Leslie Abbatiello
Connecticut EPFP Coordinator
Director, Professional Development and School Improvement
Area Cooperative Educational Services

Leslie Abbatiello is currently the Director of Professional Development and School Improvement for Area Cooperative Educational Services (ACES) in Hamden, CT, a regional education service agency serving school districts in south-central Connecticut. Leslie’s work includes designing, implementing and evaluating initiatives related to instructional leadership, talent management and organizational systems, always with intentional focus on cultural competence, social justice and inclusive practice for all.

Leslie has extensive experience with: designing and facilitating systems and processes to support organizational change, managing grants and special programs with federal and state agency partners, including a recent NEH award, and collaborating with education leaders to address problems of practice related to curriculum, instruction and assessment. She has facilitated the development and implementation of curriculum for K-12 instruction through large-scale workshops and small group and individual coaching and has designed and implemented programming related to educational leadership development and policy internationally, regionally and at the local level, with a wide range of collaborative partners and stakeholder groups. Some of this work includes developing and providing training to educators in Abu Dhabi, UAE; coordinating Connecticut’s Education Policy Fellowship Program; facilitating long-term strategic planning with school districts; managing two ongoing alternate certification pathways for teachers, and being a curriculum designer and faculty member for Advance Innovative Education leadership training program, RLRP, in Baton Rouge, LA. In addition to her work with adults in the education sector, Leslie is a trained Critical Friends Group (CFG) facilitator through the National School Reform Faculty, and has taught English and related subjects to a diverse population of students in urban and suburban high schools. Some of her other professional experience includes teaching in Quinnipiac University’s MAT program as an adjunct instructor, and consulting with Shakespeare & Company in Lenox, MA, the Bard College Institutes for Writing and Thinking, and the New Jersey Public Schools.

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Session: Digital Divide & Inclusion: Role of Technology
Chike Aguh (Chee-Kay Ah-Goo) serves as the CEO of EveryoneOn, a national non-profit dedicated to closing the digital divide and, to date, that has connected over 500,000 low-income Americans in 48 states to the Internet and the opportunity it brings. It aims to connect more than 1 million low-income people in total before the end of 2020. As the son of immigrants from Nigeria whose lives were changed by America’s opportunities, Chike has spent his career ensuring that all Americans have access to the same. Previously, he worked as an education policy official under Mayor Michael Bloomberg, a 2nd grade teacher and Teach For America corps member, a Fulbright Scholar in Thailand, and a Director of Corporate Strategy at the Advisory Board Company. Chike has also worked with the Massachusetts Secretary of Education, US Department of Education, McKinsey & Company, and the federal government’s Performance Improvement Council.

Chike holds degrees from Tufts University (B.A.), the Harvard Graduate School of Education (Ed.M), the Harvard Kennedy School of Government (MPA), and the University of Pennsylvania’s Wharton School (MBA). He is a 2017 Presidential Leadership Scholar, 2017 Wharton 40 under 40 honoree, term member at the Council on Foreign Relations, NationSwell Council Member, board member at Code In The Schools, member of the Harvard Kennedy School of Government's Alumni Board of Directors, and 100 Black Men of Prince George’s County. He has spoken at venues such as the White House, SXSWedu, Code For America and Github Universe; and been featured in or interviewed by CNN, Forbes, US News and World Report, Wired Magazine and Fast Company. Chike lives in Beltsville, MD with his wife, Crystal and son, Kelechi. They are members of Zion Church in Landover, MD.

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Session: Digital Divide & Inclusion: Role of Technology

Kristen Amundson
President and CEO
National Association of State Boards of Education
The Hon. Kristen Amundson has served as the president and CEO of the National Association of State Boards of Education since 2013. She has more than two decades of experience as a policymaker at the local, state, and national level. She represented the 44th District in Virginia’s General Assembly from 1999-2009. During that time, she was a member of Virginia’s P-16 Council and the Southern Regional Education Board (SREB). Before her election to the General Assembly, Amundson – a former teacher – served for nearly a decade on the Fairfax County, Va., School Board, including two years as its chair. Most recently, she was the senior vice president for external affairs at Education Sector, an independent think tank. She writes and speaks frequently on education issues and has been published in The Washington Post and the Richmond Times-Dispatch, among others.

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Session: Lessons Learned from School Turnaround and Reform

Michelle Austin (EPFP ’02-’03)
Senior Vice President
GMMB

Michelle digs in and dives deep on complex issues and campaigns. With more than 15 years of experience, she revels in working on behalf of clients that tap into her inner education wonk, passion for storytelling and appreciation of smart strategy. She supported the move to consistent academic standards and improved assessments and created brand identities and suites of materials for a range of clients. Michelle is proud to have worked on behalf the Council of Chief State School Officers, Communities In Schools, UnidosUS, College of the Holy Cross, Teach For America and others.

Before joining GMMB, Michelle provided public and government relations services for nonprofit education and social policy organizations with a strong emphasis in secondary education. Michelle has her roots in New Mexico, where she grew up and worked for former Senator Jeff Bingaman.

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Session: Crafting and Delivering a Message That Resonates with Policymakers

Bryan Beverly
Michigan EPFP Coordinator
Acting Director of the Office of K-12 Outreach
College of Education at Michigan State University

#epfpWPS
Bryan Beverly is currently the Acting Director of the Office of K-12 Outreach in the College of Education at Michigan State University—where his work is centered on school turnaround efforts and instructional leadership. Dr. Beverly is a lifelong Michigan resident, and takes pride in the quality of education he received in public schools and is passionate about providing similar impactful experiences with students in today’s urban schools. He holds a Ph. D. in Educational Policy from Michigan State University, is an alum and co-coordinator of Michigan's Educational Policy Fellowship Program, and is an elected member of the Lansing Board of Education.

Prior to returning to MSU for his PhD, Dr. Beverly worked as an education consultant for the KRA Corporation and the Lansing School District. His other professional experiences include work with the President’s Council of State Universities, Michigan; the State of Michigan, Office of the Governor; GEAR-UP, MSU; and the Michigan Association of Counties. He holds a bachelor’s degree in Sociology/Anthropology from Olivet College and a master’s degree in Higher, Adult, and Lifelong Education Administration from Michigan State University. Dr. Beverly is married to Christel and they have two daughters.

Session: Lessons Learned from School Turnaround and Reform

Caroline Blackwell
Vice President, Equity and Justice
National Association of Independent Schools

Session: School Options in Education

Jackie Boddie
District of Columbia EPFP Coordinator
Adjunct Professor, Trinity University
Owner, Dr. Jackie Boddie Consulting LLC

Jackie Boddie, Ed.D., is a life-long educator committed to social justice. To achieve social justice she strives to influence the creation and sustainability of positive academic and social outcomes demonstrated by efficient student learning, positive school cultures, effective professional development, excellent teachers and purposeful community involvement.

Dr. Boddie was a high school administrator in Maryland. As a middle school principal there, she was responsible for turning around a school lagging behind in student growth and development. Since leaving the principalship, she has been an adjunct professor at Trinity University in the education department working with aspiring teachers and school leaders. Other professional experiences include...
K-12 regional teacher supervision in Maryland and charter school program evaluation at the DC Public Charter School Board, as a school accountability specialist. Her doctoral dissertation is a study in the turn-around phenomenon of African American male adolescents in high school. She owns her own educational consulting company, Dr. Jackie Boddie Consulting LLC, and is presently a national trainer with the Center for Teacher Effectiveness.

Dr. Boddie has been a DC EPFP Coordinator and actively involved as an EPFP consultant for ten years. She recently completed certification requirements as a participant in the Global EPFP with an emphasis on travel and study in China.

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Session: School Options in Education

Devon Brenner
Professor & Assistant to the Vice President for Education Initiatives
Office of Research and Economic Development
Mississippi State University

Devon Brenner joined the Office of Research and Economic Development in May of 2016. Previously, Dr. Brenner was head of the curriculum, instruction and special education department in the university’s College of Education and an Education Policy Fellow in the office of U.S. Senator Thad Cochran, R-Miss., in Washington, D.C.

Brenner’s current role as the assistant to the vice president for education initiatives leads key initiatives for the university that include the Partnership School with the Starkville-Oktibbeha County Consolidated School District as well as a pursuit of a Rural Education Research Center and promoting educational research across campus. She works closely with faculty, students and administrators across the entire campus in organizing these initiatives. Her specialties include literacy curriculum and teaching at the elementary- and middle-school levels, as well as teacher education and professional development in literacy.

For the past few years, Dr. Devon Brenner and other colleagues in the College of Education and its CISE department have focused their research on rural education and currently publish a journal on the subject as co-editors, titled “The Rural Educator”.

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Bernice Butler (EPFP ’15-'16)
Partnerships Manager, Coalition for Community Schools
Institute for Educational Leadership

Bernice joined IEL as the partnerships manager for the Coalition for Community Schools in 2016. Prior, she was a senior associate at the Data Quality Campaign, where she aided in the alignment of local, state, and federal policy recommendations, providing education leaders with information to support students and families. She analyzed emerging policies and practices, convened national thought leaders, and worked with partner organizations to aid local and district leaders in using evidence to improve student outcomes. Her previous experience includes service as the program director of the Memphis Talent Dividend and Graduate Memphis, two action initiatives of Leadership Memphis. While there, she managed a community collaborative with over 80 partners to execute city-wide education initiatives.

Bernice began her career in Washington, D.C. as a Capital City Fellow. She completed rotations with D.C.'s Department of Youth Rehabilitation Services, Department of Housing and Community Development, Department of Homeland Security and Emergency Management, and Office of the State Superintendent of Education. In 2010, Bernice accepted a position as an administrative budget manager and grant coordinator of the City of Saginaw, Mich, where she managed the city’s performance management program and CitiStat initiative and managed budget functions for four departments: Fiscal Services, Technical Services, Public Works, and Economic Development. In 2012, Bernice was selected as a White House Strong Cities, Strong Communities Fellow. In this capacity, she worked as an advisor to the mayor of Memphis and city administrator focused on evaluating government operations and helping build a performance management system consisting of key performance indicators, ChoiceStat, and a digital data warehouse.

