

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



2018 NATIONAL CONVENING



NSAESC

National Student Attendance, Engagement, and Success Center

PRESENTER INFORMATION

The **NSAESC** would like to acknowledge and thank all of our incredibly talented and passionate presenters. These individuals helped make the 2018 National Convening a huge success. We greatly appreciate their knowledge and experience and the time they spent preparing for and presenting at this event.

In alphabetical order below, please find more information about all of our presenters as well as contact information in the event you have follow-up questions from the Convening.



Sadiq Ali, Executive Director, Maryland MENTOR

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"When adults run out of answers they start blaming children." As a staunch and empathetic youth advocate, and Director of Maryland MENTOR, Sadiq is a natural-born teacher whose work revolves around making sure we never blame children. He has created many programs for schools, youth detention centers, non-profit and community organizations to engage more young people. In his role with Maryland

MENTOR, Sadiq's aim is to increase both the quality and quantity of mentoring relationships throughout the state while providing support to those organizations supporting youth. He's also a TV/Radio host and commentator, social entrepreneur, best-selling author and co-author of 5 books and counting, award-winning keynote speaker, trainer, and professor. Sadiq has worked with thousands of young people, their parents and youth practitioners all around the country on connecting better with their passions and building long-lasting confidence.



Whitney Baker, Director of Operations, Midlands Mentoring Partnership

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In her position at Midlands Mentoring Partnership, Whitney is responsible for providing strategic leadership for the implementation of quality standards in mentoring programs. Whitney received her master's degree in Public Administration & Nonprofit Management from the University of Nebraska-Omaha. She has completed numerous trainings including the Elements of Effective Practice for Mentoring and the Summer Institute on Youth Mentoring at Portland State University, and has attended several national mentoring conferences. Whitney currently serves as a youth mentor for Big Brothers Big Sisters of the Midlands, and is a member of the Omaha Women's Fund Circles.





Robert Balfanz, PhD, Director, Everyone Graduates Center at Johns Hopkins University

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Robert Balfanz, PhD, is a research professor at the Center for the Social Organization of Schools at Johns Hopkins University School of Education, where he is co-director of the Talent Development Secondary reform model and director of the Everyone Graduates Center. He is a leader and a co-founder of Diplomas Now, an evidence based school transformation model for high needs middle and high schools which combines whole school reform with enhanced student supports guided by an early warning system and winner of a federal Investing in Innovation (I3) validation grant which is currently being implemented in forty schools across twelve school districts. He has published widely on secondary school reform, high school dropouts, early warning systems, chronic absenteeism, school climate, and instructional interventions in high-poverty schools. Dr. Balfanz is the first recipient of the Alliance For Excellent Education's *Everyone a Graduate Award* and the *National Forum's to Accelerate Middle Grade Reform Joan Lipsitz Lifetime Achievement award*. In 2013 he was named a Champion for Change for African American Education by the White House.



Shelley Boyd, LCSW, School Social Worker, Millard Public Schools, Omaha, NE

Email: sboyd@mpsomaha.org

Shelley Boyd is a Licensed Clinical Social Worker who has dedicated her career to serving youth. She has been with Millard Public Schools as a School Social Worker since 1992. Prior to this, she worked in adolescent substance abuse counseling and behavioral management roles, and was also a probation officer for a number of years.



Veronica Buckwalter, Senior Program Manager, Jobs for the Future

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Veronica has been a senior program manager at Jobs for the Future since February 2016. In her role, she manages and contributes to regional and statewide projects all across the country that focus on the intersection of education and the workforce. She has been co-project director of the NSAESC since May 2017. She began her career in 2008 with the Pennsylvania Department of Labor & Industry as Director of Partnership Development and later Director of Workforce Initiatives. Prior to joining JFF, she served almost 4 years as Director of the Center for Industry Research and Workforce Alignment (CIRWA) for Delaware Technical Community College in Dover, DE.



