### DQI 2017 Agenda

**Day 1: November 16, 2017**

<table>
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<tr>
<th>Time</th>
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| 7:30   | **Breakfast Networking and Check-In**  
Participants lodging at the Maritime can network over breakfast in the hotel restaurant. There will also be refreshments and light breakfast snacks provided near the check-in and information desk. |
| 8:30   | **Welcome (Auditorium)**  
- Sharon Lee Miller, Director, Division of Academic and Technical Education (DATE), Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education |
| 8:45   | **The Journey Begins (Auditorium)**  
- Michael Wooten, Deputy Assistant Secretary and the Acting Assistant Secretary for OCTAE |
| 9:15   | **What Next for Perkins Accountability? – Panel discussion (Auditorium)**  
- John Haigh, Chief, Accountability and Performance Branch, OCTAE  
- Annie Leonetti, Workforce Analyst/Team Leader, U.S. Department of Labor/ETA/OPDR  
- Bryan Wilson, Director, Workforce Data Quality Campaign, National Skills Coalition  
- Moderator: Steven Klein, RTI International |
| 9:55   | **Overview of the DQI Collaboration Sessions (Auditorium)**  
- Olivia Rice, RTI International |
| 10:00  | --------Virtual Office Break-------- |
| 10:15  | **Speed DATAsing (Classroom #1 and A300 – see badge)** |
| 11:45  | **Lunch** |

1:00  
**Breakout Sessions:**  
**Data regulation and policy:** Accountability 101: An introduction to federal CTE accountability metrics (A307)  
- Jose Figueroa, Education Program Specialist, Accountability and Performance Branch, OCTAE  
- Andrew Johnson, Education Program Specialist, Program Administration Branch, OCTAE  
**Data collection and analytics:** Before and after: Tools to support state CTE program approval and desk audits (A304)  
- Ashleigh McFadden, State Policy Manager, Advance CTE  
- Fidelis Ubadigbo, Education Consultant, Iowa Department of Education  
**Data-driven change:** Using workforce data to improve CTE programming (A300)  
- Michael Tinsley, Perkins IV Coordinator, Tennessee Department of Education  
- Katie Graham, Data, Research, and Evaluation Specialist, Nebraska Department of Education  

2:00  
--------Virtual Office Break (Hallway)-------- |

2:15  
**Breakout Sessions:**  
**Data regulation and policy:** Telling a consistent story: Strategies for assessing career readiness across state accountability systems – An overview of the Every Student Succeeds Act (ESSA) (A307)  
- Kate Kreamer, Deputy Executive Director, Advance CTE  
- Austin Estes, Policy Associate, Advance CTE  
**Data collection and analytics:** Collecting data on industry-recognized skill awards (A304)  
- Catherine Imperatore, Research Manager, Association for Career and Technical Education  
- Pradeep Kotamraju, Bureau Chief, CTE, Division of Community Colleges, Iowa Department of Education  
- Alexis Nordin, Research Associate, Mississippi State University  
**Data-driven change:** Data dig: Across state lines (A300)  
- Tonya Gerhardt, CTE Consultant, Wyoming Department of Education  
- Larianne Polk, Educational Service Unit (ESU) 7 Administrator, Nebraska Department of Education  

3:15  
--------Virtual Office Break (Hallway)--------

3:30  
**Collaboration Roundtables (Classroom #1 and A300 – see badge)**

4:30  
**Adjourn**
Day 2: November 17, 2017

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<td>8:40</td>
<td><strong>Telling Impact Stories with Data</strong> (Auditorium)&lt;br&gt;- Andrea Mohamed, Director of Marketing and Communications, RTI International</td>
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<td>9:00</td>
<td><strong>Preparing for Perkins Reauthorization – Lessons from the Frontlines</strong> (Auditorium)&lt;br&gt;- Mimi Luften, Chief Executive Officer, National Alliance for Partnerships in Equity&lt;br&gt;- Pat Ainsworth, former State CTE Director, California&lt;br&gt;- Kathy Oliver, former Assistant State Superintendent of Schools, Maryland&lt;br&gt;- Moderator: Steven Klein, RTI International</td>
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<td>10:00</td>
<td><strong>Meet the Regional Accountability Specialists (a.k.a. RAs)</strong> (Auditorium)</td>
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<td><strong>Breakout Sessions:</strong>&lt;br&gt;- <strong>Data regulation and policy:</strong> Protecting student records (A304)&lt;br&gt;  - Dale King, Director, Family Policy Compliance Office, U.S. Department of Education&lt;br&gt;- <strong>Data collection and analytics:</strong> Beyond the core indicators: Using data to support work-based learning (A307)&lt;br&gt;  - Shailah Stewart, Coordinator of High School Pathway Development, Office for College, Career and Technical Education; MA Department of Elementary and Secondary Education&lt;br&gt;  - Bobby Sanborn, Executive Director, Divisional Finance and Reporting, Division of College, Career and Technical Education, TN Department of Education&lt;br&gt;- <strong>Data-driven change:</strong> A Tale of Two ODEs (A300)&lt;br&gt;  - Emily Passias, Director, Office of Career-Technical Education, Ohio Department of Education&lt;br&gt;  - Donna Brant, CTE Lead &amp; Perkins Administration, Oregon Department of Education</td>
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<tr>
<td>11:30</td>
<td><strong>Lunch</strong></td>
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<td><strong>Reflections</strong></td>
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<td><strong>Adjourn</strong></td>
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*Lunches (Cafeteria)*

**November 16, 11:45–1:00**

**November 17, 11:30–12:45**

Tickets for lunch will be on sale for $10 at the information desk during check-in and breaks.
Session Descriptions

General Sessions

Day 1: November 16, 2017, 8:30-10:00 a.m.

