



Taking the Next Step with PIAAC: A Research-to-Action Conference

December 11-12, 2014

Presenter Biographies

Introductory Remarks

Peggy Carr, *National Center for Education Statistics (NCES), U.S. Department of Education*

Peggy G. Carr is the Acting Commissioner of the National Center for Education Statistics in the Institute of Education Sciences, U.S. Department of Education. As acting commissioner, she oversees the collection, analysis, and reporting of education data ranging from preschool through graduate education.

She has served as the Associate Commissioner of Assessment for the National Center for Education Statistics (NCES), since 1998. In that role, she was responsible for national and international large-scale assessments. The assessment division administers for the National Assessment of Educational Progress (NAEP), the National Assessment of Adult Literacy (NAAL), and the International Activities Programs, including the Program for the International Assessment of Adult Competencies (PIAAC), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), Progress in International Student Assessment (PISA), and the Teaching and Learning International Survey (TALIS). NAEP is the largest and most complex of the large-scale assessments and has been congressionally mandated since 1969. It is America's only ongoing monitor of students' academic progress of its kind.

Dr. Carr received her B.S. in Psychology in 1976 from North Carolina Central University in Durham, North Carolina, with a concentration in statistics. Both her M.S. and Ph.D. were obtained in developmental psychology in 1978 and 1982, respectively, from Howard University, Washington, D.C. Before coming to NCES, Dr. Carr served as the Chief Statistician for Office for Civil Rights, U.S. Department of Education where she was engaged in the application of statistics and survey methods in the field of discrimination, legislative compliance reviews, and complaints. Before arriving at the Department, she served for nearly a decade as the Research Methodologist of Howard University's Statistical and Research Computer Laboratory where she managed a team of statistical computing consultants providing guidance to a variety of complex data analysis projects, primarily dissertations and master theses for all university schools and colleges. She also spent more than 15 years as adjunct faculty in the Graduate School of Arts and Sciences at Howard University where she taught doctoral level graduate courses in statistical computing, quantitative research methods, and qualitative research methods. Dr. Carr has served on numerous doctoral dissertation committees and has published in a variety of areas including child psychology, social psychology, experimental psychology, bio-statistics, student achievement, and assessment methodology.

Dr. Carr first joined NCES in 1993 as Director of Analysis and Reporting in the Assessment Division before being appointed the Associate Commissioner. Dr. Carr has been a Senior Executive Service (SES) official for the Department of Education since 2001, and was awarded the Meritorious Executive Rank Award for sustained superior accomplishments in management of programs in 2008 by President George Bush.



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Keynote Speaker

Johan Uvin, Acting Assistant Secretary, *Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education*

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.

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.

Labor/Workforce Issues

Demetra Smith Nightingale, *U.S. Department of Labor*

Demetra Smith Nightingale is Chief Evaluation Officer for the U.S. Department of Labor. As the Chief Evaluation Officer, she is responsible for coordinating the Department's evaluation agenda and working with all agencies to design and implement evaluations. She is an expert in employment policy, workforce development, labor markets, and social policies and programs, and has conducted many evaluations of federal, state, and local programs aimed at increasing employment, skills, and income for workers and families. She is on leave from the Urban Institute where she is a Senior Fellow, directing many evaluations and research projects on employment, job training, social policy, and skills development. She is also Adjunct Professor in the Trachtenberg School of Public Policy and Public Administration at the George Washington University, teaching graduate courses in Program Evaluation. In addition to her research in the U.S., she has conducted studies in Argentina, Chile, Russia, and China. She is also Senior Research Affiliate with the Poverty Center at the University of Michigan, a senior research consultant with the World Bank, serves on many boards and task forces, and was an expert advisor to the White House Welfare Reform Working Group in 1992-93.

Harry J. Holzer, *Public Policy Institute, Georgetown University and American Institutes for Research (AIR)*

Harry J. Holzer is a Professor of Public Policy at Georgetown University and an Institute Fellow at the American Institutes for Research in Washington DC. He is also a former Chief Economist of the US Department of Labor. He received a Ph.D. in Economics from Harvard University in 1983. His research and writing has focused primarily on the low-wage labor market, and on a broad range of policies to improve worker outcomes in this market.

