Welcome to the virtual WPS! WPS will open with a welcome from IEL, an overview of the two-day seminar, and introduction of the sites.

Dr. Helen Janc Malone
National EPFP Director
Vice President, Research and Innovation
Institute for Education Leadership

Dr. Helen Janc Malone is the Vice President for Research and Innovation, Director of the Education Policy Fellowship Program (EPFP™), and Secretary of the Board. Her work focuses on scaling promising practices through research and data, incubating innovative leadership initiatives, supporting a national network of leaders for equitable education policy, and growing research-practice network. Her areas of expertise include education policy and leadership, out-of-school time learning, and systems-level change in both national and global contexts. Helen is the series editor of the Information Age Publishing book series “Current Issues on Out-of-School Time.”

Her recent publications include: The Role of Context in Scaling Up Educational Change (Educational Research for Policy and Practice, 17(3), 2018); The Growing Out-of-School Time Field: Past, Present, and Future (Information Age Publishing, 2018, co-edited book); The Future Directions in Educational Change: Social Justice, Professional Capital, and Systems Change (Routledge, 2018, co-edited book); Opening Doors, Changing Futures (IEL, 2018; co-edited technical report); Collaborative Partnerships for Systems Change (Journal of Professional Capital and Community, 2(4), 2017). She has edited several books, co-founded two special interest groups (SIGs) within the American Educational Research Association (AERA), has served as the Chair of three SIGs, and is the founding editor of a long-running series, Lead the Change. She serves as a peer reviewer on several academic journals and has served on editorial boards across out-of-school time, youth development, and education leadership journals. She has given lectures domestically and abroad and has appeared in mass media. Helen holds Ed.D. in education policy, leadership, and instructional practice from Harvard University.
José Muñoz
Interim Director
Director, Coalition for Community Schools
Institute for Educational Leadership

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, teacher unions, and local businesses. In 2014, José won the first Community Schools Initiative Leadership Award.

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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.

Email: munozj@iel.org
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PLENARY SESSION: THE FEDERAL ROLE IN EDUCATION

Explore the history of the federal government in education policy, from 1965 to today. Learn about its role in shaping the national discourse, policy, and action on education from multiple perspectives. This session is designed to offer a foundation for the current overarching debates in education and the distribution of power in today’s federal education policies.
Dr. Elisha Smith Arrillaga (she/her/hers) is the Executive Director of The Education Trust-West, the California branch of a national research and advocacy nonprofit organization committed to educational justice for students of color, students from low-income communities, and English learners. As a lifelong math lover, she is fiercely committed to increasing opportunities in STEM for students of color. A researcher by training and advocate by blood, Smith Arrillaga has taught subjects ranging from statistics to writing and research methods at the K-12 and post-secondary levels. She inherits her commitment to racial justice from her family: her father was among the first classes to integrate the University of Mississippi Law School, and her mother fought for anti-discrimination laws across north Mississippi.

Throughout her over twenty years of research and advocacy, Smith Arrillaga has worked for, and partnered with, many organizations including the Careers Ladder Project, the Hewlett Foundation, First 5 Los Angeles, Mathematica Policy Research, and College Bound. She serves on numerous committees, boards, and taskforces - among them, Google’s Equitable Artificial Intelligence Research Roundtable, the University of California Provost Advisory Council on Educational Equity, California State University Steering Committee on Academic Preparation and Quantitative Reasoning, University of California Test Feasibility Steering Committee, and the University of Texas at Austin, Charles A. Dana Center Consensus Panel. She was also appointed as Co-Chair of the California Department of Education Closing the Achievement Gap Taskforce. Dr. Arrillaga has authored dozens of publications and is frequently interviewed by media outlets including CNN, Ed Source, and the Los Angeles Times. Dr. Elisha Smith Arrillaga holds a B.A. in Mathematics from Smith College and an M.S. in Survey Methodology from the University of Maryland at College Park. She was the third Black person to graduate with a Ph.D. from the Princeton School of Public and International Affairs. Smith Arrillaga resides in Oakland with her family and is the proud mother to an elementary school student.