Welcome (Auditorium)
Dr. Sharon Lee Miller, from the Office of Career, Technical, and Adult Education (OCTAE) and the Division of Academic and Technical Education (DATE), will provide an overview of the agenda and the goals for the meeting.

- Sharon Lee Miller, Director, Division of Academic and Technical Education, Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education

The Journey Begins (Auditorium)
The new Deputy Assistant Secretary, Dr. Michael Wooten, will provide some opening comments about his vision and will answer questions from the audience.

- Michael Wooten, Deputy Assistant Secretary and the Acting Assistant Secretary for OCTAE

What Next for Perkins Accountability? – Panel discussion (Auditorium)
Reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) will provide states with an opportunity to update their career and technical education (CTE) accountability systems. This session will explore some of the potential changes introduced in draft legislation, and options that state CTE administrators may consider to align their CTE accountability indicators and collection strategies with other federal workforce legislation.

- John Haigh, Chief, Accountability and Performance Branch, OCTAE
- Annie Leonetti, Workforce Analyst/Team Leader, U.S. Department of Labor/ETA/OPDR
- Bryan Wilson, Director, Workforce Data Quality Campaign, National Skills Coalition
- Moderator: Steve Klein, RTI International
Day 2: November 17, 2017, 8:30-10:15 a.m.

Welcome and Day One Reflections (Auditorium)
Dr. Sharon Lee Miller, from the Office of Career, Technical, and Adult Education (OCTAE) and the Division of Academic and Technical Education (DATE), will provide an overview of the agenda for the day and reflections from the first day.

- Sharon Lee Miller, Director, DATE

Telling Impact Stories with Data (Auditorium)
People are wired to process and remember stories. From the time of cave drawings to present day, stories represent a powerful way to communicate—nearly everything, including includes data-intensive and research-based information. In this session, you will learn about the art and science of storytelling and leave with practical tips you can start using right away.

- Andrea Mohamed, Director of Marketing and Communications, RTI International

Preparing for Perkins Reauthorization – Lessons from the Frontlines (Auditorium)
During this panel session, seasoned staffers will provide their perspectives on how states can prepare for a Perkins Reauthorization based on their experiences with past reauthorizations. The panel will discuss strategies and challenges for developing state plans and respond to questions from the audience.

- Mimi Lufkin, Chief Executive Officer, National Alliance for Partnerships in Equity
- Pat Ainsworth, former State CTE Director, California
- Kathy Oliver, former Assistant State Superintendent of Schools, Maryland
- Moderator: Steve Klein, RTI International
Data Regulation and Policy Sessions

November 16, 2017, 1:00-2:00 p.m.
Accountability 101: An introduction to federal CTE accountability metrics

Although the 2006 Perkins IV legislation has been in force for nearly a decade, new staff may not be aware of the many and complex requirements associated with reporting. This initial session is geared toward new state career and technical education (CTE) staff members who are interested in learning about the Consolidated Annual Report, State Plan Revisions, and Final Agreed Upon Levels of Performance negotiations.

- Jose Figueroa, Education Program Specialist, Accountability and Performance Branch, OCTAE
- Andrew Johnson, Education Program Specialist, Program Administration Branch, OCTAE

November 16, 2017, 2:15-3:15 p.m.
Telling a consistent story: Strategies for assessing career readiness across state accountability systems – An overview of ESSA

Federal accountability is at a critical juncture. States have newfound flexibility to drive career readiness through the Every Student Succeeds Act’s (ESSA) “school quality and student success” indicator and the “CTE program quality” indicator in the most recent Carl D. Perkins Career and Technical Education Act proposal. Nonetheless, it is critical that states pair their growing enthusiasm for career readiness with a focus on quality to ensure that all learners are prepared for success. Identifying and measuring the right indicators can be tricky but, if done correctly, can transform state education systems. This session will highlight national trends in accountability to help states navigate the myriad approaches to measuring and promoting career readiness. Facilitated by Advance CTE, the session will allow participants to learn about different approaches to measuring career readiness through ESSA, explore state examples and burgeoning trends, and begin to identify strategies for measuring CTE program quality through Perkins.