Robert I. Lerman, *American University and Urban Institute*

Robert I. Lerman is Professor of Economics at American University, Institute Fellow at Urban Institute, and Research Associate, Institute for the Study of Labor (IZA), Bonn, Germany. Dr. Lerman publishes widely on apprenticeship and is founder of the American Institute for Innovative Apprenticeship (www.innovativeapprenticeship.org). He served as staff economist for the Joint Economic Committee and the U.S. Department of Labor. Dr. Lerman was one of the first scholars to examine economic determinants of unwed fatherhood and to propose a youth apprenticeship strategy in the U.S. He earned an AB at Brandeis University and a PhD in Economics from M.I.T.

Anita Alves Pena, *Colorado State University*

Anita Alves Pena is an Associate Professor of Economics at Colorado State University. Her research interests are in public sector economics, labor economics, and economic development and her current research relates to undocumented and documented immigration, public policy, poverty, and agricultural labor markets. She has written about returns to continuing education in the U.S. immigrant farmworker population. She is interested in expanding her study of bidirectional relationships between educational attainment and immigration, and of effects on economic efficiency and equity, by a broad range of definitions including those in PIAAC. She also is interested in new interdisciplinary collaborations on these and other issues.

Danielle Lindemann, *Center for Women and Work, Rutgers University*

Danielle J. Lindemann is Research Director of the Center for Women and Work at Rutgers University and Assistant Research Professor in the School of Management and Labor Relations. She received her PhD in Sociology from Columbia University in 2010. Her research interests lie at the intersection of gender, sexuality, and work.

Evelyn Ganzglass, *Center for Law and Social Policy (CLASP)*

Ms. Ganzglass is a Senior Fellow at CLASP where she advocates for federal and state policies to expand opportunities for low-income youth and adults to gain the skills and credentials they need to enter and advance in the economy. Her recent focus has been on building career pathway systems and on increasing portability, transparency and trust in the US credentialing marketplace. Prior to joining CLASP in 2005, she directed the USAID funded Global Workforce in Transition initiative. For more than 20 years, she led the NGA Center for Best Practices' research and technical assistance activities to promote policy innovation in workforce

development, youth development, social services, welfare reform, criminal justice and performance management.

Literacy and Learning

Laura Salganik, *American Institutes for Research*

Laura Salganik is Director of Quality and Senior Vice President at AIR. She has conducted research on a broad range of education topics including key competencies, national and international education surveys and statistics, education indicators, and educational attainment. She also participated in international teams of the Organization for Economic Cooperation and Development (OECD) to improve the quality of international education statistics. In addition to numerous other publications, she is the co-editor with Dominique Simone Rychen of *Defining and Selecting Key Competencies* and *Key Competencies for a Successful Life and a Well-Functioning Society*.

Phyllis Cummins, *Miami University*

Dr. Phyllis Cummins is a Research Scholar at Scripps Gerontology Center, Miami University. She holds a Ph.D. in Social Gerontology along with masters' degrees in business administration and gerontology. Her research foci are workforce issues for older workers, including examination of the benefits of ongoing training and workforce development. An important component of her research is gaining an understanding of the demographic characteristics of older workers, especially those who have experienced cumulative inequality over their life course and are at risk for economic insecurity in retirement.

Suzanne Kunkel, *Miami University*

Suzanne Kunkel is Director of the Scripps Gerontology Center and Professor of Gerontology at Miami University. Her research interests include the demographics of aging, global aging, and the evaluation of innovative programs that enhance the independence and well-being of older adults. Dr. Kunkel has been involved in numerous national and state-level projects related to the aging services network, projections of the size and service needs of the older population, and the aging workforce.

Ryan Walker, *Miami University*

Ryan Walker is currently a PhD student at Miami University studying gerontology. He is also a graduate assistant at the Scripps Gerontology Center. His research interests are long term care, economic security in later life, and healthcare finance policy.