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Sessions: Congressional Simulation, Meaning Making on One’s Leadership Role

Kirsten Carr (EPFP ’11-'12)
Senior Program Director, Student Expectations
Council of Chief State School Officers
Kirsten Carr serves as the Senior Program Director of Student Expectations at CCSSO. In this role, she leads CCSSO’s team that is supporting states to set high expectations for students, assess whether those expectations are being met, and design and administer accountability systems that help drive improved outcomes for students. Over the past several years, Kirsten has also worked closely with state leaders on developing and implementing next-generation accountability systems through both ESEA flexibility and the transition to the Every Student Succeeds Act. Prior to CCSSO, Kirsten spent several years working on education reform initiatives at the Boston Plan for Excellence. During this time she worked closely with principals and other educators in the Boston Public Schools. She also spent several years practicing law. Kirsten has a bachelor’s degree in psychology from Middlebury College and a J.D. from Duke University School of Law.

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Session: Implementing Every Student Succeeds Act

Ronald Cowell
Pennsylvania EPFP Coordinator
President
Education Policy and Leadership Center

Since January 1999, Ron Cowell has been the president of The Education Policy and Leadership Center (EPLC), an independent, non-partisan and not-for-profit organization based in Harrisburg. He is an experienced policy leader who also is a frequent speaker, writer and consultant concerning education policy issues. Ron served as a member of the Pennsylvania House of Representatives for twenty-four years until 1998. While in the Legislature, he served as the majority or minority chair of the House Committee on Education for twelve years. He also served for twelve years as a member of the Pennsylvania State Board of Education and for twenty years as a board member of the Pennsylvania Higher Education Assistance Agency (PHEAA).

Ron is now a member of the Board of Visitors for the University of Pittsburgh’s School of Education, the boards of directors of the Pennsylvania Humanities Council and Communities in Schools – Pennsylvania, and the advisory board for the Office of Child Development at the University of Pittsburgh.

He previously was a trustee of Western Pennsylvania School for the Deaf, Community College of Allegheny County, and the University of Pittsburgh. He also was a member of the Governor’s Commission for Children and Families and the Governor’s Commission on Preparing America’s Teachers. He was a board member of Pittsburgh Children’s Museum, Pennsylvania Partnerships for Children, Gateway to the Arts, NEED, and the Family Support Policy Board in Allegheny County.
At the national level, he served as a member of the National Education Goals Panel, and held leadership positions with the Education Commission of the States, the National Conference of State Legislatures, and the National Association of State Boards of Education. He also served as a board member of the Association of Governing Boards of Trustees of Colleges and Universities (AGB) for nine years and was a member of the Recognition Committee of the Council on Higher Accreditation for several years.

Ron is a graduate of the University of Pittsburgh and Widener University Law School.

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Session: Ethical Leadership

Linda Darling-Hammond
President and CEO
Learning Policy Institute

Linda Darling-Hammond, President and CEO of the Learning Policy Institute, is the Charles E. Ducommun Professor of Education Emeritus at Stanford University where she founded the Stanford Center for Opportunity Policy in Education and served as the faculty sponsor of the Stanford Teacher Education Program, which she helped to redesign. She currently serves as the chair of California’s Commission on Teacher Credentialing.

Darling-Hammond is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, Research Review, and Research-to-Policy. She is also a member of the American Association of Arts and Sciences and of the National Academy of Education. From 1994–2001, she was executive director of the National Commission on Teaching and America’s Future, whose 1996 report What Matters Most: Teaching for America’s Future was named one of the most influential reports affecting U.S. education in that decade. In 2006, Darling-Hammond was named one of the nation’s ten most influential people affecting educational policy. In 2008, she served as the leader of President Barack Obama’s education policy transition team.

Darling-Hammond began her career as a public-school teacher and co-founded both a preschool and a public high school. She served as Director of the RAND Corporation’s education program and as an endowed professor at Columbia University, Teachers College before coming to Stanford. She has consulted widely with federal, state and local officials and educators on strategies for improving education policies and practices and is the recipient of 14 honorary degrees in the U.S. and internationally. Among her more than 500 publications are a number of award-winning books, including The Right to Learn, Teaching as the Learning Profession, Preparing Teachers for a Changing World and The Flat World and Education. She...
Lisa Davis (EPFP ’10-’11)
New York EPFP Coordinator
Executive Director
Westchester-Putnam School Boards Association

Lisa Davis has been the executive director of the Westchester-Putnam School Boards Association (WPSBA) since July 2008. During this time, Davis has worked to expand the depth and breadth of the Westchester-Putnam School Boards Association's programming and outreach, and has increased the Association's visibility and regional advocacy. She also administers the Lower Hudson Education Coalition, a public education information and legislative advocacy organization.

Ms. Davis previously served on the Chappaqua Board of Education for nine years, from 1998 to 2007, including two years as board president. She was WPSBA president from 2005 to 2007. In addition to the WPSBA executive board, Davis served on the School Board Advisory Council to the Commissioner of Education; School Board Advisory Council to the Chancellor of Education; NYS School Board Association (NYSSBA) Task Force on School District Pension Alternatives (2006) and was a NYSSBA Legislative Representative. Her involvement with public education began with the Chappaqua PTA, where she chaired innumerable committees and was a school PTA chair and Chappaqua PTA president.

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Session: Education Law & Finance

Steve DeWitt (EPFP ’99-’00)
Deputy Executive Director
Association for Career and Technical Education

Stephen DeWitt is the Deputy Executive Director for the Association for Career and Technical Education (ACTE). His role includes developing strategic partnerships to advance the association’s mission, and oversight of policy development, advocacy, media relations and research activities. A primary focus of his work at ACTE has been promoting career and technical education’s value related to school improvement and student career readiness. He has 25+ years in the public policy arena.
Prior to joining ACTE, Mr. DeWitt directed government and public relations for the National Association of Secondary School Principals. His role included a strong focus on secondary school improvement and leadership development activities. Previous work also includes employment with the State of Florida’s Governor’s office and Florida Department of Education, and APCO Worldwide, a Washington DC-based public affairs and global communication firm. Mr. DeWitt holds a Bachelor of Science degree from Florida Southern College.

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Session: Career Pathways: Workforce Development for Social Mobility

Mary Dilworth
Education Policy and Research Advisor
Consultant

Mary E. Dilworth’s career is centered on teacher quality and preparation, with a keen focus on racial/ethnic and linguistic diversity and equity issues. She is editor of the book, *Millennial Teachers of Color* (Harvard Education Press 2018) and an advisor to a number of non-profit education institutions and organizations. She led a host of research, policy, and program initiatives as vice-president of the National Board for Professional Teaching Standards and as senior vice-president of the American Association of Colleges for Teacher Education. Recently, Dilworth was co-principal investigator for a National Science Foundation (NSF-DR12) project designed to recruit, prepare, license and employ middle and high school science teachers from under-represented groups. In addition, she served as a visiting professor and director of the Center for Urban Education at the University of the District of Columbia. Dilworth holds bachelor and master’s degrees from Howard University and a doctorate from Catholic University of America.

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Session: Increasing Educator Diversity

Laura Dziorny (EPFP ‘12-’13)
Massachusetts EPFP Co-Coordinator
Chief of Staff
Rennie Center for Education Research & Policy
Currently serving as Chief of Staff for the Boston-based Rennie Center for Education Research and Policy, Laura Dziorny has a background in education policy and on-the-ground experience at both the classroom and district levels. In her current role, she is a co-coordinator of the Massachusetts Education Policy Fellowship Program, and she was also a fellow in the 2012-13 cohort of that program.

Before joining the Rennie Center, Ms. Dziorny served as Deputy Chief of Staff for Boston Public Schools, where she worked closely with the School Committee to advance district policy-making and managed projects including a working group on measuring school quality.

Ms. Dziorny is also a graduate of Georgetown University Law Center and member of the Massachusetts Bar. During law school, she served as an intern in the education office of the U.S. Senate Committee on Health, Education, Labor, and Pensions. Prior to law school, she taught fourth grade at Ira J. Earl Elementary School in Las Vegas, Nevada and earned a master’s degree in Education from the University of Nevada, Las Vegas. She also holds a bachelor’s degree in history and government from Georgetown University. Ms. Dziorny resides in Charlestown, Mass., where she is active in a variety of community organizations.

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Session: Civil Rights Learning Journey

Tyson Elbert (EPFP '07-'08)  
Mississippi EPFP Coordinator  
Founder  
AdvocacyBuild

Tyson Elbert is the founder of AdvocacyBuild, a Washington, DC based communications firm. He brings a practitioner’s perspective to advising special interests, major non-profits, philanthropies, and membership organizations. Tyson works with these groups to improve their ability to advocate by providing grassroots message training, implementing organizing strategies to achieve results, and uniting powerful data with storytelling. He is currently obsessed with leveraging the power of relationships to drive systemic, social and organizational policy change.

Prior to AdvocacyBuild, Tyson spent nearly two decades working in higher education, including the John C. Stennis Institute of Government and Community Development at Mississippi State University, the Education Policy Center at The University of Alabama, and the Rural Policy Research Institute at The University of Missouri.

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Tyson also serves as a co-coordinator for the Mississippi Education Policy Fellowship Program and recently directed the Institute for Educational Leadership’s Civil Rights Learning Journey in partnership with Freedom 64, a non-profit organization dedicated to youth leadership development and social justice in the American South.