- Kate Kreamer, Deputy Executive Director, Advance CTE
- Austin Estes, Policy Associate, Advance CTE

November 17, 2017, 10:30-11:30 a.m.
Protecting student records

The U.S. Departments of Labor and Education are releasing joint guidance to support states in matching wage record data with student educational records to comply with Workforce Innovation and Opportunity Act (WIOA) reporting requirements and to support states’ own program evaluation purposes. The guidance also has applications for CTE administrators. This session will review state options for matching wage and education data and strategies for drafting data-sharing agreements that are compliant with the Family Educational Rights and Privacy Act (FERPA).

- Dale King, Director, Family Policy Compliance Office, U.S. Department of Education
Data Collection and Analytics Sessions

**November 16, 2017, 1:00-2:00 p.m.**

**Before and after: Tools to support state CTE program approval and desk audits**

State program approval and evaluation policy is a crucial lever to use for ensuring program quality. This session will dive into two tools, Advance CTE’s Policy Benchmark Tool and Iowa’s program desk audit, that use qualitative and quantitative data to ensure program quality throughout your state. You will hear about both tools and join a discussion about how they can be used in your state context.

- Ashleigh McFadden, State Policy Manager, Advance CTE
- Fidelis Ubadigbo, Education Consultant, Iowa Department of Education

**November 16, 2017, 2:15-3:15 p.m.**

**Collecting data on industry-recognized skill awards**

Post-secondary credentialing has become an increasingly important solution to workforce challenges. This presentation will share findings, lessons learned and recommendations from the Certification Data Exchange Project, which matched state postsecondary education and workforce data with industry certification data to learn more about those gaining certifications and their employment and earnings outcomes, and from a Mississippi Department of Education project that tripled secondary students’ participation in industry credentialing exams in two years. Presenters will discuss the role of partnerships among state agencies and third-party certifiers as well as legal and data challenges.

- Catherine Imperatore, Research Manager, Association for Career and Technical Education
- Pradeep Kotamraju, Bureau Chief, CTE, Division of Community Colleges, Iowa Department of Education
- Alexis Nordin, Research Associate III, Mississippi State University Research and Curriculum Unit

**November 17, 2017, 10:30-11:30 a.m.**

**Beyond the core indicators: Using data to support work-based learning**

To best prepare for college and career, students need hands-on experiences outside of the classroom to supplement technical skills learned in coursework and, as important, build up employability skills that employers find lacking in many young adults. Work-based learning (WBL) offers an optimal mechanism for teaching students employability skills, whether through a co-op experience, an internship, or other type of experiential learning opportunity. Both Massachusetts (MA) and Tennessee (TN) have active state initiatives designed to support the expansion of WBL. In this session, presenters from MA and TN will describe how their states capture and analyze student data relating to WBL and employability skills. The session will include how MA measures student skill gain and uses its data analytics to support on-site performance evaluation methods. In addition, example data reports from TN will show how to disseminate simple yet effective data analysis around CTE and WBL data to stakeholders.

- Shailah Stewart, Coordinator of High School Pathway Development, Office for College, Career and Technical Education; MA Department of Elementary and Secondary Education
- Bobby Sanborn, Executive Director, Divisional Finance and Reporting, Division of College, Career and Technical Education, TN Department of Education
Data-driven Change Sessions

**November 16, 2017, 1:00-2:00 p.m.**

**Using workforce data to improve CTE programming**

Labor market data can help educators align CTE programming to state or regional workforce needs. This session will highlight strategies that Tennessee and Nebraska are pioneering to collect, disseminate, and use workforce data and will solicit input from attendees on innovative approaches their own states have devised. Participants will then brainstorm options for strengthening cross-state idea sharing to improve the use of labor market data nationwide.

- Michael Tinsley, Perkins IV Coordinator, Tennessee Department of Education
- Katie Graham, Data, Research, and Evaluation Specialist, Nebraska Department of Education

**November 16, 2017, 2:15-3:15 p.m.**

**Data dig: Across state lines**

Nebraska and Wyoming have teamed up to implement a data-driven strategic planning and decision-making model for education, including CTE. The model, called SIMPL, was developed by Educational Service Unit (ESU) 7 in Nebraska to better serve students and educators and to focus services more effectively to impact student achievement. The model meets new ESSA requirements for professional development and service delivery, as it integrates data review and analysis as an integral part of service planning. When the Wyoming Department of Education caught wind of what Nebraska was doing, they wanted to bring it to Wyoming. Join us to learn more about this innovative model, the collaborative work of two neighboring states, and the successes and challenges along the way!

- Tonya Gerharter, CTE Consultant, Wyoming Department of Education
- Larianne Polk, ESU 7 Administrator, Nebraska Department of Education

**November 17, 2017, 10:30-11:30 a.m.**

**A Tale of Two ODEs**

States’ education data systems are at different stages of development, with some states unable to access detailed information on CTE student and program performance due to political, administrative, or technological limitations. Other states have access to relatively sophisticated systems that allow state CTE administrators to conduct a range of analyses. This session will offer a tale of two ODES, one that lacks a comprehensive longitudinal information system and one with advanced capabilities. Participants will hear strategies each state is using to capitalize on their existing data and will participate in an interactive, cross-state activity in which participants with state systems at different stages will share their approaches to accessing and using data to improve CTE programs.