Hedy Chang, Executive Director, Attendance Works

Email: hedy@hedynchang.com

Hedy Nai-Lin Chang directs Attendance Works, a national and state level initiative aimed at advancing student success by addressing chronic absence. A skilled presenter, facilitator, researcher and writer, she co-authored the seminal report, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, as well as numerous other articles about student attendance. Deeply committed to promoting two-generation solutions to achieving a more just and equitable society, Hedy has spent more than two decades working in the fields of family support, family economic success, education and child development. She served as a senior program officer at the Evelyn and Walter Haas Jr. Fund and as co-director of California Tomorrow, a nonprofit committed to drawing strength from cultural, linguistic and racial diversity. In February 2013, Hedy was named by the White House as a Champion of Change for her commitment to furthering African American Education.



Jean Cohen, Executive Director, MENTOR New York

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Jean has an AB from Brown University in Applied Mathematics-Psychology and an MBA from the University of Chicago Graduate School Of Business. Formerly an economic business consultant to Fortune 500 companies, she has been involved with not-for-profit organizations for 30 years. She has been with Mentor New York for 21 years. Motivating and directing volunteers is one of her areas of expertise, having trained over 14,000 volunteers in mentoring. Her work has ranged from developing school-based mentoring programs to finding compatible business and government partners to producing online resource materials and newsletters for programs across New York State. She travels throughout the state and provides training and technical assistance to mentoring programs and mentoring coalitions. She is the co-author of *Mentoring at the Middle School*. Mentor New York assists nearly 600 different mentoring programs. They currently serve over 60,000 young people. Most recently, she served as a resource to the US DOE Success Mentors Coalition for My Brothers' Keeper initiative. She mentored the same young woman for ten years.



Rachel Donegan, JD, Assistant Director, Promise Heights, University of Maryland School of Social Work

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Rachel Donegan received a BS from Guilford College in Sociology and a JD from Chicago-Kent College of Law where she concentrated on criminal law. She has extensive experience working with survivors of sexual and intimate partner violence and justice-involved youth. Ms. Donegan has been with the Promise Heights initiative since its inception in 2009 and has a particular set of skills, honed through her experience with legal matters, grant writing, and community work, which are necessary to maintain and grow the Promise Heights infrastructure. Working closely with the Promise Heights Executive Director, her stewardship has helped grow the program from serving 15 families to over 1,700 annually. Her ability to write effective grant applications has raised over \$10M for Promise Heights from the U.S. Department of Education, U.S. Department of Health and Human Services, other state and local governments, and private funding. Ms. Donegan oversees all aspects of the pipeline, including fund development, hiring, program development, and partnership development, with a particular focus on community schools, youth violence prevention, and post-secondary opportunities.



Danielle Dooley, MD, Medical Director, Community Affairs and Population Health, Children’s National Health System, D.C.

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Danielle Dooley, MD, is a general pediatrician and specializes in immigrant child health and school health. As Medical Director of Community Affairs and Population Health, she provides advocacy education for residents and faculty, participates in a new social determinants of health resource connection initiative within the primary care clinics and develops collaborations and strategies to improve population health for children across the institution and the District of Columbia.



Christina Dukes, Federal Liaison, National Center for Homeless Education (NCHE)

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Christina began working at the National Center for Homeless Education (NCHE), the U.S. Department of Education’s technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program, in 2003. As a program specialist, she trained federal agency, state education department, school district, early childhood, and service provider personnel about federal laws related to the education and well-being of homeless and other at-risk children and youth. Since 2014, Christina has worked out of Washington, DC, as NCHE’s federal liaison, representing NCHE and the EHCY Program in federal interagency policy discussions about preventing and ending youth and family homelessness.



