

2016 Advance CTE Fall Meeting Speaker Biographies



Ellyn Artis has a long history working with postsecondary and K-12 leaders to implement strategies that increase the numbers of students who graduate from high school college- and career-ready and complete a postsecondary credential—all while narrowing equity gaps. She is currently launching the Strategic Consulting Practice at Hobsons—an organization that provides edtech solutions to support both students and administrators with tools that span from K-12 college- and career-readiness tools to postsecondary completion supports. Previously, she was founding partner at the Education Delivery Institute (EDI) where she recently served as the Director of Higher Education helping campus, system, state, and nonprofit leaders in planning and implementing student success and completion strategies at scale. Corwin Press recently published her book, “Deliverology in Practice,” which chronicles some of these implantation stories and provides change management tools and resources to help other education leaders implement successfully and deliver increased outcomes for all students.

Prior to her time at EDI, Artis worked at The Education Trust where she was responsible for supporting higher education systems that agreed to halve their college-going and college-completion equity gaps as part of the Access to Success Initiative. She also worked in the Strategic Consulting Group at the Annie E. Casey Foundation and at Abt Associates. She holds a Bachelor's degree from Barnard College of Columbia University and a Master's in Public Affairs from the Woodrow Wilson School of International and Public Affairs at Princeton University.



Marie Barry is currently the assistant division director of the Office of Career Readiness at the New Jersey Department of Education. In this capacity, she administers all activities related to the Carl D. Perkins Career and Technical Education Improvement Act and serves as the state director for Career and Technical Education (CTE) for secondary and postsecondary programs. Ms. Barry coordinates with workforce development entities statewide to promote articulation between education, the business and labor communities and other stakeholders to ensure the development of high quality, dynamic CTE programs that integrate academic and technical skills. Additionally, she provides leadership for statewide implementation of Career Ready Practices throughout K-12 education and coordinates with various entities on STEM initiatives.

Barry is the past president and has served on the Board of Directors of Advance CTE (formerly known as the National Association of State Directors of Career Technical Education Consortium) for more than 10 years. She represents the Commissioner on the State Employment and Training Commission (SETC), which is the state workforce development board and also serves on the Board of Trustees for the National Automotive Technicians Education Foundation (NATEF).

During her more than 16 year tenure at the Department of Education, Barry has served in various roles providing leadership for enhancing comprehensive school counseling programs and the successful transition of students with disabilities. Prior to joining the Department, Ms. Barry had extensive experience as a career counselor and consultant where she provided services for youth and adults in the community. She designed and taught programs at Ocean County College to address the varied career development needs of students, the entering workforce, displaced



workers and incumbent workers. Additionally, she coordinated services to facilitate positive outcomes for individuals with severe disabilities. She is a certified school counselor, a national board certified counselor and a certified rehabilitation counselor. Ms. Barry holds a Bachelor's degree from Rutgers University and a Master's degree from Seton Hall University.

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

She holds a Bachelor of Arts degree in Elementary Education from Western Oregon University and two Master's degrees – in Teaching and Education Administration – from Lewis and Clark College. Since 2004, she's worked with NCLB, Charter Schools, and CTE as an Education Specialist with the Oregon Department of Education. For the past five years, Brant has been involved in the development and integration of Oregon's new CTE and STEM statewide initiatives.

Brant feels that the real-world, hands-on approach of CTE blends well with her career and her philosophy, and she's intrigued with the challenges and possibilities ahead. "With state investments, we'll have the ability to provide CTE through a variety of funding streams, allowing us to reward high quality programs as well as support those that are just starting out."



Phil Cleveland is the Deputy State Superintendent for Career and Technical Education/Workforce Development. In this role, he manages the Alabama State Department of Education, Career and Technical Education (CTE) Section, Guidance and Counseling program, and other initiatives focused on preparing students for a lifetime of success after high school graduation. He is a key liaison between secondary and postsecondary education and works closely with Alabama's Workforce and Economic Development sectors.

