborative efforts and networks to large populations. *Facilitated by Angela Romans*

Noah Bookman, Executive Director, Executive Director for CORE Data Collaborative, CORE Districts, CA; **Jeremy Greenfield**, Deputy Director for College Readiness, New Visions for Public Schools, NY; **Angel Zheng**, Senior Policy Analyst, New Visions for Public Schools, NY

GETTING STARTED AND KEEPING MOVING: AN EDUCATIONAL COLLABORATIVE IN RIVERSIDE COUNTY, CALIFORNIA

California's 1000+ school districts are organized into 58 local county offices of education now charged with helping their districts allocate this increased per pupil funding available in schools with high risk populations. The Riverside County Office of Education, located East of Los Angeles, serves as an intermediary organization that has spurred education innovation for many years. In this session, county education leaders share navigation steps they have promoted across students' aspirations and progress. *Facilitated by Kathleen Barfield*

Catalina Cifuentes, Executive Director, Riverside County Office of Education, CA; **Mike Barney**, Executive Director Instructional Services, Riverside County Office of Education, CA; **Gil Compton**, Director I, College and Career Readiness, Riverside County Office of Education, CA; **Martinex Kedziora**, Superintendent, Moreno Valley Unified School District, CA

BREAKOUT SESSION IV

OCTOBER 23, 2019 • 10:00AM

ADVANCING ALL STUDENTS: STATE AND DISTRICT EWS INNOVATIONS OVER THE LONG TERM

Building Pathways to Adult Success for all students does not happen overnight, or even over several years. It requires persistence and continual improvement, extension, and often modification of innovations and actions over a sustained period. The Massachusetts Department of Education, Metropolitan Nashville, and the Philadelphia Education Fund have experienced this at the state, district, and intermediary organization levels. All were pioneer adopters of Early Warning Systems and have built on this over time to substantially increase the number of students prepared and on the path to postsecondary success. Presenters will share lessons learned and insights gained along the way. *Facilitated by Robert Balfanz*

Laura Hansen, Director, Information Management and Decision Support, Metropolitan Nashville Public Schools, TN; Tina Stenson, Director of Research, Assessment and Evaluation, Metropolitan Nashville Public Schools, TN; Kate Sandel, Senior Policy Analyst, Massachusetts Department of Elementary and Secondary Education, MA; Farah Jimenez, President and CEO, Philadelphia Education Fund, PA

DATA SYSTEMS AND USE: RECOMMENDATIONS IN DATA SYSTEM DEVELOPMENT FROM THE FIELD

Practitioners from the field will share their experiences building and implementing data systems. Some key considerations include: identifying data based indicators, building champions within a district, considerations for rural and urban systems, and decision points around contracting with a vendor and building the system internally. *Facilitated by Sarah Frazelle*

Xan Tanner, Co-Founder and President, Panorama Education, MA; Monique Gagnon, Administrator, Research and Evaluation, San Jose Unified School District, CA; Jeff Watson, Senior Advisor, AEM Corporation, WI

WORKING TOGETHER: COLLABORATIONS AND NETWORKS: ADVANCE CAREER TECHNICAL EDUCATION: CONNECTING HIGH SCHOOLS, HIGHER EDUCATION AND EMPLOYERS

The role of Advance CTE (Career Technical Education) in Expanding Youth Horizons and Preparing Students for Life: Innovative educators highlight innovative programming that fosters gender and social equity in preparing young adults with life, technical, and thinking skills, and their applications in high-demand economic sectors well beyond the categories of “traditional academic” or outdated “vocational” high schools. Dive into a contemporary perspective on the role CTE plays in preparing youth for the future. *Facilitated by Austin Estes*

Austin Estes, Senior Policy Associate, Advance CTE, MD; Tiara Booker-Dwyer, Assistant State Superintendent for Career and College Readiness, Leadership Development, and School Improvement, Maryland State Department of Education (MSDE); James Stockdale, Academy Coordinator, Knight High School, CA; Eric Williams, Assistant Director of Emergency Medical Technology, Jones County Junior College, MS

GETTING STARTED AND KEEPING MOVING: RURAL AND DISTRICT NETWORKS

Rural and District Networks Building and Sustaining Ideas and Progress. Networks of school districts that share ideas and capitalize on each other’s learning are flourishing across the country. In this session, experienced and newer networks share insights from their varied perspectives on supporting rural students: Kentucky districts where an intermediary organization brilliantly capitalized on successive eras of federal funding to advance Appalachian students’ success; a Midwestern effort also undergirded by the American Institute of Research; and a third, Harvard Graduate School of Education-supported, initiative in Ohio and New York. Rural districts educate approximately one quarter of the youth in our country. How can their effectiveness be maximized? *Facilitated by Joanna H. Fox*

Dreama Gentry, Executive Director, Partners for Education at Berea College, KY; Bi Vuong, Managing Director, Education Practice at Project Evident, NY; Amy Szymanski, Secondary Transition and Workforce Development Consultant, Ohio Department of Education, Office for Exceptional Children, OH; Jenny Scala, Principal Researcher, American Institute for Research (AIR), National High School Center, CA

BREAKOUT SESSION V

OCTOBER 23, 2019 • 12:40PM

DATA SYSTEMS AND USE: SHARING DATA TO BUILD COLLABORATIVES

Join us for an interactive session where you will learn a simple framework for establishing data sharing agreements in collaboratives focused on student success. We will discuss how to identify short- and medium-term outcomes, dive into appropriate data elements that support these outcomes, and examine the necessary elements of FERPA compliant data sharing agreements. *Facilitated by Kathleen Barfield*

Sarah Frazelle, Senior Advisor, Applied Data Use, Education Northwest, OR; **John Schiappa**, Product Manager, Student Tracker for High School, National Student Clearinghouse, VA; **Virgil Sheppard**, National School Partnerships Director, City Year, MA; **Will Scarbrough**, Vice President, Impact Analytics, City Year, MA

NAVIGATION SUPPORTS FOR ALL: SCHOOL AND INTERMEDIARY INNOVATIONS

For more than 25 years the Public Education Foundation of Chattanooga has occupied a prominent position in assisting Hamilton County/Chattanooga Public Schools in improving educational outcomes for all students, with a special focus on the schools that serve the region's least privileged communities. Among PEF's multiple approaches are an internally developed Early Warning System data dashboard and an intensive system of guidance counseling to help high school students identify colleges where they would be most likely to succeed, based on college outcome standings compared to national norms. Across the nation and at the school level, St. Ignatius High School in rural Montana focuses on using an early warning systems approach enhanced by navigation supports and guidance counseling to enable its largely Native American student population to achieve postsecondary success: its innovative principal will share lessons learned, "how to's" and necessary next steps. *Facilitated by Christopher Mazzeo*

