# **Influence 100 Fellows - Cohort 1 (SY 2019-2020)**



**Christina Arnold**

*Vice Principal, Brown Elementary School and Director, ELL Elementary Program, Natick Public Schools*

Ms. Arnold is a seasoned educator and educational leader in the metro-Boston area, with over 15-years of experience. She works collaboratively with the school principals and Sheltered English Immersion teachers to support teaching, learning, and innovation. In addition, Mrs. Arnold leads a team of English Language Education teachers in all activities related to ensuring that linguistically diverse students are afforded the same equity and opportunity as native English speaking students. Prior to working in Natick, she was an English as a Second Language teacher for eight years at the Boston Renaissance Charter School. Mrs. Arnold’s philosophy of embracing students where they are in their learning and educational journey reassures young learners and their parents of her investment in their educational experiences and outcomes. She received her Bachelors of Science in Psychology from Hampton University and a Master of Education from Lesley University. She also holds a CPAL through the Massachusetts Elementary School Principals Association.  Ms. Arnold is an active member of MATSOL, an English Learner teacher advocacy group. She is a seasoned facilitator who regularly leads parent workshops and has recently established an English Learner Parent Advisory Council. She engages in community service regularly and is a proud member of Delta Sigma Theta Sorority, Inc., a public service organization.



**Kate Carbone**

*Assistant Superintendent*, *Salem Public Schools*

Kate is committed to ensuring that all students receive a high quality academic experience no matter what school or classroom they are assigned to. With this core value in mind, Kate has put considerable effort toward building systems and structures to support and enhance instruction. She has overseen the development of standards-based curriculum maps across all content areas, has built a balanced assessment system that includes curriculum- embedded assessments as well as district benchmarks, and has moved the district toward a differentiated, teacher-led professional development structure. Kate launched a coaching model that includes a cadre of twenty plus instructional coaches who collaborate with teachers to strengthen instruction through inquiry and planned coaching cycles. Prior to coming to Salem, Kate directed the state's system of urban district assistance at the Massachusetts Department of Elementary & Secondary Education and also served as the Chief Academic Officer for the Triton Regional School District. Kate began her career in Providence, Rhode Island where she spent 15 years in roles that included middle school English teacher and middle and high school principal. She holds a Master's degree in School Leadership from Boston University, a Master's degree in Secondary Teaching from Rhode Island College, and a Bachelor's degree in Liberal Arts from Providence College.



**Dr. Ruben Carmona**

*Principal, Horace Mann School, Salem Public Schools*

Dr. Carmona holds a Doctorate in Educational Leadership from Boston College and an MBA and Masters in Educational Leadership from Salem State University. For almost a decade of leading schools he has consistently bridged the knowledge-doing gap at the building and district level. Dr. Carmona is an urban educator at heart. He is passionate and resolute about his mission to challenge, engage and empower all students and educators to meet high academic and socio-emotional standards, regardless of students’ socio-economics, origin or language proficiency.  Dr. Carmona’s background and extensive experience in the educational field has informed his leadership practice. In the Spring of 2008, he was selected as the ASCD Massachusetts emergent leader. Around the same period he was the Co-Chair of the Teaching All Children Committee for the Knowledge and Skills for Professional Teaching Project. This collaborative work set the stage for the creation of Standard II of the Teacher Evaluation Rubric. His invaluable contributions to the field also include active participation as a board director for many local and nationally known institutions (Project Learn, MASCD, Mill City Grows, River Charter Valley School, etc.), whose work focuses on fostering equity and diversity at the local and national level.



**Ethel Cruz**

*Principal, Leahy School*, *Lawrence Public Schools*

Ethel was born and raised in Puerto Rico.  At the age of 19 she moved to the Continental United States, completing her bachelor’s degree at the State University of New York, College at New Paltz.  She began her teaching career in Newburgh, New York as a First Grade Bilingual Teacher in a Dual Language Program.  She joined Lawrence Public Schools as a Bilingual Teacher in 1988, where she has continued to serve for the last 30 years in various capacities.  Ethel is a graduate of the Lawrence Public Schools Leadership in Education Program.  She holds a master’s degree and Certificate of Advanced Graduate Studies from the University of Massachusetts at Lowell.  She served for six years as a Commissioner for the New England Association of Schools and Colleges, Commission on Public Elementary Schools, where she joined educators that participated in the school accreditation process.  She participated in the National Academy of Advanced Teacher Education as a School Leader fellow and is also a graduate of Relay Graduate School of Education Principals’ Academy Fellowship. As an Early Childhood Professor, Ethel has worked for Cambridge College Lawrence and Urban College of Boston, where she taught courses in Spanish.