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Session: Civil Rights Learning Journey, Congressional Simulation

Martin Evelyn
Project Manager
Opportunity @Work

Martin Evelyn leads Opportunity@Work's efforts to co-create demonstrations of job readiness and competencies that validate technical and soft skills to employers for job seekers who are typically overlooked during the hiring process due to their "non-traditional" paths to developing their skills and lack of formal academic credentials. Martin is currently exploring ways to build new talent pipelines which allow candidates who develop skills through non-traditional educational pathways to demonstrate that they have the skills for entry-level roles and receive actionable feedback and support to help fill in their knowledge gaps. Before joining Opportunity@Work, Martin advised clients among Fortune 500 C-Suite, HR, and Learning & Development leaders on their talent management strategies for Corporate Executive Board (CEB).
Twitter: @martin11236
Session: Digital Divide & Inclusion: Role of Technology in Education

Maria Ferguson
Executive Director, Center on Education Policy
George Washington University

Maria Voles Ferguson is the Executive Director of the Center on Education Policy (CEP) at the George Washington University (GWU) in Washington, DC, an independent nonprofit organization that studies and reports on education policy and practice. CEP is a trusted, nonpartisan source for education research and analysis for policymakers, educators, and the public. Within the university, Maria has developed and taught two doctoral level education policy classes and is frequently asked to lecture at the Graduate School of Education and Human Development.
Before coming to the CEP, Maria served as the Vice President for Policy at the Alliance for Excellent Education, a nonprofit policy and advocacy organization in Washington, DC. Previously, Ms. Ferguson served as Director of the National School Boards Foundation, a nonprofit organization that works in conjunction with the National School Boards Association (NSBA) to strengthen and support school board leadership in local communities. She has also worked as an independent consultant specializing in research, communications, and strategic planning; a Director of Field Operations for New American Schools; and a political appointee for the Clinton administration at the U.S. Department of Education. Ms. Ferguson began her career as a journalist, working for Cox Newspapers, the Associated Press, and U.S. News & World Report magazine. A native New Yorker, Maria now lives in Chevy Chase, MD with her husband and two children.

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Session: Implementing Every Student Succeeds Act

Ronald Ferguson
Adjunct Lecturer in Public Policy
Harvard University

Ronald F. Ferguson is an MIT-trained economist who focuses social science research on economic, social, and educational challenges. He has been on the faculty at Harvard’s John F. Kennedy School of Government since 1983, after full time appointments at Brandeis and Brown Universities. In 2014, he co-founded Tripod Education Partners and shifted into an adjunct role at the Kennedy School, where he remains a fellow at the Malcolm Wiener Center for Social Policy and faculty director of the university-wide Achievement Gap Initiative (AGI).

Ron’s current priorities are an initiative that mobilizes whole communities for infant and toddler development and completing a co-authored book named The Formula that will be released in the fall, on how parenting helps shape highly successful people.

He holds an undergraduate degree from Cornell University and a PhD from MIT, both in economics. He has been happily married for 40 years and is the father of two adult sons.

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Session: Halperin Lecture and Youth Award: Achieving Excellence with Equity by Aiming Higher Together

Heather Foster
Vice President
Widmeyer Education
Finn Group
Heather specializes in public policy communications for civic, nonprofit, business and community leaders. Prior to joining the Widmeyer team, Heather was a founding partner and director of strategic partnerships of the My Brother’s Keeper Alliance, the nonprofit inspired by President Obama’s Task Force for Boys and Young Men of Color. Heather was an adviser to President Obama in the White House Office of Public Engagement where she oversaw the president’s engagement efforts with the civil rights community and served as his direct liaison to civil rights leadership. Before the White House, she was a policy and outreach adviser at the U.S. Department of Education where she managed outreach efforts to community-based and philanthropic organizations dedicated to ensuring equity in low-performing school districts. At the department, Heather worked on equity, teacher and student accountability, the reauthorization of the No Child Left Behind Act, teacher recruitment, quality early childhood education and college affordability. She holds a Bachelor of Science from Northwestern University in education and social policy.

Twitter: @HeatherFoster20
Session: Crafting and Delivering a Message that Resonates with Policymakers

Lindsay Fryer
Vice President
Penn Hill Group

Lindsay Fryer brings comprehensive policy knowledge of federal education, research, workforce training, social services laws and legislative processes to Penn Hill Group. She has worked with organizations at the Federal, State and local levels to develop, improve and implement policy and advocacy strategies.

Before joining Penn Hill Group, Lindsay Fryer served as a Senior Education Policy Advisor for Chairman Lamar Alexander (R-TN) on the Senate Health, Education, Labor & Pensions (HELP) Committee. She was responsible for managing, developing and carrying out the Committee’s legislative agenda for issues including elementary and secondary education, teacher preparation in higher education, research and student privacy. She served as the principal negotiator for the Chairman on S. 1177, the Every Student Succeeds Act (Public Law 114-95). Previously, Ms. Fryer served as a Professional Staff Member on the House Committee on Education & the Workforce. She handled a portfolio for Chairman Kline (R-MN) including topics related to K-12 and higher education, education research, and human services issues such as juvenile justice, runaway and homeless youth, missing and exploited children, and child abuse prevention.

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Ms. Fryer has a strong education background. She previously worked at the American Institutes for Research on two large contracts. Her work focused on high school dropout prevention, literacy programs, and online math opportunities. She has authored several reports on these topics. Ms. Fryer holds a bachelor’s degree from Boston College and a master’s degree from Harvard University in Education Policy and Management.

Session: Crafting and Delivering a Message that Resonates with Policymakers

Seth Gerson
Program Director, Education Division
National Governors Association

Seth Gerson serves as program director in the Education Division of the National Governors Association Center on Best Practices, where he works on early childhood and K-12 education issues.

Prior to joining NGA, Gerson was director of government relations for the National Board for Professional Teaching Standards. In that role, he advised policymakers on ways that federal and state policy can support and strengthen the teaching profession. Gerson also served as co-chair of the 110-member Coalition for Teaching Quality from May, 2015 to October, 2016, where he led the coalition’s efforts to shape the national conversation on teaching and learning.

Previously, Gerson served as a senior policy advisor for U.S. Senator Jack Reed of Rhode Island, during his time as a senior member of the Health, Education, Labor and Pensions Committee. In that capacity, he advised Senator Reed on all legislation related to early childhood care and education, K-12 education, career and technical education, college access and affordability, workforce development and national service. He was also a Presidential Management Fellow in Senator Reed’s office and at the U.S. Department of Labor.

Gerson is a graduate of the University of Maryland College Park and earned his J.D. from Seton Hall Law School. He is admitted to practice law in Maryland and New Jersey.

Seth originally hails from New Jersey.

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Session: Implementing Every Student Succeeds Act

Mark Greenberg
Senior Fellow
Migration Policy Institute

Email: #epfpWPS
Mark Greenberg joined the Migration Policy Institute as a Senior Fellow in July 2017. His work focuses on the intersections of migration policy with human services and social welfare policies. From 2009-17, Mr. Greenberg worked at the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services. He served as ACF Deputy Assistant Secretary for Policy from 2009-13; Acting Commissioner for the Administration for Children, Youth, and Families from 2013-15; and Acting Assistant Secretary from 2013-17. ACF includes the Office of Refugee Resettlement, which has responsibility for the refugee resettlement and unaccompanied children program, and has a strong research agenda relating to the programs under its jurisdiction. Among these are a wide range of human services programs, including Head Start, child care, child support, child welfare, and Temporary Assistance for Needy Families.

Previously, Mr. Greenberg was Executive Director of the Georgetown Center on Poverty, Inequality, and Public Policy, a joint initiative of the Georgetown Law Center and Georgetown Public Policy Institute. In addition, he previously was Executive Director of the Center for American Progress’ Task Force on Poverty, and the Director of Policy for the Center for Law and Social Policy (CLASP).

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Session: School-Family-Community Partnerships for the Whole Child

Kristen Harper
Director of Policy Development
Child Trends

Kristen Harper brings to Child Trends a wealth of expertise in how to utilize research to drive policy decision-making and promote better outcomes for youth. In addition to serving as a strategic advisor to existing Child Trends work to help improve the policy relevance of our products, she looks forward to building a portfolio of work around racial and ethnic disparities in education, special education, supportive school climates, school discipline, school-based interactions with law enforcement, and juvenile justice.

Kristen comes to Child Trends after serving seven years in the U.S. Department of Education, where she was a chief architect of the agency’s efforts to improve conditions for learning. Most recently, Kristen was Senior Policy Advisor for the Office of Special Education and Rehabilitative Services, working to reduce racial and ethnic disparities in the identification, placement, and discipline of children with disabilities. Her leadership in addressing school discipline continued under the President’s My Brother’s Keeper initiative, a taskforce launched in 2014 to improve outcomes for young men and boys of color. Prior to her service
in the Department’s special education office, Kristen also worked for 4 years in the agency’s elementary and secondary education offices.

Her policy accomplishments include: the establishment of the Department’s first grant program, in 2010, to support the use of survey measurement to improve school climate programming; a rewrite of the 2012 Teacher Incentive Fund program to strengthen the agency’s $300 million investment in local human capital management systems; the 2014 School Discipline Guidance Package, which outlined the legal implications and practical consequences of exclusionary discipline practices; the 2015 Correctional Education Guidance Package, which encouraged improved services to youth in confinement; and, in 2016, the agency’s proposed rule to promote greater racial equity in the implementation of the Individuals with Disabilities Education Act.

Prior to her work in federal education policy, Kristen provided consultation to an after school volunteer organization in Cambridge, MD and data support for a character education program for middle and high school girls in Washington, D.C.

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Session: School-Family-Community Partnerships for the Whole Child

James Hermes
Associate Vice President of Government Relations
American Association of Community Colleges

Jim Hermes is the Associate Vice President of Government Relations with the American Association of Community Colleges, where he has been since 1999. AACC is the premier national organization representing the interests of community colleges, counting over 80% of the nation’s community colleges as its members. The legislative issues Jim covers include workforce development and vocational education, higher education, technology policy, international education and veterans’ education.