Keith White, Director of Research and Effectiveness, Assessment and Evaluation, Public Education Fund (PEF), TN; **Nicholas Siler**, The Howard School, TN; **Shawn Hendrickson**, Principal, St. Ignatius Middle/High School, MT

GETTING STARTED AND KEEPING MOVING: A PUBLIC-PRIVATE PARTNERSHIP – MEMPHIS AND PEER POWER

For more than fifteen years, the Peer Power Foundation, an extraordinary collaboration between the (now) Shelby County Public Schools, the University of Memphis, and several Memphis high schools, has sought to change the future for Memphis youth. Recent alumni mentor high school students in the realities of preparing for and navigating college. Federal work study funds are now being used to support mentors, college students who participate in an extensive training and reflection model. Both the high school students and mentors benefit as collegial community cohorts are formed; persistence and college graduation rates have soared. Learn with us and consider ways this model might be replicated in your community. *Facilitated by Angela Romans*

Tom Nenon, Provost of the College of Arts and Sciences, University of Memphis, TN; **Angela Whitelaw**, Deputy Superintendent of Schools and Academic Support, Shelby County Schools, TN; **Christopher Xa**, Chief Research Officer, Peer Power Foundation, TN; **Dennis Ring**, Development Director, Peer Power Foundation, TN

KEYNOTE, PRESENTER & FACILITATOR BIOS



ROBERT BALFANZ, *Director, Everyone Graduates Center, Johns Hopkins University School of Education, MD*

Also co-director of the Center for the Social Organization of Schools at Johns Hopkins University School of Education, Robert Balfanz has published widely on secondary school reform, high school dropouts, early warning systems, chronic absenteeism, school climate, and instructional interventions in high-poverty schools. He focuses on translating research findings into effective school interventions. Dr. Balfanz is the first recipient of the Alliance For Excellent Education's Everyone a Graduate Award and the National Forum's to Accelerate Middle Grade Reform Joan Lipsitz Lifetime Achievement award. In 2013 he was named a Champion for Change for African American Education by President Obama and is also an education fellow for the Middle School Matters program at the George W. Bush Institute.



KATHLEEN BARFIELD, *Senior Study Director, Westat*

Kathleen Barfield has more than 30 years of experience in education research, program development, technology, and product management, working with organizations to evaluate solutions that scale to provide broad access and support. She currently directs an evaluation of the Youth Opportunity Hubs Program, funded by the District Attorney's Office of Manhattan, serving youth at-risk of juvenile or criminal justice involvement; coordinates a National Institute of Justice research study on truancy reduction under the Comprehensive School Safety Initiative in the Dallas Independent School District with Communities In Schools, Dallas region; and manages the IDEA Data Center, funded by the Office of Special Education and Rehabilitation.



MIKE BARNEY, *Executive Director, Instructional Services, Riverside County Office of Education, CA*

Mike Barney's unit is responsible for assisting 23 local districts and 444 schools in the areas of curriculum, pedagogy, and leadership. As Executive Director, Mr. Barney oversees thirteen extraordinary educators who provide direct services to districts and schools throughout the county. These services focus on implementation of state adopted curriculum, analyzing instructional data, facilitating LCAP plan development, developing influencing strategies and most importantly helping districts and schools, to ensure that ALL students graduate prepared for college and a career.



TIARA BOOKER-DWYER, *Assistant State Superintendent for Career and College Readiness, Leadership Development, and School Improvement, Maryland State Department of Education (MSDE)*

Tiara Booker-Dwyer oversees career and technical education, teacher and principal evaluation, and school improvement for MSDE; she previously served as Executive Director, Ombudsman, Technology Education Supervisor, Acting STEM Coordinator, and STEM Specialist. She was a Program Director for the Maryland Business Roundtable for Education, developing strategic alliances and leading stakeholder groups in implementing programs to prepare students for future job markets. She has also taught science at the middle school, high school, and college levels. Ms. Booker-Dwyer conducted research and published in the field of neuroscience before transitioning to the education sector.



NOAH BOOKMAN, *Executive Director, CORE Data Collaborative, CORE Districts, CA*

The CORE Data Collaborative is a multi-district continuous improvement, holistic data system serving over 2 million students. As its Chief Strategy Officer, Noah Bookman led such strategic initiatives as a cross-district improvement community addressing math achievement gaps and the CORE Data Collaborative. As Chief Accountability Officer, he coordinated CORE's No Child Left Behind Waiver, including an innovative whole-child school accountability model focused on academic success, social-emotional development, and positive school culture/climate, as well as School Pairing and Communities of Practice, intervention programs reaching more than 200 low-performing California Title I schools. Noah was formerly Director of Performance Management for the Los Angeles Unified School District (LAUSD), and played a leadership role in its educator effectiveness initiative. He has also been a Managing Director at the After-School-All-Stars, a program for at-risk youth, and an LAUSD English teacher.



CATALINA CIFUENTES, *Executive Director, Riverside County Office of Education, CA*

Also a Commissioner for the California Student Aid Commission (CSAC), Catalina Cifuentes has shown the power of effective school counseling, college affordability, and higher education advocacy on behalf of all students. Her work on Riverside County's FAFSA and California Dream Act initiative led to a 6,000+ increase in completed applications; the program was later adopted by the CSAC and the California Department of Education as a statewide initiative. She spearheaded the Riverside County Education Collaborative (RCEC) partnership with districts, colleges, and the community to transform visions into action, and has received numerous awards, including the California College Guidance Initiative (CCGI) Visionary Award. Herself a teen mom and first-generation college graduate, she strives to show the impact made when educators have high expectations of all students and when students pursue their dreams regardless of the odds.



GIL COMPTON, *Director I, College and Career Readiness Unit, Riverside County Office of Education, CA*

Since 2017, Gil Compton has been a Director in the College and Career Readiness Unit of the Riverside County Office of Education (RCOE), serving more than 430,000 students in 23 school districts; the California Department of Education recently selected this unit to help improve College and Career Indicator system dashboard accountability across the state. Since Mr. Compton began his career in education 25 years ago as a high school teacher in Murrieta, he has served as a middle and high school assistant principal, middle and high school principal, and Assistant Superintendent of Personnel and Business Services.



ROBIN DELOACH, *Project Director, Willamette Education Service District, OR*

For the past 12 years, Robin DeLoach has worked with a team of developers to create the Oregon Data Suite, an online data system that includes an Early Indicator and Intervention System, used by 90 school districts throughout Oregon. She is currently working with the Center for Education Innovation, Evaluation & Research, using the Oregon Data Suite to assist districts with predictive analytics for strategic planning and school improvement. This collaboration offers districts both access to data in a meaningful format and the support and expertise to use the data to make informed decisions affecting school improvement and systems change. Robin DeLoach has more than 30 years of experience in K-12 education in Oregon and has served as a classroom teacher, technology director, and curriculum/school improvement specialist.



