



Sarah Arntsen

The New Teacher Project, Partner

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Sarah Arntsen is a Partner of New Teacher Preparation and Development at TNTP where she leads the expansion strategy of new teacher training programs at TNTP along with supporting current Teaching Fellows sites. Over the past year, Sarah has supported TNTP's work in High Impact Tutoring, leading communities of practice across 6 tutoring sites nationwide. Previously she served as a Project Director supporting human capital initiatives across multiple districts and states and was the Site Director for Rhode Island Teaching Fellows, a statewide alternative route to certification. Sarah began her education career as a middle and high school Spanish teacher in New Haven, CT. Sarah holds a masters degree from the Harvard Graduate School of Education and a BA in Spanish and Sociology from The College of Wooster.



Isabella Arreola

Annenberg Institute, Research Assistant

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Isabella Arreola is a Research Assistant at the Annenberg Institute, where she supports the National Student Support Accelerator's research on high-impact tutoring in pilot sites. Isabella is currently an Urban Education Policy master's student at Brown University. She is also working as a Data-Driven School and District Improvement Intern with the Central Falls School District. Isabella is passionate about leveraging education research and policy to promote educational equity. Isabella joins Brown from the University of California, Berkeley where she completed her undergraduate studies in Mathematics.

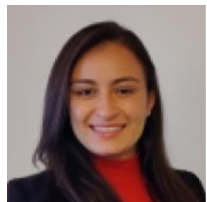


Ousman Ba

African Leadership Group, Education Coordinator

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Ousman Ba is originally from Senegal. He is a graduate of Colorado State University with a degree in political science and international studies. Upon graduation, Ousman committed to a year of service with Americorps City Year, where he worked at Miami Central High School preparing students with the social, emotional and academic skills and mindsets to succeed in school and in life. Ousman Currently works for the African Leadership Group as the Education Coordinator.



Tatiana Baena

Central Falls School District, Director of Grants and Federal Programs

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Justin Barlas

The Accelerator, Undergraduate Research Assistant

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Justin Barlas is a rising junior from St. Petersburg, Florida concentrating in Applied Mathematics-Computer Science and Urban Studies. At Brown, he is a site leader for STEMs, working to provide tutoring and mentoring to the students at Hope High School. He also sits on the interviews board of the Brown Political Review, is a member of the ultimate frisbee team, and competes with Brown Esports on the Overwatch team.

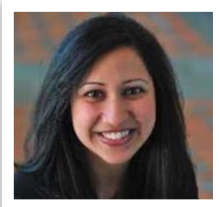


Kathy Bendheim

The Accelerator

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Kathy Bendheim is part of the founding team at the National Student Support Accelerator. Her previous work includes roles at McKinsey & Co., the Bridgeport YMCA, Clearpool, Inc., the White House Council for Community Solutions and Building Impact. She is also co-chair of Social Enterprise Greenhouse. Kathy has a bachelor's degree in business from Texas A&M University and an MBA from the University of Pennsylvania's Wharton School of Business.



Monica Bhatt

University of Chicago Education Lab, Senior Research Director

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Monica P. Bhatt is the Senior Research Director at the University of Chicago Crime Lab and Education Lab. In this role, Dr. Bhatt oversees a portfolio of over a dozen large-scale randomized controlled trials related to reducing crime and improving academic and mental health outcomes for Chicagoans. She is the principal investigator on a number of high-profile studies, including READI Chicago, an initiative to reduce gun violence involvement among those at highest risk; individualized instructional interventions like high-dosage tutoring; and alleviating mental health for young women. Prior to coming to the Crime and Education Lab, she worked as a researcher at the American Institutes for Research where she led projects related to college access and retention, teacher quality, school finance, and school accountability policy. She is a former Fulbright Scholar and holds a Ph.D. from the University of Michigan in Education Policy and an M.P.P. and B.A. in Public Policy from Vanderbilt University.

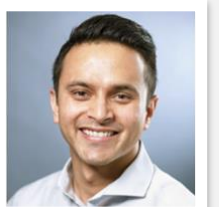


Bridgett Bird

Denver Public Schools, Senior Manager, Academic Programs & Planning

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Bridgett Bird is the Senior Manager of Academic Programs and Planning at Denver Public Schools. She is an experienced and passionate educator with a demonstrated history of working in the primary/secondary education management industry and she is skilled in staff development, educational leadership, budgeting, strategic planning, and curriculum development. She holds a Masters in Curriculum and Instruction and Licensure in Administrative Leadership and Policy Studies.

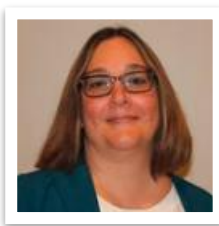


Biraj Bisht

The Accelerator, Research Associate

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Biraj Bisht is an Education Research Data Specialist at the Annenberg Institute at Brown University. He works with Professor Susanna Loeb on experimental interventions that seek to identify barriers to beneficial parenting practices and improve young children's school-readiness skills, in the areas of literacy, math and social emotional development. He also supports Annenberg's data and research partnership with state and local educational agencies. His research interests include behavioral interventions in education, social-emotional learning, teacher labor markets, and causal analysis. Previously, he was a Research Analyst at Education Northwest in Portland, OR. Biraj holds a M.A. in Urban Education Policy from Brown University and a B.S. in Economics and minor in Mathematics from the Robert D. Clark Honors College at the University of Oregon.

**Christy Borders**

Illinois Tutoring Initiative, Director

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Christy Borders is Director of the Illinois Tutoring Initiative and Professor of Education at Illinois State University. Previously, she has served as the Director of the Cecilia J. Lauby Teacher Education Center, Assistant Dean for the College of Education, and Legislative liaison for education policy. She received her doctoral degree in special education from the University of Cincinnati and has 7 years of teaching and administration experience in P-12 schools for students who are Deaf/hard of hearing in addition to her time in higher education teacher training.

**Kenya Adjekum Bradshaw**

Reconstruction US, Chief Program Officer

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Kenya Adjekum Bradshaw is the Chief Program Officer at Reconstruction US, a technology company committed to developing and teaching K-12 supplemental curriculum that situates Black people, Black culture, and Black contributions to American and world history in an authentic, identity-affirming way, so that students of all backgrounds benefit from a more complete understanding of our shared history and society. Kenya was also a founding board member of Education Leaders of Color (EdLoC) and Vice President of Policy and Community Engagement for TNTP where she oversaw TNTP's strategy to support districts in dramatically transforming their approach to community engagement in order to create real and lasting changes in education.

**NaLette Brodnax**

Georgetown University, Assistant Professor

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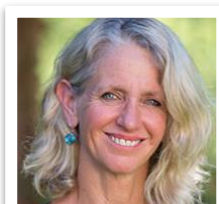
Nalette Brodnax is an Assistant Professor in the McCourt School of Public Policy at Georgetown University and a Visiting Fellow at the Institute for Quantitative Social Science at Harvard University. She received a joint Ph.D. in Public Policy and Political Science from the School of Public and Environmental Affairs at Indiana University. Her research interests include education policy, policy diffusion, and computational social science. She specializes in data science, randomized experiments, cost-benefit analysis, program evaluation, and econometrics. In the private sector, she has worked with a range of companies and organizations including Eli Lilly, Nokia, and the Indianapolis Chamber of Commerce, among others.

**Katie Buckley**

Teach for America, Senior Research Scientist

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Katie Buckley is a Senior Research Scientist at Teach For America, where she oversees research, measurement, and organizational strategy related to social, emotional, and academic development. She received her doctorate in education from Harvard University and her master's degree in Public Policy from Georgetown University. She currently lives in Arlington, Massachusetts with her husband and two daughters, but you can find her most weekends in Burke, Vermont, mountain biking or skiing depending on the season.

**Patricia Burch**

University of Southern California, Professor

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Patricia Burch (PhD, Stanford University) is a Professor of Education at the University of Southern California in Los Angeles California. Burch's research focuses on education policy, organizational and institutional theory, qualitative and mixed methods research, and evidence based policy and practice.



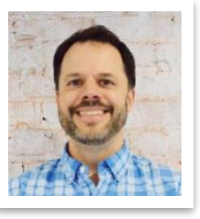
Meria Carstarphen

Gallup, Senior Scientist

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Dr. Meria Carstarphen has more than 20 years of transformational leadership and executive management experience with a track record of dramatically improving student and organizational outcomes. She is passionate about working to make communities stronger especially through the equalizing power of education from early childhood through college.

Nationally recognized as an experienced public education leader skilled at managing billion-dollar public education organizations efficiently and effectively and achieving academic outcomes for students, her collective impact spans over 800,000 students, more than 20,000 employees and hundreds of schools. She is most proud of her work as an urban superintendent in major metropolitan public school districts including Atlanta, Georgia; Austin, Texas; and Saint Paul, Minnesota. Most recently, Dr. Carstarphen has joined as a Senior Scientist for Gallup, their first-ever with a focus on education, to further the mission to deliver analytics and advice to help leaders and organizations around the world solve their most pressing problems. While her most immediate background has been domestically focused, she has also worked and studied abroad. Carstarphen hails from Selma, Alabama, where she began her teaching career.

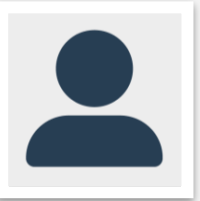


Nathaniel Casey

Pearl, Chief Strategy Officer

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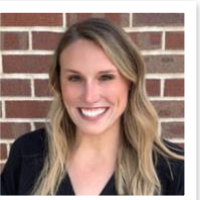
In his role as CSO at Pearl, Nate oversees thought leadership and strategic partnership while helping the sales team grow revenue through relationship building and contract growth.