Email: earrillaga@edtrustwest.org
Twitter: @ESArrillaga
Resources: Math Equity Toolkit, Seen, Heard, Reflected: Building and Sustaining a Diverse STEM Teacher Pipeline, Hidden Figures: A Framework to Increase Access to Financial Aid

Michael Petrilli
President
Thomas B. Fordham Institute
Mike Petrilli is president of the Thomas B. Fordham Institute, research fellow at Stanford University's Hoover Institution, executive editor of Education Next, and a Distinguished Senior Fellow for Education Commission of the States. An award-winning writer, he is the author of The Diverse Schools Dilemma, editor of Education for Upward Mobility, and co-editor of How to Educate an American. Petrilli has published opinion pieces in the New York Times, Washington Post, Wall Street Journal, Bloomberg View, and Slate, and appears frequently on television and radio. 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, Young Education Professionals. He serves on the advisory boards of the Association of American Educators, MDRC, and the National Association of Charter School Authorizers. He lives with his family in Bethesda, Maryland.

Email: mpetrilli@fordhaminstitute.org
Twitter: @MichaelPetrilli
Resources: Thomas B. Fordham Institute, Fewer Children Left Behind: Lessons From the Dramatic Achievement Gains of the 1990s and 2000s, The Case for Urban Charter Schooling

Deborah Santiago
CEO
Excelencia in Education

Deborah A. Santiago is the co-founder and Chief Executive Officer of Excelencia in Education. For more than 20 years, she has led 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 ready to increase student success. Deborah 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 Board of Visitors for the University of Mary Washington, and the advisory board of thedream.us.

Email: dsantiago@EdExcelencia.org
Twitter: @ds_excelencia
Resources: Examples of Excelencia, Latino College Completion: United States

Andrew Ujifusa
Assistant Editor, Reporter
Education Week
Andrew Ujifusa is an assistant editor who covers Congress, the U.S. Department of Education, and national education policy and politics. He is a co-author of Education Week’s Politics K-12 blog. He previously worked at newspapers in Maryland and Mississippi and taught English at two high schools in Japan.

BENEFIT-COST ANALYSIS FOR EDUCATION POLICY

This session will cover the method of benefit-cost analysis applied to schools and colleges: What is it? How do we perform it? Who does it? Why should we do it? The session will include sample benefit-cost analyses from K-12 and post-secondary education.

Dr. Clive Belfield
Professor of Economics and Principal Economist
Queens College, City University of New York

Dr. Belfield is a Professor of Economics at Queens College, City University of New York. He is also a Principal Economist at the Center for Benefit-Cost Studies in Education, University of Pennsylvania. He has published widely in the economics of education.

Resources: [Center for Benefit-Cost Studies of Education](#)

Tyler Thur, EPFP ‘19-20
MI EPFP Co-Coordinator
Assistant Director of Data and Evaluation
Michigan State University Office of K-12 Outreach
Tyler Thur is the Michigan EPFP Co-Coordinator and the Assistant Director of Data and Evaluation for the Office of K-12 Outreach in the College of Education at Michigan State University. He is passionate about getting education data incorporated into the policy-making process, district-level decisions, and school turnaround efforts. His interest in education comes from his time as an English Instructional Assistant and policy debate coach for Glenbrook South High School as well as a summer debate instructor at Michigan State University, the University of Wyoming, Georgetown University, and the University of California, Berkeley.

He holds a Master of Public Policy degree from Michigan State University and a bachelor's degree in International Relations with minors in Jewish Studies and Science, Technology, Environment, and Public Policy from Michigan State University's James Madison College and Honors College. He is an alum of Michigan's Education Policy Fellowship Program.

Email: thurtyle@msu.edu
Twitter: @MSU_K12
Resources: K-12 Newsletters and Resources, Office of K-12 Outreach Resources

CRAFTING MESSAGE TO POLICYMAKERS

How do you advocate effectively to policymakers to make your message stick? How do you articulate a clear and concise ask? What is the role of social media and virtual advocacy in delivering your message? Experienced and creative speakers discuss key do’s and don’ts of developing messaging that resonates with decision-makers on all levels.

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.
Dr. Chad d’Entremont is the Executive Director of the Rennie Center for Education Research & Policy. He is responsible for shepherding the organization’s mission to improve public education through deep knowledge and evidence of effective policymaking and practice. He has published numerous articles, book chapters, and reports on education improvement strategies ranging from early childhood education to early college designs and launched multiple, community-based initiatives to support the implementation of evidence-based practices. In 2012, Dr. d’Entremont helped found the Massachusetts Education Partnership, a coalition of labor and management leaders committed to sustainable school improvement. Success and lessons learned were captured in his book Improving Education Together: A Guide to Labor-Management-Community Collaboration. Dr. d’Entremont has supported over 100 school districts drive improvements through network-based initiatives, including the Excellence in Social-Emotional Learning (exSEL) Network and the Massachusetts Institute for College and Career Readiness. He is the former 8th grade global studies teacher and holds a Ph.D. in Education Policy and Social Analysis from Teachers College, Columbia University.