SUSANNE DIGGS-WILBORN, *Vice-President for College Success, Achieve Atlanta, GA*

With more than 30 years of internal and external consulting experience, Susanne has served as a thought partner and advisor to leaders in the healthcare, corporate, nonprofit and educational sectors. In 2015, she took strategic and operational responsibility for development, delivery, and evaluation of Achieve Atlanta's college success and completion program, as well as its persistence and completion collective impact strategy. She is also an adjunct associate professor at Mercer University and Oglethorpe University, was previously a consultant in the Human Capital and Change Management practice at The North Highland Company, and served in various leadership roles as an OD practitioner for more than 15 years.



FRANCES DUMAS-HINES, *Director of Performance Management, Evansville Vanderburgh School Corporation, IN*

Since 2009, Frances Dumas-Hines, Ph.D., has organized, compiled data, and created presentations for bi-annual Office for Performance, Assessment & Research management sessions where school improvement plans are shared with the superintendent and corporation administrators. Over the last five years her work has also included analysis and evaluation of various programs, projects, and grants within the corporation. Her work with the early warning system within the Evansville Vanderburgh School Corporation includes developing predictive models and creating the EVSC EWS At-Risk Report.



AUSTIN ESTES, *Senior Policy Associate, Advance CTE, MD*

Austin supports Advance CTE's state policy strategy through research, publications and technical assistance to help state leaders improve the quality of Career Technical Education. In his tenure at Advance CTE, Austin has led efforts related to CTE data quality and use, industry-recognized credentials, rural CTE, work-based learning, and CTE equity. He serves on the New Skills for Youth national project team, supporting state efforts to expand and strengthen high-quality career pathways. Before coming to Advance CTE, Austin worked for the Flamboyan Foundation, a DC-based nonprofit working to improve students' educational outcomes through family engagement, where he learned the importance of education as a catalyst for creating change and achieving equity.



TINA FERNANDEZ, *Executive Director, Achieve Atlanta, GA*

Before founding Achieve Atlanta, an organization whose vision is that Atlanta be a city where race and income no longer predict postsecondary success and upward mobility, Tina Fernandez was a partner at Bellwether Education Partners, a national nonprofit providing consulting services to education organizations. She served as a clinical professor at the University of Texas School of Law and was twice named Clinical Professor of the Year; she created the school's pro bono program, which helped nearly 1,000 undocumented students apply for the Deferred Action for Childhood Arrivals Program. She has also worked as Managing Director of Alumni Engagement for Teach For America (TFA), as an attorney, and as a bilingual elementary teacher. She has served on countless boards, including IDEA Public Schools, TFA's Atlanta regional board, Bellwether, Latinos for Education, and the National College Access Network. The recipient of numerous awards, she received the Georgia Latino Law Foundation's 2019 trailblazer award.



JOANNA H. FOX, *Deputy Director, Everyone Graduates Center, Johns Hopkins University School of Education, MD*

Joanna Hornig Fox's interests are in research, policy and practice at the state, district, school and community levels, and network and capacity building. She co-directs the Pathways to Adult Success initiative, in which educators from 27 states develop a system of strategies to advance more students' preparation, access, enrollment and persistence in postsecondary. Previously she was field director for an Institute of Education Sciences-funded effort involving 20 of Alabama's lowest performing schools, supporting ninth grade students with a promotion coaches and teams focused on data and interventions. Fox has also served as southern regional manager for Johns' Hopkins Talent Development High Schools and director of the Urban Network of the Southern Regional Education Board, and done similar work in the District of Columbia. She has experience in designing large-scale business/university/district/school partnerships and STEM professional development; she led a math and science internship program for Georgia secondary teachers through the Georgia Institute of Technology's Center for Education Integrating Science, Mathematics and Computing. Fox co-authored the EGC's On Track for Success and several Grad Nation reports and resources.



SARAH FRAZELLE, *Senior Advisor, Applies Data Use, Education Northwest, OR*

Sarah Frazelle has more than eight years of experience working with education stakeholders and facilitating collaboration across departments within state and local education agencies. The current co-lead of the Montana Education Research Alliance for REL Northwest, she provides technical assistance on data quality and early warning systems (EWS) for dropout prevention. Besides writing EWS implementation publications and building a set of EWS implementation modules for professional development, Frazelle has designed evaluation tools to examine key EWS implementation levers used by districts in Montana, Oregon, and Washington; she has been an invited speaker and collaborator at regional and national events. Before joining Education Northwest, Frazelle was assistant director of the Kansas City Area Education Research Consortium.



MONIQUE GAGNON, *Administrator, Research and Evaluation, San Jose Unified School District, CA*

As the person responsible for managing and facilitating data analysis and evaluation projects that result in system improvements, Monique's focus is helping teachers and administrators understand how to use data to improve student learning. The initiator and lead on SJUSD's AP/IB Participation and Performance program to increase the number of minority and low-income students enrolling and succeeding in AP/IB classes, she developed an AP/IB Potential system that uses predictive modeling to identify students who might be successful in AP/IB classes. She also trained and supports district and site leaders in recruiting and assisting students in AP/IB classes. Monique's career in education includes roles varying from kindergarten teacher to consultant and research analyst.



CARLA GAY, *Executive Director of Innovation and Partnerships, Gresham-Barlow School District, OR*

Carla Gay's responsibilities include creating a district-wide preschool-to-postsecondary Pathways to Career Success framework, revising dropout reengagement opportunities, developing student engagement and postsecondary planning, and implementing a new platform for a multi-tiered system of support. She previously worked to develop opportunities for disconnected Portland youth, and has led local and statewide efforts to create systems for alternative accountability, reengagement, and early indicator and interventions toward college and career success. Carla began her career as a reading specialist in Nevada, and lived in Africa and Central America before settling in Portland to work with at-risk young people and develop equitable education systems that offer rigorous, engaging programming for ALL students.



HUNTER GEHLBACH, *Vice Dean of Academic Affairs, Johns Hopkins University School of Education, MD*

Hunter Gehlbach is a Professor and Vice Dean at the Johns Hopkins School of Education as well as the Director of Research at Panorama Education. An educational psychologist by training and a social psychologist at heart, his interests lie in improving the social and motivational contexts of schools. Thanks to a recent Spencer Foundation mid-career fellowship, much of his recent focus has shifted towards investigating how social psychological approaches might improve environmental education. He complements a methodological interest in helping social scientists improve their questionnaire design processes with recent work on enhancing the rigor of educational research through open science practices. A former high school teacher and coach, Gehlbach taught at Harvard's Graduate School of Education from 2006-2015, before joining the faculty at UCSB from 2015-2019, before joining the faculty at Johns Hopkins.