- Emily Passias, Director, Office of Career-Technical Education, Ohio Department of Education
- Donna Brant, CTE Lead & Perkins Administration, Oregon Department of Education
Pat Ainsworth

Patrick Ainsworth is an education consultant whose clients include school districts, businesses, professional associations, higher education, and researchers. His work focuses on education policy, leadership development, career and college readiness, developing organizational capacity, and facilitating business–education partnerships. He also serves as adjunct professor and dissertation chair with the Brandman University Doctoral Program in Transformational Leadership.

Dr. Ainsworth served for 16 years as the Assistant Superintendent for Secondary Education within the California Department of Education (CDE). Patrick provided statewide leadership for secondary education, including high schools and middle schools, college preparation, adult education, postsecondary relations, career technical education, alternative education, and workforce preparation.

Prior to CDE, Patrick worked for the Riverside County Office of Education as a Regional CTE Administrator. He also served as Principal–Coordinator and Instructional Specialist. Patrick began his career in education as a substitute teacher, transitioned into teaching of severely handicapped youth and adults, and served as a high school counselor for nine years.

Dr. Ainsworth earned his Doctorate in Organizational Leadership and Management from University of La Verne. Patrick has worked with numerous state and national agencies and organizations and is a past-president of the National Association of State Directors of Career Technical Education consortium (NASDCTEc).

Donna Brant

Donna Brant has served the field of education for 25 years, from teaching middle school language arts and social studies in Oregon to serving as an administrator in North Carolina and Alaska.

She holds a Bachelor of Arts degree in Elementary Education from Western Oregon University and Master’s degrees in Teaching and Education Administration from Lewis and Clark College. Since 2004, she’s worked at the Oregon Department of Education with federal systems, charter schools, and career and technical education. For the past five years, Donna has been involved in the development and integration of Oregon’s new CTE and STEM statewide initiatives.

Donna feels that the real-world, hands-on approach of CTE blends well with her career and her philosophy, and she’s intrigued with the challenges and possibilities ahead.

“With state investments, we’ll have the ability to provide CTE through a variety of funding streams, allowing us to reward high quality programs as well as support those that are just starting out.”
Austin Estes
In his role as Policy Associate, Austin helps Advance CTE promote and elevate high-quality CTE by monitoring and analyzing state policies and profiling best practices through research publications, blog posts, and other state resources. He also manages the Learning that Works Resource Center, a repository of high-quality reports, tools, and policy profiles related to CTE and career readiness.

Before coming to Advance CTE, Austin worked for the Flamboyan Foundation, a DC-based nonprofit working to improve educational outcomes for students through family engagement. There, he learned the importance of education as a catalyst for creating change and closing equity gaps. Austin holds a Master’s degree in Public Policy from American University and a Bachelor’s degree in Psychology from Florida Atlantic University.

José Figueroa
José R. Figueroa is an Educational Program Specialist at the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) in Washington, DC. His major responsibility is to assist in the implementation and administration of the Carl D. Perkins Act of 2006, specifically in the areas of accountability and special populations, performance measure negotiations, state monitoring, and risk analysis; as well as providing technical assistance to states regarding the validity and reliability of their student performance data. He holds a PhD in Curriculum and Supervision and a MEd Curriculum and Teaching form the Pennsylvania State University and a Bachelors degree in Biological Sciences from the Inter American University.

Tonya Gerharter
Tonya is a Wyoming native who has focused her career on public service in her home state, specifically within education. She received her M.S. in Counselor Education from the University of Wyoming in 2007. She has over ten years of experience in Career Development and Academic Support and is certified as a Career Development Facilitator (CDF) Trainer. In 2014, she began working in career and technical education at the Wyoming Department of Education, where she manages the Carl D. Perkins grants for the state (both secondary and postsecondary) and facilitates data collection, reporting, and accountability.

Katie Graham
Katie Graham joined the Nebraska Department of Education (NDE) in 2015 as the Data, Research, and Evaluation Specialist for Career Education. In this role, she managed and monitored all secondary and postsecondary Perkins data, continuously analyzing them to determine the effectiveness of the state’s career education programs. In July 2017, she was promoted to Deputy State Director for Nebraska Career Education, where she provides leadership to the Career Education administrative team by helping plan professional learning opportunities based on needs assessments and manages the process of reviewing proposals and issuing grant awards for special Perkins-funded projects. She also serves on several committees related to career academies, career pathways, sector partnerships, the statewide cross-agency partner council,
and implementing college and career readiness standards. Additionally, Katie presents regularly at state and national conferences. Prior to joining NDE, Katie served as a Senior Academic Program Specialist for Florida State University’s Center for Professional Development. There she oversaw the development and administration of credit, noncredit, and continuing education programs for campus-based and online part-time degree and/or certificate programs. Katie is currently finishing her PhD in Educational Psychology at the University of Nebraska-Lincoln, where she teaches and is researching the affordances that CTE participation provides for students’ writing self-efficacy.