Sue Fothergill, Associate Director of Policy, Attendance Works

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Sue Fothergill facilitates Attendance Works’ Network to Advance State Attendance Policy and Practice (NASAPP), a network of more than 100 organizations from 31 states and the District of Columbia. Ms. Fothergill is also responsible for technical assistance at the local and state level and coordinating Attendance Works policy work at the federal and state level. Prior to joining Attendance Works, Sue served as the director of Attendance and Related Strategies for the Family League of Baltimore. Her earlier positions include: director of the Baltimore Student Attendance Campaign with Baltimore’s Safe and Sound Campaign, education advocate with the ACLU of Maryland’s Education Reform Project, director of advocacy and founder City Neighbors Foundation, and co-chair of the Baltimore Education Coalition. Sue is the recipient of the John Brown Education Advocacy Award from Children First and the Distinguished Service Award from the PTA Council of Baltimore County. Sue holds a B.A. in Public Policy from University of Baltimore and is the parent of two wonderful boys.



Patti Gilley, Principal of Hanson School and Lebanon Elementary School, Lebanon, Maine

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With thirty-four years as an educator, she has worked as a Speech Therapist, elementary school teacher, Reading Recovery instructor, and Assistant Principal. In her role as Principal, she facilitates the Count ME In team and supports staff and families while overseeing the safety and learning of kindergarten through fifth grade students in two rural elementary schools. She gets her exercise on daily jaunts over a bridge and through the woods between the schools.



Angelo Gonzales, PhD, Executive Director, Mission: Graduate, United Way of Central New Mexico

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Angelo J. Gonzales is the founding Executive Director of Mission: Graduate at United Way of Central New Mexico, a cradle-to-career education partnership in Central New Mexico, which is committed to producing 60,000 new graduates with college degrees and certificates by 2020. Dr. Gonzales is also a Research Assistant Professor and Associate Director of the University of New Mexico (UNM) Center for Education Policy Research. Previously, Dr. Gonzales worked for U.S. Senator Jeff Bingaman for over six years. Most recently, he served as a field representative in the senator's Albuquerque office, where he was responsible for outreach to the New Mexico education policy community.



Patricia Graczyk, PhD, Assistant Professor of Clinical Psychology in Psychiatry, University of Illinois

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Dr. Graczyk is a licensed clinical psychologist and licensed school psychologist. She currently serves on the editorial boards of Psychological Bulletin, School Psychology Quarterly, and Behavior Modification. She also works as a Lead Coach with the Illinois RTI Network, a professional development initiative of the Illinois State Board of Education. In this role Dr. Graczyk works closely with educators in eight school districts in South Cook County to support their efforts in implementing a Multi-Tiered System of Support. Her current work allows her to combine her research interests in the transportability of evidence-based practices to schools with her field work in schools related to promoting school attendance, meeting the needs of students with anxiety, and the systemic implementation of a multi-tiered system of support (MTSS) service delivery model to address the academic and social-emotional needs of all students.



**Donette Hall, School and Student Support Services Facilitator,
Everyone Graduates Center,
Johns Hopkins University**

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Donette Hall is a facilitator from Talent Development Secondary-Johns Hopkins University working in Tulsa, Oklahoma with 3 elementary, 2 middle, and 2 high schools on using Early Warning Systems and social emotional learning to improve student outcomes. She is part of the National team offering support across the nation in EWS, acceleration and transition curriculum, and Academies. She pioneered the Early Warning System in the elementary schools in Tulsa.



**Treva Haugaard, Executive Director, GOALS Center,
Omaha, NE**

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Treva Haugaard is the Executive Director of the GOALS Center and has been with the agency since August 2012. Previously she worked in Child Welfare and Juvenile Justice for 16 years within the community and court system. She holds a Masters in Social Work and Public Administration.



**Lorri Hobson, Director, Office of Attendance,
Cleveland Public Schools**

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Lorri currently serves as Director, ADM/Attendance for the Cleveland Metropolitan School District (CMSD) in Cleveland, Ohio. In her role as Director of Attendance for CMSD, Lorri successfully led the District's first citywide attendance campaign, *"Get 2 School, You Can Make It!"* Now in year three, the attendance campaign is on track for another successful year ahead of its projected goal. In 2017, Lorri successfully facilitated the state's first *"Northeast Ohio Chronic Absenteeism Summit."* Lorri has been credited with and acknowledged for numerous achievements related to developing effective strategies to identify and reduce absenteeism, building critical partnerships among the community and school districts, and informing state and local policy and protocols through data-driven approaches.