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. 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.

Email: lfryer@pennhillgroup.com

ETHICAL LEADERSHIP

Do ethics matter? In this session we will look at what ethical values are important to you. We will consider how your values influence your job and actions as an authentic leader. We will consider how your values guide you in the decision-making process through interaction, group discussion, and personal reflection.

Mark Quiner
Director, Center for Ethics in Government
National Conference of State Legislatures

Mark Quiner is an experienced group facilitator with over 40 years of experience. Mark currently serves as the Director of the Center for Ethics in Government at the National Conference of State Legislatures. Mark was previously the Assistant Director and Acting Director of the Wyoming Legislative Service Office where he served the Wyoming Legislature for 26 years. He graduated from the University of Wyoming School of Law and has been an attorney for more than 36 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 and one grandson.

Email: mark.quiner@ncsl.org
Resources: National Conference of State Legislators, True North, by Bill George, How to Create Your Code of Ethics

UTILIZING COALITIONS TO MEET A GOAL: THE ROLE OF COALITIONS

In this skill-building workshop, you will build an understanding of what coalitions are, how to build one for a purpose, and your role in advocacy. The panelists bring perspectives on coalition membership and will share insights on how to effectively engage with coalitions and how to determine what are the conditions and competencies that lead to successful coalition and movement-building.
José Muñoz
Interim Director
Director, Coalition for Community Schools
Institute for Educational Leadership

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.

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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.

Email: munozj@iel.org
Twitter: @IELconnects and @CommSchools

Andrea Prejean, EPFP ’05-06
Teacher Quality Director
National Education Association
Andrea Prejean is the Director of Teacher Quality for the National Education Association. She leads a team of 17 in policy and practice issues related to the teacher continuum.

Email: aprejean@nea.org  
Twitter: @andreaprejean  
Resources: National Education Association, NEA's Certification Bank, 2020 NEA Policy Playbook for Congress and the Biden-Harris Administration

ROLE-BASED NETWORKING

You will have an opportunity to get to know other Fellows in similar roles as you discuss how you can shift policy in your sphere of influence to address educational equity.

1. **(Networking Session) Teachers & Instructors:** Facilitator: Robert W. Gaines, II (GA EPFP Co-Coordinator, ‘14-15), Director of Communications, The Georgia Partnership for Excellence in Education.

   Robert W. Gaines, II, Ph.D., EPFP ‘14-15  
   Director of Communications  
   The Georgia Partnership for Excellence in Education

   Robert joined the Georgia Partnership for Excellence in Education staff in 2018. His background is in teaching and research. Rooted in his experiences as an English composition instructor, his research interests include college readiness, education history, and the intersection of religion and education policy. Robert holds a Ph.D. in Educational Administration and Policy from the University of Georgia, an M.A. in English from Penn State University, and a B.A. in English Literature from Morehouse College.

   Email: rgaines@gpee.org

2. **(Networking Session) Principals & Assistant Principals:** Facilitator: Deborah Morin (OH EPFP Coordinator, ‘82-83), Director, Center for Educational Leadership, Cleveland State University.
Deborah E. Morin, EPFP ‘82-83
Director
Center for Educational Leadership

Dr. Deborah Morin is the Director of the Center for Educational Leadership at Cleveland State University, established in February 2008 to develop and sustain culturally sensitive, empathetic, and competent leaders for 21st century schools. Presently, the Center hosts an interdisciplinary Masters Degree program in Organizational Leadership and the Inspired Leaders Principal Licensure program, an alternative pathway to principal licensure. Previously, Dr. Morin was the founding Executive Director of the First Ring Leadership Academy, a nationally recognized leadership development and principal licensure program.

Dr. Morin was Assistant Professor and Director of Curriculum and Instruction Programs at Lesley College, Cambridge, Massachusetts. As a Senior Lecturer, she developed and instructed graduate education programs for educators across the country. Before her university work, Dr. Morin held positions as an Elementary School Principal in Beachwood, Ohio, and Westwood, Massachusetts. She also was a Gifted Education Supervisor for the Cuyahoga County Board of Education, where she developed gifted education programs for inner-ring and suburban school districts in the Cleveland metropolitan area.