**Dr. Tiffani Curtis**

*School Supervisor*, *Holyoke Public Schools*

In her current role, Tiffani has direct management oversight for five turnaround elementary/middle schools. Prior to joining Holyoke Public Schools, she served as a turnaround principal of a charter elementary school in Albany, New York, and the founding principal of a charter elementary school in Las Vegas, Nevada. In both roles, Tiffani was charged with creating sustainable school systems that supported teacher retention, practitioner development, school-based leadership, special populations and ultimately increased student achievement. As a founding principal at Imagine School at Mountain View in Las Vegas, NV, Tiffani led the school in earning the district’s distinction of “high performing.” Earlier, she assisted in writing the Master Plan for Universal Preschool for the County of Los Angeles. Tiffani holds a B.S. in Business from the University of Southern California, where she continued to earn a MAT and Ed.D. from the Rossier School of Education, where she studied K-12 educational leadership with a focus on urban schools.



**Dr. Jessica Boston Davis**

*Director for Equity and Excellence*, *Somerville Public Schools*

In her current role, Jessica works closely with school leaders, educators, students, and community members to identify strengths and areas of growth through a lens of equity, then develop improvement strategies. Jessica is a graduate of the Doctor of Education Leadership (EdLD) program at Harvard Graduate School of Education. While at Harvard, Jessica served as the president of the Black Student Union. She was awarded with the Harvard University Certificate of Distinction in Teaching for her work as a teaching fellow at Harvard College. She was also awarded with the Torch Bearer Award for Excellence in Leadership within the Black community. Prior studying at to Harvard, Jessica was the founding principal of Life Academy, a turn-around school in Newark, New Jersey. While Jessica served as principal, Life Academy was recognized as a “proof-point for an effective restart” and Life Academy was profiled by the Wall Street Journal for the academic growth made by students.  Prior to becoming a principal, Jessica taught in Newark and Brooklyn, New York. She earned an Ed.M. in Education Policy and Management from the Harvard Graduate School of Education.  Jessica also earned a M.S. in Teaching at Hunter College. Jessica is a Phi Beta Kappa graduate of Spelman College.



**Rafael Garcia**

*Principal, Linden STEAM Academy*, *Malden Public Schools*

Rafael "Ray" Garcia is a graduate of Lawrence Public Schools. He began his career as an educator in Lawrence after earning a bachelor’s degree in Exercise Science (Kinesiology) from the University of Massachusetts at Amherst. He then pursued a master's degree in Technology in Education at Salem State College. Ray returned to Lawrence to ensure that Latino students received a rigorous education and access to opportunities. Ray has served students and families in Lawrence as a science teacher, science content coach, assistant principal, and school director. After 20 years in Lawrence, Ray moved to the Malden Public Schools to continue to work with a diverse population of students as an administrator. He has served as a House Principal at Malden High School and most recently as the principal of the Linden STEAM Academy.



**Paul Foster**

*Chief Information and Accountability Officer***,** *Springfield Public Schools*

A member of the Superintendent's Cabinet, Paul is responsible for technology, digital learning, assessment, data, and research. In this role he has led the implementation of a one-to-one computing program for every student in the district; expanded the availability and use of data and predictive analytics; launched Springfield's computer science for all initiative; and, created the community data warehouse for data sharing between the school district and community-based organizations serving children. Mr. Foster's background is in research and data analytics in the public sector as he served five years as the Regional Information Center Manager at the Pioneer Valley Planning Commission; one year as an Analyst with the Massachusetts Budget and Policy Center; three years as the founder and first Director of the City of Springfield's CitiStat performance management program. A proud resident of Springfield, he has a BA in History and African American Studies from Harvard College and an MA in Social Policy from Brandeis University.



