



SPEAKER BIOS

MELISSA BAILEY, Principal, Bowling Business Strategies

Melissa has centered much of her career in providing clinical mental health care and advocacy for patient-focused care models in the state of Vermont, as a caregiver and state administrator as well as in the classroom. In her role as Commissioner of Human Services, she was responsible for The State Mental Health Authority overseeing ten Designated Mental Health Agencies, two Specialized Services Agencies, secure residential, adult and youth crisis beds, and the Vermont Psychiatric Care Hospital. Prior to launching Bowling, she served as Director of Behavioral Health and Child Health Transformation at Center for Health Care Strategies in Hamilton, NJ.

JAYME BANKS, Deputy Chief of Prevention, Intervention and Trauma, School District of Philadelphia

Under Dr. Banks' direction, the School District of Philadelphia's Office of Prevention and Intervention increases access to education by decreasing barriers through responsive, trauma-informed practices, promoting a holistic and inclusive approach to supports, and validating students through person-centered practices and partnerships. She has furthered the reach of this approach via Philly HopeLine, an award-winning free and confidential helpline as a resource for students and caregivers who have felt isolated due to the coronavirus pandemic, providing free grief and loss support, emotional support, and counseling.

TODD BLOOMQUIST, Director of School Improvement, Grants Pass School District [OR]

Todd oversees technology services and infrastructure, as well as mental health services, trauma-informed practices, and homeless and Foster Care liaison services for the Grants Pass School District. GPSD is committed to creating safe learning environments for all students, focusing on trauma-informed practices for all of their schools and facilities. Todd received his Doctor of Education in Educational Leadership & Administration from George Fox University, and both his B.A. and M.A. in Education from Whitworth University.

TRAVIS BRISTOL, Associate Professor of Education, University of California, Berkeley

Dr. Bristol is one of the nation's thought leaders on the intersections of race, gender, and education. After gaining hands-on classroom and policymaking experience in New York City, Boston, and Guyana, he has turned his focus to strengthening the pipeline for better recruitment and retention for teachers of color. His contributions to XQ America's #rethinkhighschool initiative are helping provide a platform for creating a new model for schooling nationwide. Most recently, Bristol served as a research and policy fellow at the Stanford Center for Opportunity Policy in Education.

PRUDENCE CARTER, Sarah and Joseph Jr. Dowling Professor of Sociology, Brown University

An acclaimed award-winning author and scholar, Professor Carter's research focuses on explanations of enduring inequalities in education and society and their potential solutions. Specifically, she examines academic and mobility disparities shaped by the effects of race, ethnicity, class, and gender in the United States and global society. She is an elected fellow of the National Academy of Education, Sociological Research Association, and the American Education Research Association. Currently, Carter is the President-elect of the American Sociological Association.

KATHERINE CAVES, Chair of Education Systems, ETH Zürich, Switzerland

ETH Zurich is a globally-renowned institution, founded under the principles of freedom and individual responsibility, entrepreneurial spirit and open-mindedness. Through her work as Lab Director for the Center for the Economics and Management of Education and Training Systems (CEMET), Katherine works on understanding and supporting labor market-oriented education reforms all over the world, researching key characteristics of the best global systems and how new systems can be implemented.

DR. DONNA-MARIE COLE-MALOTT, Assistant Professor, Professional and Secondary Education, East Stroudsburg University of Pennsylvania and Co-Director Pennsylvania Educator Diversity Consortium (PEDC)

Dr. Cole-Malott's work supports organizations across the state of Pennsylvania in their efforts to diversify and foster equity in the teacher educator workforce. She has been instrumental in the development of the Pennsylvania Culturally Relevant and Sustaining Education (CR-SE) competencies, and their definition being included in teacher guidelines in Pennsylvania (Chapter 49). Dr. Cole-Malott is also former Special Assistant to the Deputy Secretary of Education in the Office of Postsecondary and Higher Education at the Pennsylvania Department of Education.

MEAGAN CORRADO, Owner & Founder of Storiez Trauma Narratives

Meagan Corrado is a Doctor of Social Work and a Licensed Clinical Social Worker. She takes a creative approach to her work with children, adolescents, and families, incorporating elements of art, music, poetry, and play therapy in her clinical practice. Dr. Meagan has authored 10 books and trained over 6,000 clinicians, community leaders, and trauma survivors across 20 innovative training programs.

ERIC DUNCAN, P-12 Data & Policy Senior Analyst, The Education Trust

Eric has served in numerous capacities that improve the quality of education provided to children and youth. At the Council of Chief State School Officers (CCSSO), he supported state efforts to diversify the teaching workforce and ensure that teachers are culturally responsive in practice through the Diverse and Learner-Ready Teachers Initiative. At the U.S. Department of Education, Eric was a member of My Brother's Keeper Task Force and supported the Department's work on teacher diversity. He received his undergraduate degree at Emory University and has a juris doctor from Wake Forest University.