Dr. Morin began her career as a teacher in Harwich, Massachusetts, and later moved to Bexley, Ohio where she taught second grade and developed Bexley's flagship gifted program, one of the first programs funded by the Ohio Department of Education. She is serving her second term as an appointed member on the Ohio Credential Review Board established by the State Board of Education to assess individuals pursuing alternative routes to educator licensure. Dr. Morin also serves as a Director and Officer on the Cleveland Council on World Affairs, serving as a Vice-Chair of CCWA's Education Committee which has emerged as a central force in the development of global awareness and international education not only in the Cleveland metropolitan area, but throughout the state of Ohio.

Dr. Morin earned her B.A. in Early Childhood Education and her Doctorate in Curriculum and Instruction with a specialization in Organizational Communication at Kent State University. Dr. Morin participated in the 1982-83 Ohio EPFP.

Email: d.e.morin@csuohio.edu

3. (Networking Session) District Office Staff & Superintendents:
   Facilitator: Kenny Southwick (MO/KS EPFP Co-Coordinator), Executive Director, Cooperating School Districts of Greater Kansas City.

Kenny Southwick
Executive Director
Cooperating School Districts of Greater Kansas City
Before beginning his most recent position as Deputy Superintendent for the Shawnee Mission School District, Dr. Kenny Southwick spent a total of 34 years serving students in three Missouri school districts. Maryville became home for Dr. Southwick after graduating from William Jewell College in 1976. After working as a social studies teacher, counselor and coach of football and baseball, he moved back to his hometown of Excelsior Springs to teach and coach in the summer of 1979. Coaching and counseling once again became his passion and in 1980 he became the head football coach of the Tigers. In 1985, he moved to the Central Office to become the Director of Special Education.

After a total of nine years in Excelsior Springs, an opportunity arose to go to Belton. He spent 22 years in the central office of Belton School District. In Belton, he served as Director of Special Education, Director of Secondary Curriculum, and 12 years as Superintendent. Belton was a great place to work with tremendous support from staff, the Board of Education and the community. Always focusing on the “Strategic Vision” developed by key stakeholders, much was accomplished during his tenure. With the passage of two major operating levies and four bond issues, the 10-year strategic vision for the District became reality. He is most proud of the culture that was developed in the Belton School District and the belief that “we never give up on any student.”

Dr. Southwick retired from the Belton School District in 2010. Reflecting on his career in education at the time of his retirement, Dr. Southwick said, “I was blessed to have spent 34 years doing exactly what I wanted to do, with the people I most wanted to do it with.”

Dr. Southwick has been spending time with Suzette, his wife of 40+ years. Dr. Southwick and his wife Suzette have one son, Josh, who lives in Los Angeles, Calif. They have recently been blessed with their first grandson, Hudson Marc.

In May 2014, Dr. Southwick returned to public education taking on the role of Deputy Superintendent for the Shawnee Mission School District, which serves students living in 14 cities in northeast Johnson County, Kan. July 1, 2017 he assumed the responsibilities of the Interim Superintendent for the Shawnee Mission School District for the 2017-2018 school year. A new superintendent was named in 2018 and he worked to successfully transition the leadership team. Dr. Southwick most recently retired on July 4th of this year. After a short respite, he will assume the duties of the Executive Director of the Cooperating School Districts of Greater Kansas City representing 33 regional school districts and more than 180,000 students.

Email: ksouthwick@csdgkc.org


Bryan Beverly, EPFP ‘13-14
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.

Email: beverlyb@msu.edu

5. (Networking Session) Non-Profit & Professional Association Staff:
Facilitator: Laura Dziorny (MA EPFP Co-Coordinator, ‘12-13), Deputy Director, Rennie Center for Education Research & Policy.

Laura Dziorny, EPFP '12-13
Chief of Staff
Rennie Center for Education Research & Policy

Laura joined the Rennie Center with a background in education policy and on-the-ground experience at both the classroom and district levels. She most recently 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. Laura is a graduate of Georgetown University Law Center, where she participated in the policy clinic of the Harrison Institute for Public Law and served as an intern in the education policy office of the US 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.
Email: Idziorny@renniecenter.org

6. **(Networking Session) Faculty & Researchers:** Facilitator: Jon McNaughtan (TX EPFP Co-Coordinator), Assistant Professor, Educational Psychology and Leadership, Texas Tech University.