**Lydia E. Martinez-Alvarez**

*Assistant Superintendent*, *Springfield Public Schools*

Lydia E. Martinez-Alvarez is the first Hispanic to serve as Assistant Superintendent in the city of Springfield. She began her career with Springfield Public Schools 23 years ago as a substitute teacher. Martinez-Alvarez became a first-generation college student completing her undergraduate studies at Westfield State University, earning a bachelor's degree in business management. She earned a master's degree in Education with a minor in Spanish from Elms College and a Certificate of Advanced Graduate studies from Westfield State University. She is currently a Doctoral Candidate at American International College. Lydia is the recipient of the 2017 Pioneer Valley Project's MICAH Award, the 2013 Barbara Rivera Community Service Lifetime Achievement Award and the 2013 A.W.A.K.E. Educator of the Year Award. She received recognition from Westfield State University's Urban Education Program for her years of dedication, support and commitment. Lydia is currently a Trustee of Westfield State University as well as the Chair for the Advancement and Enrollment Management Committee. She sits on the board for both NEPM and for the National Conference for Community and Justice. She is a Board member for Gandara and the President of the Massachusetts Association of Latino Administrators and Superintendents.



**Christina Maryland, MBA**

*Director of Communication*, *Natick Public Schools*

Christina is a strategic PR/marketing communications professional. Specializing in nonprofit and government marketing, branding, and positioning, Christina helps organizations organize, unify, and raise their brand through targeted and strategic planning. She is well versed and savvy in implementing integrated (traditional and digital) PR/marketing campaigns to organically raise an organizational profile with the public. Presently, Christina works for the Natick Public Schools as communications director managing all district marketing, PR, and branding. In addition to running her own successful startup consultancy, brandAID PR & marketing consulting, Christina works with Kelley Chunn & Associates and Social Good Marketing as a strategic communications partners and collaborators. While working within various organizations, Christina currently sits on the Advisory Board for the Marketing Department at Fisher College, on the executive board of the Public Relations Society of America - Boston Chapter, and is a seasoned public speaker. She has had the opportunity to develop workshops on various communications, marketing, and PR topics. Some of her professional interests include, supporting diversity in hiring, advocating for educational equity, and mentorship of marginalized youth.



**Dr. Coretta McCarter**

*Director of Grants and Title I*, *Framingham Public Schools*

Dr. Carter has held various positions ranging from general and special education teacher, school administrator, and education specialist for the Massachusetts Department of Elementary and Secondary Education. Her commitment to public service includes the following foundational pillars: (1) leading with integrity, (2) encouraging and building capacity in others, (3) student-centered learning aligned to goals and expectations, and (4) solution focused approaches to addressing issues or problems.  Her journey into education began over 30 years ago when she realized the quality of education provided to urban city schools fell short of realistically preparing students for life outside of that realm. A product of New York City Public Schools, she uses her firsthand experience to fight school systems that have lost sight of the very thing they were designed to do. Throughout her career, she became an advocate for equal access to high-quality public education regardless of a student’s race, gender, or area code.  She works tirelessly to elevate the voices of misrepresented students while collaborating with administrators and decision makers to commit to the investment of inclusive practices of diversity. She promotes the importance of integrating the perspective of others in order to improve best practices.



**Dr. Alexis Morgan**

*Assistant Superintendent, Office of Student Services*, *Cambridge Public Schools*

Alexis has extensive administrative leadership and teaching experience in the field of special education. She served as a classroom teacher for six years in Camden City School District, Special Education Specialist for the New Jersey Department of Education. In 2013, she accepted a position as Executive Director of Instructional Supports for the Office of Special Education in Newark Public Schools, where she supported 6,000 students with disabilities across 66 schools.  Having recently completed her Ed.L.D. from Harvard Graduate School of Education, Dr. Morgan comes to CPS from Vista United School District in California, where she served as High School Redesign Lead, in charge of analyzing and improving programs and services for students with disabilities and English learners. She has also served as a Systems Transformation Consultant for the Education Development Center: Urban Special Education Leadership Collaborative.  Alexis possesses dual Master degrees, in Special Education from Cheyney University and Education Policy and Management from the Harvard Graduate School of Education.



**Susana Hernandez Morgan**

*Director of Communications and Grants*, *Somerville Public Schools*

Susana Hernandez Morgan joined the Somerville Public Schools (SPS) in 2011, bringing more than 25 years of business, communication, and partnership-building skills to the district’s leadership team. As a member of the SPS district Cabinet team, she has taken a leadership role in developing a systemic approach to the district’s work, including serving as an active team member in school educational redesign work, co-leading community-wide education-related visioning efforts, and serving on the city’s Children’s Cabinet team and the Early Education Steering Committee. She has brought together school, district, and community stakeholders on a number of initiatives designed to advance the vision of the district as an innovative teaching and learning community. Her focus has been on equitable opportunity and access to ensure that the district is meeting the holistic needs of its richly diverse student population. Through her role as Director of Communications and Grants, she has also helped advance this work by developing and cultivating strong relationships with funders whose priorities align with those of the district.