**Brigid Howard, Quality Assurance Coordinator,
GOALS Center, Omaha, NE**

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Brigid Howard has been with the GOALS Center since September 2013, coordinating outcome measurement and quality assurance activities. She holds a Master of Arts in Sociology and has been working in agency-based research and evaluation for nearly 15 years.



Cecelia Leong, Associate Director for Programs, Attendance Works

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Since joining Attendance Works in 2011, she has helped expand the technical assistance resources available to communities across the country. In addition to facilitating peer-to-peer sharing between researchers, practitioners and consultants through the Attendance Works Peer Learning Network, a virtual learning community with nearly 2,000 participants, Cecelia works closely with the Attendance Works team to identify emerging technical assistance needs in reducing chronic absence and creating innovative tools such as online toolkits, videos and webinars to address those needs. Prior to joining Attendance Works, Cecelia worked for a variety of organizations that focus on district and school reform initiatives such as Pivot Learning Partners and Berkeley Policy Associates.



Susan Lieberman M.Ed., Director, Count ME In, Maine

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Count ME In is a statewide program focused on increasing student attendance through data-driven strategies. Previously, Ms. Lieberman co-chaired the Maine Governor's Task Force to Engage Maine's Youth and staffed the Maine Children's Cabinet Shared Youth Vision District Councils. She has over 25 years of experience working in the fields of education and mental health as a licensed social worker and certified teacher, managing community and state run programs as well as working directly with youth and families. She is the mother of two teen daughters.



Richard Lofton, Jr., PhD, Assistant Professor of Education, Johns Hopkins University School of Education

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Dr. Lofton is co-principal investigator for the national evaluation of the Student Success Mentor Initiative, which is funded by the Arnold Foundation. His research explores the Black habitus of African American students and parents and the impact of concentrated poverty on homes, schools and communities. His research examines the importance of uncovering systemic inequalities, illuminating agency and developing meaningful relationships with students and their parents for academic success. He holds a B.A. in Communications from San Jose State University, a M.S. in Communications from University of Utah, a MPhil from the Teachers College at Columbia University, and a Ph.D. from the Teachers College at Columbia University. He recently completed a two-year postdoctoral fellow at the Center for Social Organization of Schools with Johns Hopkins University.



Abby Lormer, Program Quality and Training VISTA, MENTOR: The National Mentoring Partnership

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Abby Lormer is a Salem State University graduate where she received her Bachelor's in Social Work with minors in Psychology and Criminal Justice. She is currently serving as an AmeriCorp VISTA with MENTOR: the National Mentoring Partnership. She supports the organization by working on the National Quality Mentoring System and the Success Mentors partnership.



Donna Mazyck, MS, RN, NCSN, CAE, Executive Director, National Association of School Nurses, MD

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Donna J. Mazyck began working at NASN in 2011. Donna spent most of her nursing career in community-based settings. For 25 years, her practice focus has been school health. Donna began her school health career as a high school nurse. She worked for 13 years as a state school nurse consultant at the Maryland State Department of Education. Donna served as President of the National Association of School Nurses from 2007-2009. Her formal education includes a Bachelor of Science degree in Nursing from the University of Pennsylvania and a Master of Science degree in Counseling from Loyola University in Maryland. She is nationally certified in school nursing and counseling, in addition to be a certified association executive. Donna is also a licensed clinical professional counselor. She enjoys facilitating student well-being and success and connecting all the helpers (schools, students, families, agencies, communities) whose focus is on student health, safety, and learning.



Barbara McKeon, Ed.D., Educational Consultant and former Head of Broome Street Academy Charter High School, New York, NY

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Dr. McKeon's career has focused on serving the needs of the most vulnerable populations. She has written numerous articles and spoken extensively on topics in education including restorative justice, and improving school culture. She has presented at national and international conferences on inspiring leadership. Dr. McKeon serves on two Mayoral committees in New York City, improving integration for incarcerated youth and the Community Schools Advisory Board. Dr. McKeon has held adjunct professorships at Pace, Brooklyn College and the University of Vermont and is a Cahn Fellow for Distinguished Principals. Under her leadership Broome Street Academy became the first Charter School in NYC to become a Community School.