DREAMA GENTRY, *Executive Director, Partners for Education at Berea College, KY*

Since 1995, Dreama Gentry has led Berea College's educational outreach into Appalachian Kentucky Navigation Supports for Key Transitions: The Chicago Story. Partners for Education, which leverages funding from federal programs such as GEAR UP and Promise Neighborhoods, currently has nearly 500 people working in 31 school systems across eastern Kentucky. An Annie E. Casey Children and Family Fellow, Dreama serves on the board of directors for the Pine Mountain Settlement School, a community nonprofit offering place-based education to people of all ages, and Fahe, a community development nonprofit. She is a member of the equity coalition convened by the Prichard Committee for Academic Excellence to ensure that implementation of Kentucky's school accountability system provides educational excellence for all students, closing achievement gaps across the state.



COLT GILL, *Superintendent of Public Instruction, Oregon Department of Education, OR*

Prior to his current position, Colt Gill served as Oregon's first Education Innovation Officer, where he focused on improving graduation outcomes by working with local communities, school districts, researchers, students, and other stakeholders to identify effective practices across the P-20 continuum and make recommendations to the governor, state agencies, and legislature regarding policies, budget priorities, and supports needed to increase the number of students who graduate prepared for the workplace or college. An Oregon educator since 1989, he is an adjunct professor at the University of Oregon and has served on a number of boards and commissions related to education and children's health and wellness initiatives.



RYAN GOODWIN, *Founding Director, Center for Higher Education Innovation, University of Central Florida, FL*

His research and practice focuses on higher education innovations that improve access, success, and completion for all students, with particular attention to low-income and underrepresented students. Dr. Goodwin holds a dual Ph.D. in Educational Policy and Higher, Adult, and Lifelong Education from Michigan State University. Additionally, he earned a M.Ed. in Higher Education Administration from the University of South Carolina and a B.S. in Elementary Education from Indiana University Bloomington.



MICHAEL GRADY, *Education Consultant, RI*

Michael Grady is a Rhode Island-based education consultant whose work focuses on issues of postsecondary transition and college and career readiness. In 2018, Grady retired from Brown University after serving 19 years as deputy director of the Annenberg Institute and assistant professor of practice in education. He had previously been a senior research associate at the Annie E. Casey Foundation and director of research for the Prince George's County (Maryland) Public Schools. With Kyle Hartung, he recently published *A Clearer Path to College and Career Success: The Great Lakes College and Career Pathways Partnership*.



JOHN GREEN, *Community and Organization Development, GA*

Dr. John Green has over 35 years of experience as a teacher, coach, principal, district administrator, adjunct professor, school superintendent and university director. He recently served as Regional Director of the Education Collaborative at the University of West Georgia, where he supported the design and implementation of P-20 educational partnerships for the University working directly with West Georgia Technical College, K-12 systems, and community stakeholders in the west Georgia region. Dr. Green has successfully directed cross sector/cross entity networks to facilitate a collective efforts in several communities in Georgia and the southeast.



JEREMY GREENFIELD, *Deputy Director of College Success, New Visions for Public Schools, NY*

Jeremy is responsible for developing and leading college program initiatives. Before coming to New Visions, Jeremy worked as a college inquiry coach at CARA (College Access: Research & Action) where he helped NYC DOE schools establish systems to support student college-going. As a teacher educator, Jeremy has taught in-service and prospective teachers at the undergraduate and graduate level, and worked as a literacy coach at Bronx Latin, a New Visions Affinity school. Jeremy has also worked as a classroom teacher, teaching both English and ESL.



LAURA HANSEN, *Director, Information Management and Decision Support, Metropolitan Nashville Public Schools, TN*

Laura Hansen is responsible for supporting a strategic vision related to the use of data by both the school district and community partners. Data governance and professional learning on the use of data are focus areas of her office. She champions the consolidation of data from disparate systems and data sharing across organizations that serve students and families. Laura also serves as the TN LEA representative for the National Forum on Education Statistics.



SHAWN HENDRICKSON, *Principal, St. Ignatius Middle/High School, MT*

Shawn Hendrickson has been a principal for the past five years, serving as an administrator for fourteen years total. Shawn is a first-generation descendant in the Confederated Salish and Kootenai Tribes on the Flathead Indian Reservation. He has had success in school-turnaround, creating a positive climate and school culture, and has most recently focused on creating multi-tiered systems of support, using Early Warning indicators to increase graduation and reduce dropout rates.



FARON HOLLINGER, *President and CEO, The Akribos Group, AL*

The Akribos Group is a professional consulting practice specializing in research-based solutions through strategic planning applications, innovative organizational development, and expert leadership training. Before joining Akribos, Dr. Faron Hollinger also served as a program coordinator for the University of Mobile Center for Leadership; he also presently serves as Executive Director for The University of Alabama Capstone Education Society Board of Directors. Dr. Hollinger served the Baldwin County Public School System as a teacher, school psychologist, supervisor, coordinator, and division superintendent, was Superintendent of Education for the Jasper City School System, and returned to Baldwin County as Superintendent of Education. He has received awards as School Psychologist of the Year by the Alabama Association of School Psychologists (twice) and as Superintendent of the Year by two separate organizations.



DAVID HORSEMAN, *Associate Commissioner of Career Technical Education, Kentucky Department of Education, KY*

Prior to assuming his current position in 2015, Horseman served as Kentucky's director of technical schools and federal programs. His resume also includes private sector experience as an engineer and a small business owner, and more than 20 years of experience in education as an electrical technology teacher, an Area Technical Center principal, and a regional supervisor.



SARAH HOWARD-IVEY, *Senior Director, Partner School Network, Network for College Success, The University of Chicago, IL*

Sarah Howard leads and manages all aspects of the Network for College Success's work with a cohort of Chicago public high schools, working with NCS coaches to develop and strengthen organizational capacity to help partner schools improve student outcomes. She previously served as an NCS leadership coach for 10 years, sharing her expertise as a successful and innovative school leader. Sarah has been at the vanguard of the Chicago public high school reform movement for more than 15 years, dedicating her career to ensuring all students receive the high quality education they deserve. Her experience as a pioneer of innovation began with creating a small school-within-a-school at Harper High School; she also founded and directed for twelve years the Academy of Communications and Technology, one of Chicago's first public 7-12 charter schools.