Dr. Cleveland and his family believe in the power of education – the positive impact it can make in the lives of young people. His past experiences span both the secondary and postsecondary education systems. In secondary education, he served as an Agriscience Education teacher, Career Technical Education Director, and High School Principal. His postsecondary experiences range from serving as the Vice President for Learning and Dean of Applied Technologies at Wallace State Community College, to the position of interim Community College President of Chattahoochee Valley State Community College. Dr. Cleveland holds a bachelor's degree from Auburn University in Agriculture Business and Economics, a Master's degree from Auburn in Agriculture Education, an A.A. from Alabama A&M University in Agribusiness Education, and an Ed.D. in Organizational Leadership from Nova Southeastern University.



Rod Duckworth joined the Florida Department of Education as the Chancellor for the Division of Career and Adult Education in March 2012. Mr. Duckworth has extensive state and national experience in career and technical education having most recently served as the Interim Deputy Director for Career and Technical Education in the Arkansas Department of Career Education.

Mr. Duckworth began his career as a classroom teacher and student organization advisor; he managed several national programs for the National FFA Organization in Alexandria, Virginia. Mr. Duckworth served as the State Program Director for Agriculture Education in Washington State and was later appointed as State Director of Career and Technical Education, a



position he held until he returned to his home state of Arkansas in 2007 to serve in various roles in the Arkansas Department of Career Education.



Gerri Fiala is Deputy Assistant Secretary of Employment and Training for the U.S. Department of Labor. She is currently responsible for guiding the Department's implementation of WIOA -- the Workforce Innovation and Opportunity Act. Prior to her time at DOL, Fiala served as Staff Director to the HELP Subcommittee on Employment and Workplace Safety chaired by Senator Patty Murray. Here Fiala drafted Senator Murray's "Innovations in 21st Century Careers" bill to make education more relevant for high school students. She also developed bills introduced by Senator Murray during the economic stimulus debate. Key components of these bills were ultimately included in Recovery Act funding provisions for the Department of Labor.

Fiala served for nearly eight years as Administrator, Office of Policy Development, Evaluation and Research, in the U.S. Department of Labor. This includes a year as a loaned executive to serve as Senior Counselor for Economic Development to the American Association of Community Colleges. As Administrator, she led interagency efforts to drive job training reform. This work culminated in the Workforce Investment Act of 1998, and Older Americans Act Amendments of 2000 (creating the Senior Community Service Employment Program). Her leadership on interagency teams also secured the Trade Adjustment Assistance Act, and Welfare to Work program, and provided direction to a DOL effort to craft and implement regulations for each of these programs.

Fiala has a Master's of Labor and Industrial Relations from Michigan State University, a Bachelor of Arts from the University of Iowa, and Associate of Arts from North Iowa Area Community College.



Dr. Amy Firestone was born and raised in Fairfax, Virginia. Her academic and professional career has focused on youth issues and education opportunities for disadvantaged youth in the United States and Latin America. Dr. Firestone is currently a Program Analyst in the Office of Apprenticeship at the U.S. Department of Labor (USDOL). Her work focuses on youth apprenticeship and education initiatives in the United States. She also manages the USDOL and U.S. Department of Education's Registered Apprenticeship College Consortium (RACC), a national network of colleges and Registered Apprenticeship sponsors that allows apprentice graduates to accelerate completion of their postsecondary degrees at member colleges.

Firestone obtained a Bachelor of Arts degree in Hispanic Studies from the College of William and Mary, Master of Arts degree in Latin American Studies, and doctoral degree in Spanish linguistics from the University of Illinois at Urbana-Champaign. She is a recipient of the Inter-American Foundation Grassroots Development Fellowship for 2009-2010 and has received numerous other fellowships to support her indigenous language studies.

From 2012 to 2014, Firestone served as a Presidential Management Fellow in the USDOL's Occupational Safety and Health Administration and in the Office of Child Labor, Forced Labor, and Human Trafficking. Her previous work at USDOL has focused on improving working conditions and training opportunities for Hispanic workers in the U.S. and for youth in Latin America and Africa. Dr. Firestone is also an Adjunct Instructor of Spanish Linguistics at George Mason University in Fairfax, Virginia. She has published several academic articles on indigenous youth, languages, and education in South America, and her book, "We Combine Quechua": Urban Youth's Language and



Identity in Peru, will be published in Peru in 2017. Dr. Firestone is also bilingual in Spanish, and has studied French, German, Portuguese, Russian, Arabic, Quechua, and Aymara.