Kim Champion

Illinois Tutoring Initiative, Regional Coordinator

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Christina Claiborne

Annenberg Institute, Director, Research to Practice Network

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Director of the Rhode Island Research to Practice Network for the EdResearch for Recovery Project, where she leads a network of school districts working to implement evidence-based programs and engage in continuous improvement.. Prior to joining Annenberg, she served as the Assistant Director of Academic Support and Development in the Education Department at Brown

University. In this role, she developed and promoted instructional excellence in the quantitative analysis courses, led classes on application of quantitative skills, and collaborated with faculty members to create customized curriculum for a diverse group of learners. She also facilitated master's students' nine-month internships and formed service-learning partnerships between students and education organizations. Christina came to Brown after four years of teaching high school mathematics in Central Falls, RI. Christina holds an M.A. in Urban Education Policy from Brown University and a B.A. in Economics and minor in Public Policy from University of California, Berkeley.



Ruth Corley

Providence Public Schools, Supervisor of Math

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Ruth Corley is Supervisor of PK-12 Math for the Providence Public School District. She is an educational leader with two decades of experience improving equitable outcomes for students and facilitating adult learning that transforms practice. She has worked as an instructional leader in both RI and CA—as a math coach, district math specialist, continuous improvement

facilitator, and school redesign fellow. In addition, she spent a decade as an elementary and middle school classroom

teacher. She holds a BA in American Studies from Wesleyan University, a K-8 Multi-subject Teaching Credential from San Francisco State University, and an M.Ed. in School Leadership from the University of California at Berkeley.



Kalena Cortes

Texas A&M University, Professor

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Dr. Kalena E. Cortes, Verlin and Howard Kruse '52 Founders Associate Professor in the Department of Public Service and Administration, earned a PhD in economics from the University of California at Berkeley. She is a Research Associate at the National Bureau of Economic Research (NBER) in the Economics of Education program, a Research Fellow at the Institute for the Study of Labor (IZA), and a Scholar in the Mindset Scholars Network. Most recently, she was named Texas A&M's 2020 Presidential Impact Fellow. Dr. Cortes has also been a visiting scholar at both Stanford and Harvard University's Graduate School of Education, the National Bureau of Economic Research, and Princeton University. Dr. Cortes' research interest is in the area of the economics of education. Her research focuses on issues of equity and access, in particular, identifying educational policies that help disadvantaged students at the PK-12 and postsecondary levels.



Alex Cortez

Bellwether Education Partners, Partner

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Alex Cortez is a Partner with Bellwether Education in its Strategic Advising practice. Alex brings 17 years of experience in education leadership, including as a school operator, a consultant, a funder, and in nonprofit board governance. His most recent work, as a Managing Partner at New Profit (a Boston-based venture philanthropy), focused on parent power and systems change, and scaling the direct and widespread impact of various K-12 models, including tutoring, whole child supports, and postsecondary advising. He also previously served in multiple roles with KIPP, including as Chief of Staff, Strategy and Execution with KIPP Houston Public Schools, and as a Regional Director of Network Growth and Sustainability with the KIPP Foundation. He began his career in for-profit consulting and then served as a Manager with The Bridgespan Group. Alex serves on multiple nonprofit boards and serves his community as a member of the MA State Board of Higher Education. Originally from New Orleans, Alex has a BA in political science from Columbia University and an MBA and MPA from Harvard University.



Bila Djamaoeddin

The Accelerator, Undergraduate Research Assistant

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Bila is a senior at Brown concentrating in Economics and Education Studies with a focus in Education Policy and Analysis. At the National Student Support Accelerator, she serves as an undergraduate research assistant on the Quality and Improvement team. She is excited to be part of a team that focuses on translating research into practice.



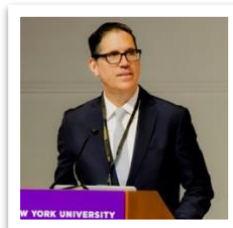
Katie Doyle

Annenberg Institute, Managing Director

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Katie joined Annenberg from the University of Michigan School of Social Work, where she was the Faculty Lead for the Management and Leadership track in the Master's of Social Work program. The curriculum, designed around adaptive leadership that thrives in ambiguity, harnesses the power of diversity, generates equitable systems change, and cultivates belonging, launched graduates into policy advocacy, nonprofit leadership, community organizing and multi-sector leadership roles to collaborate on pressing systemic challenges. As a consultant, Katie works with public institutions, corporations, and nongovernmental organizations to provide leadership coaching, training in organizational culture, equity and inclusion, leadership development, and strategy development. Prior to her work as a consultant and

professor, she was the executive director of Ozone House, a nonprofit organization that provided integrated healthcare and housing for youth experiencing homelessness.

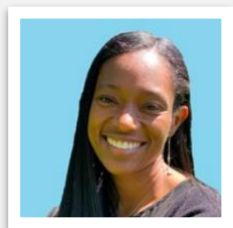


Michael Thomas Duffy

Great Oaks Foundation, President

mduffy@greatoakscharter.org

Michael Thomas Duffy is the president of the Great Oaks Foundation, which has a mission of providing students with access to a quality education through high-dosage tutoring. His efforts in education grew out of his work in the civil rights movement, having served as the Chairman & Commissioner of Massachusetts' civil rights enforcement agency for six years. Duffy has also held a number of leadership positions in the non-profit sector, including as a founding board member of the MATCH Charter School of Boston twenty years ago, where he first saw the power of high-dosage tutoring. For the past decade he has been an adjunct professor at NYU's Wagner School of Public Service where he teaches courses in Adaptive Leadership and Service Delivery. Duffy has a Master's degree in Public Policy from the Kennedy School of Government at Harvard University and graduated Phi Beta Kappa from Trinity College in Connecticut with a degree in Economics. He splits his time between New York and Connecticut with his husband Patrick and their dog Loulou.

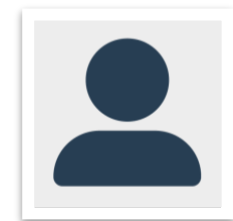


Melanie Dukes

Overdeck Family Foundation, Associate Program Director, K-9 Education

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Melanie Dukes is Associate Program Director for K-9 Education for the Overdeck Family Foundation, where she manages the Foundation's in-school portfolios, Exceptional Educators and Innovative Schools, focused on K-9 programs that increase the retention of expert educators and support student-centered learning environments, respectively. Previously, Melanie worked at 2U, Inc. as a Director in the technology department to support online learning for universities. Prior to that, Melanie worked at Relay GSE, KIPP NYC, MLT (Management Leadership for Tomorrow), Morgan Stanley, and General Mills. She is a board member for two Brooklyn Charter Schools – PAVE and Launch Expeditionary Learning – and for Saga Education. Melanie earned an M.B.A. from Columbia Business School and graduated from Georgia Institute of Technology with a B.S. in Industrial Engineering.



Ellen Dunn

The University of Chicago Education Lab, Project Director

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Nicholas Erber

UpLift, Director of Learning Acceleration

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Nick is passionate about helping students achieve their full potential. He is a former teacher, instructional coach, assistant principal, and personalized learning coordinator who currently serves as the Director of Learning Acceleration at the #1 fully IB charter network in Texas, Uplift Education. Serving over 20,000 students, 100% of Uplift graduates have been accepted to college for the last 19 years.

**John Failla**

Pearl, CEO

John@tutorwithpearl.com

John Failla is the Founder of Pearl, the enterprise tutoring platform. Pearl was started as a tutoring company that was focused on building life-changing relationships between students and their tutors. As Pearl scaled to over 7000 annual hours of tutoring John identified a much larger need in the market for holistic relationship-based tutoring software. In 2019 Pearl evolved from a tutoring company to a SaaS-platform empowering some of the nation's largest tutoring programs. In his spare time John serves as the Founder-In-Residence at the University of Richmond. At UR John works hand-in-hand with the school's leadership to build and foster the entrepreneurial community of UR.

**Dr. Zuhra Faizi**

Muslim Youth for Positive Impact

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Dr. Zuhra Faizi is a lecturer at the Massachusetts Institute of Technology. Her research examines community-based education in settings of conflict and displacement with a focus on Afghanistan. She is passionate about culturally-informed and sustainable educational opportunities beyond standardized models for marginalized children. Dr. Faizi holds a B.A. in Linguistics from the University of Colorado Boulder, an M.A. in International Political Economy from the Colorado School of Mines, an Ed.M. in International Education Policy and an Ed.D. in Culture, Communities, and Education from the Harvard Graduate School of Education. She is also a researcher at the Refugee REACH Initiative at Harvard University.

**Faith Freeman**

Guilford County Schools, Director of STEM/Tutoring

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**Kristine Gaffaney**

Annenberg Institute at Brown University, Chief of Staff

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Kristine Gaffaney is Chief of Staff and Assistant to the Director of Annenberg. Prior to joining the Annenberg Institute at Brown, Kristine was Operations Coordinator for CEPA Labs at Stanford University and Education Associate for the Alaska Department of Education and Early Development. Kristine holds a BA in Child Development from San Jose University.

**Sarah Glover**

Southern Education Foundation, Outcomes Based Contracting Project Director

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Sarah Glover is the Project Director for Southern Education Foundation's strategic initiative on outcomes based contracting. She has led improvement efforts in K-12 public education for nearly 30 years. Previously, Sarah served as Vice President of Client Success at Panorama Education, where she led a 45-person team to deliver services to more than 600 clients and nearly 9 million students. Prior to Panorama, she spent five years at the Harvard Graduate School of Education where she served as the school's Executive Director of Strategic Partnerships and was the founding executive director of SDP, a national effort to transform the use of data in education. Sarah is a founding member of the Center for Reform of School Systems. She holds a Master's in Public Affairs and an MBA from the University of Texas at Austin and a BA in political science from Tufts University.



Carolina Gonzales

Education Service Center, Region 20, Component Director

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Carolina Gonzales currently serves as the Component Director for Instructional Services at the Education Service Center, Region 20 in San Antonio, TX. Carolina has over 25 years of experience in Education and has been a secondary school teacher, a campus administrator, and a district administrator. Her education credentials include a Bachelor's degree in Spanish from Southwest Texas State University, a Master's in Education from Texas A&M-Kingsville and she is currently pursuing her doctorate in Educational Leadership through Texas Tech University. Carolina has extensive leadership experience and a deep understanding of curriculum and instruction.