FARAH JIMENEZ, *President and CEO, Philadelphia Education Fund, PA*

Farah Jimenez joined the Philadelphia Education Fund, the City's longest-running and most comprehensive provider of college and career programs, in 2016, bringing more than 20 years of experience in nonprofit executive management and civic leadership. Prior to joining PEF, Ms. Jimenez led the People's Emergency Center for families experiencing homelessness, and Mt. Airy USA, a Northwest Philadelphia community development corporation. She also served four years on Philadelphia's School Reform Commission. A frequent commentator on civic matters, Ms. Jimenez has enjoyed brief stints as a columnist for the Philadelphia Inquirer and on the editorial board for the Spanish-language newspaper *Al Dia*, and can be seen Sundays on *Inside Story*, a Philadelphia current affairs TV show.



THERESA JONES, *Chief Achievement and Accountability Officer, Baltimore City Public Schools, MD*

Theresa D. Jones leads Baltimore City Public Schools (City Schools)' efforts to provide teachers, principals and district leaders with tools and expertise to make data-driven decisions and implement research-based student achievement practices. Her office is also responsible for state- and locally-mandated student assessments and monitoring and compliance activities to support strategic allocation of resources. Ms. Jones led brand and marketing organizations and teams for over 12 years before transitioning into a career in education. Her education experience includes leading employee evaluation redesign for Prince George's County Public Schools and employee /school effectiveness and accountability for City Schools, as well as teaching in the Center for Leadership Education at Johns Hopkins University.



MARTINREX KEDZIORA, *Superintendent, Moreno Valley Unified School District, CA*

Before becoming the fourteenth Superintendent of Schools for the Moreno Valley Unified School District, Dr. Martinrex Kedziora had been a K-12 teacher in both general and special education, assistant principal, alternative education principal, special education coordinator, K-8 principal, Professional Development Director, and Chief Academic Officer during his 38-year career. He is the board chairman for the California League of Schools (CLS), serving K-12 teachers and administrators, and is on the education faculty of National, Cal State San Bernardino, and Brandman Universities. He serves as a CLS team member for the California Department of Education and the Middle Grades Alliance, and is on the Urban Education Committee for the Association of California School Administrators (ACSA). Dr. Kedziora has received numerous accolades, including the Riverside NAACP Education Award (April 2016), the ACSA Curriculum and Instruction award (April 2017), the Valuing Diversity Award and ACSA Marcus Foster Memorial award for Administrative Excellence (April 2018), the prestigious Debra Kasak Distinguished Leadership award in Washington D.C. (June 2018), and he Hispanic Chamber of Commerce Most Influential Educator (June 2019).



HEATHER LEWIS-WEBER, *Program Director, Spark in Philadelphia*

A South Bronx native and graduate of Haverford College in the Greater Philadelphia area, Heather's experience having strong mentors open doors to a top-notch education experience inspired her to dedicate her career to helping youth realize their future dreams. Prior to joining Spark, Heather honed her skills in education, community engagement, and strategic partnerships through service with City Year Greater Philadelphia and AmeriCorps VISTA, and through helping Community Partnership School advance its mission to provide a high quality education to children in North Philadelphia. She started at Spark in 2016 and currently serves as the Program Director of the Philadelphia region, expanding middle school partnerships and managing a team to support student success.



MELANIE MANLEY, *Assistant Superintendent of Student Achievement, Douglas County School System, GA*

Prior to her current position, Melanie Manley served in a variety of roles throughout her twenty-three year career in the Douglas County School System. Since 2005, she has been an assistant principal, principal, and Area Executive Director of Elementary Schools. Early in her career, Mrs. Manley taught second, third, and fourth grades.



KENNETH MASON, *Member of the State Board of Education, 5th Congressional District, GA, and Southern Regional Education Board (SREB), GA*

Kenneth B. Mason, a former high school science teacher, career academy director and robotics coach, represents the Fifth Congressional District on the Georgia State Board of Education. He also currently serves on the board of the Georgia Foundation for Public Education and is co-chair of the working group on Early Childhood Education for the National Association of State Boards of Education. He works as an Instructional Coach with Southern Regional Education and lives with his young family in Atlanta.



CHRISTOPHER MAZZEO, *Director of Research, Evaluation, and Analysis, Education Northwest, OR*

Mazzeo previously also served as the Director of REL Northwest, an Institute for Education Sciences (IES) funded effort to deepen the capacity of states, districts and other educational organizations to use evidence for improvement. Mazzeo is a nationally known expert in the areas of strategic evidence use and postsecondary readiness and success and has over 15 years of experience supporting systems improvement across P-16 education. Prior to joining Education Northwest, he led national initiatives at the University of Chicago Consortium on School Research (CCSR) assisting policymakers, school districts, and researchers in developing and scaling postsecondary readiness and success indicator systems.



ERIC MEREDITH, *Network Intelligence Analyst, Office of the Commissioner of Higher Education, MT*

Before joining the Montana Office of the Commissioner of Higher Education (Higher Education State Education Agency), Eric Meredith worked as a Research Data Analyst at the Montana Office of Public Instruction (K-12 State Education Agency) for about eight years. He previously taught high school math and coaching for three years.



LEAH MOSCHELLA, *Associate Director for Pathways to Prosperity Network, Jobs for the Future, MA*

In her role with the Pathways to Prosperity Network, a collaboration between the Harvard Graduate School of Education and Jobs for the Future, Leah Moschella supports leaders in K-12, higher education, business/industry, and government in developing and implementing rigorous career pathways leading to high-wage, high-demand jobs with opportunities for further education. She is the founder and Executive Director of Girls' Leadership for Organized Women, Inc., a nonprofit organization providing career, leadership, and entrepreneurship mentoring and training to women and girls in the Boston area. Ms. Moschella was a founding member of the Boston Youth Workforce Collaborative and a Shafik Gabr Diplomatic Fellow for innovative leaders in public policy and international dialogue in Egypt and Washington, DC. She has been recognized as a Changemaker by the White House United State of Women Summit and received a 2018 Impact Award from the City of Boston.



MELINDA BYRD-MURPHY, *Dean of External Funding and Instructional Services, Coastal Alabama Community College, AL*

Before assuming her current role at Coastal Alabama Community College, Dr. Melinda Byrd-Murphy was its Dean of Instruction; she has also held leadership positions at Faulkner State and Alabama Southern Community Colleges. She is a recent participant in Leadership Baldwin County and a graduate of the Alabama Community College Leadership Academy. A former chair of the Faculty Association for the Alabama Community College Association and former member of its Executive Committee, Dr. Byrd-Murphy has received a Chancellor's Award for Faculty, is a past board member of United Way, and currently serves on the Eastern Shore Chamber of Commerce Board of Directors.