Dr. Lynne Gilli currently serves as the Acting Assistant State Superintendent for the Division of Career and College Readiness (DCCR) and Program Manager for the Career and Technology Education Instructional Branch at the Maryland State Department of Education where she has held progressively responsible positions since 1982. She holds a doctorate in curriculum and instruction from the State University of New York at Buffalo, and her master's and bachelor's degrees are in vocational-technical education from the State University of New York at Utica/Rome. Her responsibilities at MSDE include providing leadership to implement high quality Career and Technology Education programs for secondary and postsecondary learners. Her many years of experience with the Maryland State Department of Education provide her with a broad knowledge and understanding of public policy issues impacting education, particularly in preparing students for success in both college and careers.



Katie Graham joined the Nebraska Department of Education in 2015 as the Data, Research, and Evaluation Specialist for Career Education. In this role, she manages and monitors all secondary and postsecondary Perkins data, continuously analyzing them to determine the effectiveness of the state's career education programs. Additionally, Katie provides leadership to the Career Education administrative team by helping plan professional learning opportunities based on needs assessments and manages the process of reviewing proposals and issuing grant awards for special Perkins-funded projects.

Prior to joining NDE, Katie served as a Senior Academic Program Specialist for Florida State University. There, she oversaw the development and administration of credit, non-credit, and continuing education programs for campus-based and online part-time degree and/or certificate programs. Katie is currently finishing her Ph.D. in Educational Psychology at the University of Nebraska-Lincoln where she is researching the affordances CTE participation provides for students' writing self-efficacy.

Kimberly A. Green has worked for the past 21 years on federal policy impacting Career Technical Education (CTE). Working closely with Congress, the Administration and a broad range of stakeholders, she represents the interests of and seeks support for CTE. In addition to this policy work, Green helped establish, implement and grow the national Career Cluster® Initiative, the Common Career Technical Core, the CTE: Learning that Works for America Campaign and the Career Readiness Partner Council – all of which are designed to build visibility and support for CTE, while also raising the bar for CTE by ensuring consistency in the delivery of high quality programs to students across the United States.

Green represents the state directors on a variety of boards and committees including the Manufacturing Skills Standards Leadership Council, the National Technical Honor Society, and the Executive Committee of the National Career Academy Coalition. She is also collaborating with the new National College and Career Readiness Center, the Great Teachers and Leaders Center and is partnering with multiple federally funded projects to expand the implementation of career pathways. She is an accomplished speaker, having presented in all 50 states and is considered a nationally recognized expert in CTE. With the support of Pell Grants and the federal work study program, she is a graduate of Cornell University's School of Industrial and Labor Relations.





Dr. Richard Hinckley has worked in the education field as a teacher, principal, school superintendent, college dean, consultant, and company president. His initial career was spent with the Illinois Department of Corrections as a teacher, principal, and superintendent of schools. While with correctional education, he worked with community colleges to establish education and training programs throughout the correctional system. In 1983 he joined the staff at Moraine Valley Community College in Illinois as dean of business and industrial technology and executive dean of workforce development and community education/services.

He was instrumental in the development of one of the earliest advanced technology centers in the nation and his oversight of programs and services included college credit programs, noncredit business and industry training, small business development, small business government contract procurement, customized training, and continuing/community education. Dr. Hinckley led the organizational efforts, and then served as the initial director of, the Moraine Area Career System, the regional Tech Prep consortium.

At the end of 2000, Hinckley took an early retirement to join the National Coalition of Advanced Technology Centers as its executive director and also served as a senior consultant to The Clements Group, providing assistance to community and technical colleges with fundraising and programs to strengthen their overall services to business and industry. In 2006 he joined CORD as its President and CEO.



Alisha Hyslop is the Director of Public Policy for the Association for Career and Technical Education. She has spent more than 15 years working with career and technical education. Hyslop leads the Association for Career and Technical Education's legislative, advocacy and research efforts that cover both secondary and postsecondary policy issues. She previously worked with the Florida House of Representatives and with career and technical student organizations on a local, state and national level.

Hyslop received her Bachelor's degree in public relations and family and consumer sciences education from Florida State University, and a Master's degree in career and technical education from Virginia Tech University. She is a doctoral candidate in career and workforce education at the University of South Florida.