**Linda Muskauski, Knowledge Development Director,
Everyone Graduates Center, Johns Hopkins University**

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Linda has over 25 years of experience in professional development design and implementation, curriculum development and instructional design and delivery of site based technical support. Linda has served as facilitator of the Principals Network Community of Practice for the past five years including the design of semiannual conference convenings. A proven trainer in leadership development, she co-designed and co-instructs Turnaround Leadership for the Doctor of Education program at Johns Hopkins University School of Education, facilitating synchronous and asynchronous learning opportunities. Linda is a certified cognitive coach.



Darrin Person, Manager, Fresno Unified Public Schools Mentoring

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Darrin Person is a graduate from Oral Robert’s University with a bachelor’s degree in psychology in 1997 and from California State University, Fresno (CSUF) with a Master’s in Social Work in 2000, respectively. Darrin Person is the co-founder of Person to Person Counseling services with his wife Iris Person that provides counseling services to disadvantaged and at-risk individuals and families. Mr. Person also works as the Mentor Coordinator for Fresno Unified School District, the fourth largest school district in California, where he has implemented nationally recognized programs that serve thousands of students each year. During, his time as Mentor Coordinator, Mr. Person has created and/or implemented programs such as Men’s and Women’s Alliance, Group Mentoring, Peer Mentoring, and E-Mentoring. Mr. Person is also adjunct professor at Fresno State University and Fresno Pacific University. Darrin has a beautiful family: His wife Iris Person, son Darrin Person Jr. and daughter Amiris Irene Person.



Annie Reed, Special Projects Manager, Attendance Works

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Annie (Lionberger) Reed has worked at the intersection of health and education for over a decade. In addition to serving as a Special Projects Manager with Attendance Works, Annie is in the process of earning her doctorate in public health from the University of California, Berkeley. Before joining Attendance Works, Annie served as the Director of Special Projects in the Superintendent’s Office in Fontana Unified School District, located outside of Los Angeles. She worked as a district administrator at the Chicago Public Schools where she led the Department of Student Wellness, including oversight of physical education, recess, active classrooms, health education, nutrition education and school gardens. Annie has worked in several local and international organizations that address socioeconomic and health disparities, including the Greater Chicago Food Depository where she served as the Director of Programs. She is originally from Chicago and received her BA from Middlebury College and her Master’s Degree in Public Policy at the University of Chicago.



Walter Sallee, Director, Student Services and Strategic Planning Branch, Maryland State Department of Education

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Walter J. Sallee is the Director of the Student Services and Strategic Planning Branch of the Division of Student, Family, and School Support at the Maryland State Department of Education. The Student Services and Strategic Planning Branch is responsible for providing leadership and technical assistance to local school systems for the implementation of programs and initiatives to facilitate the emotional, mental, social, and physical health of all students. These programs and initiatives include guidance and career development, school psychology, pupil personnel, school social work, school health services, safe and supportive schools, rural schools initiatives, local comprehensive and strategic planning, college readiness, dropout prevention, alternative programs, home instruction, and initiatives to reduce disruption and violence, address at-risk behaviors, and facilitate achievement. Prior to his work with the Maryland State Department of Education, Walter was an educator in the Baltimore City Public School System and Program Director at Bridges, a non-profit enrichment program committed to the success of motivated Baltimore City youth and to providing life-changing volunteer opportunities for independent school students.



Jenny Scala, Senior Researcher, American Institutes for Research (AIR), Washington, D.C.