Sharon Boivin, *Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA), National Center for Education Statistics (NCES), U.S. Department of Education*

Sharon Boivin is Chair of the Interagency Working Group on Expanded Measures of Enrollment and Attainment (GEMEnA) and a Mathematical Statistician at the National Center for Education Statistics (NCES). Dr. Boivin has focused her work in NCES on assessing the current state of

federal statistical data on the preparation and credentialing of adults for work and on initiating projects to fill data gaps in that area. To accomplish this, GEMEnA is developing new federal survey items on education, training, and credentials for work.

Stephen Reder, *Portland State University*

Stephen Reder is Professor of Applied Linguistics at Portland State University. He conducts research on lifelong and life-wide learning in adults with a particular focus on the development of adult literacy, digital literacy and second language acquisition. He is currently looking at the role that adult education and literacies can play in decreasing increasing social and economic disparities in society.

Margaret Becker Patterson, *Research Allies for Lifelong Learning*

Dr. Patterson is an experienced adult education researcher who has administered and taught in adult education programs in Nebraska, Nevada, and Kansas. A former state associate director of adult education, she has also worked in research positions at university and state levels. She served as director of research at GED Testing Service from 2008 to 2011. She is currently Senior Researcher with Research Allies for Lifelong Learning (www.researchallies.org) and partners with non-profit organizations, postsecondary institutions, and state agencies in that role. She also serves on the board of the National Coalition for Literacy.

Usha G. Paulson, *Research Allies for Lifelong Learning*

Usha Paulson is a freelance Research Analyst with R-Allies. She currently supports quantitative analyses of adult education data and customizes data summaries. Her prior experience includes science assessment development for adult learners at the GED Testing Service. Ms. Paulson holds a Master's Degree in Science. She has five years of teaching experience at the secondary school level and nine years of experience in large-scale test development.

M Cecil Smith, *West Virginia University*

Dr Smith has been Associate Dean for Research & Graduate Studies and Professor of Learning Sciences at West Virginia University since 2013. From 1988-2013 he was Professor of Educational Psychology, College of Education, Northern Illinois University. Dr Smith holds a Ph.D. from the University of Wisconsin-Madison. His research has been funded by the National Science Foundation, the International Reading Association, and the American Educational Research Association and has been published in leading literacy and education journals.

Amy D. Rose, *Northern Illinois University*

Amy D. Rose is a Professor Emeritus of Adult Education at Northern Illinois University where she taught for over twenty-five years. She has written and presented on issues related to policy, literacy, and adults in higher education. Her writing focuses primarily on historical and qualitative research. In addition, she has served as a president of the American Association of Adult and Continuing Education; a co-editor of the *Adult Education Quarterly*; and a co-editor of the *Handbook of Adult Continuing Education: 2010 Edition*.



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Jovita Ross-Gordon, *Texas State University*

Jovita Ross-Gordon, Ed.D. is a Professor of Adult Education at Texas State University. Her research examines adult learning, with specific foci on adults in higher education, adults with disabilities, and diversity and equity in adult education. She has published numerous articles and book chapters, and is co-editor of the 2010 Handbook of Adult and Continuing Education. She received the Marlow Froke Outstanding Publication Award from the Association for Continuing Higher Education in 2005. She recently served with co-author Amy Rose as co-editor of *Adult Education Quarterly* and currently serves as Co-Editor-in-Chief of *New Directions for Adult and Continuing Education*.

Thomas J. Smith, *Northern Illinois University*

Thomas Smith is a Professor of Educational Technology, Research and Assessment at Northern Illinois University. His research interests include large-scale data analysis, statistics, and research methodology. He teaches courses in univariate and multivariate statistics, and educational research methods.

Donald Leu, *University of Connecticut*

Donald J. Leu is the John and Maria Neag Endowed Chair in Literacy and Technology and directs The New Literacies Research Lab at the University of Connecticut (<http://www.newliteracies.uconn.edu/>). Don is an international authority on the new forms of reading comprehension the Internet requires and how best to prepare students for reading/learning in an online age of information. He has more than 100 publications and twenty books and has given keynote addresses in Europe, Australia, Asia, South America, and North America. He is an editor of the publication, *Handbook of Research on New Literacies*.