Catherine Imperatore has 10 years of experience with CTE. As Research Manager at the Association for Career and Technical Education, she conducts research evaluating high-quality CTE frameworks, produces publications, tracks data and accountability issues in CTE, and coordinates the Certification Data Exchange Project to improve access to third-party industry certification data.





Catherine Jacques is a researcher at AIR whose work includes qualitative research analysis and technical assistance around career and technical education, teacher leadership, and educator effectiveness. Jacques currently serves as the Career and Technical Education lead for the Center on Great Teachers and Leaders and the Technical Assistance Lead for the College and Career Readiness and Success Center. Prior to her work at AIR, she worked on education research studies for the District of Columbia Public Schools and the University of Michigan.



Heather Justice is the executive director for the office of career & technical education (CTE) within the Tennessee department of education. During her tenure in the department since 2011, she has overseen special projects within the division of CTE, as well as the licensing, communications, and professional development of CTE educators.

Prior to joining the department Justice worked in education as a marketing and finance teacher and before entering the education she worked in hospitality administration and campaign finance. She holds a Bachelor's in business administration from Florida State University and a Master's in education from the University of Phoenix.



Richard Katt is a graduate of the University of Nebraska Lincoln with degrees in Career and Technical Education and Adult Education. Rich is currently an Administrator with the Curriculum and Instruction Team in the Nebraska Department of Education. He serves as State Director for Career Education, administers the Federal Carl D. Perkins Career and Technical Education Improvement Act, and provides leadership in curriculum and instruction and school improvement for Nebraska schools and community colleges. His work currently involves creating a statewide career education system to help students PreK-14 explore career options and be both academically and technically prepared for the career of their choice.

Katt's work involves extensive coordination of activities between workforce and economic development and education. He serves on the committee for Nebraska's Essential Education Policy which details Nebraska's vision for student success in PreK-16 education. He is past chair of FutureForce Nebraska, a collaboration of PreK-12 education, postsecondary education, government agencies, workforce and economic development professionals and business and industry representatives and past chair of the Nebraska Partner Council, a collaboration of representatives of federal programs from the Departments of Education, Labor and Health and Human Services. The Partner Council works to create partnerships and streamline efforts between programs to provide the most effective and efficient service to Nebraskans.

He has been an educator for over 30 years as a teacher, Nebraska FFA Executive Director, and State Director for Agriculture Education prior to his current position. He is an adjunct faculty member at the University of Nebraska-Lincoln. Rich is Past President of the National Association of State Directors of Career and Technical Education consortium, the National Career Technical Education Foundation and the National Association of Supervisors of Agricultural Education. He has presented over 100 keynote addresses and numerous workshops focusing on student engagement and relevance of education aligned with student career aspirations. He was named the 2001 and 2009 Manager of the Year by the Nebraska Department of Education and has received the Distinguished



Service Award from the Nebraska Department of Agriculture in recognition of his work with youth leadership development.



Dr. Pradeep Kotamraju is currently the Bureau Chief, Career and Technical Education, Division of Community Colleges, Iowa Department of Education. As Iowa's State Director for Career and Technical Education (CTE), he has leadership responsibility in managing those secondary and community college CTE programs that are funded through the Carl D. Perkins federal program. Besides his CTE responsibilities, Dr. Kotamraju has supervisory responsibility over the National Crosswalk Center, dual enrollment program management, and Military and Veterans Education. Dr. Kotamraju frequently advises staff across the Division on projects that

interrelates community colleges' curriculum, employment outcomes, and student success. He is part of the senior management team within the overall Division of Community Colleges, as well as part of the Management Council for the entire Department of Education. Dr. Kotamraju has worked on several research, policy, administrative projects in three states that not only involves secondary and postsecondary CTE but the broader K-16 sector, workforce development and adult education.

Before working in the public sector, Dr. Kotamraju taught college- and university-level Economics and Statistics at several higher education institutions in Minnesota and Kentucky. Dr. Kotamraju holds a Ph.D. in Economics from the University of Illinois. He received his Master's Degree in Economics from George Washington University, and his Bachelor's in Economics from the University of Delhi, India.