**Jose Muñoz**

*Principal, Bates Elementary School*, *Salem Public Schools*

Jose Muñoz (J.J) earned a bachelor's degree from Arizona State University in Elementary Education, and a master's in School Leadership from Harvard's Graduate School of Education. At Bates, Mr. Muñoz rolled out the school's first Amazing Shake Competition, teaching students how to conduct themselves in real-world scenarios with executives in the greater Boston area. Also, the school implemented a house system to enhance inclusion and strengthen relationships across grade levels with staff and students. Under Mr. Muñoz's leadership, Bates significantly decreased their behavior referrals, increase their MCAS proficiency scores, and student growth percentile. Before leading Bates, J.J. was the principal of Nathaniel Bowditch K-8 School in Salem. J.J. and the staff lead students to the highest student growth percentile in the district, increased MCAS proficiencies in ELA and Mathematics, and decreased school-wide behavioral referrals by 58%. Mr. Muñoz has taught multiple grades, served as an English Language Arts Coach and data coordinator before school leadership. Also, J.J. worked at Walt Disney World as a character performer and was a principal dancer for mambo dance company Stilo in Phoenix, Arizona. J.J. is deeply committed to increasing educational equity for all students.



**Dr. Percy Napier**

*Principal,* *Beachmont Veterans Memorial School*, *Revere Public Schools*

Dr. Napier is entering his sixth year in his current role. A key focus of his work has been to facilitate deep and sustainable changes in instructional practice that positively impact student achievement. Central to this work is a focus on access and opportunity to diverse and rigorous learning experiences that seek to ensure students have the academic and technical skills and dispositions necessary for future success.  This work has resulted in the Beachmont consistently and widely exceeding state averages on state assessments. Prior to Revere, Dr. Napier was a METCO director in Bedford and a fourth grade teacher in Florida. He earned a bachelor's from Morehouse College, a master's from Teachers College, Columbia University, and a PhD from Boston College.



**Anthony Parker**

*Principal, Weston High School*, *Weston Public Schools*

Anthony Parker has served as Principal of Weston High School since 2006. Prior to coming to Weston he worked in Newton Public Schools for 13 years. He started his education career as a History and Social Studies teacher. Born and raised in New York City, Parker attended college in the Midwest and work as a journalist for seven years in New York and Washington D.C. He moved to Boston in 1991 where he married his wife Cynthia and attended graduate school to become a teacher. Anthony and Cynthia have three adult sons and live in Newton.



**Dr. Jannell Pearson-Campbell**

*Assistant Director of Special Education*, *Waltham Public Schools*

Dr. Jannell Pearson-Campbell has taught math, science, English Language Learners and Special Education K-12 in Boston and Framingham Public Schools. Jannell served as an Assistant Principal at Hanover Middle School (5-8) in Hanover, Massachusetts. In that position, she developed new 21st Century Skills activities focused on integrating science, technology, engineering, and mathematics. Jannell worked as an Elementary Turn-Around Principal (K-5) in New Bedford, Massachusetts. As part of the Accelerated Improvement Plan, Jannell created an Induction program focused on Common Core Standards, Data Management and using online standards-based lessons to drive differentiated instruction. Jannell is currently the Assistant Director of Special Education for Waltham Public Schools. Where she is instrumental in developing and implementing consistent practices and procedures in the special education department. She clocked many, many hours visiting classrooms, meeting with principals and supporting administration. Jannell earned her undergraduate degree at Florida A & M University, a Masters of Special Education at the University of Massachusetts in Boston, and a C.A.G.S. in Educational Leadership at Bridgewater State University. Jannell has completed her Doctoral Program at the University of Massachusetts in Lowell in the Spring of 2019.