Before joining AACC, Jim served as a Legislative Representative with People for the American Way. Jim is a graduate of George Washington University Law School and Dartmouth College.

Session: Career Pathways: Workforce Development for Social Mobility

Tom F. Hudson (EPFP ’11-’12)
South Carolina EPFP Coordinator
Executive Director SC School, Improvement Council, Clinical Instructor
University of South Carolina
TOM F. HUDSON joined the SC-SIC staff in 2007, bringing a strong and diverse background to serving South Carolina’s 1,200-plus local School Improvement Councils from his 25-year career in communications, public information, and media/constituent relations in the public, private, and education sectors. As SC-SIC Executive Director since 2014, he serves as a director within the University of South Carolina College of Education’s Center for Educational Partnerships (CEP), overseeing the work of SC-SIC and providing training, technical assistance, and other support to local SIC members, educators, and public officials at all levels across the state. Tom also serves as state coordinator of the SC Education Policy Fellowship Program (SC-EPFP), a 10-month intensive professional development program for current and emerging leaders in education and related fields.

He has also gained specialized expertise working with SICs as a school district SIC contact, a local SIC vice-chair and member, and as a former member of SC-SIC’s State Board of Trustees. Tom has been recognized with awards from the National School Public Relations Association (NSPRA), the SC Chapter of the National School Public Relations Association (SC/NSPRA), and the SC Chapter of the Public Relations Society of America (SCPRSA). He is Past President of SC/NSPRA and, throughout the years, has presented numerous trainings and workshops on public relations at professional conferences on the local, state, and national levels.

A federal appointee to the Richland County Selective Service System Board, Tom also serves as an advisory board member of the Southeast Comprehensive Center. He has served on the South Carolina State Superintendent of Education’s School Safety Task Force and Accreditation Task Force, is a past member of the Beaufort County (SC) First Steps Partnership Board, and is a former education committee chair for the Greater Columbia (SC) Community Relations Council. Tom holds the B.A. degree in Religion and Philosophy from Maryville College (TN), is a 2010 Diversity Fellow of The Riley Institute at Furman University (SC), a 2012 Education Policy Fellow of the Institute for Educational Leadership in Washington, DC, and he has completed a wide assortment of professional development opportunities related to education, public/media relations, quality improvement, organizational leadership, and community mediation.

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Session: Crafting and Delivering a Message that Resonates with Policymakers

Kristina Ishmael
Public Interest Technology and Education Policy Fellow
New America
Kristina Ishmael is a Public Interest Technology and Education Policy Fellow at New America where she supports states, districts, and educators transitioning to Open Educational Resources (OER) to rethink teaching and learning. Previously, she was the K-12 Open Education Fellow at the Office of Educational Technology, where she developed and grew the #GoOpen movement. Prior to her work at the U.S. Department of Education, she worked as the Digital Learning Specialist for the Nebraska Department of Education where she collaborated with 245 public school districts and 17 Educational Service Units, led professional learning, and advocated for school libraries. This experience granted her a unique perspective on deploying educational technology to provide equitable access and opportunities in urban, suburban, and rural school systems. Before her role with the state, Kristina was a teacher to high risk elementary ELL students in Omaha, Nebraska.

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Session: Digital Divide & Inclusion: Role of Technology in Education

Reuben Jacobson (EPFP ’04-’05)
Deputy Director, Coalition for Community Schools
Institute for Educational Leadership

Reuben is the deputy director for IEL’s Coalition for Community Schools (CCS). He helps develop and implement CCS’s research agenda, conducts and analyzes research on community schools, communicates research findings to the field, and works with IEL’s CCS staff on overall strategy, including policy and building local capacity. Prior to joining IEL, Reuben worked at the American Institutes for Research in Washington, D.C. as a research analyst in education. In addition, he spent two tremendously challenging and wonderful years teaching fifth and sixth grade students in D.C. Public Schools as a D.C. Teaching Fellow. Most recently, Reuben worked on a study of teacher incentives at the University of Maryland – College Park.

Reuben is co-author of the American Educator article “A Coordinated effort: Well-conducted partnerships meet students’ academic, health, and social service needs” and has presented research at national meetings. He is an alumnus of IEL’s Education Policy Fellowship Program and the Education Pioneers Fellowship.
Reuben has a B.A. from the University of Wisconsin, a Master's degree in Education Policy from the George Washington University, a Master of Arts in Teaching degree from American University, and a Ph.D. in Education Policy from the University of Maryland – College Park.

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Session: Meaning Making in One’s Leadership Role

Roscoe Jones, Sr.
Founder
Freedom 64

Roscoe Jones, Sr. is the founder of Freedom 64. Previously, Roscoe was President of Youth Chapter NAACP during the 1964 Freedom Summer, attended Freedom School of Meridian, and worked in the local COFO office on voter registration with activists Michael Schwerner, James E. Chaney and Andrew Goodman. He served as co-chair of the state-wide Freedom Summer Youth Convention at Meridian in 1964.

A veteran civil rights activist since the '60s, Roscoe marched from Selma to Montgomery on " Bloody Sunday"; participated in the Mississippi Freedom Democratic Party; and was of the first black students to integrate Meridian Junior College in 1965.

Roscoe is the recipient of numerous awards, most recently he was recognized by the Meridian Star for the 2012 "Unsung Hero Award." He has spoken at numerous churches, community groups, and schools, including Stanford University.

Roscoe currently lives in Meridian, Mississippi.

Session: Morning Plenary: Empowering Youth Leaders: Lessons from the Civil Rights Movement, Civil Rights Learning Journey

Richard D. Kahlenberg
Senior Fellow
The Century Foundation
Richard D. Kahlenberg is a senior fellow at The Century Foundation with expertise in education, civil rights, and equal opportunity. Kahlenberg has been called “the intellectual father of the economic integration movement” in K-12 schooling and “arguably the nation’s chief proponent of class-based affirmative action in higher education admissions.” He is the author of six books and the editor of 10, including: *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (with Halley Potter) (Teachers College Press, 2014); *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (2012); *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy* (Columbia University Press, 2007); *Public School Choice vs. Private School Vouchers* (2003); and *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Institution Press, 2001). Previously, Kahlenberg was a visiting associate professor of constitutional law at George Washington University, and a legislative assistant to Senator Charles S. Robb (D-VA). He graduated from Harvard College and Harvard Law School.

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Session: School Options in Education

Jennifer Kemp
Director of Division of Youth Services
US Department of Labor, Employment & Training Administration
Jennifer Kemp directs the Division of Youth Services at the U.S. Department of Labor’s Employment & Training Administration. Her team is responsible for the day-to-day operations, technical assistance, performance, and policies of several youth development and employment programs. The largest of these programs include: the Workforce Innovation and Opportunity Act (WIOA) youth formula program; the YouthBuild program; and the Reentry Employment Opportunity program. Jenifer has also led the Youth Policy Team for the U.S. Department of Labor’s Office of Disability Employment Policy. Past work experiences includes: leading national, state and local grant programs; staff on the U.S. House Appropriations Committee; and Special Assistant to the Chairman of the President’s Committee on Employment of People with Disabilities. She began her Federal career through a Workforce Recruitment Program internship at the U.S. Department of Defense. In addition, Jennifer has worked in the non-profit, university, and corporate worlds. She holds an undergraduate degree from the University of Michigan and a graduate degree from Vanderbilt University. She lives in Washington, DC with her husband, two sons, and family dog.

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Session: Career Pathways: Workforce Development for Social Mobility
Alyson Klein
Assistant Editor and Reporter
Education Week

Alyson Klein is an assistant editor at Education Week and the co-author of the Politics K-12 blog. During her decade at Ed Week, Ms. Klein has written about everything from school turnarounds to the development of the Every Student Succeeds Act. She has spoken about education news on CNN, the PBS Newshour, NPR, and other media outlets. Before Ed Week, she covered education and government operations for the National Journal's CongressDaily.

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Session: The Evolution of the Federal Role in Education

Micca Knox
Director
Early Childhood Academy

Dr. Micca A. Knox is a graduate of Jackson State University where she has received a Bachelors Degree in Elementary Education, Master’s Degree in Educational Leadership and Supervision, and a Doctorate in Early Childhood. She also received a Masters in School Counseling from Mississippi College. Dr. Knox currently serves as the Director of Early Childhood Academy for the Mississippi Community College Board. Prior to this role, she served as Principal of Isable Elementary School, Adjunct Professor at Jackson State University, Assistant Principal, School Counselor, and classroom teacher. Dr. Knox founded both Precious P.E.A.R.L.s and G.E.M.S. (Girls Excelling in Mississippi Schools) to provide positive accolades and empowerment for young ladies. Dr. Knox is a member of Mississippi Professional Educators, The Southern Early Childhood Association, MS Early Childhood Association, National Association for the Education of Young Children, and is an active member of Alpha Kappa Alpha Sorority, Inc.

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Session: Civil Rights Learning Journey

Lillian Lowery
Vice President for P-12 Policy and Practice
The Education Trust
Lillian M. Lowery, Ph.D. serves as Ed Trust’s, vice president for preK-12 policy, research, and practice, leading Ed Trust ambitious agenda to focus national attention on inequities in public education as well as the actions necessary to close gaps in opportunity and raise achievement.

Most recently, she served as president and CEO of FutureReady Columbus, where she led a commission of representatives from across the Columbus, Ohio, region to focus on college and workforce readiness. Prior to her time in Ohio, she served as the education lead for two states, both as the state superintendent of schools for the Maryland State Board of Education and as the secretary of education for the State of Delaware.