Kate Blossveren Kreamer serves as the Deputy Executive Director of the Advance CTE, leading policy and communications efforts to ensure all students have access to high-quality Career Technical Education (CTE).

From 2006 to 2013, Kate worked at Achieve, beginning as a policy analyst and leaving the associate director of strategic initiatives, leading a range of policy, research, and communications projects to support states' adoption and implementation of the college- and career-ready agenda. Kate also managed all of Achieve's career readiness and CTE-related research, resources and partnerships.

Prior to her time at Achieve, Kate was a policy advisor at Third Way, where she acted as a policy liaison between the organization and its Corporate Leadership Committee, engaging on a very broad legislative agenda. Kate also spent a year as a research assistant at the Progressive Policy Institute, focusing exclusively on education policy issues.

In 2007, Kate co-founded Young Education Professionals-DC (YEP-DC), a nonpartisan organization, created by and for young professionals, that connects tomorrow's education leaders around the common goal of improving education through policy, research, and practice, and served as president of YEP-DC from 2007 to 2013. Kate also helped co-found and acts as a strategic advisor to YEP National, the umbrella organization that supports the now eleven YEP chapters across the country.

Kate received her bachelor's degree in Urban and Regional Studies from Cornell University, and her Master's of public policy from the Georgetown Public Policy Institute in 2006, with a concentration in Education, Family, and Social Policy.





Dane Linn is a Vice President for the Business Roundtable. In this role, he oversees the Education & Workforce Committee, advancing the BRT's positions on education reform, U.S. innovation capacity and workforce preparedness.

Linn joins the BRT most recently from The College Board, where he served as Executive Director of state policy. Prior to The College Board, Linn served as Director of the Educational Policy Division of the National Governors

Association (NGA) Center for Best Practices. During his 16 years in this role, Linn represented governors' education policy issues at the federal level and to state and local associations. He also co- led the development of the Common Core State Standards, which have been adopted by 46 states.

In addition, Linn has led national efforts to ensure more students are college- and career-ready and worked on issues related to STEM, early childhood, Perkins and the Workforce Investment Act, and high school redesign. Before joining the NGA, Linn worked for 14 years in the education system as Coordinator of the Office of Special Education Programs for the West Virginia Department of Education, Principal of Guyan Valley Elementary School in West Virginia, and teacher and later the Assistant Principal at Matheny Grade School also in West Virginia.

Linn is a Ph.D. candidate at Virginia Polytechnic Institute and State University, and holds a Master's degree in Education Administration from West Virginia Graduate College and bachelor's degree in Elementary Education and Special Education from Cabrini College.



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

Prior to her time at Advance CTE, Ashleigh worked at the Education Delivery Institute, where she designed workshops and events to help K-12 and higher education systems plan and monitor implementation of education reforms. She also led the production team for Deliverology in

Practice, an update to the deliverology curriculum based on EDI's experiences in American education.

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



Dr. Sharon Lee Miller serves as Director of the Division of Academic and Technical Education (DATE) within the U.S. Department of Education's Office of Vocational and Adult Education (OVAE). DATE is responsible for administering one of the Department's largest formula grant programs, which currently distributes about 1.2 billion annually to states under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The division also administers discretionary grants to improve the quality of career and technical education for Native Americans, Native Alaskans, and

Native Hawaiians; gathers data for national accountability and for state and local program improvement; and conducts national initiatives that improve the rigor and relevance of career and technical education programs.



A native of Schenectady, New York, Miller holds a Ph.D. in Educational Theory and Practice from the University at Albany in New York State. Her OVAE work experience includes oversight of research, development, and evaluation studies on issues pertaining to career and technical education. Prior to coming to the Department, she worked for the New York State Education Department on a range of initiatives, including administering school-to-work grants, conducting statewide evaluations, and gathering performance accountability data. She has formerly taught at the both the Kindergarten and college level.



Eleni Papadakis has served as the Executive Director of the Workforce Training and Education Coordinating Board in Washington State since 2007.

Prior to this, Papadakis was the Vice President for Planning and Advancement with the Commonwealth Corporation in Boston, where also served as the Vice President and Director for the Center for Workforce Innovation and as the Director for Program Services.

Papadakis also owned and operated a small business, a restaurant and entertainment venue in Worcester, Massachusetts. She began her career as a therapist, career counselor, and Adult Basic Education instructor.