Skills of US immigrants

Michael Jones, *Department of Homeland Security*

Dr. Michael R. Jones is the Division Chief of Citizenship Education and Training within the Office of Citizenship for United States Citizenship and Immigration Services (USCIS). Jones obtained his undergraduate degree in Modern Languages, a Master of Arts in Human Behavior, Post-Graduate work in English-as-a-Second Language/ Linguistics, and a Doctoral degree in International Relations specializing in Immigrant Education.

Jeanne Batalova, *Migration Policy Institute*

Jeanne Batalova is a Senior Policy Analyst at the Migration Policy Institute. She has conducted extensive research about immigrant adults' literacy and skills, college enrollment and completion among immigrant-origin youth, educational outcomes for English language learners, the underemployment of college-educated immigrants, and estimates of unauthorized youth eligible for immigration benefits under the Deferred Action for Childhood Arrivals (DACA) program. She also manages the MPI Data Hub -- a one-stop, web-based resource that provides instant access to the latest facts, statistics, and maps covering U.S. and global data on immigration and immigrant integration.



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Michael Fix, *Migration Policy Institute*

Michael Fix is President of the Migration Policy Institute (MPI), an independent, non-partisan think tank, which provides analysis, evaluation and thoughtful development of immigration, immigrant integration and refugee policies at U.S. and international levels. He joined MPI in 2005, and most recently served as senior vice president and director of studies, as well as co-director of MPI's National Center on Immigrant Integration Policy. Fix's work focuses on immigrant integration and the education of immigrant children in the United States and Europe, as well as citizenship policy, immigrant children and families, the effect of welfare reform on immigrants and the impact of immigrants on the U.S. labor force. He previously was at the Urban Institute, where he directed the Immigration Studies Program from 1998-2004. He received a JD from the University of Virginia and a bachelor of the arts degree from Princeton University.

William Smith, *Pennsylvania State University*

William C. Smith recently completed a dual title Ph.D. in Educational Theory and Policy and Comparative International Education at Penn State University. This January he will be taking a position as Assistant Professor in Education Policy at the National Research University-Higher School of Economics in Moscow, Russia. His general research interests focus on education's role in economic and social development with specific foci on national testing policy, school accountability, and student outcomes; the dynamic relationship between the population environment and the education-health gradient; and comparative issues related to the immigrant achievement gap.

Frank Fernandez, *Pennsylvania State University*

Frank Fernandez is a Ph.D. Candidate in the Higher Education program at The Pennsylvania State University, where he is concurrently earning a master's in Political Science with a minor in political methodology. He works in the Center for the Study of Higher Education with Professors David P. Baker, Liliana M. Garces and Leticia Oseguera. Frank's other research interests include community colleges, underrepresented students, and politics and policy in higher education. He earned an A.A. in Social Science and an A.S. in Business Administration from Imperial Valley College, a B.A. in Political Science from the University of San Diego, and an M.A. in Policy, Organization, and Leadership Studies (with an emphasis in Higher Education) from Stanford University.

Surabhi Jain, *National Council of La Raza (NCLR)*

Surabhi Jain is the Associate Director of Workforce Development at NCLR. She has over ten years of experience in conducting labor market research to design and implement workforce development programs. Ms. Jain has helped over 50 NCLR Affiliates implement innovative programs; and, expanded the NCLR Career Pathways Initiative across the country. Ms. Jain is a member of the CareerOneStop Workforce Advisory Group. She has also served as a board member of the Chicago Women in Trades from 2009. Ms. Jain holds an MA in International Development from Brandeis University, Massachusetts, and BS in Economics from Purdue University in Indiana.



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Reflections of Day 1

Ellen Scully–Russ, *George Washington University*

Dr. Scully-Russ is an Assistant Professor of Human and Organizational Learning at The George Washington University. Her research is focused on the role of Adult Education in meeting the political-economic challenges of the emerging knowledge society. She has extensive experience in workforce development in healthcare, telecommunications, manufacturing, hospitality, and the public sector industries. She has worked on the firm, regional, and industrial levels to develop policies and programs to meet dual goals of supporting individual learning and improving industry and firm performance. She holds a Masters and a Doctorate in Adult Education from Teachers College, Columbia University.