JENNY NAGAOKA, *Deputy Director, UChicago Consortium for School Research, IL*

Jenny Nagaoka has conducted research for the University of Chicago Consortium on School Research for more than 20 years. Her research interests focus on policy and practice in urban education reform, particularly using data to connect research and practice and examining the school environments and instructional practices that promote college readiness and success. She is a senior advisor to the To&Through Project, a project providing educators, policymakers, and families with research, data, and training on the milestones that matter most for college access and success. She has co-authored numerous journal articles and reports, including studies of college readiness, noncognitive factors, the transition from high school to postsecondary education, and authentic intellectual instruction. She is the lead author of *Foundations for Young Adult Success: A Developmental Framework* (2015), drawing on research and practice evidence to build a coherent framework of foundational factors for young adult success, and investigating their development from early childhood through young adulthood.



PAM NAIL, *Assistant Superintendent of Student Services, Douglas County School System, GA*

Before taking on her current role, Pam Nail was Chief Academic Officer for the Douglas County School System in Douglasville, GA, for eight years. She began her career with Douglas County Schools in 1989 as a teacher, and taught for eight years before transitioning into an assistant principal position; she subsequently became an elementary school principal. Five years later, she moved into district leadership as an elementary executive director, a position that later evolved into an Area Executive Director for K-12.



THOMAS NENON, *Provost of the College of Arts and Sciences, University of Memphis, TN*

Thomas Nenon, Ph.D., is a philosophy professor and provost at the University of Memphis. He remains active in teaching at all levels and in his research field, modern Germany philosophy. As an administrator, he has served in a wide range of roles including Vice Provost for Undergraduate Programs; Vice Provost for Assessment, Institutional Research, and Reporting; and Dean of the College of Arts and Sciences before assuming his current role. A particular area of emphasis in these roles has been facilitating student success through innovative support programs, course and curriculum redesign, process improvement initiatives, and improving academic program efficiencies and effectiveness.



TRENT NORTH, *Superintendent, Douglas County School System, GA*

Superintendent Trent North began his tenure with the Douglas County School System, the state's seventeenth-largest school district, in 2017, overseeing 35 schools, 3,300 employees, and 25,000 students. Throughout his 25-year career in Douglas and Carroll Counties, he has maintained an unwavering commitment to seeing every student excel. In Carroll County, he led district administrators and served as a founding principal at two schools. Mr. North is the author of *Forensic Leadership: Changing the Culture of a Nation*. His educational philosophy has made him a sought-after speaker on leadership, cultural diversity and community service.



ELLIS OTT, *Senior Research Analyst, Research and Accountability, Fairbanks North Star Borough School District, AK*

For the past twelve years, Ellis Ott, Ph.D., has conducted research and evaluation studies of Fairbanks North Star Borough district programs; completed analyses and reports on a broad array of topics including student assessments, dropout and graduation rates, discipline, and enrollment; and developed a public-facing data dashboard. Ellis is Alaska's Local Education Agency representative to the National Center for Educational Statistics (NCES) Forum and a member of the Technical Advisory Committee to the Alaska Department of Education and Early Development. Since 2009, he has developed an Early Warning System (EWS) for the Fairbanks school district, and has presented on the topic in multiple venues, including collaborative meetings with Alaska Native associations, Alaska Native Education grant hearings, and community meetings. His contribution to the NCES forum guide on Early Warning Systems included a case study of the impacts of EWS-informed interventions.



CATHERINE PRESTON, *Director of Academic Advising & Transfer Services, University of South Alabama, AL*

Under her leadership, South has experienced three years in a row record first year retention. Current initiatives include first and second year academic advising and outreach, pre-health advising for all four years and Pathway USA. Ms. Preston holds a BA in English Literature from the University of Mississippi and a MA in English Literature from Western Kentucky University. Her career in the advising field has spanned twenty years, including various leadership roles, and four institutions, Bowling Green Community College (now known as South Central Kentucky Community and Technical College), The University of Mississippi, The University of Tennessee – Knoxville, and currently, The University of South Alabama. Ms. Preston is active in NACADA, the National Association of Academic Advising, and currently serves on the board of ECAAN, the Emerald Coast Academic Advising Network. She is also certified as an Appreciative Advisor.



ELI PRISTOOP, *Senior Program Officer, The Bill & Melinda Gates Foundation, WA*

Eli Pristoop is a senior program officer at the Bill & Melinda Gates Foundation. Before that, he worked as a data analyst at the same organization. Previously, he was a data analyst at the Education Trust. Pristoop holds a bachelor's degree from Washington University in St. Louis and master's degrees from the Jewish Theological Seminary of America and the Columbia University School of Social Work.



TIMOTHY RENICK, *Senior Vice President for Student Success and Professor, Georgia State University, GA*

Before assuming his current role at Georgia State University, Timothy Renick was Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the university's student success and enrollment efforts, overseeing one of the fastest improving graduation rates in the nation and the elimination of achievement gaps based on students' race, ethnicity or income level. Dr. Renick has testified to the U.S. Senate on strategies for helping students succeed and has twice been invited to speak at the White House; his work has been covered by the New York Times, the Wall Street Journal, Time, and CNN, and was cited by former President Obama. He has received numerous awards for his work and is principal investigator for a \$9 million study of the impact of predictive-analytics-based advisement on low-income and first-generation students nationally.



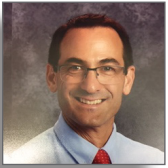
ANGELA ROMANS, *Partner, Achieve Mission, CT*

Before joining the AchieveMission team in May 2019, Angela N. Romans spent more than two decades as a leader in nonprofit and public sector organizations. She has recently served as Senior Vice President of Programming at Say Yes to Education, co-Director of District & Systems Transformation at the Annenberg Institute for School Reform, and Senior Advisor on Education to the mayor of Providence, RI. She has developed and coached organizations and senior leaders in strategy, governance, collaborative action, and diversity/equity/inclusion, and managed multiple, complex systems-change projects. Angela began her career in teaching math and science in small, alternative public high schools in Boston and New York City and spent over a decade as a selective college admissions officer and academic advisor. She is an Annie E. Casey Foundation Children and Family Fellow.



MICHELLE RUBLE, *Assistant Superintendent of General Administration, Douglas County School System, GA*

Dr. Michelle Ruble has more than 28 years of experience in the Douglas County School System. Prior to assuming her current role, she served as a district office leader for the past 13 years, as a Human Resources Director, Executive Director, and Assistant Superintendent of Personnel and Policy. She has also been a middle school assistant principal and a middle and elementary school principal; she began her career as a middle school science teacher.