SHARIF EL-MEKKI, Founder, Center for Black Educator Development

In 2014, Sharif founded The Fellowship – Black Male Educators for Social Justice, an organization dedicated to recruiting, retaining and developing Black male teachers. Prior to founding the Center, Sharif was a nationally-recognized principal and U.S. Department of Education Principal Ambassador Fellow. His school, Mastery Charter Shoemaker, received the prestigious EPIC award for three consecutive years of being among the top three schools in the United States for accelerating student achievement levels. In 2019, he began the Center full-time in order to accelerate his mission to rebuild the Black Teacher Pipeline.

LOUISE FINK, Director of Health Services (ret.), Baltimore City Public Schools

Dr. Fink is a national leader in school-based mental health who designed the multi-agency program in Baltimore that was implemented in 1989 with four schools and has expanded to 130. She was instrumental in the design of the behavioral health initiative that seeks to identify at-risk entering 6th graders and provide an intervention to help keep them in school. She is particularly skilled at braiding funding streams to provide maximum support to school-based programs. For these and numerous other accomplishments, Dr. Fink received the 2020 School Mental Health Champion Award from the National Center for School Mental Health at the University of Maryland.

JONATHAN FURR, Founder & Executive Director of Education Systems Center (EdSystems)

Jon's leadership in policy development and system implementation has made him a national authority in career pathways, college and career readiness policy, and longitudinal data systems. He led a multi-year process to develop and enact the Postsecondary and Workforce Readiness (PWR) Act, which applies a student-centered and competency-based approach to support Illinois students in preparing for postsecondary education and careers. As a complement to his work in the United States, Jon is also engaged in education and workforce initiatives in sub-Saharan Africa.

SHAWN GINWRIGHT, Professor of Education, Africana Studies Department, San Francisco State University

Shawn Ginwright is one of the nation's leading innovators, provocateurs, and thought leaders on African American youth, youth activism, and youth development. His research examines the ways in which youth in urban communities navigate through the constraints of poverty and struggle to create equality and justice in their schools and communities. Dr. Ginwright is also Founder and Chief Executive Officer of Flourish Agenda, Inc., a national nonprofit consulting firm, whose mission is to design strategies that unlock the power of healing and engage youth of color and adult allies in transforming their schools and communities.

DR. LADONNA MONDON GULLEY, Leadership & Empowerment Director, Mesquite Independent School District [TX]

Dr. LaDonna Gulley has over 25 years of experience in education, including teaching roles in Louisiana and Dallas ISD, before joining MISD in 2003. She has recently launched an initiative called The Mesquite Promise, to create a common philosophy and language across all Mesquite ISD schools that will encourage students to build a closer relationship with their schools and communities, making a more positive impact. She earned her Bachelor's from Jackson State University, Master's from Southern University, and her Doctorate in Educational Policy and Leadership from Southern Methodist University.

SHARONICA HARDIN-BARTLEY, Superintendent, The School District of University City [MO]

An outspoken advocate for racial equity, traumatic-informed practices and student voice in education, Dr. Sharonica L. Hardin-Bartley is the board president for Big Brothers Big Sisters of Eastern Missouri and the board vice president for University City Children's Center. She was part of the Child Well-Being and Education Equity Committee of the Ferguson Commission and is a national speaker on integrating health and well-being, student equity, restorative practices and student voice in the school community.

TAMIR HARPER, Co-Founder, UrbEd Inc.

Harper is a Southwest Philadelphia native and a proud product of the School District of Philadelphia who believes that teaching is social justice work, teaching is political, and that teaching is a form of disruption. At 16 years old, Tamir co-founded UrbEd Inc., a nonprofit that combines community organizing and policy to uplift students, educate communities, and develop coalitions to give students the education they deserve. He is currently pursuing a Master's in Education from the University of Pennsylvania and teaching 8th-grade students English and social studies.

DR. KYLE HARTUNG, Associate Vice President, Jobs For the Future (JFF)

Before joining JFF, Dr. Hartung spent 20 years working as a teacher, leader, consultant, and researcher in public K–12 systems and higher-education settings, most recently as a researcher with Learning Innovations Laboratory (LILA) at Harvard University's Project Zero. Currently, he leads and oversees work with state, regional, and local leaders to design, strengthen, and scale solutions to fundamentally reimagine and change the ways in which people experience and move through education and workforce development systems.

WILLIAM HAYES, Chief Executive Officer, Boys' Latin of Philadelphia

Dr. Hayes has an extensive career in educational administration. Boys' Latin's mission operates with an innovative value proposition: to provide a world-class college preparatory academic program for historically underserved boys. Prior to taking over the helm of Boys' Latin, Hayes has set the course for student populations in Boston, Cleveland and Camden, NJ. He holds a B.S. in Psychology from Morehouse College, an Ed.M. from Harvard University, and a Doctor of Education in Education Leadership and Policy from Vanderbilt University.