Papadakis has served on the boards of a number of local, state, and national organizations dealing with educational access and workforce development. In her local community, she has served on the boards of theatre organizations, community action agencies, voter's rights, and youth services organizations. Papadakis earned her BA in Psychology from Clark University in 1980, and her MA in Counseling Psychology from Assumption College in 1982.



Ryan Reyna joined ESG in 2016 to support ESG's overall college and career readiness strategy. He leads the organization's efforts to help states bring stronger, more impactful career-focused indicators into their K-12 accountability systems to ensure that those systems measure and value students' readiness for the 21st century world of work.

Prior to joining ESG, Reyna served as Director of the Office of Accountability and Data Management at the Delaware Department of Education. In that role, he led the state's efforts to develop a new multi-measure accountability system, centralize the data reporting and analysis functions within the Department, develop its ESEA Flexibility Waiver renewal application, and annually report on Pre-K through higher education outcomes.

Prior to his time in Delaware, Reyna served as a Program Director in the Education Division at the National Governors Association Center for Best Practices (NGA Center). At the NGA Center, Reyna led the division's support of governors' offices on numerous issues, including college and career ready standards, assessment, accountability, and transitions into postsecondary education and training. He also previously held Senior Policy Analyst and Policy Analyst positions at the NGA Center and worked as a Research Associate at the Data Quality Campaign.

Reyna earned a Master's of Public Affairs degree from the LBJ School of Public Affairs at the University of Texas and a Bachelor's degree in American Politics from the University of Virginia.





Luke Rhine is the State CTE Director at the Delaware Department of Education (DDOE). He is responsible for providing leadership and technical assistance to Delaware's local education agencies and community colleges in educational reform initiatives and in the development of programs of study across Delaware's sixteen career clusters. Rhine is also responsible for developing and implementing educational policy. Prior to working at the DDOE, Rhine was a Program Specialist in CTE and STEM with the Maryland State Department of Education. He has also worked as a high school and middle school teacher.

Rhine has received several state and national awards for educational leadership and was a Fulbright scholar. He received his MA from Stockton University in Instructional Technology and BS in Technology Education from California University of Pennsylvania.



Paul J. Seifert has advocated for people with disabilities for over 20 years, representing various organizations on Capitol Hill and with Executive Branch agencies. In addition, Seifert played a key role in the Bob Ehrlich for Governor Campaign in Maryland and as member of Governor Ehrlich's Health Transition Team. He was later appointed as Legislative Director of the Maryland Department of Aging where he served from 2004 until 2006. Paul has six years legislative experience on Capitol Hill (1987-1992).

He earned his J.D. in 2001 from the University of Baltimore School of Law where he specialized in health and disability law. He has an M.A. in Political Science from the University of Kentucky ('86), and a B.A. in History from Southern Illinois University ('84).



Dr. Roy A. Swift is currently the executive director of Workcred and served as the chief workforce development officer at the American National Standards Institute (ANSI). His previous position at ANSI was the senior director of personnel credentialing accreditation programs. Prior to ANSI, he was a consultant to educational, certification, licensure and health care organizations. From 1993-1998, he was executive director of the National Board for Certification in Occupational Therapy (NBCOT). This appointment followed a 28-year career in the United States Army Medical Department. In his last position, he was chief of the Army Medical Specialist Corps in the Army Surgeon General's Office with policy responsibility for Army

occupational therapists, physical therapists, dietitians, and physician assistants throughout the world.

Swift has served on many national committees, non-profit Boards of Directors, and federal and state government advisory committees. He has served as chair of the Assembly of Review Committee Chairs of the former Council on Allied Health Education and Accreditation of the American Medical Association; chair of the American Occupational Therapy Association Accreditation Committee (Academic Accreditation); and on the Secretary of the Department of Veterans Affairs Advisory Committee for Certification. Swift recently served on an Institute of Medicine of the National Academies Panel dealing with Provision of Mental Health Counseling Services under TRICARE, and a planning committee for the future of Allied Health Practice.



In addition, Swift recently chaired an international working group within the International Accreditation Forum (IAF) to recognize personnel certifications among member countries through the development of multilateral recognition arrangements. He is also active on working groups related to personnel credentialing in the International Organization for Standardization (ISO) in Geneva, Switzerland, and is a guest lecturer at the University of Geneva on credentialing.