**John Haigh**

John Haigh is currently serving as Chief of the Accountability and Performance Branch in the Division of Academic and Technical Education at the Office of Career, Technical, and Adult Education at the U.S. Department of Education. Prior to that, Dr. Haigh served as Acting Director of the State Administration and the Accountability and Performance Branches in the State Administration and Accountability Group. Prior to that, he served as Research Analyst for the Branch, in the Division of High School, Postsecondary and Career Education at the U.S. Department of Education. Dr. Haigh has more than 30 years of experience in education at the local, state, and national level—mostly serving in Maryland as teacher, principal, and state administrator at the Maryland State Department of Education.

Dr. Haigh received his Doctor of Education from the George Washington University and his Masters of Education and Bachelor of Arts from the University of Maryland, and a certificate in Special education alternate assessment Critical Issues In Special Education from Harvard University's Graduate School of Education.

**Catherine Imperatore**

As Research Manager at the Association for Career and Technical Education, Catherine Imperatore conducts research and evaluation, produces publications, tracks CTE data and accountability issues, and until recently coordinated the Certification Data Exchange Project to match industry certification data with state education and workforce data. Catherine has a Master’s degree in Sociology from George Mason University and has been published in the *Peabody Journal of Education*.

**Andrew Johnson**

Andrew Johnson is a Grants Management Specialist at the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) in Washington, DC. His major responsibility is to assist in the implementation and administration of the Carl Perkins grant with a focus on financial issues. Specific assignments include identification of policy issues related to the Perkins grant, membership of the Perkins grant monitoring team as a fiscal lead, and the review of budget and financial reports. Andrew earned a BA in Government and Politics from the University of Maryland and am MPM (Masters in Policy Management) from Georgetown University.
Dale King

Dale King is the Director of the of the U.S. Department of Education’s Family Policy Compliance Office (FPCO). FPCO administers the Family Educational Rights and Privacy Act (FERPA) and the Protections of Pupil Rights Amendment (PPRA). Prior to FPCO Director, Dale served as the Director of Policy, Research, and Evaluation Services within the U.S. Department of Education’s Office of Career, Technical, and Adult Education. Dale began his federal career in 2001 as a program specialist in the Office of Special Education Programs and also served as a policy analyst in the Office of Special Education and Rehabilitative Services. Dale has over 30 years of experience in education, including serving as a regional assistant director with the Tennessee State Department of Education, and the Director of Psychological Services for the Hamilton County School District in Chattanooga, Tennessee.

Pradeep Kotamraju

Dr. Pradeep Kotamraju is currently the Bureau Chief, Career and Technical Education, Division of Community Colleges, Iowa Department of Education. As Iowa’s State Director for Career and Technical Education (CTE), he has leadership responsibility in managing those secondary and community college CTE programs that are funded through the Carl D. Perkins federal program. Prior to his current position as the Iowa CTE State Director, Dr. Pradeep Kotamraju served as the Deputy Director, National Research Center for Career and Technical Education (NRCCTE), University of Louisville, Louisville, Kentucky. Prior to that, he served as the System Director, Perkins, at the Minnesota State Colleges and Universities, Office of the Chancellor. Dr. Kotamraju has worked in several senior administrative positions in higher education and workforce development agencies in Minnesota.

Dr. Kotamraju has written several publications and monographs, and made numerous presentations in the area of student success in career and technical education, workforce development in the United States, and, the area of economic progress in the developing world. His research has included the examination of a variety of labor market information and workforce development issues that connect occupations, skills, and careers as individuals transition back and forth between employment and education. Dr. Kotamraju has been invited to participate on several statewide, regional, and national committees that have focused on CTE programs, budget and finance, and accountability. Some of these committees have had even broader focus that places CTE front and center when it comes to connecting education, workforce development, and economic development.

Before working in the public sector, Dr. Kotamraju taught college- and university-level Economics and Statistics at several higher education institutions in Minnesota and Kentucky. Dr. Kotamraju holds a PhD in Economics from the University of Illinois. He received his Masters degree in Economics from George Washington University and his Bachelors in Economics from the University of Delhi, India.
**Kate Kreamer**

Kate Blosoveren Kreamer serves as the Deputy Executive Director of Advance CTE, the longest-standing national nonprofit that represents state directors and state leaders responsible for secondary, postsecondary, and adult career technical education (CTE) across all 50 states and U.S. territories. In this role, Kate leads and directs major policy and communications initiatives to ensure all learners have access to high-quality CTE programs and pathways.

From 2006 to 2013, Kate worked at Achieve, beginning as a policy analyst and leaving as associate director, leading a range of policy, research, and communications projects to support states’ adoption, implementation, and sustainability of their college- and career-ready agendas. Kate also managed Achieve’s career readiness and CTE-related initiatives and partnerships. Before that, Kate was a policy advisor at Third Way and spent a year as a research assistant at the Progressive Policy Institute.