Jon McNaughtan, Ph.D.
Assistant Professor
Educational Psychology and Leadership

Jon McNaughtan, Ph.D. is an assistant professor at Texas Tech University where his research covers two critical junctures of higher education. First, his work centers on the role and experience college presidents. In this vein he has studied how presidents are selected and their communication strategies during time of crisis. Through this line of work he hopes to assist in the development of future college leaders. Second, analyzes the role of community colleges in enhancing the STEM pipeline. Over the past four years he has assisted in the creation of a unique dataset that tracks over one million community college students through the STEM curriculum and also includes key measures of success. Through this line of work he hopes to answer questions regarding the role of community colleges in the production of STEM professionals and provide insight on how community colleges can better support students in these fields. He is serving as co-director of the TX EPFP program for oversight and recruitment.

Email: jon.mcnaughtan@ttu.edu

7. **(Networking Session) State Agency Staff:** Facilitator: Devon Brenner (MS EPFP Coordinator, ’04-05), Special Assistant to the Vice President for Education Initiatives, Office of Research and Economic Development, Mississippi State University | Public Policy Specialists & Elected Officials: Facilitator: Terra Thorne (CA EPFP Coordinator), Director of Statewide Initiatives, Education Insights Center, Sacramento State University.

Dr. Devon Brenner, EPFP ’04-05
Special Assistant to the Vice President for Education Initiatives, Office of Research and Economic Development and Professor, Curriculum, Instruction and Special Education, Mississippi State University
Devon Brenner is Professor of teacher education in the College of Education at Mississippi State University in Starkville Mississippi and coordinates education initiatives in the MSU Office of Research and Economic Development. Brenner leads key initiatives for the university that include the Partnership Middle School with the Starkville-Oktibbeha County School District and expanding education research to support K-12 education in the state and beyond. 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 in Washington, D.C. Brenner is currently co-editor of The Rural Educator, journal of the National Rural Education Association. Her research focuses on rural teacher recruitment and retention, rural education policy, and the implementation of literacy curriculum to promote reading and writing. Brenner has served as co-coordinator of the Mississippi EPFP program since 2016.

Email: ms.epfp@gmail.com

Terra Thorne
CA EPFP Coordinator
Director, Statewide Initiatives
Education Insights Center, Sacramento State

Terra is the Director of Statewide Initiatives for EdInsights. In this role, she oversees the CSU Student Success Network and the California Education Policy Fellowship Program. Prior to joining EdInsights, she ran LegiSchool, a civic education collaboration between Sacramento State and the State Legislature that connects students and state leaders to talk about public policy. Terra's background includes over a decade of experience in public service, and a lifelong commitment to social justice and equity. She is passionate about helping individuals and organizations build their capacity to better serve students and their educational goals. Terra holds a Master's degree in Public Policy and Administration from Sacramento State and a bachelor's degree in Criminal Justice from Seattle University.

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Twitter: @EPFP_CA
LinkedIn: https://www.linkedin.com/in/terra-thorne
Tuesday, March 23rd, 2021

PLENARY SESSION: FEDERAL FUNDING AND BUDGET

Education funding is only two percent of the federal budget, yet it has a big impact on states, districts, and other education institutions, PK-16. Understand the “regular order” federal budget process, influences on federal budget decisions, and the budgetary implications for education policy. Gain insight into how the federal budget and appropriations process has changed amidst the backdrop of the COVID-19 pandemic and the New Administration and Congress, and make sense of the Budget Reconciliation package.

Danica Petroshius
Principal
PennHill Group

Danica Petroshius brings more than 20 years of experience in public policy, advocacy, management, strategic consulting and communications to Penn Hill Group. She works with national, State and local organizations to develop, refine and implement policy and advocacy strategies. She also consults with foundations and other leading national organizations to plan meetings, leveraging her skills in facilitation, design thinking, strategic planning and advocacy training. Her keen strategic abilities help organizations prioritize efforts and maximize results. She focuses on a wide range of policy issues including early education, K-12 education, higher education, workforce and other related issues.

Before helping to build Penn Hill Group, Petroshius was founder of Policy Strategies and Solutions, where she worked with clients to achieve their policy and advocacy goals. Prior to that, 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, 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.