**Dr. Ada I. Ramos**

*Principal, Tarbox School*, *Lawrence Public Schools*

Dr. Ramos has worked as an ESL teacher and school administrator for the Lawrence Public Schools since 1994, committing her entire career to the belief that all students – regardless of culture, language, or background – deserve the best education, and that parents should be invited and engaged in that process. Dr. Ramos was named principal of the John K. Tarbox School in 2013 as part of a district-wide turnaround plan. In 2015, the Tarbox was one of just 45 schools in Massachusetts to be recognized as a Commendation School for closing the achievement gap by the state Department of Elementary and Secondary Education (DESE). She holds a doctorate in Educational Leadership from Nova Southeastern University, as well as the following degrees: Certificate of Advanced Graduate Study (C.A.G.S.) in Educational Administration, Planning, and Policy; a Master's Degree in Curriculum and Instruction in English as a Second Language from University of Massachusetts-Lowell; and a Bachelor's Degree in Elementary Education from InterAmerican University of Puerto Rico. From 2001-2003, she served as a member of DESE's ESL Standards and Assessment Development working group.



**Monica Roberts**

*Chief Engagement Officer*, *Boston Public Schools*

Ms. Roberts has spent ten years serving the students and families of Boston in various capacities. In her current role she has oversight for family and community engagement, school assignment, partnerships, the Boston Student Advisory Council and most recently public relations and outreach. She previously served as the Assistant Superintendent of Engagement for the district. Ms. Roberts also worked for the Randolph Public Schools as the Director of Family and Community Engagement and Communications. In this role she established a capacity building model that resulted in the robust engagement and partnership with families and the community around student learning and school improvement. She also helped redesign and implement the district’s secondary alternative education program, leading to the first set of graduates from the program in its eight-year history. Ms. Roberts credits her parent’s modeling for individual responsibility for the broader community for fostering her love of working with youth and families and shaping her professional endeavors and career. She is a proud graduate of the Boston Public Schools’ Boston Latin Academy. She holds two Master’s degrees from Boston College, one in Political Science and the other in Business Management; a Bachelors of Arts from Brandeis University; and a secondary administrator license.



**Juan Rodriguez**

*Principal, Lower School Academy*, *Lawrence Public Schools*

Juan Rodriguez joined the Lawrence Public Schools in July of 2005. He has been an administrator at the middle and high school levels. He has been an educator since 1993 when he started working with the Lynn Public Schools. He was a teacher in a bilingual classroom and a staff developer for mathematics. Juan holds an undergraduate degree in history from UMASS Amherst and a Master's degree in English as a Second Language from Salem State University. He also completed his school leadership program through Salem State University.



**Abdel Sepúlveda-Sánchez**

*Principal, Ferryway School*, *Malden Public Schools*

Mr. Sepúlveda-Sánchez, was born in Ponce, Puerto Rico, where he was educated from K-12 and received a bachelor's degree in Industrial Microbiology from the University of Puerto Rico, Mayaguez. In 1997, he moved to Massachusetts and switched careers, from science to philosophy and theology. In 1998, he joined the Catholic Diocese of Worcester as a seminarian, attended Assumption, and later entered St. Mary's Seminary and University in Baltimore, MD where he received a bachelor's degree in Sacred Theology, a Masters Degree in Divinity, and a Master of Arts in Theology. He was ordained in 2003 and worked with the diocese of Worcester until 2005 when he left to pursue education. After working at the former Trinity Catholic High School in Newton teaching theology and Spanish, he joined Malden Public Schools as a Spanish middle school teacher, while also teaching ESL to immigrants at Harborside Community Center. He studied school administration at the Northeast Consortium for Staff Development and became Salemwood's middle school principal and interim principal until he was named principal of the Ferryway School in 2016. Mr. Sepulveda has completed two cycles of Harvard RIDES program and Columbia University's Teachers College Reimagining Education Summer Program. He holds Principal Licenses for 5-8, K-4 and 9-12, as well as two provisional licenses - one in foreign language Spanish and one for Superintendent/Assistant Superintendent.