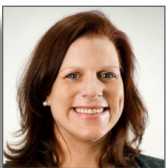
MICHAEL SABIN, *Principal, McDevitt Middle School, MA*

Mike Sabin is a career educator in Massachusetts; before coming to McDevitt Middle School in Waltham, a diverse small city outside of Boston, he worked as a dual language teacher in the Amigos Program in Cambridge and was principal of middle and K-8 schools in Somerville and Boston. Mike feels lucky to have been part of several exciting initiatives to support student success, including Early Warning Indicator Systems and an extended school day, and is an advocate for developmentally appropriate education and expanded opportunities for middle grades students.



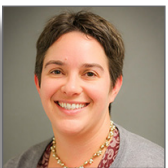
KAREEM SAYEGH, *National Student Success Manager, Network for College Success, The University of Chicago, IL*

He is deeply committed to learning with adults so they may provide equitable learning opportunities for their students. Prior to joining NCS, he was a Mathematics teacher in Chicago Public Schools for 5 years. His work led him to collaborate with the team at NCS as he created a Freshman Success Team at his school—work that he would then be impassioned to share more broadly. Kareem earned his Bachelors of Arts at The University of Chicago and his Masters of Education from Harvard Graduate School of Education.



KATE SANDEL, *Senior Policy Analyst, Massachusetts Department of Elementary and Secondary Education, MA*

Much of Kate Sandel's work supports the DESE Office of Planning and Research college and career readiness efforts, including leading the agency's Early Warning Indicator System (EWIS) initiative and developing data visualization tools for various audiences. Prior to joining DESE, she focused on postsecondary education issues at the National League of Cities' Institute for Youth Education and Families, helping policymakers, secondary and higher education leaders, and community partners collaborate to double the percentage of low-income young adults who receive a degree or credential by the age of 26. Her expertise also includes financing and sustainability of education and out-of-school time initiatives, and conducting evaluations and providing technical assistance in the fields of early learning, service-learning and 21st Century Community Learning Centers.



JENNY SCALA, *Principal Researcher, American Institute for Research (AIR), National High School Center, CA*

Jenny Scala has provided technical assistance to educators for more than 15 years. She has managed AIR's early warning system efforts since 2013 and participates in multiple projects using her data expertise to inform instructional decision-making nationally. As Deputy Director of the College and Career Readiness and Success Center, she led projects focused on dropout prevention in both and rural urban districts. She has served as a researcher in several Regional Education Laboratories leading early warning systems work, including indicator validation, development of an early warning system tool, and system implementation. Scala has served as a Technical Assistance Liaison for the National High School Center (NHSC) and Technical Assistance Provider for the National Center on Response to Intervention (NCRTI), providing training and professional development to state, district, and school leadership teams.



VIRGIL SHEPPARD, *National School Partnerships Director, City Year, PA*

Virgil Sheppard is a proud West Philadelphia native, passionate youth advocate, and seasoned educator. He caught the education bug while serving as a coach, mentor, and tutor for the Panthers Youth Development Corporation, a community-based organization that provides year-round programming for 300 students in West Philadelphia. This led to a career in education that began with the School District of Philadelphia's Behavioral Team, overseeing the Comprehensive Student Assistance Process for 40 schools, and serving as a Middle School Administrator in the most diverse and second largest middle school in Philadelphia. Additionally, Virgil oversaw the first Response to Instructional Intervention (RTII) pilot for the school district. Prior to transitioning to City Year, Virgil served as an RTII Specialist assigned to the School District of Philadelphia's Turnaround network. He was charged with overseeing student support services for all ten schools and writing social-emotional learning curriculum for the schools in the network.



NICHOLAS SILER, *College and Career Advisor, The Howard School, Hamilton County Department of Education, TN*
 Nick Siler currently works as a college and career advisor at Howard High School in Chattanooga, TN. Previously, he has done independent consulting as an intercultural educator, worked for the non-profit One World Now! (Seattle, WA) as Global Curriculum Development Manager, and founded a small non-profit organization dedicated to community and youth development in rural Appalachia. Siler is an energetic and passionate educator with experience in creating greater access and equity, using data-driven approaches in his work towards social change and his own skills, knowledge, and experience as a low-income, first-generation college graduate to advise and mentor students toward best-fit college and career options.



CHRISTINE (TINA) STENSON, *Director of Research, Assessment and Evaluation, Metropolitan Nashville Public Schools, TN*
 Christine (Tina) Stenson, Ph.D. oversees Metropolitan Nashville Public Schools (MNPS)' internal research and evaluation efforts; manages accountability data and reporting; provides professional development to school and central office staff; oversees survey creation, distribution, and analysis; analyzes student and faculty data sets; assists in the Tennessee Comprehensive System-wide Planning Process; serves as a liaison to universities, nonprofit and state agencies; and oversees the internal research review committee.



JAMES STOCKDALE, *Academy Coordinator, Knight High School, CA*
 James Stockdale taught biology, chemistry, and engineering at Knight High School (KHS) in Palmdale, CA, before founding its Digital Design and Engineering (DDE) academy, which was awarded a California Golden Bell award for innovation in 2014 and was one of only nine recognized as an academy of distinction by the California Department of Education in 2017. He was site teacher of the year in 2013, a National Siemens institute STEM fellow in 2014, and in 2018 was recognized by Advance CTE with a National Excellence in Action award for the STEM Career Cluster®. He has written CTEOnline curriculum since 2010, established one of the first school MakerSpaces in the Antelope Valley, and is a mentor for the KHS UAV Challenge team that won the international drone competition. He also founded the Global Illuminations project nonprofit, sponsoring international collaborative MakerSpaces in Central America and Puerto Rico, and is a board member for the Mojave Environmental Education Consortium (MEEC).



SYLVIA SYMONDS, *Associate Vice President of Educational Outreach, Arizona State University, AZ*
 Prior to her current role, Symonds was an executive coordinator for Access ASU and served the Phoenix and Tempe Union School Districts. She has also served as program coordinator for a TRiO program at South Mountain Community College; as faculty at California State Universities Fullerton and Northridge; and as executive director of the Southern California Urban Debate League, with a total twelve years of experience working on student success, retention, and access for underserved students. She was recently named one of the 40 Hispanic Leaders Under 40 by Univision and Valle del Sol.



AMY SZYMANSKI, *Secondary Transition and Workforce Development Consultant, Ohio Department of Education, Office for Exceptional Children, OH*
 Most of Amy Szymanski's 25 years of experience in education have been in the area of special education, with expertise in secondary transition for students with disabilities and dropout prevention, topic on which she has presented at the local, state and national levels. Ms. Szymanski currently serves as the lead in multiple projects for the Ohio Department of Education Office for Exceptional Children and previously served as a Technical Assistance Consultant in the Education Program at American Institutes for Research (AIR). Prior to joining AIR, Ms. Szymanski worked as an elementary special education teacher, school district special education coordinator, and special education and school improvement consultant.