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 learners and the development of state content and performance standards.

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.
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. Petroshius has two certificates in design thinking from IDEO U.

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Resources: www.pennhillgroup.com

PLENARY SESSION: POLICY, POLITICS, AND PROCEDURES INSIDE CONGRESS

Go behind the scenes and learn about the realities of policy, politics, and procedures in the House and Senate, and about the support provided by the Congressional Research Service. You might never again look at or think about Senators and members of Congress the same way!

Judy Schneider
Retired Specialist on the Congress

Retired specialist on Congress after serving over 43 years in House, Senate, and Congressional Research Service. Selected as Stennis Fellow in 108th Congress, received Women in Government Relations distinguished member award in 2004, and had WGR name a fellowship in my name. In 2018 as CMF named me first recipient of Democracy lifetime achievement award.

Email: jschneider1@comcast.net

SITE-BASED VIRTUAL HILL DAY

The 2020-21 participating EPFP sites will be creating site-based Hill day experiences for the Fellows in: CA, GA, MA, MI, MS, MO/KS, NC, OH, and TX. Please contact your site coordinator(s) for further information.

If you are an 2019-20 alum from other sites, please join the CA EPFP site for a fireside chat with Dr. Martha Kanter.

Join us for a conversation with Dr. Martha Kanter, CEO of College Promise, about her leadership path and her career that spans K-12 and higher education, including her service as the U.S. Under Secretary of Education for President Obama.
Dr. Martha Kanter
CEO
College Promise

Dr. Martha Kanter leads College Promise, a national, non-partisan, non-profit initiative to increase college access, affordability, quality, and completion in American higher education. She is also a Senior Fellow at New York University’s Steinhardt Institute for Higher Education Policy. She specializes in policy efforts to identify and apply innovative, evidence-based education interventions, financing models, and behavioral incentives to raise America’s high school and college graduation rates.

From 2009-2013, Dr. Kanter served as the U.S. Under Secretary of Education, overseeing all federal postsecondary statutory, regulatory, and administrative policies and programs, including the $175B annual federal student aid programs, higher education, adult education, career-technical education, international education, and 6 White House Initiatives. From 1993-2009, she was president of De Anza College and then chancellor of the Foothill-De Anza Community College District in Silicon Valley, California. She began her career as an alternative high school teacher in Lexington, MA. Dr. Kanter holds a B.A. degree in Sociology from Brandeis University, an M.Ed. from Harvard University, and an Ed.D. from the University of San Francisco.

NETWORKING HOUR
Wednesday, March 24th, 2021

PLENARY SESSION: THE ROLE OF FEDERAL COURTS

This session will explore the reason why American schools continue to be racially segregated even after Brown v. Board of Education (1954). We will begin by exploring the difference between what is legal and what is just. We will proceed by understanding the federal court rulings after Brown that created significant barriers in achieving integrated schools and then by exploring the possibilities of how to move forward from here. We will conclude by connecting K-12 access to higher education access—specifically by introducing the legal framework for race-conscious admission in higher education and the pending challenge it faces.

Dr. Phil Lee
Professor
UDC David A. Clarke School of Law

Philip Lee is a professor of law at UDC David A. Clarke School of Law. He teaches Property I and II, Constitutional Law I, Torts II, Education Law, and Race and the Law. Professor Lee has won the "Outstanding Faculty Award" for teaching. He has also been a Visiting Lecturer on Education at the Harvard Graduate School of Education, teaching on education law topics. Professor Lee's research and writing centers on academic freedom, diversity and educational access, school law (K-12), higher education history and law, and property law and race.

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Linkedin: https://www.linkedin.com/in/profphillee
Resources: Scholarly Papers, UDC, Philip Lee

ADVANCING RACIAL JUSTICE THROUGH BRIDGE BUILDING

This workshop is focused on racism, equity, and building a bridge for critical conversations about the role of education. Specifically, the conversation will address structural racism, inequalities vs inequities in education, and building a strategy to have a dialogue about racial justice. The presentation will use the Intercultural Development Inventory as an “approach” to build a movement.