Additionally, she served as superintendent of the Christina School District in New Castle County, Delaware; assistant superintendent in Fairfax County Public Schools in Fairfax County, Virginia; and area administrator for Fort Wayne Community Schools in Fort Wayne, Indiana. She also has school-level experience, having been a high school principal and assistant principal, a minority student achievement mentor, and a secondary English teacher.

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Session: The Evolution of the Federal Role in Education

Dr. Helen Janc Malone
Director of Institutional Advancement and Education Policy
National Director, Education Policy Fellowship Program
Institute for Educational Leadership

Dr. Helen Janc Malone joined IEL in 2013 as the director of institutional advancement and in 2014 also began directing IEL’s Education Policy Fellowship Program. She also directs IEL’s education policy portfolio and is the secretary of the board. Helen is focused on continuing to grow IEL as premier voice on cross-boundary leadership. Her areas of expertise include education policy and leadership, expanded learning, and systems-level change in both national and global contexts.

Opportunities. She is also a peer reviewer for several academic journals focused on educational change, youth development, and school-community partnerships.


She has co-founded two special interest groups within AERA. She has given distinguished lectures domestically and abroad and has appeared in mass media, including PBS, C-SPAN, Huffington Post, and has run two Education Week blogs.

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Session: Recognitions/Roll Call, The National Forum, Congressional Simulation, Closing

Sahar Mohammadzadeh
High School Senior
Pritchard Committee Student Voice Team

Sahar Mohammadzadeh is a senior at Paul Laurence Dunbar High School in Lexington, Kentucky. She has been on the Prichard Committee Student Voice Team since 8th grade, and she now serves as the Student Director of Postsecondary Initiatives, extensively researching inequities facing students transitioning to college. She's led her committee's nationally-acclaimed partnership with the Council for Postsecondary Education, writing and directing a series of widely-disseminated radio and television PSAs to encourage students to apply for financial aid. Sahar’s op-ed about Kentucky’s math standards was published in the Lexington Herald-Leader and the Louisville Courier-Journal and was cited by Education Commissioner Pruitt in his inaugural address. She actively serves on the Commissioner’s College and Career Readiness Accountability Working Group.

Most recently, Sahar is the executive editor of the Prichard Committee Student Voice Team’ book, Ready or Not, Stories from Students Behind the Statistics. She was accepted to Harvard
College, winning a prestigious public service scholarship from the Bryan Cameron Foundation to help pay for it.

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Session: Higher Education Policy: Implications for Access and Success

Robert Monson
New York EPFP and Global EPFP Coordinator
Adjunct Associate Professor of Education Leadership
Teachers College, Columbia University

Dr. Robert Monson is an associate professor of educational leadership at Manhattanville College in Purchase, New York. He is also an adjunct associate professor of education leadership at Teachers College, Columbia University where he is a faculty member in the Cahn Fellowship for Distinguished New York City Principals. Also at Teachers College, advises doctoral dissertations, coordinates the Education Policy Fellowship Program and the Global Education Policy Fellowship Program, both offered in collaboration with the Institute for Educational Leadership in Washington, DC. From 2000 to 2009, he was a senior lecturer and program coordinator in education leadership at Teachers College, Columbia University.

Across seven states he has served public school children in the capacities of teacher, high school assistant principal, high school principal, assistant superintendent, and four superintendent positions in Ohio, Massachusetts, Minnesota, and New York. From 1990 to 2000 he taught in Lesley University’s national curriculum and instruction master’s degree program. From 1990 to 1992, he served as a member of the advisory board of the Harvard Principals Center. In 1997, he was a visiting faculty member at the Harvard Graduate School of Education.

In recent years he has served as a consultant for ASCD, Public Agenda, the Annenberg Institute for School Reform, and the Tri-States Standards Consortium. Currently, he is consultant to the University of Cambridge (UK) International Examinations and is engaged in principal professional development initiatives in China.

He has co-authored two volumes on performance assessment for Zephyr Press and has published numerous journal articles on curriculum, assessment, and literacy education. His professional interests lie in leadership development, curriculum and learning, and public engagement.

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Session: Developing a Global Perspective: Leadership for the 21st Century

#epfpWPS
Dr. Deborah Morin is the Director of the Center for Educational Leadership at Cleveland State University. The Center was established in February 2008 to develop and sustain culturally competent highly skilled leaders for 21st century schools. The Center for Educational Leadership offers several leadership professional development and Principal Licensure Programs, the New Cohort Track Masters in Education Administration, the Inspired Leaders Principal Licensure program, the Education Policy Fellowship Program, and the nationally recognized First Ring Leadership Academy.

Prior to her work at Cleveland State University, Dr. Morin was Assistant Professor and Director of Curriculum and Instruction Programs at Lesley University, Cambridge, Massachusetts. Dr. Morin has also held positions as an Elementary School Principal in Beachwood, Ohio, and in Westwood, Massachusetts and as a Gifted Education Supervisor for the Cuyahoga County Board of Education.

She has served multiple terms as an appointed member on the Ohio Credential Review Board established by the State Board of Education to provide access to alternative routes for educator licensure. Dr. Morin also serves on the Board of the Cleveland Council on World Affairs and is Chair of its Education Committee, which is dedicated to develop global education perspectives and practice.

Dr. Morin re-established the Ohio site for the Education Policy Fellowship Program sponsored by the Institute for Educational Leadership in Washington, DC. And has served as coordinator for Ohio EPFP for the last eight years.

Dr. Morin earned her bachelor’s degree in early childhood education and her doctorate in curriculum and instruction with a specialization in organizational communication from Kent State University. Her master’s degree in exceptional children was earned at the Ohio State University.

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Session: Increasing Educator Diversity

Jose Muñoz
Director, Coalition for Community Schools
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José Muñoz joined IEL as the director of its Coalition for Community Schools initiative in 2017. He brings over 25 years of cross-sector partnership experience for youth, family, and community development across the United States. Before IEL, he was the ABC Community School Partnership executive director, which is a unique cross-sector joint partnership agreement between Albuquerque Public Schools, the City of Albuquerque, Bernalillo County, the Albuquerque Hispano Chamber of Commerce, the United Way of Central New Mexico, and the University of New Mexico. During his time at the ABC Community School Partnership, he served the children in Albuquerque and across New Mexico. José strategically scaled up the community schools strategy from four to 26 schools in five years, securing over three million dollars through successful policy advocacy and developing key partnerships for community schools with state and local governments, school districts, teachers unions, and local businesses. In 2014, José won the first Community Schools Initiative Leadership Award.

Before ABC Community School Partnership, he served three states, four counties, and nine cities through the Boys & Girls Clubs. José developed high-quality, out-of-school time activities and led gang prevention, intervention, and re-entry programs, earning a national legacy award. He developed full-service Clubs that met the needs of every child and family. He is a founding member of the Southern Nevada Community Gang Task Force and is responsible for establishing a youth-run business. José expanded his service in Bernalillo County, New Mexico as the Coordinator of a national model site for the Juvenile Detention Alternative Initiative supported by the Annie E. Casey Foundation.

José is married to the lovely Leslie Muñoz, and they have a blended family of two sons and three daughters. In their free time, the Muñozes like to serve their community through their church and by leading community groups.

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Session: School-Family-Community Partnerships for the Whole Child

Noelle Ellerson Ng (EPFP ’09–’10)
Associate Executive Director, Policy and Advocacy
AASA, the School Superintendents Association
Ms. Ellerson came to AASA in 2007 as a policy analyst. She leads the advocacy department in their effort to leverage the voice of school administrators in all aspects of federal education policy through member networks, outreach, policy analysis and involvement in the legislative process. The work of her department involves research and analysis supporting AASA’s advocacy work for public education, representing AASA advocacy priorities on Capitol Hill, and AASA’s survey and data programs, as well as AASA’s advocacy network and social media, including AASA’s advocacy blog and twitter. She regularly speaks on federal education policy to school leaders across the country.

Ms. Ellerson began her career as a high school special education teacher in Central New York. She worked in state-level advocacy for the College Board while earning her master’s degree.

A native of New York, Ms. Ellerson graduated from Nazareth College of Rochester with a degree in political science and certification in elementary and special education. She completed her master’s degree in public policy and education administration and policy at the Rockefeller College at the University of Albany (SUNY). She is an alum of the Institute for Educational Leadership Education Policy Fellowship Program (Class of 2010) and the Emerging Leaders Program, through PDK (Class of 2013-14).

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Session: Meaning Making for One’s Leadership Role

Norman Ornstein
Resident Scholar
American Enterprise Institute

Norman Ornstein is a long-time observer of Congress and politics. He is a contributing editor and columnist for National Journal and The Atlantic and is an election eve analyst for BBC News. He served as codirector of the AEI-Brookings Election Reform Project and participates in AEI’s Election Watch series. He also served as a senior counselor to the Continuity of Government Commission. Mr. Ornstein led a working group of scholars and practitioners that helped shape the law, known as McCain-Feingold, that reformed the campaign financing system. He was elected as a fellow of the American Academy of Arts and Sciences in 2004. His many books include The Permanent Campaign and Its Future (AEI Press, 2000); The Broken Branch: How Congress Is Failing America and How to Get It Back on Track, with Thomas E. Mann (Oxford University Press, 2006, named by the Washington Post one of the best books of 2006 and called by The
Economist “a classic”); and, most recently, the New York Times bestseller, It’s Even Worse Than It Looks: How the American Constitutional System Collided With the New Politics of Extremism, also with Tom Mann, published in May 2012 by Basic Books. It was named as one of 2012’s best books on politics by The New Yorker and one of the best books of the year by the Washington Post.

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Session: The President, 155th Congress, and Mid-Term Elections: What Can & Should We Expect?

Wil Del Pilar
Vice President of Higher Education Policy and Practice
Education Trust

Wil Del Pilar vice president of higher education policy and practice at the Education Trust where he works to advance Ed Trust’s higher education advocacy agenda by developing and implementing strategies to leverage research, policy, and practice to improve access, affordability, completion, and post-enrollment success for low-income students and students of color.