Kate cofounded the nonprofit organization Young Education Professionals-DC (YEP-DC) and served as president from 2007 to 2013. Kate also helped cofound and acts as a strategic advisor to YEP National, supporting the now 15 YEP chapters across the country.

Kate received her Bachelor’s degree in Urban and Regional Studies from Cornell University and her Master's of Public Policy from the Georgetown Public Policy Institute/McCourt School of Public Policy.

**Annie Leonetti**

Annie Leonetti is the Team Leader of the U.S. Department of Labor’s Division of Strategic Planning and Performance within the Employment and Training Administration. This division manages WIOA performance accountability for the Title I and III programs, including overseeing the reporting system that collects and disseminates all workforce program reporting results, and works closely with the Department of Education to ensure alignment across Titles I-IV of WIOA. This division also manages the Workforce Data Quality Initiative grant program, coordinating with public stakeholders and the Department of Education’s State Longitudinal and Data Systems grants program.

Prior to joining the Department of Labor five years ago, Annie spent over 10 years providing direct services through the public workforce system. She has worked with local nonprofit organizations and with the District of Columbia government to provide employment, training, education, and supportive services to youth and adults from the hardest of the “hard-to-serve” populations. Annie received her Bachelor of Arts degree from Indiana University and her Master of Arts degree from the University of Maryland.

Annie is a proud resident of the District of Columbia but maintains close ties to her “true” home in Portland, Oregon. Annie takes every opportunity she can to travel to destinations throughout the country and all over the world; she recently traveled to her 50th. She is a pet lover, with a dog and a cat (all rescues), and drives a 1978 Volkswagen Beetle convertible.
Mimi Lufkin
Mimi Lufkin, Chief Executive Officer, has led the National Alliance for Partnerships in Equity since 1995. She has over 35 years of experience as an educator advocating for access, equity, and diversity in education and workforce development. She has been a high school agriculture and science teacher, teacher educator, founder and executive director of a microenterprise development program for low income rural women, director of a statewide gender equity professional development program, and a community college director of development. Mimi holds a Bachelor’s in Animal Science, a Master’s in Agricultural Sciences and a Master’s in Education Administration. In 2012, Mimi was named as one of the top 100 Women in STEM by STEM Connector and was honored with the Educator of the Year Award from the Women in Engineering ProActive Network (WEPAN).

Ashleigh McFadden
Ashleigh serves as the State Policy Manager at Advance CTE, where her main responsibility is managing the organization’s role in the New Skills for Youth initiative, a multiyear grant-funded partnership with the Council of Chief State School Officers. She also oversees Advance CTE’s state policy and implementation strategy.

Prior to her time at Advance CTE, Ashleigh worked at the Education Delivery Institute, where she designed workshops and events to help K-12 and higher education systems plan and monitor implementation of education reforms. She also led the production team for Deliverology in Practice, an update to the deliverology curriculum based on EDI’s experiences in American education.

Ashleigh holds a Master’s degree in Public Policy from George Mason University and a Bachelor’s degree in International Affairs from The George Washington University.

Sharon Lee Miller
Dr. Sharon Lee Miller serves as the Director of the Division of Academic and Technical Education (DATE) within the U.S. Department of Education’s Office of Career, Technical, and Adult Education. DATE is responsible for administering one of the Department’s largest formula grant programs, which currently distributes about 1.2 billion annually to states under the newly reauthorized Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The division also administers discretionary grants to improve the quality of career and technical education for Native Americans, Native Alaskans, and Native Hawaiians; gathers data for national accountability and for state and local program improvement; and conducts national initiatives that improve the rigor and relevance of career and technical education programs.
Andrea Mohamed

Ms. Andrea Mohamed, MBA, has led the marketing and communication function for RTI International’s largest business unit—focused on social, statistical, and environmental sciences—since January 2016. Prior to that, she was the Director of Marketing and Communications for two years for RTI Health Solutions, a business unit of RTI focused on pharmaceutical research, where she had also worked from 2006 to 2008. Between her stints in RTI Health Solutions, Andrea held various marketing and communications leadership positions at Duke University’s Fuqua School of Business. Andrea is recognized for driving the transformation and maturation of the RTI marketing and communications infrastructure. She brings a strong business acumen and entrepreneurial mindset that transcends her function, which makes her a sought-after advisor on diversification, innovation, and other growth-focused projects. In her early career, she worked in a variety of marketing, communications, and business development roles for an e-learning provider, a semiconductor start-up, and the insurance industry. Andrea has BS in Psychology from Northern Michigan University (NMU) and an MBA from Duke University’s Fuqua School of Business, where she also received a certificate in Health Sector Management (HSM). She graduated magna cum laude from NMU and is both a Fuqua Scholar and HSM Scholar.