Nora Gordon

Georgetown University, Professor

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Nora Gordon is a professor at Georgetown University's McCourt School of Public Policy and a consultant to the National Student Support Accelerator. She is the co-author of Common-Sense Evidence: The Education Leader's Guide to Using Data and Research.



Leiah Groom-Thomas

The Accelerator, Research Project Manager

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Leiah Groom-Thomas is a Research Project Manager at the Annenberg Institute at Brown University. Her interests include early childhood development and conducting scalable, translational research that bridges education research, practice, and policy. Leiah provides expertise on the Accelerator in addition to various projects across the Institute. She holds a B.S. in Early Childhood Education, a M.A. in Reading and Literacy in Early and Middle Childhood, and will receive her Ph.D. in Education from The Ohio State University this summer.



Fabrice Grover

Innovations for Learning, Executive Director

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After completing his Master's at NYU and working for the United Nations, Bloomberg Philanthropies, and Innovations for Learning in New York, Fabrice (who is Canadian) relocated to Toronto in 2018 to establish IFL in Canada and bring its programs home. His role is to bring literacy skills to young students in under-resourced schools throughout Canada, particularly through high-impact tutoring, including in remote and isolated Indigenous communities. As a tireless and determined advocate of early learning, Fabrice works with school boards and corporations in public-private partnerships to help level the playing field for less advantaged and marginalized children. His mission is to develop innovative, turn-key programs that can be scaled up, and make it easy for corporate volunteers to help.



AJ Gutierrez

Saga Education, Co-CEO

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AJ Gutierrez co-founded Saga Education in 2014, a nonprofit organization that specializes in scalable personalized learning solutions. Saga seeks to establish high-dosage, in-school-day tutoring as an integrated part of K-12 education and is on the forefront of developing human-powered and technology-supported systems that make it possible for school districts to implement Saga's model with fidelity. Saga is a level 1 ESSA-rated evidence-based organization and was recognized among the top five most innovative companies in education, worldwide, by Fast Company (2020). Mr. Gutierrez graduated from Union College with a full educational scholarship through the Posse Foundation and received his MBA from Boston University's Questrom School of Business.



Amy Harrington

Providence Public Schools, English Specialist

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Amy has worked in Providence Public Schools for almost twenty years as a high school English teacher, middle school English teacher, and English Specialist. She now works in all seven Providence middle schools supporting literacy initiatives and the humanities curriculum.



Christina Heffernan

ASSISTments Foundation, Executive Director

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Cristina Heffernan is the Executive Director and Co-Founder of the ASSISTments Foundation. She is excited to be working to extend ASSISTments from a tool for teachers and students to a tool that also supports Schools and Tutors.



Neil Heffernan

Worcester Polytechnic Institute, Professor & ASSISTments Founder

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Dr. Neil Heffernan is a Professor of Computer Science and Director of the Learning Sciences and Technologies program at Worcester Polytechnic Institute. In 2003, Neil created the ASSISTments platform with his wife Cristina as a forever-free service that is currently used by over 20,000 teachers and 500,000 students across the U.S. for daily classwork and nightly homework. In 2021, ASSISTments was named by WWC as one of three online middle-school math interventions proven to impact student achievement and has a Tier 1 rating from Evidence for ESSA.



Carolyn Heinrich

Vanderbilt University, Professor of Public Policy, Education and Economics

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Carolyn J. Heinrich is Chair of the Leadership, Policy and Organizations Department, the Patricia and Rodes Hart Professor of Public Policy and Education in the Department of Leadership, Policy, and Organizations at the Peabody College and a Professor of Economics in the College of Arts and Sciences. Heinrich's research focuses on education, workforce development, social welfare policy, program evaluation, and public management and performance management. She works directly with federal, state and local governments in her research to improve policy design and program effectiveness and also collaborates with nongovernmental organizations (such as the World Bank, UNICEF and others) to improve the impacts of economic and social investments in middle-income and developing countries. She received the David N. Kershaw Award for distinguished contributions to the field of public policy analysis and management in 2004 and was elected to the National Academy of Public Administration in 2011.



Kaya Henderson

Reconstruction, CEO

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Kaya Henderson is the CEO of Reconstruction, a technology company delivering a K-12 supplemental curriculum that situates Black people, culture, and contributions in an authentic, identity-affirming way, so that students of all backgrounds benefit from a more complete understanding of our shared history and society. She is also the co-host of Pod Save the People, and leads Kaya Henderson Consulting. Kaya's career began as a middle school Spanish teacher in the South Bronx, through Teach For America. She went on to work as a recruiter, national admissions director, and DC Executive Director for Teach for America. Henderson then served as the Vice President of Strategic Partnerships at The New Teacher Project (TNP) until she began her tenure at DCPS as Deputy Chancellor in 2007. She

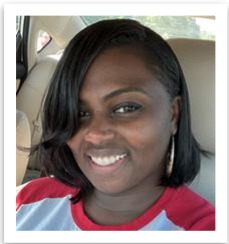
most recently led the Global Learning Lab for Community Impact at Teach For All, supporting educators in more than 50 countries.



Elise Henson

Gary Community Ventures, Senior Manager of Programs and Partnerships, Builds
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Elise Henson is the Senior Manager of Programs and Partnerships on Gary Community Ventures' Builds team, where she works to change outcomes for Colorado children and families through social enterprise projects that span early childhood, youth success and family economic mobility. Elise has extensive experience working in education and youth development. Prior to Gary, she spent five years as an Education Program Analyst at Carnegie Corporation of New York, where she managed a national grantmaking portfolio focused on Equitable Systems Change. Elise previously worked at youth development nonprofits and spent four years as a middle school teacher at small international schools in Nicaragua, the Marshall Islands and Nigeria. She holds a Master's degree in International Educational Development from Teachers College, Columbia University and a Bachelor's degree in Biology from Williams College.



Toni Hicks

Tutoring Educator Advisory Group, Teacher
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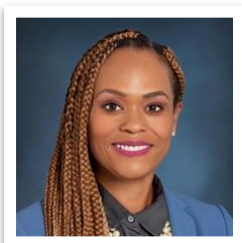
Toni Hicks is in her 7th year of teaching. Teaching is her passion and she yearns to make her classroom an engaging and accepting environment for all students. Student and teacher advocacy keeps her busy, and she also enjoys cooking, grooving to music and traveling with her husband.



Hiep Ho

Annenberg Institute at Brown University, Web and Multimedia Technology Manager
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Hiep Ho is the Web and Multimedia Technology Manager of the Annenberg Institute at Brown University. He's responsible for the implementation, development and maintenance of Annenberg websites. He creates, produces and disseminates Annenberg content to all media platforms. He also provides information technology support to Annenberg Institute faculty, students and staff. Prior to coming to Brown University, he served in the same role at the Center for Education Policy and Analysis (CEPA) at Stanford University, Policy Analysis for California Education (PACE), and the Stanford Lemann Center for Educational Entrepreneurship and Innovation in Brazil. He is the technology consultant for the Association for Education Finance and Policy.



Sharla Williams

Commit Partnership, Senior Director
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Sharla currently serves as Senior Director of Academic Recovery for The Commit Partnership, a backbone organization committed to equitable academic and economic outcomes in Dallas County. With a more than 20 year career in education, Sharla has held a variety of instructional and leadership roles in public, public charter, private schools, and education-adjacent non-profit organizations. In addition to her high-impact tutoring work at Commit, Sharla also serves as an educational consultant helping schools across the nation launch, deepen, and sustain their work in educational equity, inclusion, belonging, and justice.



Kevin Huffman

Accelerate, CEO

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Kevin Huffman is the founding CEO of Accelerate, a national nonprofit that seeks to embed high-impact tutoring and personalized learning in public schools. Prior to helping launch Accelerate, Huffman was a partner with City Fund. Huffman is the former Tennessee commissioner of education, where he managed the state department of education in its effort to advance the academic progress of nearly one million students. During Huffman's tenure, Tennessee had the largest state gains on the National Assessment of Educational Progress. Huffman began his education career as a first- and second-grade bilingual teacher in the Houston Independent School District, teaching students in English and Spanish. After attending law school, Huffman represented school districts, state departments of education and universities, working on policy and litigation matters at the Washington D.C. law firm of Hogan & Hartson. Huffman then joined the senior management of Teach For America in 2000, serving as the general counsel, the senior vice president of growth strategy and development, and the executive vice president of public affairs. Huffman graduated from Swarthmore College with a B.A. in English Literature, and from the New York University School of Law where he was on the Law Review. He serves on the national Board of Directors of Teach For America, and previously has served on the Board of Trustees of the University of Tennessee and the Tennessee Board of Regents, and the Boards of Directors of the Council of Chief State School Officers (CCSSO) and Chiefs for Change. Huffman was honored with Teach For America's highest honor for alumni, the Peter Jennings Award for Civic Leadership, in 2014.



Edward Hui

Walton Family Foundation, Senior Program Officer

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Edward Hui is a Senior Program Officer with the Walton Family Foundation and leads the foundation's strategy and grant-making related to education innovation. Prior to the Walton Family Foundation, Edward spent the past twenty years working in and consulting with school districts, charter management organizations, education nonprofits, and philanthropies to turn their ideas into sustainable policies, processes, and programs. He has served in senior management roles in Newark Public Schools, Teach for America, City Year, and the NYC Department of Education, leading work ranging from financial strategy, educational technology, school turnaround, and school choice. Edward began his career teaching fourth grade in Lynwood, California. He holds a bachelor's degree in sociology from Brown, a master's in elementary education from Loyola Marymount, and an MBA from Yale.