Wil has experience at both the state and institutional levels. Most recently, he served as deputy secretary of postsecondary and higher education for the Pennsylvania Department of Education, where he implemented the strategic vision for higher education in the commonwealth. Prior to that, he led development activities at the University of Florida and Pennsylvania State University. Del Pilar has also served in admissions roles at Chapman University in Orange, California, and the University of California Santa Cruz, as a financial aid counselor at Loyola Marymount University in Los Angeles, and as a research assistant at The Pennsylvania State University.

Dr. Del Pilar’s work in higher education has shaped his research interest which focuses on postsecondary access, retention and policy. Specifically his interest centers upon the intersection between policy, social capital and school factors on the postsecondary enrollment of student populations.

Session: Higher Education Policy: Implications for Access and Success

Andre Perry
David M. Rubenstein Fellow, Metropolitan Policy Program
Brookings Institution
Andre Perry is a David M. Rubenstein Fellow in the Metropolitan Policy Program at the Brookings Institution. His research focuses on race and structural inequality, education, and economic inclusion. Perry has been a founding dean, professor, award-winning journalist, and activist in the field of education. In 2013, Perry founded the College of Urban Education at Davenport University in Grand Rapids, MI. Prior to his stint in Michigan, he was an associate professor of educational leadership at the University of New Orleans and served as CEO of the Capital One-University of New Orleans Charter Network. Perry also served on Louisiana Governor-elect John Bel Edward’s K-12 education transition committee in 2015 as well as New Orleans Mayor-elect Mitch Landrieu’s transition team as its co-chair for education in 2010.

A native of Pittsburgh, Pa., Perry earned his Ph.D. in education policy and leadership from the University of Maryland College Park.

Session: School Options in Education

Mike Petrilli
President
Thomas Fordham Institute

Michael Petrilli is an award-winning writer and president of the Thomas B. Fordham Institute, one of the country’s leading education-policy think tanks. He is the author of The Diverse Schools Dilemma: A Parent’s Guide to Socioeconomically Mixed Public Schools, and co-editor of Knowledge at the Core: Don Hirsch, Core Knowledge, and the Future of the Common Core. Mr. Petrilli is also a research fellow at Stanford University’s Hoover Institution and executive editor of Education Next. Mr. Petrilli has published opinion pieces in the New York Times, Washington Post, Bloomberg View, Slate, and Wall Street Journal and has been a guest on NBC Nightly News, ABC World News Tonight, CNN, and Fox, as well as several National Public Radio programs, including All Things Considered, On Point, and the Diane Rehm Show. Mr. Petrilli helped to create the U.S. Department of Education’s Office of Innovation and Improvement, the Policy Innovators in Education Network, and, long, long ago, the Young Education Professionals. He lives with his family in Bethesda, Md.

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Session: The Evolution of the Federal Role in Education

Danica Petroshius
Principal

#epfpWPS
Danica Petroshius brings 20 years of experience in public policy, advocacy, management, strategic consulting, and communications to Penn Hill Group. She works with a wide range of national, state, and local organizations to develop, refine, and implement their policy and advocacy strategies. She also consults with foundations and other leading national organizations to help them meet their goals and implement new ideas. Her keen strategic abilities help organizations prioritize efforts and maximize results.

Before helping to build Penn Hill Group, Ms. Petroshius was founder of Policy Strategies and Solutions, where she worked with clients to achieve their policy and advocacy goals. Prior to that, Ms. Petroshius served in the office of the late Sen. Edward M. Kennedy for 10 years, including two years as Kennedy’s chief of staff. As deputy staff director on the U.S. Senate Health, Education, Labor and Pensions Committee, Ms. Petroshius coordinated policy, hearings, and markups; managed budget and appropriations strategies; and supported the committee’s overall strategic agenda. As chief education adviser, she played key roles in the reauthorizations of major federal education laws, including reauthorization of the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act.

Ms. Petroshius’ experience in the legislative branch is complemented by her work in the executive branch. At the U.S. Department of Education, she supported the 1994 reauthorization and implementation of the Elementary and Secondary Education Act, including working on issues relating to English language learners and the development of state content and performance standards.

Ms. Petroshius also served as senior vice president at Collaborative Communications Group, where she focused on education reform and worked on behalf of diverse clients to reach decision makers and affect change in public policy. She launched her government service career as a VISTA volunteer in Austin, Texas.

Ms. Petroshius holds a master’s degree in education policy from Stanford University and a bachelor’s degree in liberal studies from the University of Notre Dame.

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Session: Federal Budget 101
Mark Quiner is the director of the Center for Ethics in Government. Mark previously served as the acting director and assistant director of the nonpartisan Wyoming Legislative Service Office for the Wyoming Legislature where he worked for 26 years. Quiner graduated from the University of Wyoming School of Law and has been an attorney for more than 30 years. Following law school, he worked in the Wyoming Supreme Court for Chief Justice C. Stuart Brown, and then served as assistant attorney general for the state of Wyoming before working for the Wyoming Legislature. Quiner is the father of one grown son.

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Sessions: Ethical Leadership

Mary Kingson Roche (EPFP ’10-’11)
Director of Public Policy, Coalition for Community Schools
Institute for Educational Leadership

Mary is director of public policy for IEL's Coalition for Community Schools. She leads policy and advocacy efforts to promote the community schools approach at federal and state levels. She also manages the Coalition’s relationships with its over 100 national partners.

Before coming to IEL, Mary was manager of government relations for the National Association of Secondary School Principals, where she represented our nation’s secondary school leaders. Mary began her career teaching 6th and 9th grade English for three years in Oakland, California.

Mary received her Master of Public Policy from Duke University and a Bachelor of Arts in English from Boston University, where she also competed on the Division I women’s track and cross-country teams. Mary is a proud alumna of IEL's Education Policy Fellowship Program, class of 2011.

Mary is on the Board of Education for Prince George’s County, Maryland. She supports the Teen Advisory Committee in her city of Hyattsville, Maryland, through afterschool programming focused on youth advocacy and leadership, and is a mentor with Capital Partners for Education, a D.C. nonprofit that matches adults with high school youth for mentorship.

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Session: Congressional Simulation
Dr. Cristóbal Rodríguez, Associate Professor, is currently in his fourth year in Educational Leadership and Policy Studies and is the Director of Graduate Studies in the School of Education at Howard University in Washington DC. Prior to residing at Howard University, Dr. Rodriguez served for five years at New Mexico State University as an assistant professor of Educational Leadership and Administration. Dr. Rodríguez received his Ph.D. in Educational Policy & Planning at The University of Texas at Austin in 2009. Being born and raised in the Texas Borderlands of El Paso under hard-working immigrant parents from Mexico and studying in Germany has shaped the world views and research of Dr. Rodríguez. As such Dr. Rodríguez’ recent works and collaborations have been published in the Journal of Latinos and Education, Harvard Journal of African American Policy, Journal of Hispanic Higher Education, and most recently in Equity & Excellence in Education and the International Journal for Qualitative Studies in Education; and Dr. Rodríguez recently provided an expert report and testimony in the ongoing school finance case Martinez v. New Mexico. Dr. Rodríguez also has various book chapters, including in Linguistic Minority Immigrants Go to College: Preparation, Access, and Persistence (Kanno, Y & Harklau, L., Eds., 2012), and a forthcoming book in Information Age Publishing with co-editors Melissa A. Martinez and Fernando Valle on Latino Educational Leadership: Serving Latino Communities and Preparing Latina/o Leaders Across the P-20 Pipeline. Further guiding Dr. Rodríguez’ work in the preparation of diverse scholars stems from 2010-2013, where Dr. Rodríguez was nationally appointed as the University Council for Educational Administration (UCEA) Associate Director of Graduate Student Development and overseeing the Barbara L. Jackson Scholars program, dedicated to racially diversifying the professoriate. Because of these and other efforts, Dr. Rodríguez was in 2016 recognized with the White House Initiative on Educational Excellence for Hispanic Faculty Honors by the U.S. Dept. of Education program recognizing scholars across disciplines.

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Session: Education Law & Finance
Roberto J. Rodríguez is President and CEO of Teach Plus, where he builds the teacher leadership movement and supports the contribution of teacher leaders to educational innovation and change. Prior to joining Teach Plus, Roberto served in senior roles in the White House and in the United States Senate.

As Deputy Assistant to President Barack Obama for Education, Roberto developed and advanced policies to improve educational opportunity for learners from birth through adulthood. His efforts accelerated investment and reform in the K-12 system, added tens of thousands of children to preschool and early learning programs, personalized and re-designed the high school experience, expanded the Pell Grant, and increased support for America’s community colleges. Roberto's collaboration with Congress ultimately led to the enactment of the Every Student Succeeds Act of 2015.

In the United States Senate, Roberto served as principal education advisor to the late U.S. Senator Edward M. Kennedy and led successful bipartisan efforts to enact the No Child Left Behind Act, the Individuals with Disabilities Education Improvement Act, the Higher Education Opportunity Act, and the Head Start for School Readiness Act.

Roberto holds a Presidential appointment to the J. William Fulbright Foreign Scholarship Board. His numerous distinguished awards include the National Champion for Children Award from First Focus, and the Head Start Windows of Opportunity Award from the National Head Start Association.

Roberto began his career in Washington, D.C. at the National Council of La Raza, where he directed research and policy analysis of federal and state education issues. He holds a bachelor's degree from the University of Michigan in Ann Arbor and an Ed.M. from the Harvard Graduate School of Education.

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Session: Increasing Educator Diversity

S. Kwesi Rollins
Director, Leadership Programs
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A member of IEL’s Senior Leadership Team, Kwesi Rollins guides IEL’s portfolio of programs designed to develop and support leaders with a particular emphasis on Family and Community Engagement, Early Childhood Education and Community-based Leadership Development. Kwesi directs the District Leaders Network on Family and Community Engagement and Leaders for Today and Tomorrow, an initiative that designs and delivers professional learning and support opportunities for school and district leaders.