Swift holds a B.S. in occupational therapy from the University of Kansas, an M.S. Ed. from the University of Southern California, and a Ph.D. in continuing and vocational education with an emphasis in continuing competency in the professions from the University of Wisconsin-Madison. He has also successfully completed the University of Chicago's three-week management development course.



Johan E. Uvin joined the Office of Career, Technical, and Adult Education (OCTAE) in December 2009 as senior policy advisor to Assistant Secretary Brenda Dann-Messier. In 2011, Uvin was appointed to the position of deputy assistant secretary for policy and strategic initiatives. In that capacity, he coordinates all policy and strategy development for OCTAE. This office is responsible for the Department's adult education portfolio, including corrections and reentry education, secondary, postsecondary and adult career and technical education, and community colleges.

In 2012, Uvin assumed additional responsibilities as the acting director of the Policy Research and Evaluation Services Division of OCTAE and the co-chair of the Interagency Forum on Disconnected Youth, a multi-agency federal collaboration to improve the outcomes of disconnected youths. Since 2010, he has also been a member of the steering committee of the Domestic Policy Council's New Americans Citizenship and Integration Initiative, which developed a framework for federal efforts on immigrant integration. Uvin further leads the Department's Pay for Success work and coordinates the Department's responsibilities related to the implementation of the Presidential Memorandum on Job-Driven Training. In May 2014, U.S. Secretary of Education Arne Duncan named Uvin acting assistant secretary for OCTAE.

Prior to his appointments at the Department, Uvin led the Rhode Island state office that oversees adult education, career and technical education, and GED testing. He also held several leadership positions in education and workforce development in both the public and private sectors. Uvin holds a doctorate in administration, planning and social policy and a Master's degree in international education from Harvard University. He also holds a Master of Arts in teaching English to speakers of other languages (TESOL) from the School of International Training in Brattleboro, Vt.



Robin Utz serves as the chief for the College and Career Transitions branch in the Division of Academic and Technical Education (DATE) for Office of Career, Technical, and Adult Education (OCTAE) at the US Department of Education. That branch administers national discretionary programs and initiatives that support program development and innovation in Career and Technical Education (CTE). These programs and initiatives are geared toward increasing student achievement, closing the achievement gap, and preparing all students for transitions to college and careers.

Prior to joining OCTAE, Utz served as assistant director of the Career, Standards and Assessment Services Team at the Kansas State Department of Education (KSDE). Her responsibilities included providing leadership for K-12 schools to develop and implement a system of quality career and technical education. She worked to develop and implement policy initiatives that reflected a



progressive agenda to ensure all students achieve challenging academic and technical standards to be prepared for college and careers. She worked collaboratively with other CTE state directors and leaders on important initiatives, such as technical skill assessments and rigorous programs of study.

Utz's professional career includes positions as a family and consumer sciences teacher, FCCLA advisor, and KSDE education program consultant for CTE programs. She maintains a current teaching license in Kansas and holds a certificate as a Global Career Development Facilitator. Nominated by colleagues, peers, and students, Utz is a past recipient of professional association awards. She has served on numerous committees and held elected offices in professional associations at state and national levels. Her bachelor's degree is in home economics education and her Master's degree is in secondary education. Both were earned at Kansas State University.



Steve Voytek is the Government Relations Manager for the National Association of State Directors of Career Technical Education Consortium (NASDCTEc). In this role Voytek advances the organization's federal policy priorities on Capitol Hill and cultivates advocacy relationships in support of NASDCTEc's national goals and objectives. Prior to this Voytek was a Research Associate for the National Association of Workforce Boards, working primarily on economic and workforce development policy. Voytek has also worked in the Office of Congressional and Legislative Affairs at the National Institute of Standards and Technology where he worked on science and technology legislation. A Maryland native, he has also served as a state and local government advocate for the National Aquarium in Baltimore.

Voytek holds an M.A. in History from West Virginia University and an M.A. in International Relations from Collegium Civitas in Warsaw, Poland. He also holds a B.A. in Political Science and Economics from Hiram College where he graduated Cum Laude.