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Jenny Scala is a senior researcher for AIR and is the project manager of AIR's early warning system service line and participates in multiple projects using her expertise in using data to inform instructional decision-making. She has been providing technical assistance to educators for over 15 years. Currently, Ms. Scala is a technical assistance liaison as part of a federally funded project supporting dropout prevention practices in rural states and districts. She is the liaison to Alaska, North Dakota, and Iowa and also manages AIR's day-to-day tasks in the project. Ms. Scala's technical assistance experience to states, districts, and schools includes creating new strategies for supporting the implementation of early warning intervention and monitoring systems to identify and support at-risk students; supporting underperforming districts and schools; assisting states, districts, and schools to support implementation of response to intervention (especially in secondary schools); aiding states to address high school improvement; and creating statewide frameworks focused on improving adolescent literacy outcomes.



Heidi Schumacher, MD, Assistant Superintendent of Health & Wellness, Office of the State Superintendent of Education, D.C.

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Dr. Schumacher oversees the health and nutrition portfolio of the state educational system, including partnerships with governmental and non-governmental organizations related to innovative service delivery models, population health strategies, and data sharing. She previously served as the Deputy Chief of Student Wellness at DC Public Schools and Medical Officer at the Center for Medicare and Medicaid Innovation. She completed her medical degree at the University of Vermont Larner College of Medicine and her pediatric residency and chief residency at Children's National Health System, where she continues to practice clinically. She is currently Secretary of the DC chapter of the AAP, and remains active with the AAP's Department of Federal Affairs.



Beshon Smith, PhD, Executive Director, Center for Supportive Schools, DE & MD

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Dr. Beshon Smith has spent the past 16 years of her professional career using the transformative power of education to change the lives of young people and their families. Smith joined City Schools as the Manager for the Office of Attendance and Strategy in April 2013. Prior to joining City Schools, Smith served as the Deputy Director for the Choice Program, with the University of Maryland-Baltimore County. She has also served as the Deputy Director for the Urban Alliance Foundation in Washington D.C. and prior to relocating to Maryland, Beshon was the Director of Alternative Education for New Beginnings High School at Brooklyn College.



Jane Sundius, Senior Fellow, Attendance Works

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Jane Sundius works as a consultant to foundations and non-profits, evaluating social and educational justice initiatives. She is currently evaluating a five-year old multi-state effort to support parent- and youth-led campaigns to change punitive school discipline policies. From 1996 to 2015, Jane developed and directed the Education and Youth Program at the Open Society Foundations' Baltimore office. During her 16-year tenure, she directed a program that led to major policy and regulatory changes in school discipline in Baltimore and across the state. She also directed multi-year initiatives seeking to understand the causes of and solutions to the very poor student attendance that characterizes urban schools. Jane writes and speaks frequently on issues of education justice and access, the impact of poverty on children's life outcomes, the policy and practice implications of concentrated poverty and trauma on children, school climate, student discipline and attendance. Jane has also worked as a senior research associate on a longitudinal study of urban school children. She lives in Baltimore, MD.



Dudney Sylla, Program Manager, MENTOR: The National Mentoring Partnership

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Dudney Sylla serves as Program Manager at MENTOR: The National Mentoring Partnership overseeing the Opportunity Youth Thriving Program along with our NBAPAF work including Youth Initiated Mentoring. Dudney most recently worked as a Design Consultant for the Office of Human Capital – Diversity Programs at Boston Public Schools. In addition, Dudney has served as a Program Manager at Jobs for the Future, and as an outreach coordinator for the College of Education at the University of Washington. Dudney holds a BA in Sociology and a Master's in Education.



Henriette Taylor, LGSW, Director of Community Schools, Promise Heights, University of Maryland School of Social Work

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Henriette Taylor received a dual BA from the University of Wisconsin at Eau Claire in Political Science and English Liberal Arts and completed her MSW with a concentration in Community, Policy and Administration from Jane Addams College of Social Work, University of Illinois at Chicago. Her work in the non-profit arena began at the Rehabilitation Institute of Chicago searching for fundraising opportunities for those with physical challenges and has evolved over the last several years into working with at-risk children, youth, and families. Ms. Taylor has more than 15 years of health care experience, including expertise in adolescent health, qualitative research, knowledge transfer, and program management. Her experience as a direct service provider in community and educational settings has provided her with unique insight on the complex issues facing today's youth. Additionally, Ms. Taylor is a field instructor and adjunct professor for UMB SSW MSW students, and received the NASW Field Instructor of the Year Award. In her role as Director of Community Schools, she on-boards staff, facilitates partnership development, trains school staff and community partners, and manages AmeriCorps members.