Dr. Donnie Ray Hale Jr.
Assistant Director
University of Central Florida, Center for Community Schools
Dr. Donnie Hale joined UCF in September 2019 as assistant director of the UCF Center for Community Schools, lecturer for the College of Community Innovation and Education, and co-chair for the Community School Leadership Network. Hale oversees operations for the center, which include services in technical assistance, training and development, and assessment and evaluation. His research focuses on race, equity, educational opportunity, college access, and human development. His teaching experience has been in areas of sociology, education, history, and cultural diversity. He will begin teaching at UCF in spring 2020. Previously, Hale served for more than five years as director of The Education Effect, a university-assisted community school partnership. The partnership works to improve learning and life outcomes among students in Miami's urban core communities, including Overtown, Liberty City and Little Haiti, by deploying resources from FIU, Miami-Dade County Public Schools and private donors. (Learn more in this NBC Nightly News segment.) Before his work at FIU, Hale was an assistant professor of education and director of Pre-College Programs at Carroll University in Waukesha, Wisconsin; an outreach coordinator and instructor in education studies at the University of Oregon in Eugene; assistant director of the Federal TRiO Program Upward Bound and adjunct instructor at Boise State University in Boise, Idaho, where he also earned his doctorate. Hale has served as a college football coach and an elementary school teacher as well. He is originally from Stockton, California.

Email: Donnie.Hale@ucf.edu
Twitter: @donniehale
Resources: UCF Center for Community Schools, Southern Education Foundation, Equity in Education: What it Is and Why it Matters

FRAMING AND TELLING A POWERFUL STORY

Our work as educational leaders is grounded in moral imperatives that we bring to our work. Storytelling helps us weave our collective past, present, and future so that we can, as Bettina Love reminds us "do the interior work of silence, meditation, inner wisdom, and deep joy that is inextricably linked to the outer work of social change". In this session, we examine how to use personal narratives to cultivate relational trust and build capacity to tap the power of our stories to foster organizational change.

Lynda Tredway
Senior Associate
The Institute for Educational Leadership
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.

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THE ROLE OF EDUCATION MEDIA IN POLICY: HOW TO GET YOUR STORY HEARD

In this workshop hear from national and local journalists about the state of education media, about the process of how stories are covered, and learn how you can effectively pitch stories and cultivate relationships with reporters to elevate your story in media.

Emily Richmond
Public Editor
Education Writers Association (EWA)

Emily Richmond is the public editor of the Education Writers Association. She coordinates programming and training opportunities for members and provides individualized reporting and writing help to journalists. She also hosts the EWA Radio podcast, and authors EWA's "The Educated Reporter" blog. Prior to joining EWA, Emily was the education reporter at the Las Vegas Sun, where she covered local, state, and national issues. Recognition of her work includes a first-place award for feature writing from the Associated Press News Executives Council of Nevada-California. In 2007, she was named Outstanding Journalist of the Year by the Nevada State Press Association. Emily was a 2011 Knight-Wallace Fellow at the University of Michigan. She holds a bachelor's degree from Wellesley College and a master's in journalism from Stanford University.

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Twitter: @EWAEmily
Resources: Education Writers Association, EWA Radio, The Educated Reporter
Stephen Sawchuk
Associate Editor
Education Week

Stephen Sawchuk covers superintendents, district management, school safety, and civics education for Education Week. He joined the newspaper in 2008 and formerly covered the teaching profession, curriculum, and instruction. He holds degrees from Georgetown and Columbia universities and was a 2017 Knight-Wallace Fellow at the University of Michigan. His work has also appeared in smithsonian.com, The Hechinger Report, and the Huffington Post.

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Resources: Education Week

Terra Thorne
CA EPFP Coordinator
Director, Statewide Initiatives
Education Insights Center, Sacramento State

Terra is the Director of Statewide Initiatives for EdInsights. In this role, she oversees the CSU Student Success Network and the California Education Policy Fellowship Program. Prior to joining EdInsights, she ran LegiSchool, a civic education collaboration between Sacramento State and the State Legislature that connects students and state leaders to talk about public policy. Terra's background includes over a decade of experience in public service, and a lifelong commitment to social justice and equity. She is passionate about helping individuals and organizations build their capacity to better serve students and their educational goals. Terra holds a Master's degree in Public Policy and Administration from Sacramento State and a bachelor's degree in Criminal Justice from Seattle University.

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Debbie Truong
Print and Audio Journalist
WAMU
Debbie Truong is a print and audio journalist covering education for WAMU 88.5, D.C.’s NPR station. Before that, she covered Virginia schools for The Washington Post, where her reporting covered seclusion and restraint in public schools, persistent racial disparities in high performing school districts and the fight for more protections for transgender students.