Shannon Jackson

Knox County School, Executive Director of Teaching and Learning

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Shannon Jackson serves as the Executive Director of Teaching and Learning for the Knox County School System. She began her career as an intern at Farragut High School, teaching English and Russian and then accepted a position in her hometown of Nashville as an ELL teacher at Hillsboro High School. In 1997, she moved back to Knoxville where she began a 15-year tenure at West High School teaching 11th grade English, AP Literature and Composition, IB English, and Theory of Knowledge. In 2004, she was recognized at Knox County High School Teacher of the Year, and in 2005, Shannon earned National Board Certification in English Language Arts/ Adolescence and Young Adulthood. In 2012, Shannon accepted a position in Central Office to be the English Supervisor for grades 6-12 and also served on the Tennessee Department of Education English/Language Arts Leadership Team. In 2014, Shannon Jackson was appointed to lead the Kindergarten through 12th grade Reading and English/Language Arts Standards Review, which led to the Tennessee Academic Standards recommendation to the State Board of Education in 2016. In April of 2016, Shannon moved into the position of Executive Director of Curriculum and Instruction and later asked for the title to change to Executive Director of Teaching and Learning, believing that a thriving school system must have a team that is relentless in its focus on pedagogy, resources, and support if it is going to have high learning outcomes for all students.

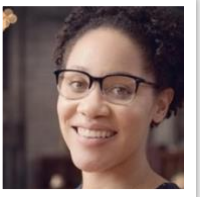


Robin Jacob

University of Michigan, Research Associate Professor

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Robin Tepper Jacob is an associate research professor at the Institute for Social Research and the School of Education at the University of Michigan. She is also co-director of the Youth Policy Lab, a partnership between the Survey Research Center and the Gerald R. Ford School of Public Policy. Prior to joining the faculty at the University of Michigan she was a research associate at Abt Associates, Inc. in Cambridge, MA. She has 15 years of experience conducting randomized trials and quasi-experimental evaluations of educational interventions, in a variety of different contexts.



Jalisha Jenifer

Barnard College, Postdoctoral Research Fellow

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Jalisha Jenifer is a Postdoctoral Research Fellow in Psychology at Barnard College, Columbia University. She earned her Ph.D. in Psychology from the University of Chicago and her B.A. in Psychology from Princeton University. She is currently working in the research lab of Barnard's President, Sian L. Beilock, to investigate whether existing systems within colleges and universities can be leveraged to provide impactful math tutoring for students in early elementary school.

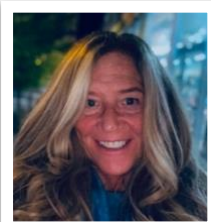


Dr. Matthew X. Joseph

Providence Public Schools, Executive Director of Teaching and Learning

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Dr. Matthew X. Joseph is currently the Executive Director of Teaching and Learning in Providence Public Schools. The Providence Public School District serves approximately 22,000 students attending our 37 schools. He has been a school and district leader in many capacities in public education over his 27 years in the field. Experiences such as the Director of Curriculum and Instruction, Director of Digital Learning and Innovation, elementary school principal, classroom teacher, and district professional development specialist have provided Matt with incredible insights on how to best support teaching and learning and led to nationally published articles and opportunities to speak at multiple state and national events. His master's degree is in special education and his Ed.D. in Educational Leadership from Boston College. He is the author of *Power Of Connections: Connecting Educators, Cultivating Professional Learning Networks, & Redefining Educator Collaboration*, *Stronger Together: The Power of Connections in a School Community*, and co-author of *Modern Mentoring, Reimagining Mentorship in Education*. Follow him on Twitter @matthewxjoseph, visit his website at xfactor.link



Pam Kirby

Amplify, Senior Vice President, Partner Success

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Pam Kirby is the Senior Vice President of Partner Success at Amplify. Prior to joining Amplify, Pam served as the President of Vantage Learning. She received her JD from James E. Beasley School of Law at Temple University and her BS in Finance from the University of Florida.



Matt Kraft

Annenberg Institute, Associate Professor of Education and Economics

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Dr. Matthew Kraft is an Associate Professor of Education and Economics at Brown University and a Research Associate at the National Bureau of Economic Research. His primary work focuses on efforts to improve educator and organizational effectiveness in urban public schools.



Jennifer Krajewski

Proven Tutoring, Director of Outreach and Engagement

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Jennifer Krajewski serves as the Director of Outreach and Engagement for ProvenTutoring, a nonprofit initiative supported by Success for All Foundation and The Center for Research and Reform in Education at the Johns Hopkins University. ProvenTutoring provides in-depth resources of research-proven tutoring models. The coalition is comprised of 15 tutoring providers that collectively serve K-10 grades with 19 research-proven tutoring systems. Ms.

Krajewski is responsible for building relationships with these providers and nurturing a collective voice that promotes the adoption of research-proven tutoring models. She has been an educator, leader in student services, and holds master's degrees in public policy and professional writing.



Karen Lawrence

SCORE, Senior Director of Networks and Partnerships

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Karen Lawrence leads SCORE's efforts to design and pilot research-based practices with its partners in order to improve student outcomes and share learnings that promote effective practices at scale. Prior to joining SCORE in 2022, Karen served as a director at TNTP, supporting schools to understand students' access to strong academic experiences. She also

served Tennessee's youngest students for four years through Tennessee's Early Intervention System and began her career as an elementary school teacher in Richardson, Texas.



Jimmy Leak

Guilford County Schools, Research Analyst

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Jimmy Leak is a Research Analyst at Guilford County Schools and an adjunct professor at High Point University. He has 14 years of experience in the education sector and 7 years in international development and non-profits across multiple sectors. Jimmy brings extensive experience in program and project management, evaluation, staff development, research, data analysis, and program design. He holds a Ph.D. in Education Policy from the University of

California at Irvine.



Monica Lee

Annenberg Institute at Brown University, Senior Research Associate

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Monica Lee is a Senior Research Associate at the Annenberg Institute at Brown University. Her research interests include nudge experiments in education, as well as examining non-cognitive factors such as absenteeism and social-emotional learning via a quantitative lens. Much of her role centers around management of the Annenberg Institute research partnership with the San Francisco Unified School District (SFUSD), in addition to collaborating on research projects

across the Institute. Monica holds a PhD in Educational Policy and a MA in Economics from Stanford University, an EdM in Education Policy and Management from Harvard Graduate School of Education, and a BA in Human and Organizational Development from Vanderbilt University. Her background as a first-generation college student and immigrant informs her work and scholarly interests.



Maryellen Leneghan

Saga Education, Vice President for District Partnerships

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Maryellen has been in the education field for 10+ years. She was an Algebra 1 teacher (6 years), Saga School Site Director, Saga Director of Program (Chicago), and Saga Senior Director of Programs (Broward County, FL, and Washington, DC). She launched Saga in both Washington,

DC, and Broward County, FL. She currently manages Saga's technical assistance contracts and leads Saga's direct tutoring services expansion to new school districts.



Courtney Lewis

Carnegie Learning, Senior Director, Tutoring Services

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Derek Little

Dallas Independent School District, Deputy Chief Academic Officer

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Derek Little serves as the deputy chief academic officer with the Dallas Independent School District. In that role Derek leads the district's efforts for early learning, special populations, extended learning, and intervention in addition to leading the district's efforts around mitigating learning loss. Prior to this, Derek served as assistant superintendent for early learning in Dallas ISD and the deputy director of early childhood at the Louisiana Department of Education. Previously, Derek was the director of finance and operations for the Louisiana School for Math, Science, and the Arts. Derek started his career teaching high school math.

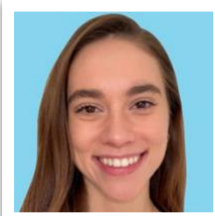


Susanna Loeb

Annenberg Institute and The Accelerator

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Susanna Loeb is Director of the Annenberg Institute at Brown University, where she is also Professor of Education and Professor of International and Public Affairs. Her research focuses broadly on education policy and its role in improving educational opportunities for students. Her work has addressed issues of educator career choices and professional development, of school finance and governance, and of early childhood systems. She is the founder and acting executive director of the National Student Support Accelerator. Before moving to Brown, Susanna was the Barnett Family Professor of Education at Stanford University. She was the founding director of the Center for Education Policy (CEPA) at Stanford and co-director of Policy Analysis for California Education (PACE). Susanna led the research for both Getting Down to Facts projects for California schools. In 2020, she was elected to the American Academy of Arts and Sciences. She holds a PhD in Economics and an MPP in Public Policy from the University of Michigan, and a BA in Political Science and a BS in Civil Engineering from Stanford University.



Paula Longoria

Overdeck Family Foundation, Program Analyst

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Paula Longoria is a Program Analyst for the Overdeck Family Foundations where she sources and supports organizations for the Innovative Schools portfolio. Before joining Overdeck Family Foundation, Paula served as a Research Coordinator at the Center for Early Childhood Health and Development at NYU Langone. In this role, she worked with preschools in New York City, supporting teachers and administrators to implement ParentCorps, a social-emotional learning program for preschoolers and parents. Prior to this, Paula worked at Sesame Street, collaborating on content for children in foster care, families experiencing homelessness, and military families. Paula graduated from New York University with a B.S. in Media, Culture and Communications. In her free time, she enjoys playing guitar, baking, and exploring New York City with her family and friends.



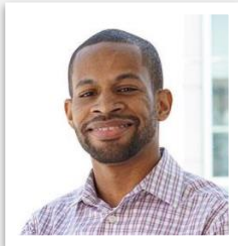
Brooke Lucio

Education Service Center, Region 20, Project Manager, Research and Strategic Design

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Dr. Brooke Lucio works as a Research and Strategic Design Project Manager for Education Service Center, Region 20 in San Antonio. In this role, she provides leadership, research, direction, and data management for the administration and implementation of Commissioner Priorities and other Texas Education Agency Initiatives. Brooke is passionate about using technology to streamline educational systems while implementing innovative practices to

visualize data.