Alexis Nordin

Alexis Nordin is a Research Associate III at Mississippi State University’s Research and Curriculum Unit (RCU). Under the direction of the Mississippi Department of Education’s Office of Career and Technical Education and Workforce Development, Alexis has monitored the state’s inventory of national certification exams for secondary students in over 15 CTE pathways since 2013. She trains educators to administer national certification exams, facilitates data reporting between national certification regulatory entities and the Mississippi Department of Education, and is the primary point of contact for user support on national certifications for Mississippi’s secondary schools. She also examines student data to pinpoint opportunities for professional learning.

Before joining the RCU in 2012, Alexis was a contract and sales assistant and human resources generalist for a semiconductor manufacturer, where she assisted in recruiting new hires from postsecondary CTE programs and provided domestic and international sales support. She also has intermittently taught communication and writing courses for various departments at Mississippi State University since 2004. Ms. Nordin holds bachelor’s and master’s degrees in English from Mississippi State University and Louisiana State University and is certified as a Teacher of English to Speakers of Other Languages (TESOL).
Kathy Oliver

Katharine Oliver served as the Assistant State Superintendent for Career and College Readiness at the Maryland State Department of Education (MSDE) from 1989 until her retirement in 2015. During her tenure, Maryland revamped vocational-technical education into a 21st century system of career and technology education, the New CTE, where students prepare for careers and postsecondary studies, earning early college credit and industry certifications along with their high school diplomas. She led the work to establish Maryland’s system of career clusters/career pathways aligned to the state’s economic and workforce needs; over 40 CTE State Programs of Study; a P-20 Career Development Framework; and MD’s Skills for Success, five overarching skills every student needs to be successful in the workplace.

As the State’s Director of Career and Technology Education, she was responsible for administering the Carl D. Perkins Career and Technical Education Act for both secondary and postsecondary recipients in Maryland. Administrative responsibilities included developing the State Plan for CTE and gaining its approval by the U.S. Department of Education; establishing state level regulatory and programmatic guidance; creating systems of accountability; providing technical assistance to support implementation by local school systems and community colleges; and designing and implementing monitoring systems to ensure programmatic and financial compliance. She also had lead responsibility for drafting/influencing state statute, regulation, and policy on all aspects of career education.

In retirement, Kathy works as a part-time consultant to the Council of Chief State School Officers, where she coaches state teams to improve state policies and practices for career readiness of high school graduates. She also continues her professional service on the PDK International Board of Directors and as an advisor to the Education Strategy Group.

Emily Passias

Dr. Passias joined the Ohio Department of Education in 2012, first serving as the data and accountability lead for career-technical education, then as the Assistant Director in the Office of Accountability, before being named as the Director of Career-Technical Education in 2016. Dr. Passias’ work has focused on state policies aimed at preparing students for college and careers. She led the development and implementation of the nation’s first A-F report card focused on career-technical education, as well as the development of Ohio’s career-focused pathway to high school graduation. She also leads the department’s industry-credential initiatives, ensuring that students are encouraged to earn high-demand credentials that Ohio employers value. In the Office of Career-Technical Education, Dr. Passias’ work is focused on expanding career pathway options for students and ensuring that all CTE programs are of high quality and are aligned to the needs of Ohio businesses.
Larianne Polk

Larianne Polk is a native of Nebraska and grew up in the Educational Service Unit System. She received her EdS degree from Wayne State College and currently serves as the Chief Administrator of the Educational Service Unit 7 in Columbus, NE. Administrator Polk is pursuing her Doctorate in Educational Leadership through University of South Dakota. She was formerly the Director of Special Education for seven years where she shared her passion for education and data with her staff, impacting school districts and students. ESU 7 provides leadership, services, and support to 19 school districts in a seven-county area, involving 12,000 students. Administrator Polk is involved at the state level as the Vice President of the Educational Service Unit Coordinating Council and nationally as a member of ESSA Leadership Learning Community. Since 2015, ESU 7 has developed a data-driven Service Implementation Matrix Process and Log (SIMPL), which is being piloted by several other ESUs. At ESU 7, we walk behind our districts to encourage them, beside them to support them, and in front of them to not only see where they are going, but to anticipate their needs.

Olivia Rice

Olivia Rice serves as a project manager and education research analyst at RTI. Ms. Rice has over 13 years of experience collecting and analyzing qualitative and quantitative data; designing and facilitating conferences, workshops, and training programs; creating marketing and communications plans and materials; and providing technical assistance and strategic advising to clients. Ms. Rice spent her first 10 years at RTI as an innovation advisor—helping government agencies, universities, and corporate clients with their innovation and technology commercialization programs. Her current research focuses on studying innovative approaches to building skills necessary for success in the workforce, such as apprenticeships/work-based learning, competency-based education, employability skills development, STEM education, and business-led education advocacy. She led a study of state approaches for linking secondary career and technical education with the registered apprenticeship program, identifying barriers for growing these programs and innovative solutions that states are using to overcome these barriers.