XAN TANNER, *Co-Founder, Panorama Education*
 Panorama Education is a Boston startup founded in 2012 that helps educators take action on data from a variety of different sources, including academics, attendance, behavior, social-emotional measures and surveys of students, parents, and teachers, to improve student learning. In 2014, Xan was named a member of the Forbes 30 under 30 in Education. Before founding Panorama, Xan worked on the coaching staff of the Yale Men's Basketball Team as the Head of Analytics.



DAVID THOMAS, *Associate Vice President, Strategic Initiatives, Community College of Philadelphia, PA*

Dr. Thomas' career over more than 20 years has focused on creating and maintaining healthy, innovative, and rigorous educational environments with high expectations for all learners. He joined the Community College of Philadelphia in 2010 as dean, Division of Access and Community Engagement, and in 2015 assumed his current role as well as becoming executive director of the Institute for Community Engagement and Civic Leadership and manager of the College's record label, Spring Garden Records. He is a trustee and board member in various organizations such as YouthBuild Philadelphia, Philadelphia FIGHT, and the National Principals Leadership Institute, has received numerous awards and recognitions for his work addressing access, equity, and diversity, and most recently was selected as a 2019-2020 fellow in the Aspen Institute's College Excellence Program for rising community college presidents.



ERICKA USKALI, *Executive Director, National Forum to Accelerate Middle-Grades Reform, IL*

As Executive Director, Ericka oversees a national network of middle-grades schools and its various programs, including the Schools to Watch and International Schools to Watch recognition and school reform process, annual national conference, research, advocacy, and EWI training process and tools. She began her career as a middle-school teacher, and has been assistant director for the Association of Illinois Middle-Grades Schools, a school and district reform instructional coach, educational consultant and professional development specialist, and district administrator overseeing a School Improvement Grant.



BI VUONG, *Managing Director, Education Practice at Project Evident, NY*

Bi is an experienced education policy professional who is committed to a practical approach to building evidence and improving outcomes and opportunities for students. Before joining Project Evident, Bi was the director of Proving Ground at the Center for Education Policy Research at Harvard University, working with states and districts across the country to implement a continuous improvement framework built on meaningful, measurable outcomes. She also launched the National Center for Rural Education Research Networks, bringing evidence-building capacity to rural districts, and previously held positions at the School District of Philadelphia and at the Data Quality Campaign and EducationCounsel, LLC. Bi currently serves on the board of the Academic Development Institute.



REMY WASHINGTON, *Managing Director, Uplift Education, TX*

Before assuming her current role at Uplift Education, a public charter school network based in Dallas, Dr. Washington had been a managing director supporting its high school division and high school director of Uplift Peak Preparatory. Originally from Chicago, Illinois, she taught high school mathematics for seven years before moving into high school leadership. Her dissertation study included an analysis of the influence of teacher self-efficacy on teacher attrition in the charter school sector.



KEITH WHITE, *Director of Research and Effectiveness, Assessment and Evaluation, Public Education Fund (PEF), TN*

Dr. White's passion is turning data into information, while applying developmental psychology principles to academic assessments and tests. He worked with the Kentucky State Legislative Research Commission during the overhaul of the state's testing and accountability system and is comfortable talking big data and psychometrics with a variety of stakeholders and colleagues. A triple Saluki from Southern Illinois University-Carbondale, Keith began his career as a researcher and postsecondary instructor and has worked with the College Crusade of Rhode Island and Tufts University School of Medicine.



BRIDGETT WILLEY, *Director, Allied Health Education Career Pathways, University of Wisconsin Health, WI*

Dr. Bridgett Willey has been with UW Health since 2005 in various roles, including Clinical Education Coordinator and Program Director for the School of Diagnostic Medical Sonography and adjunct faculty for the School of Medicine and Public Health. She serves on the Anchor Partner Council for Madison Metro School District, on the Regional Pathways Council for the Wisconsin Department of Public Instruction, and on other regional and state economic development councils, including the Apprenticeship LEADERS for the Wisconsin Department of Workforce Development. In 2013, she founded the Health Occupations and Professions Exploration (HOPE) Program, offering one-day intensive seminar sessions for underrepresented high school students and college mentors to support exploration of careers in health care. She co-authored the Adult Echocardiography Review (2nd edition) as well as several articles on thermal ablation techniques.



M. ERIC WILLIAMS, *Assistant Director of Emergency Medical Technology, Jones County Junior College, MS*

A Mississippi native, M. Eric Williams has more than 15 years of experience as a paramedic and allied health instructor. In addition to his role at Jones College, he is an adjunct professor for the University of Mississippi system. A doctoral candidate at Delta State University, he is writing a dissertation on factors associated with the success of non-traditional students in postsecondary healthcare education. Deeply passionate about public health, he is a researcher, public speaker, and syndicated columnist with a weekly circulation of over 250,000 readers; he is a regular guest and health and the personal wellness expert on several IHeartRadio broadcasts.



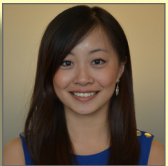
HUGH WING, *Community Development Specialist, City of Madison, WI*

Hugh Wing's work, both as a direct service provider and now as contract manager for city funded programs, has focused on supporting youth in the transition from adolescence to adulthood, through experiential educational opportunities, employment, and service-learning programming. He is on the steering committee of the Youth Employment Network of Greater Madison, a coalition of 25+ local nonprofits, Madison school district, and other agencies that address youth development and employment.



JOYCE WOODBURN, *Academic Dean, Baldwin County Public School System, AL*

As academic dean, Joyce Woodburn works to help improve on delivery of an exceptional educational program for Baldwin County's P-12 students. She has served as a dean, coordinator, supervisor, guidance counselor and teacher in the Baldwin County Public Schools. Her experiences in the K-12 and postsecondary settings have given her a deep understanding of curriculum, effective instructional strategies, how to train educators and how to foster the academic success of all students.



ANGEL ZHENG, *Senior Policy Analyst, New Visions for Public Schools, NY*

Angel is responsible for providing advanced project management and support to New Visions. She offers critical research and policy analysis support to departments on decisions required to achieve their goals and coordinates projects undertaken by cross-departmental teams. Angel previously taught abroad in Macau as a Fulbright scholar and worked at the New York State Assembly as a graduate fellow. She completed a dual B.Sc. and M.A. from Pennsylvania State University's Schreyer Honors College in education theory and policy, with a special focus on community and civic engagement.



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