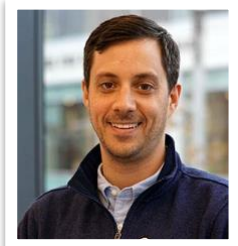


Alexander Lyte

Annenberg Institute, Grant and Finance Specialist

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Alexander Lyte is the Grant & Finance Specialist at the Annenberg Institute at Brown. Prior to joining the Annenberg Institute, Alexander was the Community Development Manager at the City of Central Falls and an Accounts Receivable Associate at the Massachusetts Convention Central Authority.



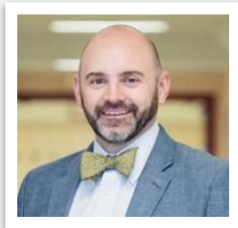
Samuel Madison

Annenberg Institute, Assistant Director

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Sam is an Assistant Director whose work supports the Annenberg Institute's operations and projects. Prior to joining Annenberg, he served as a Senior Research Fellow and project manager at the Harvard Kennedy School's Student Social Support R&D Lab. His work is driven and informed by his experiences in classrooms and schools as a special educator, coach, and leader in his hometown of Washington, DC. Sam holds an Ed.M. in Education Policy and

Management from the Harvard Graduate School of Education, an M.A in Special Education from American University, and a B.A. in History from the University of Wisconsin.



Michael Maher

North Carolina Department of Public Instruction, Executive Director, Office of Learning Recovery

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Michael Maher is the Executive Director of the Office of Learning Recovery and Acceleration at the North Carolina Department of Public Instruction. The Office of Learning Recovery serves public schools by providing research, evaluation, and technical expertise to assist in the development and deployment of evidence-based interventions to aid in recovery and accelerate learning for all students. Michael began his career in education as a high school science teacher in Winston-Salem/Forsyth County Schools and the Wake County Public School System. After earning his PhD in Curriculum and Instruction, Michael went on to work as a faculty member at Saint Augustine's College in Raleigh before moving on to become an assistant dean in the College of Education at NC State University.



Aaron McCloud

Intervene, CEO

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Aaron is an engineer with years of experience working and managing projects in the Defense and Energy sector. He was motivated to further STEM studies and close the achievement gap through education. Aaron has been fortunate to collaborate with a team of specialists, interventionists, data coaches and teachers to create solutions to help teachers efficiently diagnose student performance data to understand and use in instruction.



Steven Mertens

Illinois State University, Professor

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Steven B. Mertens is professor of middle level education in the School of Teaching & Learning at Illinois State University. Prior to that, he served for 15 years as a senior research scientist at the University of Illinois, where he worked as a principal investigator on numerous research and evaluation projects. He has authored over 90 publications and has presented over 100 papers at national, state, and regional conferences addressing varying aspects of middle level education and reform and teacher preparation/attrition. Currently, Steve is a board member for the Association of Illinois Middle Level Schools (AIMS), a member of the National Forum to Accelerate Middle Grade's Reform, a former past chair and executive advisor of AERA's Middle Level Education Research SIG, and a former member of AMLE's Research Advisory Board. He serves as the series co-editor for the *Handbook of Research in Middle Level Education* and the *Handbook of Resources in Middle Level Education*, published by Information Age Publishing.

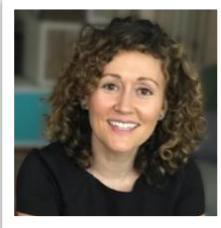


Connie Michael

Crow Agency Public School, Teacher; Tutoring Educator Advisory Group Member

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Connie Michael has been an educator for 29 years. She is Nationally Board Certified and has been recognized for her work in Bilingual Education, STEM, and Social Emotional Learning. Connie teaches 5th grade on the Crow Indian Reservation.



Katharine Pace Miles

Brooklyn College, CUNY, Assistant Professor

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Katharine Pace Miles, Ph.D. is an Assistant Professor in Early Childhood Education at Brooklyn College, City University of New York (CUNY). Dr. Miles proudly serves as the Academic Advisor for Reading Rescue, an evidence-based literacy intervention provided to first and second grade students, and she is the creator of Reading Ready, an explicit and systematic word reading curriculum for kindergarten and first grade students. Dr. Miles founded the CUNY Reading Rescue/Reading Ready Initiative to improve preservice teacher training and to provide free high-dosage, high-impact tutoring to NYC Department of Education students from historically underserved school.

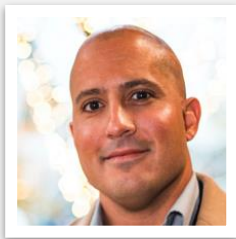


Brittany Miller

Denver Public Schools, Senior Director, Expanded Academic Learning

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Brittany Miller is responsible for leading the Expanded Academic Learning department in DPS. In this role, she has developed a coherent strategy for supporting students academically beyond the typical instructional day in direct alignment with the DPS Accelerating Learning by Reenvisioning Education priority. Brittany has previously served in numerous leadership roles in DPS - most recently as the Chief of Staff for the Academics Division. Brittany has also taught in DPS and holds a PhD in Curriculum Studies and Teaching from the University of Denver. She is deeply committed to promoting equity, working cross-functionally, and considering community and school context in strategy development. She is also an avid SCUBA diver and snowboarder - though typically not at the same time.



Paul Miller

Intervene K-12, Partnership Development Manager

pmiller@intervene.io

Paul Miller supports the development of national partnerships for Intervene K-12, helping school systems improve student outcomes through a comprehensive intervention system with assessments, analytics, and high-dosage, high-impact tutoring. Paul has more than 17 years' experience in the sector having previously led education policy and program development as the US Country Manager for Whizz Education, Program Officer at the Bill & Melinda Gates Foundation, Senior Advisor for the Los Angeles Unified School District, and Executive Director of Teach for America-Los Angeles. Paul is also currently the Vice-Chair of the National Board of Directors for Green Dot Public Schools, which serves more than 14,000 students in California, Tennessee, and Texas.

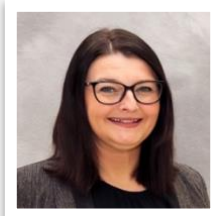


Sheryl Mills

Poteet ISD, Executive Director of Curriculum & Instruction

smills@poteetisd.org

Ms. Sheryl Mills is the Executive Director of Curriculum and Instruction at Poteet ISD, which serves predominantly Title I/Economically Disadvantaged students. She has served her entire career in this rural community which is located 25 miles south of San Antonio, Texas. During her 30 years career, she has been a teacher, an Instructional coach, ELAR Director and now Executive Director of Curriculum and Instruction. All of these positions centered around her passion for literacy and promoting student success. She is a graduate from The University of Texas in Austin and holds a masters in Curriculum and Instruction from The University of Texas San Antonio. When Sheryl is not working, her outside love is relaxing on her backyard swing and watching Longhorn college sports. Go Horns!



Elizabeth Moore

Gwinnett County Public Schools, Director of Instructional Support

elizabeth.moore@gcpsk12.org

Elizabeth Moore is the Director of Instructional Support for Gwinnett County Public Schools. As the Director of Instructional Support, Elizabeth helps to manage cross divisional and cross department work for the largest school district in the state of Georgia. This work includes but is not limited to RTI/MTSS, Early Intervention Program, Remedial Education Program, GCPS's response to unfinished learning, tutoring, digital learning, and various pilots of supplemental programs.

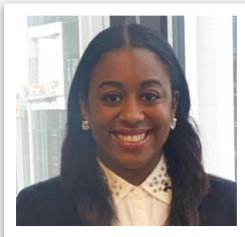


Melissa Mortiz

Institute of Educational Sciences, Afterschool and Summer Learning Fellow

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Melissa Moritz is the inaugural Afterschool and Summer Learning Fellow serving in the US Department of Education's (ED) Institute of Educational Sciences (IES). Previously, Moritz served as the Vice President of Strategic Initiatives for the National Math and Science Initiative (NMSI). Prior to joining NMSI, she served in the Obama-Biden Administration as the Deputy Director of STEM at the U.S. Department of Education (ED) and supported STEM policy and programs that focused on STEM teaching and learning, from preschool to workforce. She also previously served as the Vice President of Science, Technology, Engineering and Math (STEM) and Education Initiatives at Teach For America (TFA). After graduating from the Massachusetts Institute of Technology with a B.S. in Biology in 2006, she joined TFA, where she taught middle school science at M.S. 321, a Children's Aid Society school, in New York City. She resides in Washington, D.C., with her husband and two daughters.

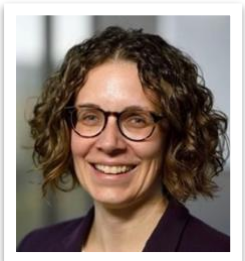


Laila Muhammad

Southern Education Foundation, Program Manager-Outcomes Based Contracting

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Laila Muhammad is the Program Manager for Outcomes Based Contracting at Southern Education Foundation. Prior to joining SEF, Laila served as a Program Manager for a tutoring company where she managed the lifecycle of school-based tutoring programs either grant-based or budgeted from discovery through deployment, program management, and post-program reporting. For 14 years Laila worked as a Science and Math educator, cultivating the minds of young leaders. Her work as an educator included instructional coaching, curriculum development, instructional design, research-based classroom management, effective use of technology, differentiation of instruction, and data driven instruction. Laila holds a Bachelor's Degree in Chemistry with a minor in Microbiology from North Carolina State University.



Amanda Neitzel

Johns Hopkins University, Deputy Director of Evidence Research

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Amanda Neitzel, PhD, is an assistant research scientist at the Center for Research and Reform in Education (CRRE). She has expertise on school-based health interventions, literacy, meta-analysis, data management, and quantitative research design. While at the CRRE, she has worked on evaluations of school-based vision programs with an emphasis on issues of implementation. She has also conducted multiple systematic reviews, including reviews of elementary literacy as well as educational programs for struggling readers. Prior to pursuing her Ph.D., Amanda was an elementary school teacher in a traditional public school and also served in the Peace Corps.