Rebecka Theurer, Lead Family Advocate, GOALS Center, Omaha, NE

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Rebecka Theurer is the Lead Family Advocate at the GOALS Center and has been with the organization since October 2011. Previous to this position she worked for Health and Human Services as a Juvenile Parole Officer. She holds a Masters of Public Administration.



Paul Verstraete, School and Student Support Services Facilitator, Everyone Graduates Center, Johns Hopkins, University

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Paul Verstraete is a facilitator from Johns Hopkins University's School of Education, working on Early Warning Systems in New Mexico, Arizona, and Seattle. He also presents and leads efforts at Talent Development Secondary on creating and adapting data systems within EWS. As an "EduNerd", Paul is always thinking about ways to understand and support others as they use data to inform their teaching practices.



Felicia Walker, School and Student Support Services and EWS Expert, Everyone Graduates Center, Johns Hopkins University

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Felicia has almost 20 years of experience in the field of education, primarily in the area of school transformation and drop-out prevention. She is well-informed in the areas of school transformation, early warning systems, at-risk students and dropout prevention. In her current role, she works with K-12 staff who are developing and implementing multi-tiered systems of support, including early warning systems. Mrs. Walker also provides training and supervision for Talent Development Secondary staff (a Johns Hopkins University program) and oversees School Transformation Facilitators at schools across the nation. Felicia's technical assistance includes creating new strategies for supporting the implementation of early warning intervention and monitoring systems to identify and support at-risk students at the state, district, and school levels. She has provided technical assistance to school districts in Baltimore, Boston, Columbus, Jacksonville, Los Angeles, Phoenix and various New Mexico school districts.



Maria G. Waltemeyer, Chief Design Officer, Everyone Graduates Center, Johns Hopkins University

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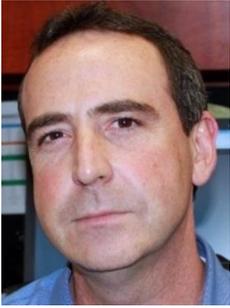
Maria joined the Center for Social Organization of Schools (CSOS), an educational research center at Johns Hopkins University in 1998. CSOS is a place where social scientists and educators put theory to practice by developing evidence-based school reform models aiming at students' post-secondary success. Maria has served in various roles from instructional coach, providing on-site technical support to Chief Operating Officer for School Services, responsible for technical assistance of sites across the USA. She is a member of Compass Academy's Design Team, a 6-12 school located in South West Denver newly designed to address individualized academic and developmental needs of all students, including English Language Learners and those with learning differences.



Laura Weeldreyer, Chief Program Officer, Talent Development Secondary at the Johns Hopkins University School of Education

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Laura leads the national field operations working with middle and high schools across the country. Previously Laura worked nationally on a variety of education reform projects with school systems, state departments of education, and non-profit organizations, as a senior consultant for a public sector management consulting firm. Laura served as a Senior Fellow with the Johns Hopkins Institute for Education Policy and as a member of the Maryland State Board of Education.



Lukas Weinstein, Senior Director of Regional Initiatives, Children's Aid (CA) National Center for Community Schools

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Lukas started his tenure at Children's Aid in 1990, first as a social worker in the Homemaker Service Department and later moving to the Preventive Services program, continuing his work to keep families together. He then worked with the first CA Community School as a social worker, helping to develop and implement several interventions including gang prevention, teen and after-school programs, and an alternative high school. From 2002 through 2012, Lukas worked as the Administrative Coordinator of a Nursery-8th grade lab school, before returning to a full-time staff position at the National Center at the beginning of 2011. His current work focuses on the development of both local and national community school initiatives, helping to align their work from the system level down to the site level. Lukas also works with schools and school districts to better address chronic absenteeism, from research and data to implementation of a tiered intervention strategy at both the system and site levels.