SUSAN KEMPER PATRICK, Senior Researcher, Educator Quality team, Learning Policy Institute (LPI)

After working in schools as a middle school teacher and volunteer coordinator, Susan's research now examines inequities in the learning opportunities available to both students and their teachers. At LPI, Patrick focuses on understanding the experiences of teacher and administrator candidates in California. Prior to joining LPI, she served as a postdoctoral researcher for the Tennessee Education Research Alliance, a research-practice partnership between the Tennessee Department of Education and Vanderbilt University.

DAVID LAPP, Director of Policy Research, Research For Action (RFA)

David Lapp leads RFA's Pennsylvania Clearinghouse for Education Research (PACER) project to inform state education policy discussions through objective research and analysis, and also provides oversight direction to RFA's ACER project (Allegheny County Education Research). Before joining RFA in 2016, Lapp was a staff attorney at the Education Law Center – PA, where he litigated cases and conducted policy research on a wide variety of legal issues related to public education, including school funding, student discipline, race and disability discrimination, student enrollment, and charter school law.

PATIENCE LEHRMAN, Vice Dean, Workforce & Community Development, Temple University

Dr. Patience Lehrman is the Vice Dean of Workforce and Community Development, and the Executive Director of the Intergenerational Center and the Center for Professional Development in Career and Technical Education at Temple University. In this role, she leads the development, and implementation of grant-funded programs serving children and families in Philadelphia, connecting youth and young adults to postsecondary and workforce opportunities, and preparing Career and Technical Educators in eastern Pennsylvania. She is a recipient of the Presidential Citizens Medal, the second-highest civilian award in the United States from President Obama. Since joining Temple University in 2008, she has expanded the University's community engagement efforts, developed program models and built strategic partnerships with key constituents including community leaders, elected officials, educators, businesses and school districts.

NANCY LEVER, Co-Director of the National Center for School Mental Health, University of Maryland

Dr. Lever is a clinical psychologist who has dedicated her career to advancing high quality and sustainable school mental health efforts. She has over 20 years of experience providing and leading school mental health services and programming efforts at the local, state, and national levels. In her role as the Co-Director of the Center for School Mental Health, she has worked with schools, districts and states to focus on building multi-tiered systems of behavioral health supports that have family-school-community partnerships as a foundation.

EDWARD MARSHALECK, Assistant Superintendent of Student Services, Upper Darby School District

Mr. Marshaleck works closely with the Superintendent to help support school leaders, teachers and support staff in educational, operational, programmatic, and fiscal issues that promote student success in UDSD's 14 schools. This is facilitated through an Equity Leadership Committee that engages in self-reflection, examines current practices and policies through an equity lens, and provides recommendations for eliminating gaps in opportunity and access due to race, ethnicity, socioeconomic status, geography, and gender.

**LYNNETTE MAWHINNEY, Department Chair & Professor of Urban Education,
Rutgers University-Newark**

As a seasoned educator, Dr. Mawhinney is proud to have taught within many diverse populations from the American Indian reservations of South Dakota to urban Philadelphia, in a range of urban educational contexts, including middle school, high school, undergraduate, graduate, and GED and employment training programs for TANF (formerly known as Welfare) recipients and dislocated workers. Her research focuses on the professional lives of urban teachers (with a specific focus on teachers of color), the schooling experiences of urban youth, biracial identity development, and autoethnographic approaches in educational settings.

JOSH McNEIL, Director of Strategic Partnerships, Lakeside

Josh oversees day-to-day operations of the Lakeside services which offers school-wide trauma-informed coaching, protocols and counseling for students in the alternative education schools it operates in the Upper Darby School District. In addition to running alternative schools and working with Upper Darby in Pennsylvania, Lakeside supports schools and youth-focused organizations with practical, brain-based approaches to creating sustainable, supportive, and emotionally safe environments. Josh specializes in collaborating with organizations to create customized plans to meet their needs.

**DANA MILAKOVIC, Mental Wellness and Trauma Specialist, Pennsylvania
Department of Education**

Dr. Milakovic is a mental health and trauma specialist with experience in school mental health, community mental health, pediatric neuropsychology, school administration, and school psychology. In her current role, she is focused on strengthening schools by applying neuropsychological research to mental health integration in schools, trauma-informed schools, school climate, substance use disorders, and improving mental wellness for students and school staff across Pennsylvania.