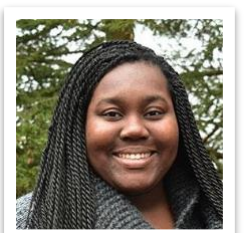


Charlotte Nugent

Office of the State Superintendent of Education (OSSE), Washington, DC, High-Impact Tutoring Program Manager

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Charlotte Nugent serves as the High-Impact Tutoring Program Manager at the Office of the State Superintendent of Education (OSSE), Washington, DC's state education department. In this capacity, she manages OSSE's 3-year initiative to scale and support high-impact tutoring across the District, with a particular focus on at-risk students and other students who have experienced disrupted instruction during the COVID-19 pandemic. Charlotte previously served as a COVID Response Fellow with Education Pioneers and Policy Fellow with OSSE, as well as on the development team at New Leaders. She began her career as an elementary school special education teacher on the Navajo Nation in New Mexico with Teach For America.

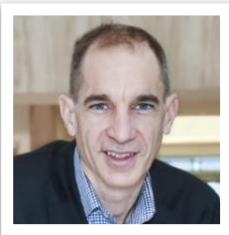


Maxine Offiaeli

The Accelerator, Project Coordinator

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Maxine serves as a Project Coordinator at the Annenberg Institute at Brown University. Her work focuses on the continued development of the Institute's EdInstruments repository; a collection of education-relevant instruments that measure a variety of outcomes for students, parents, educators, administrators, and schools. This winter she joined the Accelerator team, working to support the project's engagement and development efforts. Her work is influenced by her experiences in classrooms and on the track as a student-athlete at Brown University. Prior to joining Annenberg, she coached collegiate track and field and engaged in Human Resources-oriented work.



Philip Oreopoulos

University of Toronto, Professor of Economics and Public Policy

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Philip Oreopoulos is Professor of Economics and Public Policy at the University of Toronto. He received his Ph.D. from the University of California, at Berkeley and his M.A. from the University of British Columbia. He is a Research Associate of the National Bureau of Economic Research and Co-Chair in Education at the Jamal Poverty Action Lab. He has held a previous visiting appointment at Harvard and the Massachusetts Institute of Technology and is editor at the *Journal of Labor Economics*. Dr. Oreopoulos' current work focuses on education policy, especially the application of behavioral economics to education and child development. He often examines this field by initiating and implementing large-scale field experiments, with the goal of producing convincing evidence for public policy decisions.



Kara O'Toole

Step Up Tutoring, Chief Operating Officer

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Kara O'Toole brings business acumen and operational strength to her role as Step Up Tutoring's Chief Operating Officer. She holds over 25 years of executive management, operations, customer service, sales, marketing and finance experience in fast-paced companies, including the following education companies: StudyPoint, PrepNow and CollegeVine. Prior to her leadership roles in education, Kara was Chief Operating Officer of Grand Circle Corporation where she was responsible for a \$700M international organization of over 2,000 employees worldwide. Kara earned her B.S. degree from Drexel University's LeBow College of Business.

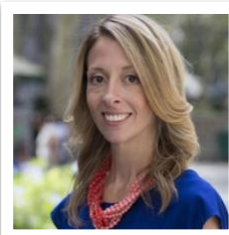


Catherine Peretti

CityTutor, DC, Project Leader

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Catherine (Cat) Peretti is the Project Lead for CityTutor, DC, a coalition of schools, community organizations, and city leaders aiming to overcome the educational impacts of the pandemic by expanding access to high-impact tutoring for 10,000+ kindergarten through 12th grade students. In her prior position, she was the Executive Director of My School DC, the District of Columbia's common application and lottery program for public schools. She has experience in education policy at the federal, state and local levels. Cat formerly served as the policy director for E.L. Haynes Public Charter School working on student information systems, data driven decision making in the classroom, and initiatives to share practices among charter and traditional schools. Previously, she was a management and program analyst at the U.S. Department of Education. Cat is a graduate of the University of Pennsylvania and the Emory University School of Law, and she's the proud mom of two.

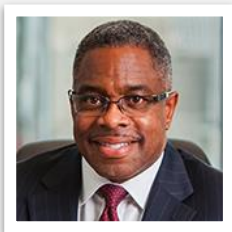


Alanna Phelan

Amplify, Vice President Tutoring

aphelan@amplify.com

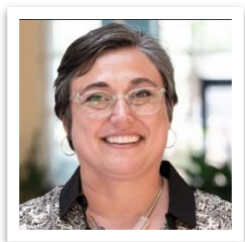
Alanna Phelan is Vice President of Tutoring at Amplify, which provides high-impact tutoring services, including high-quality tutoring materials, training, consulting on HIT program design, and full-service tutoring to students. Amplify Tutoring currently supports schools, districts and state education agencies nationwide.



Raymond Pierce

The Accelerator, Advisory Board; Southern Education Foundation, President and CEO
rpierce@southerneducation.org

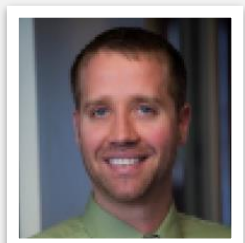
Raymond C. Pierce serves as the President and CEO of the Southern Education Foundation, where he leads the organization's historic mission of advancing educational opportunities for African American and low-income students in the southern states. Prior to joining SEF, Mr. Pierce was Dean of the School of Law at North Carolina Central University. Pierce earlier served as Deputy Assistant Secretary of the U.S. Department of Education's Office for Civil Rights as a political appointee in the administration of President Bill Clinton. During that time, Pierce also served on the White House Domestic Policy Council working group in the development of the Empowerment Zone and related economic and workforce development policies. Mr. Pierce has also been a partner in the business practices at the law firms of Baker Hostetler and Nelson Mullins, where he represented clients in the steel, energy, transportation, and financial services industries. He also represented clients in higher education matters. Earlier in his career, Pierce was employed in Cleveland, Ohio, as an attorney in the law department of the LTV Corporation, a Fortune 50 Energy, Steel, and Aerospace Defense company, where he focused on commercial transactions. Pierce began his career as a civil rights attorney in Little Rock, Arkansas, with the John W. Walker Law Firm. Pierce has served on the Council of Legal Education of the American Bar Association and is a past Vice President of the North Carolina Bar Association. Mr. Pierce has served as an appointed member of the North Carolina State Banking Commission and the board of directors of M&F Bank and M&F Bancorp, where he served on the audit and corporate governance committees. He is a permanent member of the Fourth Circuit Judicial Conference. Mr. Pierce earned a Bachelor of Arts degree in English from Syracuse University, a Juris Doctor degree from Case Western Reserve University School of Law, and a Masters of Arts from the Divinity School at Duke University.



Anna Pilhoefer

Santa Barbara Unified School District, Director, Equity and Multilingual Services
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Anna Pilhoefer is the Director of Equity and Multilingual Services at Santa Barbara Unified School District in Santa Barbara, California. Pilhoefer became a credentialed teacher after working as a teaching artist for the juvenile justice system and the Housing Authority on the US–Mexico border of El Paso, Texas. Pilhoefer has held teaching and leadership roles in district, school site, and nonprofit organizations over the past 21 years. She is President-Elect of the California Art Educators and Associate Chair of the National Art Education Equity, Diversity, and Inclusion Commission. Pilhoefer served as a member of the California Curriculum Framework and Evaluation Criteria Committee in support of the state's newly adopted Visual and Performing Arts Standards. Pilhoefer is also a co-founder of the grassroots organization Association of Raza Educators chapter in Santa Barbara, California. Pilhoefer received her BFA in studio arts and her MA in art education, and she has completed everything except her dissertation for the doctoral program in educational leadership from The University of Texas at El Paso.



David Parker

ServeMinnesota, Vice President of Research and Development
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David Parker, Ph.D, is the Vice President of Research and Development at ServeMinnesota, where he is a leader for the National Science and Service Collaborative. He brings a background in educational research to his role in developing, improving, and evaluating AmeriCorps programs, with a focus on effective tutoring models in reading and math. He and his colleagues regularly publish and present research that bridges the research-to-practice gap by highlighting the role and potential of AmeriCorps.



Dr. Christine Pope

Knox County Schools, Curriculum Specialist & Tutoring Coordinator

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Christine is the tutoring coordinator for Knox County Schools in Knoxville, TN. Previously, she has worked as an elementary teacher, instructional coach, staff developer, and principal in Florida and Tennessee. She holds an Ed.D. in instructional leadership along with an Ed.S. in leadership, M.A. in educational technology, and B.S. in elementary education.



Vincent Quan

J-PAL North America, Co-Executive Director

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Vincent Quan is co-executive director of J-PAL North America. Together with Laura Feeney, his co-executive director, Vincent leads the office's efforts to reduce poverty by ensuring policy is informed by rigorous evidence in the North America region. Vincent provides strategic direction to the policy and training teams and oversees partnership development and outreach for the office.



Keri Randolph

Metro Nashville Public Schools, Chief Strategy Officer

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Keri Randolph is the Chief Strategy Officer for Metro Nashville Public Schools where she works to align resources with the strategic plan to support students and increase student achievement. She has also overseen the creation and implementation of the Navigator program, Promising Scholars, ESSER planning, and the Accelerating Scholars high-impact tutoring program. Keri has diverse experiences in the K-12 ecosystem from classroom teacher to non-profit leader to higher education. Believing a diverse, supported and dynamic teacher corps is vital to student success, Keri has focused much of her career on elevating teacher voice, increasing opportunities for teachers to lead from the classroom, and supporting instructional innovations created and led by teachers. She received her Doctorate of Education Leadership at Harvard University.



John Retzer

Wayne Westland Schools, Teacher

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John Retzer has been a public school educator for 27 years and also currently serves as the Vice President of the Wayne Westland Education Association. He holds a Masters Degree in Education from the University of Michigan, and Bachelors and Masters Degrees from West Virginia University.



Estefania Rios

Tutoring Advisory Group, English Teacher

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This September will mark Estefania's tenth year teaching High School English. She is also a Reading Specialist and a Peer Teacher Leader. She enjoys the coaching aspect of her job the most because it combines forming and making a connection with my colleagues with finding best practices to support students.



