



# CALIFORNIA CAREER PATHWAYS TRUST

## FALL 2015 PROJECT DIRECTORS SUMMIT

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## JOBS FOR THE FUTURE STAFF BIOGRAPHIES

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**Marty Alvarado** is the director of learning communities in California and a member of the Pathways to Prosperity team. Marty provides support to regions scaling up Linked Learning and to California Career Pathways Trust grantees, building communities of regional ecosystems to support pathways to college and career success across the state. It brings together a diverse set of stakeholders, including K-12 education, colleges, employers, and workforce agencies, to support K-16 career pathways with a focus on high-demand career fields. Prior to joining JFF, Marty led a range of workforce development initiatives serving both youth and adults within the California community college system. Her work focused on developing integrated education and workforce development pathways that enabled young people and adults to earn credentials that are in high demand in the economy. She received a B.A. from Whittier College in Whittier, CA, and an M.A. in Philosophy and Cultural Analysis from the Universiteit van Amsterdam in the Netherlands.

**Marlena Cannon** is JFF's program associate for the Learning Community group. Ms. Cannon provides support to the CA Oakland office team for the smooth and efficient operations of the overall initiative. She maintains calendars and schedules, plan and coordinates a variety of complex meetings and special events, and assists the Learning Community staff with ongoing projects.

Prior to joining JFF, Ms. Cannon had over four years of Administrative experience with organizations such as The Mexican Museum and the Connecticut Historical Society. She assisted with managing all exhibitions at the museum, coordinating all events and meetings for museum staff, and researching and cataloging museum arts. Ms. Cannon earned her Bachelor of Arts degree in Art History from the University of Arizona in AZ, and a Masters Degree in Art Gallery & Museum Studies from the University of Manchester and a post graduate diploma in Fine and Decorative Arts from Sotheby's Institute of Art in England.

**Renée Faulkner** is a senior program manager for Building Educational Pathways for Youth at Jobs for the Future. Ms. Faulkner is responsible for conducting research to capture key elements of program implementation, creating and implementing high-quality interactive peer learning, as well as contributing to the design and development of proposals for new work. She will also provide technical assistance to pathways regions as needed.

Ms. Faulkner brings to the team experience in college access and financial aid programming and higher education policy and grants management at the state and federal levels. Prior to joining JFF, she served as the Program Director of America Achieves' College Access and Success Initiative, coordinating partners in providing virtual college advising to low-income, high-achieving students across the country. Before moving to the West Coast, Ms. Faulkner held several policy and programming roles in Washington, D.C., including Program Officer for Race to the Top at the U.S. Department of Education, and lead higher education policy advisor for the Office of the State Superintendent of Education. She began her career in college admissions and as a Trainer at the Posse Foundation. She remains committed to creating higher education opportunities for underrepresented students. Originally from Minneapolis, MN, Ms. Faulkner received a B.A in public policy from Pomona College and a master's degree in higher education from the Harvard Graduate School of Education.

**Elizabeth Grant** is senior vice president leading the Building Educational Pathways for Youth and Postsecondary State Policy portfolios. She also oversees development of national and state education policy initiatives and program-level implementation of JFF's research strategy.

Prior to joining JFF, Dr. Grant served as a vice president in the Education program at American Institutes for Research (AIR). In this role, she contributed to the strategic direction of the Education program and led the program's Education Policy Research and Technical Assistance portfolio, a group of more than 170 staff and 80 projects. Dr. Grant was Chief of Staff in the Office of Elementary and Secondary Education and a senior policy advisor working on ESEA flexibility, secondary school initiatives, and state technical assistance at the U.S. Department of Education. She previously served as Jobs for the Future's senior policy analyst for federal policy and national advocacy. Earlier, she worked as a fellow in the office of U.S. Senator Patty Murray (D-WA), developing legislation to build education pathways for youth to 21st century careers.

Dr. Grant served as a teacher and educational leader in schools for more than a dozen years. She is a graduate of the University of Utah and received a M.Ed. in teaching from Harvard University. She earned her M.A. in sociology and Ph.D. in education policy from Stanford University.

**Terry Grobe** is a program director on JFF's Pathways Through Postsecondary team. She works with city, state, and national initiatives directed at improving outcomes for struggling students and out-of-school youth. Ms. Grobe currently leads JFF's technical assistance efforts to 29 states and districts that are High School Graduation Initiative grantees. With JFF's Pathways team, she provides support to communities involved in the Aspen Forum for Community Solutions Opportunity Youth Incentive Fund. Formerly she led a Gates Foundation-funded Postsecondary Success Initiative, working with national youth-serving networks—YouthBuild USA, The National Youth Employment Coalition, and The Corps Network—to improve postsecondary completion rates for older youth. Formerly, Ms. Grobe directed JFF's work with the U.S. Department of Labor's Multiple Education Pathways Blueprint Initiative, a seven-city venture to grow new education options and raise high school graduation rates.

Before joining JFF, Ms. Grobe developed and co-convened (with the Boston Private Industry Council) the ongoing Youth Transition's Task Force that works to reduce dropouts in the Boston Public Schools. She has been a teacher at and director of alternative high schools, on staff at the internationally recognized Boston Compact, and project manager in the Governor's Education Office in Massachusetts. Ms. Grobe holds a Bachelor's in education from the University of Nebraska and Master's of Education in secondary school administration from Northeastern University.