Health Literacy

Lynne Haverkos, *National Institute for Child Health and Development, National Institutes of Health (NIH)*

Lynne Haverkos directs the research program on Behavioral Pediatrics and Health Promotion at the National Institute of Child Health and Human Development (NICHD) and is a member of the DHHS Health Literacy Work Group which supports research on health literacy to advance and improve health in women, children, and families.

Iris Feinberg, *Georgia State University*

Iris Feinberg is a PhD student in Health Promotion and Behavior at the School of Public Health at Georgia State University with an extensive professional and philanthropic background in helping individuals find and use information to make well-informed decisions. She is a graduate research assistant at the Center for the Study of Adult Literacy (CSAL), a \$10 million national research project funded by the Institute of Education Sciences at the Department of Education, and is developing an academic career that focuses on health literacy through health behavior change interventions.

Daphne Greenberg, *Georgia State University*

Daphne Greenberg is a Professor in Educational Psychology and Special Education at Georgia State University. Her area of research focuses on adult literacy students who read between the 3rd and 8th grade levels. She is very interested in their underlying strengths and weaknesses, as well as instructional approaches for this group. She is the Principal Investigator of the Center for the Study of Adult Literacy (csal.gsu.edu), and has used some of the PIAAC background questions (verbatim) in their demographic questionnaire. She is interested in the connections that can be made between the students being studied in their Center and the PIAAC sample. She is also interested in the reading component questions that were administered to the lower level adults. She hopes that as a group we can figure out a way to publicize the PIAAC results in a way that will lead to action.



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Jan C. Frijters, *Brock University*

Jan C. Frijters, PhD, is an Associate Professor at Brock University in Canada. His research focus is reading disabilities, including evidence-based interventions, motivation, and the methodologies involved in detecting change. He is a Principal Investigator on the IES-funded Center for the Study of Adult Literacy (see <http://csal.gsu.edu>). Other research activities revolve around motivation for reading, including pre-readers' interest and engagement, motivation change associated with intervention among adolescent struggling readers, and basic descriptive research on the motivational landscape of the struggling adult reader.

Esther Prins, *Pennsylvania State University*

Esther Prins is an Associate Professor of Adult Education at Pennsylvania State University and Co-Director of the Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy. Her work examines the social and cultural dimensions and benefits of adult and family literacy, especially the ways that programs can ameliorate gender, racial, economic, and cultural inequalities. She is the recipient of the 2010 Imogene Okes Award for Outstanding Research in Adult Education from the American Association for Adult and Continuing Education and the 2013 Mildred B. and Charles A. Wedemeyer Award for Outstanding Scholar in Distance Education.

Shannon Monnat, *Pennsylvania State University*

Shannon Monnat is Assistant Professor of Rural Sociology, Demography and Sociology in the College of Agricultural Sciences at Penn State. Her research focuses on the demography of children, youth, and families in rural and urban areas with a particular focus on social and spatial inequalities and social determinants of health. She is interested in how characteristics of neighborhoods, families, and schools create barriers to or provide opportunities for well-being. Her publications and research in progress consider the role of race/ethnicity on welfare outcomes, trends in the distribution of family income in the U.S., inequalities in health care access and utilization, health behaviors, and health outcomes, contextual determinants of physical activity among children, and demographic consequences of the Great Recession.

Carol Clymer, *Pennsylvania State University*

Dr. Carol Clymer is Associate Professor of Education at Penn State and Co-Director of the Institute for the Study of Adult Literacy and the Goodling Institute for Research in Family Literacy. She has more than 30 years of experience working on programs to improve the education and employment prospects of low-income and/or low-skilled individuals. As a senior program director at Public/Private Ventures, Dr. Clymer participated in the design and implementation of large scale evaluations and outcomes studies related to employment retention, sectoral employment training and college access programs. As Director of Literacy and Workforce Education at El Paso Community College (EPCC), she was responsible for developing and evaluating innovative instructional adult education and ESL programs.