Carly Robinson

Annenberg Institute, Brown University

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Carly Robinson is a Postdoctoral Research Associate at the Annenberg Institute at Brown University and a member of the Accelerator research team. Her research interests sit at the intersection of education, psychology, and policy. In particular, she draws on insights from social psychology and behavioral science to design and experimentally test interventions that improve educational outcomes.



Shawn Rubin

Highlander Institute, Executive Director

srubin@highlanderinstitute.org

Shawn Rubin is the Executive Director of the Highlander Institute in Providence, RI. Highlander Institute partners with communities to imagine and create more equitable, relevant, and effective schools. Its work addresses the ways in which systemic educational inequity, by design, undermines the cognitive development of young people from historically marginalized communities. Rubin is an internationally recognized thought leader and speaker with deep expertise in classroom coaching and change management strategies for building and district leaders. In 2018 Rubin co-authored the book *Pathways to Personalization: A Framework for School Change*, which details Highlander Institute's community driven, school improvement approach. Rubin started his career in 2000 as founding faculty of the Highlander Charter School, a K-8 school designed around student interest, personalization and mentorship. Rubin's 10 years of classroom teaching, including four years teaching kindergarten, informed his understanding of the challenges that leaders and teachers face when aspiring to implement student centered pedagogy. As Executive Director, Rubin prioritizes coaching at least one of Highlander's portfolio schools every year to stay connected to the classroom and build connectivity between the organization's on the ground implementations and its national field building efforts.



Brittany Ruiz

The Accelerator, Undergraduate Research Assistant

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Alan Safran

Saga Education, Co-CEO

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Alan Safran is co-founder, CEO and Chair of the Board of Saga Education, an ed-tech nonprofit founded in 2014 with a mission to help eradicate educational inequity by supporting low income Black and Latinx students through personalized math instruction embedded in their regular school day. Saga is an internationally recognized tutoring technical assistance and quality assurance partner, and has been contracted by New Mexico, Rhode Island, the City of Chicago and the Netherlands in supporting their large-scale math tutoring efforts. Mr. Safran has worked 30 years in public education including nine at the Massachusetts Department of Education where he served a term as Deputy Commissioner, and twelve at Match Education in Boston. At Match, in 2004, he co-created the first high dosage tutoring corps embedded in a US public school and joined Michael Goldstein in coining the phrase "high dosage tutoring." Mr. Safran earlier worked as the spokesman for two foreign policy committees in the US Senate, and later served as a senior prosecuting felony attorney in NYC. He earned a law degree from George Washington University and his BA from Princeton University.



Colby Self

Texas Education Agency, Director of Texas Tutoring Supports

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Colby Self joined the Texas Education Agency in June of 2021 as the Director of Texas Tutoring Supports. Colby joined after 20 years in Pflugerville ISD where he most recently served as the principal of Fannie Mae Caldwell Elementary School where he was named principal in 2012.

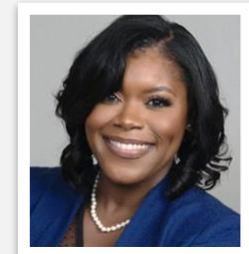


Ashley Sheils

Mission Acceleration, Director, Center for Excellence in Literacy Instruction

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Dr. Ashley Parker Sheils has 16 years of experience in literacy education as a teacher and literacy coach, which requires designing, delivering, and evaluating professional learning opportunities to improve literacy instruction and ultimately literacy achievement among PreK-12 learners. Ashley currently serves as the Director of Mission Acceleration and has served as the Director of the Mississippi Campaign for Grade-Level Reading, a statewide initiative focused on improving literacy outcomes, as well as a project coordinator for a federal research study, and a literacy consultant for national organizations, state-level organizations, school districts, and non-profit agencies, specifically related to planning, implementing, and scaling evidence-based literacy practices and interventions. Ashley is passionate about designing and delivering quality learning experiences in the field of literacy instruction and was recognized by the Council for Learning Disabilities with the Outstanding Researcher Award for her dissertation on vocabulary instruction in 2018.

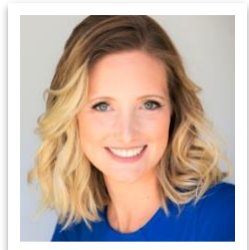


Jennifer Shorter

The Accelerator, Director of Quality & Improvement

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Jennifer Shorter is the Director of Quality and Improvement for the National Student Support Accelerator at the Annenberg Institute. Formerly a Regional Lead for K-12 for Pennsylvania's Statewide System for LEA and School Improvement, she provided leadership in the development, delivery, and continuous improvement of statewide services for federally designated schools. A former tutor and teacher in Memphis, TN, and Richmond, VA, Jennifer continued working in spaces for equitable outcomes. She has worked with the Tennessee & Alabama Departments of Education, and post-secondary institutions on issues such as teacher and leader effectiveness, program evaluation, leveraging data to inform systems and policy change, and school reform efforts. Jennifer also completed a Postdoctoral Fellowship at the University of Alabama. She is a proponent of translating research into evidence-based practice. Jennifer earned a post-graduate certificate in Financial Management from Cornell. She holds a doctorate in Educational Leadership (Policy Studies) and Master's in Instructional & Curriculum Leadership both from the University of Memphis and a B.A. in Political Science from Jackson State University.



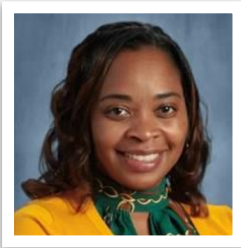
Jessica Sliwerski

Open Up Resources, CEO

jessica.sliwerski@openup.org

Jessica is CEO of Open Up Resources, a nonprofit whose mission is opening doors to education equity by making high-quality curriculum openly accessible to educators. Jessica is also the Founder of Ignite! Reading, a nonprofit whose mission is to ensure that every student is an independent reader by the start of second grade through high-dosage 1:1 reading tutoring via Zoom. Previously, Jessica was the co-founder and Chief Academic Officer at the adaptive literacy software company LightSail Education. Her instructionally-focused product vision brought numerous awards to the organization, including the Digital Promise and Edsurge Digital Innovation in Learning Award, two ASU-GSV Return on Education VentureEd awards, and a Readers' Choice Top 100 recognition from District Administration magazine. Jessica began her career as a Teach For America teacher in the Bronx, NY before becoming a founding teacher then an Assistant Principal at Success Academy Charter Schools. Wanting to bring instructional best practices

from the charter world to district schools, she became a network Literacy Specialist at The Urban Assembly, a New York City-based nonprofit organization overseeing more than 10,000 students in secondary schools. Jessica's work in K–12 education was profiled in *The Wall Street Journal* and Steven Brill's book *Class Warfare: Inside the Fight to Fix America's Schools*, and she participated in the documentary film *The Lottery*. She has a Bachelor's degree in Political Science from UCLA and a Master's in Education from Pace University.

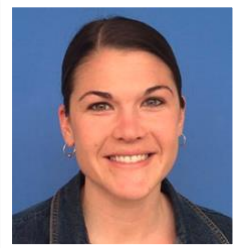


Katrinet Sims

Huntsville City Schools, CTE Educator; Tutoring Advisory Group

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Katrinet has taught Family and Consumer Sciences Education for more than 16 years in the Huntsville City School district. As a Career & Technical Education teacher, she has the joy of teaching and training future leaders and educators at the high school level that aspire to work in a school district.



Ryann Skrypec

Tutoring Advisory, Group; Teacher

ryannskrypec@gmail.com

Ryann Skrypec has been teaching middle school English for thirteen years in Chelsea, Michigan. She and her husband along with their two daughters are working to remodel their fixer-upper, love traveling and being outdoors, and spend lots of time playing with their dog, Gus.

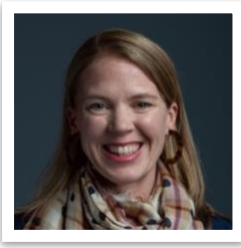


John-Paul Smith

North Carolina Education Corps, Executive Director

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John-Paul is the Executive Director of North Carolina Education Corps, a nonprofit working to connect high-dosage literacy tutors to K-3 students in public schools across North Carolina. John-Paul earned his BA from Elon University, his MBA from the University of North Carolina at Chapel Hill, and his MPP from Duke University. John-Paul resides in Raleigh, North Carolina with his wife, Lauren, and dog, Kalani.

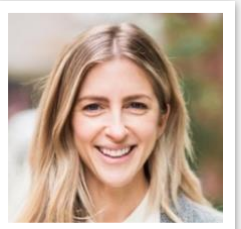


Mindy Sjoblom

On Your Mark, Founder and CEO

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As an Entrepreneur in Residence at Charter School Growth Fund, Mindy started her early literacy journey at the nexus of a growing demand for high dosage tutoring to address pandemic learning recovery and increased need to support schools across the country with foundational skills reading instruction. Prior to this newest adventure, Mindy served as Founding Dean of Relay Chicago, where she oversaw all aspects of campus growth/strategy, financial health, partnership development, political advocacy, and teacher preparation programming. Before joining Relay, Sjoblom served as Director of Curriculum and Instruction, then as principal, at Rauner College Prep, one of the Noble Schools.



Jessica Sobin

Office of the State Superintendent of Education (Washington, DC), High-Impact Tutoring Program Specialist

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Jessica Sperling

Duke University, Director, Applied Research, Evaluation, and Engagement

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Jessica Sperling, PhD, is an mixed-methods evaluator and applied researcher who currently serves as the Director of Applied Research, Evaluation, & Engagement based in Duke University's Social Science Research Institute (SSRI). She is centrally committed to utilizing research and evaluation processes to inform strategic initiative development and to inform iterative decision-making. Substantively, her work is focused on education and learning, health and healthcare, pilot / innovation programming, and inequality and inequity.