At the Richmond Times-Dispatch in Richmond, Va., she wrote about beleaguered roadside motels, the threat high-speed rail posed to rural landowners and dilapidated public housing.


She graduated from Syracuse University with degrees in journalism and political science before receiving a master’s degree in investigative journalism from American University.

YOUTH VOICE IN EDUCATION POLICY AND GRASSROOTS ADVOCACY

How do you build youth voices and work together (with adults) to effectively direct equitable educational policy change? In this interactive session, the Next Generation Coalition, “an alliance built and led by youth leaders that provide a platform to dismantle oppressive systems and to rebuild sustainable and equitable communities by networking, channeling, and training youth to create action and change” will lead activities on how to compassionately engage with youth and develop actionable policy change.

Gema Quetzal Cardenas
Co-Chair, Next Generation Coalition
The Institute for Educational Leadership

Gema Quetzal is a proud Salvadoran-Mexican community organizer from East Oakland, CA, and a current Sophomore at Stanford University. She is the co-founder and co-chair of Next Generation Coalition, Coalition of Community Schools. In the past, Gema served as the Student Board Member, appointed by Governor Jerry Brown to the California State Board of Education (SBE) to represent all 6.2 million students in the state for the term of August 2018- July 2019. Gema served as the sole Student Member on the State Board. Gema is the first Latina Student from Oakland to ever be appointed to this position in California. As the Integrated Voter Engagement Organizer and Praxis Fellow, Gema helped pass Oakland’s Measure QQ in November 2020. This campaign lowered the voting age to 16 years olds in Oakland School Board elections, to expand voting rights. Gema plans to continue community organizing in her
community and hopes to become a civil rights lawyer in the future. Gema believes in equal and equitable access to opportunities for all youth and has been a righteous champion for education equity throughout her life.

Pele Le  
Associate  
Institute for Educational Leadership

Rooted in love and humility, Pele Le is an intersectional [non]identifying Minnesotan, organizer, and second-generation Vietnamese American who is in pursuit of co-creating ecosystems of resilience, justice & love—striving to utilize his passions and energies to promote justice and self-determination through critical connections, transformative interactions and community mobilization. He currently works at the Institute for Educational Leadership as an Events and Operations Programs associate.

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Aqsa Rashid  
Co-Chair, Next Generation Coalition  
The Institute for Educational Leadership

Aqsa Rashid is a junior at American University studying Sociology with minors in International Relations and Transcultural Studies. Aqsa is interested in studying social movements, gender-based violence, transnational politics, and journalism. She cares deeply about the power of storytelling, and the way that people use words as a tool of resistance in both personal and political realms. Aqsa is an editor for the Blackprint Magazine at AU, is involved in the Muslim Student Association, and is the co-leader of an Alternative Break to South Africa. She previously served as an intern at the Institute for Educational Leadership, and is currently the co-chair of the Next Generation Coalition. Through her role at NGC, she is particularly focused on community-building, healing justice, and thinking about power from the bottom up.

CLOSING PLENARY SESSION:  
WHAT SCHOOLS CAN BE: PLANNING FOR SCHOOLS AFTER THE PANDEMIC

The COVID-19 pandemic has exacerbated pre-existing inequities in society and in our schools. As educators begin planning for the re-opening of schools it is essential that preparations beyond logistics are made to address: student learning loss, trauma and stress, and the need to implement measures to ensure equitable and meaningful learning opportunities. This presentation will describe steps that can be taken to make schools better than they were before quarantine to improve outcomes and learning experiences for all students.
Dr. Pedro Noguera
Emery Stoops and Joyce King Stoops Dean
USC Rossier School of Education

Pedro Noguera is the Emery Stoops and Joyce King Stoops Dean of the Rossier School of Education and a Distinguished Professor of Education at the University of Southern California. Prior to joining USC, Noguera served as a Distinguished Professor of Education at the Graduate School of Education and Information Studies at the University of California, Los Angeles. Before joining the faculty at UCLA, he served as a tenured professor and holder of endowed chairs at New York University, Harvard University and the University of California, Berkeley. He is the author of 15 books. His most recent books are A Search for Common Ground: Conversations About the Toughest Questions in K-12 Education (Teachers College Press) with Rick Hess and City Schools and the American Dream: Still Pursuing the Dream (Teachers College Press) with Esa Syeed.

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