Kwesi has years of experience working with local communities and state agencies to improve cross-sector collaboration and service delivery systems supporting children, youth and families. Mr. Rollins provided technical assistance and training to a range of state and county agencies, school districts, local schools and community-based organizations in projects funded by the U.S. Department of Education and the Department of Justice Office of Juvenile Justice and Delinquency Prevention.

Working with young people is also a personal passion for Kwesi who has special expertise in resiliency and youth development. He has been recognized as the Big Brother of the Year in the District of Columbia and is an ex-officio member of the Board of Directors of Big Brothers/Big Sisters of the National Capitol Area. He holds an MSW degree from the University of Maryland at Baltimore School of Social Work where he was a Maternal and Child Health Leadership Training Fellow.

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Session: School-Family-Community Partnerships for the Whole Child

Andrew Rotherham
Co-Founder and Partner
Bellwether Education Partners

Andrew J. Rotherham is a co-founder and partner at Bellwether Education Partners, a national nonprofit organization working to support educational innovation and improve educational outcomes for underserved students. Rotherham leads Bellwether’s policy analysis and thought leadership work. He is also a senior editor at The 74, a contributing editor to U.S. News & World Report, writes the blog Eduwonk.com, is a senior advisor at Whiteboard Advisors, and teaches at The University of Virginia. Among previous roles, Rotherham served at The White House as Special Assistant to the President for Domestic Policy during the Clinton administration, on the Virginia Board of Education, was education columnnist for TIME, founded RealClearEducation, and was a think tank leader.
Rotherham is author or editor of four books and numerous articles on educational policy. He serves on boards for a variety of organizations in and outside the education sector.

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Session: Lessons Learned from School Turnaround and Reform

Jamey Rorison
Director of Research and Policy
Institute for Higher Education Policy

Jamey Rorison, Ph.D., is director of research and policy at the Institute for Higher Education Policy (IHEP). He manages the Postsecondary Data Collaborative (PostsecData), an initiative working to improve the quality of our nation’s postsecondary data through research, policy advocacy, and coalition building. Rorison is also a nationally-recognized expert on issues related to college access, choice, and affordability; federal, state, and institutional financial aid policy; higher-education finance; and postsecondary data systems.

Prior to joining IHEP, Rorison was a research associate with the Institute for Research on Higher Education and the National Center for Public Policy and Higher Education, and an intern and consultant for the Education Trust. Earlier in his career, Rorison taught middle school language arts in Charles County, Maryland, and served as Director of Curriculum, Instruction, and Training for Summit Educational Group.

When he is not busy mobilizing Washington’s higher education competitive karaoke team, Rorison serves on the program committee for the Association for the Study of Higher Education (ASHE), as well as a number of advisory boards. A proud Quaker, Rorison earned his Ph.D. in higher education, his M.S.Ed. in higher education, and his B.A. in elementary education, all from the University of Pennsylvania.

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Session: Higher Education Policy HEA: Implication for access and success

Tatiana Sandoval
Community Schools Coordinator
Maryland Multicultural Youth Centers
Tatiana Sandoval is the Community School Coordinator for Buck Lodge Middle School in Hyattsville, Maryland through a partnership with the Maryland Multicultural Youth Centers (MMYC)/ Latin American Youth Center (LAYC). She has supported different projects targeting at-risk youth in Prince George’s County as a case manager and program coordinator. She has worked in multi-level interventions focusing on building community, family and individual assets as a mechanism to prevent youth risk behavior. Ms. Sandoval has also worked with 12-17 years-old youth experiencing homelessness or who are at risk of running away. Her expertise includes intensive case management with middle-schoolers, high schoolers and their families and coordination of after-school programming, parent-engagement and community events. Ms. Sandoval is fully bilingual (Spanish and English) and has an associate's degree in mental health, She will be graduating from University of Maryland with a bachelor's degree in psychology in 2018.

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Session: School-Family-Community Partnerships for the Whole Child

Deborah Santiago
Co-Founder and Chief Operating Officer
Excelencia in Education

Deborah A. Santiago is the co-founder, Chief Operating Officer and Vice President for Policy at Excelencia in Education. For more than 20 years, she has led research and policy efforts from the community to national and federal levels to improve educational opportunities and success for all students. She co-founded Excelencia in Education to inform policy and practice compel action, and collaborate with those committed and ready to act to increase student success. Her current work focuses on federal and state policy, financial aid, Hispanic-Serving Institutions (HSIs), and effective institutional practices for student success in higher education. She has been cited in numerous publications for her work, including The Economist, the New York Times, the Washington Post, AP, and The Chronicle of Higher Education. Deborah serves on the advisory board of The Dream.US and the Carnegie Classification of Institutions of Higher Education.

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Session: The Evolution of the Federal Role in Education

Judy Schneider
Senior Analyst, Specialist on Congress
Judy Schneider is a Specialist on Congress at the Congressional Research Service (CRS). She is a frequent speaker and lecturer on Congress and legislative procedures. She holds a bachelor’s and master’s degree from American University. Schneider is co-author of the Congressional Deskbook, a comprehensive resource frequently used by Congress and lobbyists. Schneider is well known on Capitol Hill by Members of Congress, staff, lobbyists, and others as “THE person” for information on numerous topics, including House, Senate, and Committee procedure.

Schneider has been a longtime friend of Women in Government Relations and was granted Emeritus Member status in 2004. Previously only reserved for Members of Congress, Emeritus Member status is reserved for women who have displayed an exceptional commitment to helping other women succeed in government relations and who have also achieved notable personal success in that endeavor. Schneider also serves as an adjunct scholar at the Brookings Institute.

Session: Policy, Politics & Procedures Inside Congress

Dan Schultz (EPFP ’76 - ‘77)
Michigan EPFP and Global Co-Coordinator
Senior Policy and Program Advisor, Office of K-12 Outreach, College of Education
Michigan State University

Dan Schultz is Senior Policy and Program Advisor for the Office of K-12 Outreach in the College of Education at Michigan State University. He also provides leadership for the College’s Fellowship for Enhancing Global Understanding China Program, a faculty and doctoral student study abroad program, and develops and leads MSU-sponsored study tours to the United Kingdom, Botswana and China. His background includes executive leadership and policy roles in state government in Michigan, where he was Assistant State Superintendent and Director of Technology and Grants for the Michigan Department of Education and the State Board of Education.

He holds academic degrees in economics and education administration, and for over 30 years has led the Michigan Education Policy Fellowship Program. His experience includes service as an elected trustee on a community school district’s board of education. Mr. Schultz is the recipient of the Institute for Educational Leadership’s National Leadership Award, the MSU College of Education Alumni Association's Distinguished Alumni Award and the 2014 International Friendship Award from the Faculty of Education at Southwest University in Chongqing, China.
La’ Shawndra Scroggins  
Interim Assistant Superintendent  
Division of Teaching and Learning  
Office of the State Superintendent of Education

Dr. La’ Shawndra Charlene Scroggins is committed to high-quality pre-service and in-service training for educators and improved educational and behavioral outcomes for all students. With a background and passion in special education, she believes in the importance of implementing evidence-based and research-based practices with fidelity. La’ Shawndra has worked in the field of education for over almost two decades. She spent most of her school level experience in the District of Columbia Public Schools as a special education teacher at the high school level and special education coordinator at the PK-8 level. Currently, she works at the Office of the State Superintendent of Education as the Interim Assistant Superintendent of Teaching and Learning. She received her Master’s degree and Ed.S. in Special Education from The George Washington University and her Ph.D. in Special Education from the University of North Carolina at Charlotte.

Session: Welcome Reception

Dahlia Shaewitz  (EPFP ’09-‘10)  
Managing Director  
American Institutes for Research

Dahlia Shaewitz leads the practice area for Disability and Rehabilitation to improve competitive employment outcomes for qualified adults with disabilities. She also directs projects to support accountability, research, and professional development for the adult literacy field. Her work includes technical assistance and training, qualitative research, coaching and mentoring, and policy development. Examples of her work include training consumers on hearing assistive technology, consulting with rehabilitation researchers on knowledge translation, developing training and qualitative research tools to support data-driven decision-making for adult education case managers in New York State, leading policy support and training for the National Reporting System (NRS) for Adult Education, conducting review meetings to align adult education content standards to the NRS educational functioning levels, developing performance indicators to measure program effectiveness for adult education public charter schools, and evaluating the implementation of a transition work based learning demonstration model in Maine.

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Shital C. Shah (EPFP '08-'09)  
Manager of Philanthropic Engagement  
American Federation of Teachers

Shital C. Shah is the associate director of educational issues at the American Federation of Teachers (AFT). In this role, she works across AFT departments to help examine and develop policy for and to support implementation of AFT’s community schools area of work around whole school reform and provides support and training to state and local affiliates around the community school strategy and extended learning time. Previously, Shah served as the manager of policy and partnerships at the Coalition for Community Schools at the Institute for Educational Leadership; a consultant at Innovation Network, Inc.; and the director of an East Harlem out-of-school time program with the New York Road Runners Foundation. She also was a Peace Corps volunteer in Honduras. Shah holds a master’s degree from the Milano School of International Affairs, Management, and Urban Policy at The New School, and a bachelor’s degree from George Washington University.