MARSHA MORGAN, Founder & CEO Resilience Builders

During her 45 year career, Marsha was an advocate for people with mental illnesses and disabilities. She has been involved in creating trauma-informed and resilient organizations since 2009. Because of her leadership, TMC was one of the Missouri Department of Mental Health's early adopters for trauma-informed care and a participant in the National Council of Community Behavioral Health's first trauma-informed learning collaborative. Since retiring from TMC, Marsha created her company, Resilience Builders.

KAREN PARKER THOMPSON, Technical Assistance Provider, Region 4 Comprehensive Center, and Co-Director Pennsylvania Educator Diversity Consortium (PEDC)

Karen Parker Thompson is an Independent Change Agent, specializing in the development of effective family, school, and community engagement systems. She works closely with schools, organizations, and state education agencies in Alexandria, Arlington, Washington, D.C., Pennsylvania and New Jersey to provide professional development and strategic planning services. She is also founder of Cutting Edge Productions and Imagination 'N Motion, companies that produced creative and interactive programs focused on youth, family, and education.

LAURA PORTER, Co-Founder, ACE Interface, LLC

With Dr. Robert Anda, Ms. Porter develops and disseminates educational products and empowerment strategies that help leaders dramatically improve population health. She is honored to be a thought partner, educator, consultant and coach in over two dozen states, providing support and services to a wide range of groups, from parents leading informal initiatives to state and federal officials leading agencies and elected and appointed leaders of Tribal Nations. Laura is also a technical advisor for the national substance abuse prevention system, in partnership with the Southwest Prevention Center at the University of Oklahoma.

LUKE RHINE, Director, Career and Technical Education (CTE) and STEM workgroup, Delaware Department of Education (DDOE)

Luke Rhine is the Deputy Assistant Secretary for the Office of Career, Technical and Adult Education with the United States Department of Education. Prior to joining the Biden-Harris Administration, Luke served as the Associate Secretary of Workforce Support for the Delaware Department of Education, overseeing the offices of career & technical education, higher education, educator excellence, and licensure & certification. Previously, Luke has worked at the Maryland State Department of Education and as a high school CTE teacher and middle school teacher. Luke has received several state and national awards for educational leadership, was a Fulbright scholar, and has served as an advisor to President Biden's education transition team and as a contributor to New York City Mayor Eric Adams's education transition team. Luke earned his bachelor's degree from California University of Pennsylvania and his master's degree in education from Stockton University.

RYAN SAUNDERS, Senior Policy Adviser, Learning Policy Institute (LPI)

Early in his career, Saunders taught high school social studies and literature in Turkey, the Dominican Republic, and Denver, Colorado. He then shifted his skills to the policy making sector with the Council of Chief State School Officers, where he focused his energies on teacher preparation data systems, clinical partnerships, and teacher recruitment and retention across 15 states. Today, Saunders co-leads LPI's Educator Quality team, and has authored a book about the state's role in strengthening the education profession.

TOMEA SIPPIO-SMITH, Director of the Coalition for Educational Equity, University of Pennsylvania, Graduate School of Education

Tomea served more than 10 years as a family law attorney in the Miami area and felt called to improve a system that repeatedly failed students in under-resourced communities. This led her to relocate to Philadelphia to attend Penn GSE's Education Policy program, where she cemented her belief that significant policy changes only move forward if people work to create the right political climate, and key actors decide to use political capital to enact the changes. Tomea served as Children First's Education Policy Director for five years before going back to Penn as their Director of the Coalition for Educational Equity.

CHRIS STEWART, Chief Executive Officer, brightbeam

Chris is a lifelong activist and 20-year supporter of nonprofit and education-related causes. Prior to brightbeam, he served as CEO of Education Post and chief executive of Wayfinder Foundation. Before that, he served as Executive Director of the African American Leadership Forum (AALF), a cross-sector network of black leaders working to develop and implement an urban policy agenda across five northwest states. In 2007, he helped establish the Office of New Schools, an area of the Minneapolis Public Schools to implement school reform strategies.

KAYLA TAWA, Youth Policy Analyst, Center for Law and Social Policy (CLASP)

Kayla Tawa graduated Magna Cum Laude from Mount Holyoke College, earning a degree in English and anthropology. While at Mount Holyoke, she explored the intersections of migration, labor, race, and trauma, writing her senior thesis on the role of trauma literature in reconstructing national memory. Prior to joining CLASP, she worked at NYU Shanghai as a Global Writing and Speaking Fellow, conducting research on the human rights implications of decriminalized sex work.

DAVID THOMAS, Vice President of Strategic Initiatives & Community Engagement, Community College of Philadelphia

Dr. David Eric Thomas is dedicated to fostering optimal educational and organizational environments with high expectations for all, and is committed to creating equitable opportunities for all with the intention of fostering within individuals the skills, wisdom, and fortitude needed to become active leaders of their own lives and communities. He serves K-12 and higher ed institutions; community and social service organizations; faith-based institutions; and corporations in their quest to best meet the needs of those they serve.