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Blaire Toso, *Pennsylvania State University*

Blaire Willson Toso, Ph.D. works as a Research Associate at the Goodling Institute for Research in Family Literacy and the Institute for the Study of Adult Literacy at Penn State. She teaches, conducts research, and publishes on topics pertaining to adult education, family literacy, and English language acquisition. Her research focuses on how power and social inequities shape participation in and the possible benefits from education. Current projects include research with low-SES, racially and ethnically diverse parents who are raising children with ADHD and the strategies they employ to learn about ADHD and navigate health information, resources, and services.

Linda Shohet, *The Centre for Literacy*

Linda Shohet, PhD, founder and Executive Director of The Centre for Literacy in Quebec, Canada, has facilitated its learning institutes since 1990. She has consulted on research-policy-practice links in adult literacy and skills, including international assessments. She sat on the health literacy Expert Panel of the Canadian Public Health Association (2007) and co-authored the Calgary Charter on Health Literacy (2009). She has written evidence-based patient kits for breast and prostate cancer and an on-line Continuing Medical Education course on health literacy, and is on a research team compiling a knowledge synthesis on Online Consumer Health Information Use.

Next Steps

Sondra Stein, *PIAAC, American Institutes for Research*

Dr. Sondra Stein has worked in adult literacy and lifelong learning for more than 30 years, as a teacher, administrator, researcher and policy maker. Sondra led the Massachusetts Governor's Literacy Initiative from 1986-1991 and served as Senior Research Associate at the National Institute for Literacy from 1992-2004 where she designed and coordinated several interagency initiatives including Equipped for the Future. She later managed the National Work Readiness Credential Project at the Center for Workforce Preparation, U.S. Chamber of Commerce.

Eugene Owen, *National Center for Education Statistics (NCES), U.S. Department of Education*

Dr. Eugene Owen is currently the senior advisor to the International Activities Program at the National Center for Education Statistics. He is also the U.S. National Project Manager (NPM) for the Program for the International Assessment of Adult Competencies (PIAAC). Prior to becoming senior advisor, he was the first program director and helped establish the International Activities Program at the Center. From the late 1990's until the early 2000's, Dr. Owen helped create and establish TIMSS and PIRLS with the IEA and PISA and PIAAC with the OECD. He was the first chair of the PISA Governing Board and still serves as special advisor to the Board's Strategic Development Group. Dr. Owen started his career at NCES as the project officer for NAEP from 1986 to 1994.

Dan McGrath, *National Center for Education Statistics (NCES), U.S. Department of Education*

Daniel McGrath is the branch chief for International Activities at the National Center for Education Statistics, where he coordinates U.S. participation in international assessments and



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other studies, including PIAAC, PISA (the Program for International Student Assessment), TIMSS (the Trends in International Mathematics and Science Study), PIRLS (the Progress in International Reading Literacy Study), and TALIS (the Teaching and Learning International Study). He has served as a co-chair of the PIAAC Board of Participating Countries since 2010. He was a vice-chair of the PISA Governing Board from 2007 to 2013.

Gail Spangenberg, *Council for Advancement of Adult Literacy (CAAL)*

Gail Spangenberg is the President and Founder of the Council for Advancement of Adult Literacy, which from 2001-2014, worked to help advance adult education and literacy in the United States. She served as convener of the National Commission on Adult Literacy from 2006-2008. In the early 1980's, Spangenberg worked with Harold W. McGraw, Jr of The McGraw-Hill Companies to found the groundbreaking Business Council for Effective Literacy, and served as its Vice President and Operating Head from 1983-1993. She has also worked with major foundations on adult literacy issues and served on numerous art and adult education boards.

Heidi Silver-Pacuilla, *Office of Career, Technical, and Adult Education (OCTAE), U.S. Department of Education*

Heidi Silver-Pacuilla is the team lead for Applied Innovations and Improvements at the Office of Career, Technical, and Adult Education. Her team oversees national activities that deliver professional development and technical assistance to adult education practitioners. The flagship site where these efforts are accessed is LINCS.ed.gov. Heidi also takes the lead in OCTAE on issues of digital literacy and technology innovations.