**Amy Loyd** is the Executive Director of the Pathways to Prosperity Network, a collaboration of JFF and the Harvard Graduate School of Education. In this role, she supports educators, employers, and government leaders from nine states in developing, implementing, and scaling sustainable policies, infrastructure, and practices to build engaging STEM career pathways that: promote rigorous academics and real-world, work-based learning; integrate and align high school and community college; and lead to high-wage, high-growth careers. Dr. Loyd also contributes to the diverse work of JFF's state policy team. For over a decade, Dr. Loyd has presented and consulted on education strategy, leadership, and policy. She is particularly interested in how diverse stakeholders and communities collaborate to improve education, and she has conducted extensive research into the evolving role of state education agencies. Prior to joining JFF, she led a K-12 network of schools-within-schools in an urban district, and has expertise in program development and implementation, high-quality teaching and learning, community engagement and partnerships, as well as creating culturally responsive educational systems—particularly for Alaska Native and American Indian youth and families. She has also directed the start-up of a residential education and training program for ex-convicts, ex-addicts, and the homeless; served as a development officer and grant writer; and was a high school math teacher and family advocate. Dr. Loyd is a graduate of the Doctor of Education Leadership Program at the Harvard Graduate School of Education and of St. John's College.

**Valerie Lundy-Wagner** is an associate research director at Jobs for the Future. She is researching an early implementation study of selected regions that are building career pathways.

Prior to joining JFF, Ms. Lundy-Wagner was a Senior Research Associate at the Community College Research Center, where she focused on applied and practical research that informs institutional and state-level strategies for supporting students from demographically, academically, and geographically diverse backgrounds into and through postsecondary pathways. She managed qualitative and quantitative research, as well as technical assistance activities intended to increase attainment strategies that will lead to fair living wages.

Ms. Lundy-Wagner earned her Bachelor of Science degree in Civil & Environmental Engineering from University of California, Los Angeles, a Master's Degree in Social Sciences in Education from Stanford University, California, a Ph.D. in Higher Education from University of Pennsylvania, and a post-doctoral Scholar in Engineering Education from Perdue University.

**Matthew Poland** is a senior program manager for JFF in California. Matthew has developed and managed workforce development programs for the last 12 years, working to build employer engagement with young people and helping employers to understand why hiring through non-profits makes good business sense. Through his work at the United Way of the Bay Area and with the PEP Jobs Program at California Pacific Medical Center, Matthew has been responsible for providing strategy and direction in business development, youth engagement, and non-profit partnerships and youth workforce system design. He has led and coordinated multiple initiatives simultaneously, including both publicly- and privately-funded efforts focused on building education and workforce skills for disadvantaged populations. Matthew earned his Bachelor of Arts in Psychology from the University of Michigan and his Master of Public Administration from San Francisco State University.

**Hannah Smith** is a program manager for the Pathways to Prosperity Network, working to develop and support pathways nationwide. Located in the Oakland, CA, office, Hannah provides support for learning communities across various bodies of work and offers management and administrative support for pathways projects across the state. She also has been a counselor in both Boston and Oakland public schools, supporting college and career readiness and providing support services for at-risk youth. She has a strong interest in working at the nexus of research, policy, and practice, and using this triangulation to endorse equity and access for low-income students. Hannah holds an Associate's degree in Social and Behavioral Science from City College of San Francisco, a Bachelor's degree in Ethnic Studies and Education from UC Berkeley, and a Master's degree in Prevention Science and Practice from the Harvard Graduate School of Education.

**Daniel Trujillo** joins JFF's Pathways to Prosperity team in the development and support of the Pathways to Prosperity Network states, regions, and stakeholders. He provides coaching and intensive technical assistance to the Network, and conducts research and policy analysis related to career pathways.

Over the last seven years, Mr. Trujillo has been an active education leader in a variety of roles, including teacher, acting administrator, and school district consultant. He was a founding member of one of the first Pilot schools in Los Angeles, the Los Angeles High School of the Arts (LAHSA), where he taught high school Chemistry to underserved populations. At LAHSA, Mr. Trujillo managed a California Partnership Academy, a “school within a school” model with a career theme, and led the implementation of Linked Learning, an educational approach that combines rigorous academics with real-world technical skills and work-based learning experiences. His responsibilities included tracking student progress, ensuring programmatic fidelity, budgeting for and implementing a robust technical arts program, coaching teachers in writing integrated curricula and assessments, and maintaining and tracking related internships, community partnerships, and postsecondary relationships. Previously, at Mass Insight, Mr. Trujillo led a public accountability initiative for the Cleveland Metropolitan School District, creating quarterly progress reports to communicate to the public on the progress of their turnaround schools (Investment Schools).

Mr. Trujillo holds an M.A. in Educational Administration from California State University and a B.S. and B.A. from the University of California, Berkeley in Chemical Biology and Music.

**Joel Vargas** is a Vice President at JFF and leads the work of JFF's west coast office in Oakland, CA as well as the national School & Learning Designs team. He also researches and advises on state policies to promote improved high school and postsecondary success for underserved students, and he has helped policymakers and intermediary organizations develop state and federal policies that expand early college schools and other school designs incorporating college coursework into high school. Since joining JFF in 2002, Joel has designed and implemented a research and state policy agenda for implementing Early College Designs; created policy frameworks, tools, and model legislation; written and edited white papers, research, and national publications; provided technical assistance to state task forces and policy working groups; served on a number of national advisory groups; and organized and presented at national policy conferences. Joel has directed, initiated, and studied a variety of middle school and high school programs designed to help more underrepresented students get into and through postsecondary education. He also has been a teacher, editor, and research assistant for the Civil Rights Project at Harvard University.