**Damon Smith**

*Principal, The Cambridge Ridge and Latin High School*, *Cambridge Public Schools*

Damon Smith has led The Cambridge Rindge and Latin High School since 2011.  Prior to his principalship, Damon served as the Dean of Curriculum and Program of Learning Community "R" at the school. Before joining the Cambridge Public Schools in 2004, he was the Assistant School Director at New Mission High School in the Boston Public Schools following his tenure as a Social Studies/ Humanities Teacher at the school. He also worked as a Mentor Teacher for the Cambridge/Harvard Summer Academy. He has extensive experience working with young adults and began his career in youth development as a Case Manager for Project LEEO (Leadership, Education and Employment Opportunities), a youth development organization in Roxbury, MA that developed alternative education and leadership pathways for gang affiliated young men.  Damon graduated from Wesleyan University in 1995 with a Bachelor of Arts and earned a Master’s in Education from the Harvard Graduate School of Education in 1998.  In 2003 he earned his Principal licensure credential at the Northeastern University Principal Residency Network.  Damon comes from a family of educators.  Both his mother and father were public school teachers in New York City and his wife, Laura, is a Literacy Coach and Interventionist in the Cambridge Public Schools.



**Anthony Soto**

*Chief Financial and Operations Officer*, *Holyoke Public Schools*

Anthony reports directly to the Superintendent and is an integral member of the executive leadership team. He is accountable for the financial and operational health of the $110M school system, serving 5,300 students across 13 schools. He oversees the financial, grants management, facilities, custodial, maintenance, transportation, food service, technology and information systems functions of the organization. In his first 3 years in this position, Anthony lead a budget develop process that closed $13M budget gaps with very minimal impact in the classroom. Throughout his tenure he has helped develop a decentralized budget process that involves key stakeholders and allows principal and department head autonomy. He is keenly focused on developing leaders within the finance and operations teams, implementing more effective processes and systems and providing the highest quality service to schools. For nearly 10 years, Anthony worked for the Springfield Public Schools as Budget Director. He managed 7 financial analysts, supporting 52 schools across the district, and managed award-winning budgets of $400+ million per year.



**Julie Stanley**

*Assistant Principal*, *Athol Royalston Regional Public Schools*

Julie Stanley is a Board-Certified Behavior Analyst who has been working in public education as a teacher, special educator and administrator for over two decades. Her work as a Clinical Director for an in- home agency lent itself to fulfilling partnerships with families and behavior technicians to increase the quality of life for clients. She is a wife, and a Mom of bio children, foster children and international exchange students. Her favorite work has been in the jungle of Ecuador along the Cayapas River to support learning around early brain development in children and building schools. Other efforts in Ecuador involved prison ministry through clothing and personal hygiene distribution, and as children’s programming for those young ones living in prison with their mothers. She is proud of her fear facing endeavors of zip lining over the jungle and rappelling down waterfalls in Costa Rica. Her passion to offer equitable opportunity for all students is inspired by the human spirit of resiliency and driven by the hope the world has to offer for success.



**Andres Vera**

*Principal, France Drake School*, *Leominster Public Schools*

Mr. Vera was born in Venezuela and moved to the United States at the age of 19 speaking no English. He enrolled in an English immersion course and quickly accelerated through the program enabling him to enroll in college within two years. After earning his bachelor's degree in Business Administration, Mr. Vera worked for a non-profit but also began to teach Spanish part-time at a private school in Worcester. He developed a passion for the classroom and soon began teaching Spanish at the middle school level in Southbridge. In 2002, Mr. Vera began teaching Spanish at the Southeast School in Leominster. He remained in this position for three years before spending the next seven years as the assistant principal. In 2012, Mr. Vera was named principal at France Drake (formerly called Southeast) where he has put in place several programs to establish partnerships with Leominster families.



**Andrea Zayas**

*Elementary Superintendent, Boston Public Schools*

Andrea began her work in Boston Public Schools in 2018 and has worked as both an Academic Superintendent and Deputy Chief Academic Officer. Her mission is to ensure every one of the 57,000 students in the district has access to rigorous, culturally and linguistically sustaining coursework in preparation for a life of opportunity.  Throughout her career, she has been dedicated to solving the seemingly intractable challenges school organizations face. Andrea launched Upstream Education Consulting, served as the director of regional leadership development for the Knowledge is Power Program (KIPP), and as a turnaround superintendent in Camden, NJ. Previously, Andrea founded and led La Cima, a thriving K-5 public charter school in Brooklyn, NY. Andrea has also served as the director for charter school accountability for the New York City Department of Education, and as a teacher in the Bronx. She started her career with LearnNow, where she supported several school start-ups in the Twin Cities, Philadelphia, DC and NYC. Andrea earned her BA at Rutgers University, Ed.M. at Harvard Graduate School of Education, and is pursuing her Ed.D. in Educational Leadership at Xavier University of Louisiana.