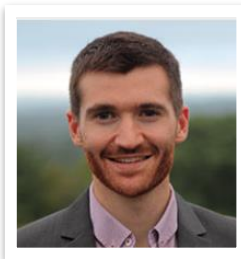


Patrick Steck

Deans for Impact, Senior Director of Policy

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Patrick Steck is the Senior Director of Policy for Deans for Impact. Prior to joining the Deans for Impact team, Patrick served as a legislative assistant in the Texas Legislature.



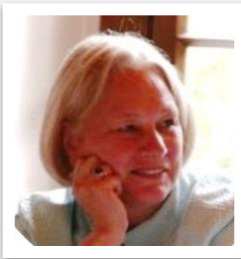
Sam Stockwell

Annenberg Institute, Research Project Manager

samuel_stockwell@brown.edu

Sam is a Research Project Manager at the Annenberg Institute at Brown University where he works on the EdResearch for Recovery project. Prior to joining Annenberg, he served as the Federal Programs Coordinator for Providence Public School District, working with individuals and departments across the district to implement federally funded initiatives. Prior to this work, Sam was the Director of Admissions & Development at an independent school in

Massachusetts, and he began his career as the Director of Film and Digital Media at the Boys & Girls Clubs of Dorchester, teaching video production and photography to youth. Sam holds an M.A. in Urban Education Policy from Brown University and a B.A. in Communications from Gordon College

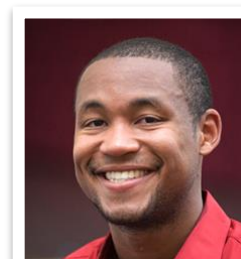


Susan Stroud

Great Oaks Foundation, Board of Directors

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Susan is one of the founders of AmeriCorps. Previously, she was assistant to the President of Brown, founding director of the Swearer Center at Brown and the Campus Compact. She worked at the Ford Foundation on youth civic engagement internationally.

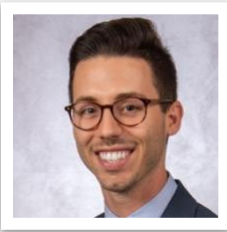


Maurice Telesord

Ferndale Public Schools/Ferndale Education Association, Teacher; Tutoring Advisory Group

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Maurice Telesford has taught science and computer science at Ferndale High School for over a decade. He has also served as his local Education Association President for seven years. His personal and professional passions include exposing students to perspectives and pathways that they did not know exist and simultaneously supporting their progression towards their ever-changing dreams.



Justin Thompson

National Education Association, Senior Policy Analyst

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Justin Thompson is a Senior Policy Analyst/Program Specialist for the National Education Association. His policy areas of expertise include climate and environmental justice, summer and extended learning opportunities, STEM education, and student data privacy. Prior to NEA, Justin was a high school math teacher in Dallas, Texas. He holds his Master of Public Affairs from the University of Texas at Austin and Master of Education from Southern Methodist University.



Thomas Toch

FutureEd, Director

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Thomas Toch is the director of FutureEd, an independent policy center at Georgetown University's McCourt School of Public Policy. He is a former senior partner at the Carnegie Foundation for the Advancement of Teaching and a founder and former co-director of the think tank Education Sector. Toch was a guest scholar at the Brookings Institution and he has taught at the Harvard Graduate School of Education. Toch helped launch Education Week and served as the publication's co-managing editor. He was a writer and editor at U.S. News and World Report and has contributed to The Atlantic, The New York Times, The Washington Post, The Washington Post Magazine, The New Republic, Newsweek, The Washington Monthly, and other national publications. He is the author of two books on American education, *In the Name of Excellence* (Oxford University Press) and *High Schools on a Human Scale* (Beacon Press).



Chayne Turano

East Windsor School District, Teacher

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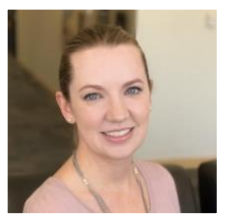
Chayne Turano is in her 11th year being a middle school science teacher at Melvin H. Kreps Middle School. She graduated with a Master's Degree in teaching from the Rutgers School of Education. She enjoys working with a diverse population of students to inspire and meet their needs through the exploration of science.



Leslie Varble

Unity Point School, Principal for Instruction

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Dr. Lindsey Vela

Education Service Center, Region 20, Project Manager for Instructional Services

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Lindsey manages projects for the Instructional Services Component at Education Service Center, Region 20. She develops effective and strategic systems for educational projects, in the areas of curriculum and instruction, leadership, state and local initiatives, and school improvement.

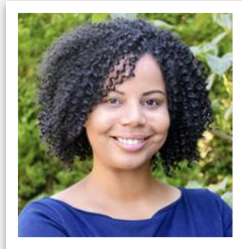


Jason Wallace

Dallas Independent School District, Director, Office of Tutoring Services

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Jason Wallace joined the Office of Tutoring Services for Dallas Independent School District in July 2021. Prior to this role, he served as an assistant principal at both the high school and middle level, a campus instructional coach, and a Biology and Anatomy and Physiology teacher, all in Dallas ISD. Before serving in public education, Jason worked in public health research for eight years. He went to graduate school at the University of Texas at Houston School of Public Health, earning a Master of Public Health. Jason spent his undergrad years at Austin College in Sherman, TX, where he majored in Biology with a minor in Sociology.

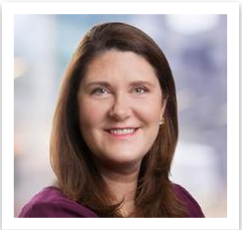


Wendy Wallace

The Accelerator, Director of Engagement and Development

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Wendy Wallace is the Director of Engagement and Development for the National Student Support Accelerator at the Annenberg Institute. Prior to this role, she was a College and Career Strategist for the Rhode Island Department of Education, where she managed the states' largest college and career readiness initiative (PrepareRI). Wendy led the PrepareRI Core Team, an inter-agency task force with representatives from around Rhode Island on initiatives such as Rhode Island's first-ever summer learning initiative (Summer Academy for Interactive Learning with PrepareRI), writing Rhode Island's Perkins V Plan and distributing over \$4 million for new or expanding charter schools through the Charter School Program Grant.



Nancy Waymack

The Accelerator, Director of Research Partnerships & Policy

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Nancy Waymack is the Director of Research Partnerships and Policy for the National Student Support Accelerator at the Annenberg Institute. Most recently she has served as a senior program officer at the Bill & Melinda Gates Foundation and an education policy consultant. Prior to joining the Gates Foundation, Nancy was the Managing Director of District Policy at the National Council on Teacher Quality. Nancy spent a decade at the San Francisco Unified School District, where she served as the Executive Director for Policy and Operations. Prior to moving to San Francisco, Nancy was the Assistant Budget Director at the District of Columbia Public Schools and an elementary school teacher in Houston.

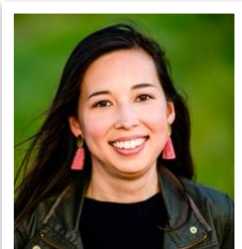


Seth Weinberger

Innovations for Learning, Executive Director

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Seth Weinberger is the founder and Executive Director of Innovations for Learning, a nonprofit providing high dosage tutoring to over 20,000 students in the US, Canada and the UK. Prior to IFL, Seth was a senior partner of the global law firm, Mayer Brown.

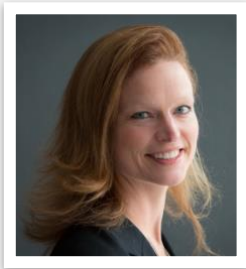


Allie Welch

Robin Hood, Program Officer

awelch@robinhood.org

Allie Welch is a Program Officer focused on school-age children at Robin Hood. Prior to joining Robin Hood, Allie was the founding school leader of KIPP Bayview Elementary, KIPP Bay Area's first elementary school in San Francisco. She also served as a teacher, resident principal and principal at Richmond College Prep and a second grade teacher in West Contra Costa Unified School District. She holds a BA in Public Policy and Economics from Stanford University.



Mary Wells

Bellwether Education Partners, Co-Founder & Managing Partner

mary@bellwethereducation.org

Mary K. Wells is a co-founder and managing partner at Bellwether Education Partners. As a first-generation college graduate, Mary is passionate about the power of public education. Mary splits her time between leading the day-to-day operations of Bellwether and working with organizations to provide strategic advising support. Prior to launching Bellwether, Mary led STEM and new school investments for the Texas High School Project (now Educate Texas), where she was a founding team member overseeing STEM education and new school models.

Prior to this, Mary spent eight years at Bain & Company as an analyst, consultant, and manager, where she advised Fortune 500 companies on growth strategy, new business development, and post-merger integration issues. Mary holds a bachelor's degree from Harvard University and a master's from the Stanford Graduate School of Business.



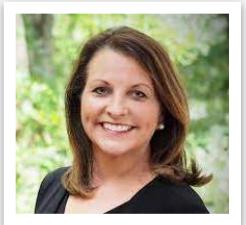
Sara White

The Accelerator, Research Associate

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Sara White is a Research Associate at the Annenberg Institute. Her work with the National Student Support Accelerator employs mixed-method research to explore the effective implementation of high-impact tutoring in pilot sites across the country. Her research interests include personalized student support, cross-sector collaboration, and rural education. She holds an M.A. in Urban Education Policy from Brown University and a B.A. in Religion from Carleton College. Prior to joining Annenberg, she served as a College & Career

Counselor with the Pennsylvania College Advising Corps.



Janet Wilson

Littera Education, Senior Vice President, District Solutions

janet@litteraeducation.com

Dr. Janet Wilson is the senior vice president for Littera Education, focusing on district design services with a lens on data, resource equity and prescriptive approaches to learning. A veteran educator, Janet served students in districts ranging from 4,000 to 165,000 as a teacher specialist, associate superintendent, chief academic officer, chief of teaching, learning, and schools, and district superintendent. She earned her Ph.D. in Educational Leadership for Culturally Changing Populations from Notre Dame of Maryland University.