Michael Tinsley

Michael Tinsley’s career spans 20 years in education: 15 as a secondary teacher, assistant principal, principal, and a central office administrator. In addition, he has been an adult math instructor and currently works at the Tennessee Board of Regents, where his focus is increasing success of postsecondary students as the Director of College Initiatives. He is currently seeking his EdD in Educational Leadership with an emphasis in postsecondary and private sector leadership.
Fidelis Ubadiigbo
Dr. Fidelis N. Ubadiigbo is currently an Education Consultant with the Iowa Department of Education, Des Moines, Iowa, where he is responsible for Perkins Accountability, CTE performance targets (secondary and postsecondary), and conducting annual desk audits and monitoring for compliance for Iowa secondary community school districts (CSD) and consortia. His educational background includes a Bachelor of Science (BS) degree in Agronomy in 1984, a Master of Science (MS) degree in Agricultural Education and Studies in 1987, and a Doctorate Degree in Agricultural Education and Studies with a minor in Technology and Social Change, all from Iowa State University.

In 1991, Dr. Ubadiigbo joined the Iowa Department of Education as Education Consultant, where he developed the CTE program evaluation system for the 15 Iowa community colleges. He helped develop the accreditation process for community colleges and, as a consultant, conducted secondary and postsecondary accreditations and school improvement visits. Dr. Ubadiigbo technical skills include working with data, conducting research and workshops for postsecondary and secondary institutions, working with graduate students on data analysis and presenting at state and national conferences. He participated in the Next Step Work Group (NSWG) discussions, where he once served as the cochair.

Bobby Sanborn
Bobby Sanborn has been with the Tennessee Department of Education since March 2015, overseeing finance, accounting, data, and grants for the Division of College, Career and Technical Education. In that role, he manages the Perkins federal grant including monitoring and flowing through funding to subrecipients and ensuring compliance in financial and data reporting. In addition, he also oversees or supports data collection, analysis, and dissemination of college and career ready data for the division.

Before joining the department, Sanborn was a founding member of Rocketship Nashville, leading the business and operations of the charter management organization’s start in Tennessee. He also was on the founding team for Rocketship Nashville Northeast Elementary, running day-to-day operations for the school. Prior to that, Sanborn taught in the classroom, teaching special education and math to students primarily in the middle grades. He started his teaching experience with Teach for America and was placed on Rosebud Indian Reservation in South Dakota, teaching at both the middle school and the juvenile detention center on the reservation. After leaving the classroom, Sanborn went to George Washington University, where he earned his Masters of Business Administration. He also holds a Bachelors of Arts in Political Science from the University of Rochester.
Shailah Stewart
Shailah Stewart currently serves as Coordinator of High School Pathway Development in the Office for College, Career and Technical Education at the MA Department of Elementary and Secondary Education. She helps lead the development of new high school pathway structures for college and career readiness and improved college and career advising for students, including managing the state’s New Skills for Youth initiative. She also coordinates the state’s School to Career Connecting Activities initiative, which drives the state’s intermediary system that links workforce development organizations, employers and school districts to develop work-based learning and related career awareness activities for students.

Previously, Ms. Stewart served as Senior Program Manager for the Multiple Education and Employment Pathway initiative of the MA Commonwealth Corporation, developing its Multiple Pathways initiative. Before that, she was the Partnership Coordinator for the Brockton Public Schools for 13 years, where she led partnership development for the district, focusing primarily on dropout prevention, career development education, and the creation of a multiple pathways system for youth.

She was a practicing attorney until 1997, representing labor unions and employees. She received her law degree from New York University School of Law and her Bachelor’s degree from Williams College.

Bryan Wilson
Bryan Wilson directs Workforce Data Quality Campaign (WDQC), a project of National Skills Coalition (NSC). WDQC advocates for aligned, inclusive, and relevant data systems that inform education and training policies that prepare all Americans for a skilled workforce and support the nation’s economic growth. Previously, Bryan was State Policy Director for NSC, leading NSC’s efforts to assist state-based coalitions and policymakers in the development of specific policy proposals, including providing in-depth analyses of model state policies and proposals. He joined NSC in 2013.

Prior to joining NSC, Bryan was the Deputy Director of the Washington State Workforce Training and Education Coordinating Board, overseeing policy, legislative activities, research, and performance accountability. Bryan led the creation of Washington’s performance accountability system for workforce development and co-led the national Integrated Performance Information Project that developed performance measures later codified in the Workforce Innovation and Opportunity Act. Bryan earlier served as Governor Gardner’s policy advisor on workforce and career and technical education issues, and as a policy analyst for the Washington State House of Representatives. He holds a doctorate in political economy from Rutgers University.

Michael Wooten
Dr. Michael Wooten was appointed as a Deputy Assistant Secretary and the Acting Assistant Secretary for the Office of Career, Technical, and Adult Education on Monday, October 2. Wooten earned his Doctorate in Higher Education Management from the University of Pennsylvania, and he is a 20-year veteran of the U.S. Marine Corps. He most recently worked with Washington, DC, as the deputy chief procurement officer. In previous years, Wooten served as deputy department chair and full professor of contract management at Defense Acquisition University. He chaired the governing board of Northern Virginia Community College from 2014 to 2016 and served as a board member for over seven years. He also served as an interim member of the Prince William County School Board.