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Ellen Sherratt  
Vice President, Policy and Research  
National Board for Professional Teaching Standards

Ellen Sherratt, Ph.D. is Vice-President for Policy and Research at the National Board for Professional Teaching Standards. She previously served as Deputy Director of the federally-funded Center on Great Teachers and Leaders at American Institutes for Research, where she supported state education agencies in developing and implementing plans to ensure equitable access to excellent educators for all students (state equity plans). She has published widely on the topics of teacher shortages, recruitment, retention, leadership/voice, career pathways and compensation, human capital management systems, and the perspectives of teachers from the Millennial Generation. She has coauthored two books: Everyone at the Table: Engaging Teachers in Evaluation Reform and Improving Teacher Quality: A Guide for Education Leaders, both published by Jossey-Bass. She also serves as president of the board of directors of The Teacher Salary Project. Dr. Sherratt earned her bachelors degree in economics from Cornell University and her doctoral degree in education from the Oxford University.
Jennifer Thomas  
Youth Development Specialist  
Institute for Educational Leadership  

Jennifer joined IEL in 2013 as a youth development specialist for the IEL-led National Collaborative for Workforce and Disability for Youth (NCWD/Youth). She is responsible for coordinating NCWD/Youth’s youth development and leadership efforts. Her primary focus is steering the Youth Action Council on Transition (YouthACT), a national project geared toward getting more youth with disabilities and their allies involved as leaders who partner with adults and organizations to improve opportunities for youth to succeed in life. Jennifer provides support to these teams of youth leaders, adult partners, and sponsoring organizations who work together to improve transition outcomes for youth. 

Prior to joining IEL, Jennifer was the project director for National Kids As Self-Advocates (KASA), a project of National Family Voices, Incorporated, where she provided support to youth advocates across the country. She has served on KASA’s National Advisory Board and is an alumna of the 2012 Mobility International U.S.A.’s U.S./Jordan: Young Women with Disabilities Leadership Exchange Program, where she had the opportunity to share ideas and strategies with professional women from both the United States and Jordan on improving the lives of women and young girls with disabilities in Amman, Jordan. Jennifer is a former educator for Montgomery Public Schools of Alabama and was also the very first State Youth Consultant for Children’s Rehabilitation Service, a division of the Alabama Department of Rehabilitation Services. She was appointed to the State Rehabilitation Council of Alabama and served on the steering committee for the Alabama Governor’s Youth Leadership Forum for High School Students with Disabilities, as well as several other committees and task forces. 

Jennifer has a congenital disability and was first formally introduced to self-advocacy as a delegate for the Alabama Governor’s Youth Leadership Forum for High School Students with Disabilities in 2001. 

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Session: Meaning Making in One’s Leadership Role

Lynda Tredway  
Senior Associate  
Institute for Educational Leadership  

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Session: Increasing Educator Diversity
Lynda Tredway is Senior Associate for the Leaders for Today and Tomorrow Project, a catalyst for engaging IHEs, school districts, and nonprofits in uncovering and coordinating their efforts in social justice preparation and support of urban and rural leaders in our most vulnerable schools. Prior to her role at IEL, she was the founding coordinator of the Principal Leadership Institute (PLI) at UC Berkeley’s Graduate School of Education (2000-2012) where she designed the course of study, taught multiple courses and provided professional development to principals and assistant principals in urban districts. Her recent publications include "Actions Matter: How School Leaders Enact Equity Principles" in the Handbook of Urban School Leadership, co-authored with Jessica Rigby and Leading from the Inside Out: Expanded Roles of Teachers in Equitable Schools, coauthored with W. Norton Grubb.

Session: Meaning Making in One’s Leadership Role

Lorén Trull
Senior Education Policy Advisor
Unidos

Lorén is the senior education policy advisor at UnidosUS (formerly NCLR). UnidosUS seeks to apply a civil rights lens to policy analysis and research to improve outcomes and opportunities for Latino and English Learner students. Previously, Lorén was a program examiner at the Office of Management and Budget during the Obama Administration. In this role, her portfolio included many of federal education programs that serve our most vulnerable students. Lorén also served as a research associate at the Southern Regional Education Board where she focused on teacher evaluation systems in states and districts. Lorén’s research has focused primarily on equity in education on a broad range of issues including school segregation, resource equity, school reform movements and the analysis of federal law to state and local education agencies. She holds a PhD in Public Policy from the University of North Carolina at Charlotte, and a JD from the University of North Carolina School of Law.

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Session: Implementing Every Student Succeeds Act

Michael Usdan
Senior Fellow
Michael D. Usdan served as President of the Institute for Educational Leadership (IEL) from 1981 through 2001. As of July 1, 2001, he became a Senior Fellow at the organization. Before joining IEL Mr. Usdan was Connecticut's Commissioner of Higher Education from 1978 through 1981. From 1974 through 1978 Mr. Usdan was President of the Merrill-Palmer Institute in Detroit.

Mr. Usdan received his masters and doctoral degrees from Columbia University, having previously completed his undergraduate studies at Brown University. He worked on the staff of the late Dr. James B. Conant in the latter's famous studies of American education and has taught at Columbia University, City University of New York, Northwestern and Fordham Universities, and in schools in New York City and White Plains. He also served as a member and president of the school board in the city of New Rochelle, New York from 1969 to 1974.

Mr. Usdan has written many articles and books on various aspects of education. Several themes dominate his writing: problems relating to urban education, the relationship of government and politics to education, and the growing interest in developing closer relationships between elementary - secondary and higher education. He has been a consultant to local and state boards of education and educational organizations throughout the country and has spoken at and participated in numerous meetings, both in the United states and internationally in nations such as China, India, Nepal, Hungary, Russia, and Japan.

Currently, among other affiliations, he is a member of the Editorial Advisory Board of the Phi Delta Kappan magazine and a consultant to the National Board of Professional Teaching Standards, the U.S. Conference of Mayors, the Hunt Institute, and the Council of Chief State School Officers. He also serves as a Senior Fellow at the National Center for Public Policy and Higher Education and the George Washington University.

**Session: Meaning Making in One’s Leadership Role**

Johan Uvin
President
Institute for Educational Leadership
Johan E. Uvin became IEL's president in February 2017. Prior to his IEL leadership, he served as the Acting Assistant Secretary for the Office of Career, Technical, and Adult Education (OCTAE) at the U.S. Department of Education. While at the Department, he also served as the acting director of the Policy Research and Evaluation Services Division of OCTAE and the co-chair of the Interagency Forum on Disconnected Youth, a multi-agency federal collaboration to improve the outcomes of disconnected youths. Since 2010, he has also been a member of the steering committee of the Domestic Policy Council's New Americans Citizenship and Integration Initiative, which developed a framework for federal efforts on immigrant integration. Uvin further led the Department's Pay for Success work and coordinates the Department's responsibilities related to the implementation of the Presidential Memorandum on Job-Driven Training. He started at the Department as the OCTAE senior policy advisor to then Assistant Secretary Brenda Dann-Messier (IEL Board member), before advancing to Deputy Assistant Secretary for Policy and Strategic Initiatives in the Office.

Prior to his appointments at the Department, Uvin led the Rhode Island state office that oversees adult education, career and technical education, and GED testing. He also held several leadership positions in education and workforce development in both the public and private sectors.

Uvin is married to Alison Simmons and has two young adult twin sons. When not in D.C. he resides in Roslindale, Mass.

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Paul Weckstein (EPFP '75-'76)
Co-Director
Center for Law and Education
Paul Weckstein is co-director of the Center for Law and Education and works in its Washington office. CLE, which was originally established at Harvard University in 1969 as the national support center on education issues for legal services programs, works to advance the right of all students and families, and particularly those in low-income communities, to high-quality education. He has played a role in shaping past and current reforms of Title I, the Perkins Act, and other federal education programs in order to boost program quality, equity, and family engagement. He has developed national projects to assist schools, communities, advocates, and attorneys with implementation of both Title I/academic reform and high-school/school-to-career reform. He has trained, published, and advocated extensively on a wide variety of issues, including high-school reform, standards-based reform, career and technical education, student testing and assessment, civil rights, student tracking and classification, student and parent involvement, special education, and student rights and school discipline. He began his education career at the Massachusetts Department of Education, where he worked with high school students on state and local student involvement and student rights projects. He graduated from Haverford College and holds both education and law degrees from Harvard University. He has taught at the Harvard Graduate School of Education and at both the School of Law and the School of Education at American University.

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Session: Education law & finance

Christy Wolfe
Senior Policy Advisor
National Alliance for Public Charter Schools

Christy Wolfe is the senior policy adviser for the National Alliance for Public Charter Schools. She has more than 20 years of experience working on federal education policy, and first visited a charter school in 1998 for a U.S. House of Representatives Committee on Education and the Workforce field hearing and has been a strong advocate of charter schools ever since. Christy spent eight years at the U.S. Department of Education, serving as the associate deputy secretary for policy. In this role, she managed policy development and implemented regulations for all federal elementary, secondary, and special education programs. Christy was also a professional staff member for the U.S. House of Representatives’ Committee on Education and the Workforce, where she worked on major education legislation, including the No Child Left Behind Act. She holds a Bachelor of Arts in American government from the University of Virginia. Christy enjoys spending time with her husband, Paul, and their three children. When she has free time she enjoys horseback riding, cooking, and playing her violin.

#epfpWPS
Don Yu  
Director  
Better Make Room

As Director of Better Make Room, Don supports former First Lady Michelle Obama’s Reach Higher initiative to inspire every student in America to take charge of their future by completing their education past high school, whether at a professional training program, a community college, or a four-year college or university. Better Make Room seeks to celebrate education, change the national conversation, and reach students directly where they are and give them a space to create content while also navigating the college-going process. With partners in the business, philanthropic, media, and education realm, this campaign will stretch across the country to inspire students and give them the tools they need to reach higher for college. Prior to joining Civic Nation, Don served as the chief of school transformation at the U.S. Department of the Interior and as special advisor to U.S. Secretary of Education Arne Duncan. He is a former teacher and school district attorney. Don received his B.A. and M.A. from Columbia University and a J.D. from Northwestern University.

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Session: Higher Education Policy: Implications to Access and Success