

THE NATIONAL ACADEMIES OF SCIENCES, ENGINEERING, AND MEDICINE

Center for Advancing Science and Technology (CAST)

45th Meeting of the Board on Science Education

Panelist Biographies

JAMES BROWN, M.B.A., prior to joining the Coalition, James Brown was Director of Advocacy at the American Chemical Society. A nuclear engineer by training, he previously worked as a Legislative Aide for Rep. Doc Hastings of Washington, was Director of Policy and Development at the Consumer Energy Council of America, and began his career as an engineer with Newport News Shipbuilding, working on aircraft carrier construction. He received a B.S. from the University of New Mexico and an M.S. from Penn State, both in nuclear engineering. He also holds an MBA from George Washington University.

BEN DALTON, Ph.D., is the Director of RTI International's Center for Education Research. His research focuses on issues in college and career readiness, including career and technical education, high school student academic outcomes, and cross-national comparisons of student achievement. Dr. Dalton supports studies funded by the Institute of Education Sciences (IES), U.S. Department of Education and other clients focused on elementary and secondary student achievement and attainment. He has published research in peer-reviewed journals such as *Educational Evaluation and Policy Analysis*, *Career and Technical Education Research*, and *Educational Policy*, as well as produced analytical and technical reports for IES; the Office of Career, Technical, and Adult Education (OCTAE); and the Bill and Melinda Gates Foundation. Dr. Dalton holds a Ph.D. in Sociology from Duke University.

KATHERINE HUGHES, Ph.D., is a Senior Research Consultant with the Education & Employment Research Center at Rutgers University, and the principal of EdWordian, LLC. She was previously a Principal Researcher with the American Institutes for Research, where she served as the director of the Career and Technical Education (CTE) Research Network, which expanded the evidence base for CTE. She also held prior roles with the College Board and the Community College Research Center. Hughes' research and publications have addressed college readiness and the high school-to-college transition; career and technical education; dual enrollment; and various aspects of community colleges, including noncredit workforce education and reforms to developmental education, among others. Hughes has published results from her work in a range of periodicals, and she co-authored the book *Working Knowledge: Work-Based Learning and Education Reform*. She has been featured on NPR's 1A radio show, a PBS television show on work-based learning, and is frequently invited to speak to education and policy audiences. She holds a Doctorate in Sociology from Columbia University.

AMY LOYD, Ed.D., is the President and CEO of All4Ed, a national nonprofit that works to transform education systems so that every young person, especially those furthest from opportunity, can thrive in learning, work, and life. Amy's leadership in education spans classroom, school, district, state, Tribal, and federal levels, and she brings both policy depth and lived experience to reimagining education and its inherent interdependence with our workforce, economy, and democracy.

Amy began her education career as a family advocate and a math teacher for Alaska Native and Native American students in a large urban district. Amy then went on to launch the national Pathways to Prosperity Network as a partnership between Jobs for the Future and Harvard University, and she served as a vice president at Jobs for the Future leading their education-to-career, workforce development, and federal policy portfolios. As U.S. Assistant Secretary for Career, Technical, and Adult Education, Amy oversaw billions in federal investment and led federal policy on college and career pathways, career and technical education, adult education and family literacy, community and technical colleges, and correctional education. Amy attended Santa Fe Community College and Northern New Mexico Community College. She holds a bachelor's degree from St. John's College and a doctorate in education leadership from Harvard University, where she also taught on building equitable, future-ready pathways systems.

TIM POWERS, M.B.A., leads the development and execution of NAICU's public policy strategy and agenda, in coordination with NAICU's board of trustees, institutional presidents, state associations, and secretariat members. NAICU's broad public policy agenda covers issues critical to independent institutions of higher education, with a particular focus on federal regulations, student financial assistance programs, and tax policy.

A dedicated advocate for independent higher education, Powers brings a wealth of experience in government relations, policy development, and strategic advocacy to this critical role. His deep understanding of the sector, combined with his ability to build strong coalitions and effectively navigate complex policy and political landscapes, has established him a trusted voice among policymakers, institutional leaders, and higher education stakeholders.

Prior to serving as NAICU's Vice President for Government Relations and Policy Development, he served as Director of Public Issues for the Consortium on Financing Higher Education (COFHE), developing data-driven tools to analyze college access, affordability, and quality, as well as supporting member institutions in navigating the complex policy environment. He previously served as Senior Director of Higher Education Policy & Advocacy for The College Board, and as both Director of Student Aid Policy and Director of Accountability & Regulatory Affairs at NAICU. He began his career on Capitol Hill, serving as the lead education policy staffer for a senior member of the House Education & Workforce Committee.

Powers earned a B.A. from Wake Forest University (NC) and an M.B.A. from Georgetown University (DC); he is completing a master's degree in government at Johns Hopkins University (MD). He currently serves on the Board of Trustees of Mary Baldwin University (VA) where he chaired the Governance & Trusteeship Committee, co-chaired of the Mary Baldwin 2030 strategic plan, and presently serves as Vice Chair of the Colleges & Mission Committee.

PORTIA PRATT, M.P.A., serves as a senior policy analyst in the NGA Center for Best Practices, where she serves as an adviser to state leaders on post-secondary policies.

Most recently, Portia's work has focused on Workforce Pell implementation, examining state longitudinal data systems, non-degree credentials, and degree apprenticeships. She is working with colleagues and collaborative partners to expand the post-secondary portfolio of the NGA Center in response to the needs of states.

Before joining NGA, Portia was the Director of Learning and Innovation at Generation Hope, where she led their technical assistance work with college and university leaders to increase

support for students who are parents. She has also taught in university classrooms for several years. Portia holds a bachelor's degree in anthropology and peace, war, and defense from the University of North Carolina at Chapel Hill and a master's degree in publication administration from the American University School of Public Affairs.

JAMES STONE, Ed.D., is a native of Washington D.C. He earned his B.S. and Ed.D. degrees at Virginia Polytechnic Institute and State University and a Master's in School Administration at George Mason University. Stone has held faculty positions at the University of Wisconsin-Madison, the University of Minnesota (Professor Emeritus) and Professor and Distinguished University Scholar in the College of Education and Human Development at the University of Louisville (retired). Stone has served as director of the National Research Center for Career and Technical Education (NRCCTE) since 2002 which is now part of the Southern Regional Education Board (SREB). Dr. Stone has maintained an active program of research over the past forty years. He has been responsible for more than \$40 million in external grants focusing primarily on the role of schools in linking youth and adults to the workplace. He was the lead researcher on the *Math-in-CTE* study of contextualizing math in occupational curricula and co-lead researcher on several studies of career pathways. Most recently (2024-2026) he was the PI on an IES funded study of regional CTE tech centers. He has authored or co-authored more than 100 reports of research, journal articles, or books. His most recent book is entitled, *College and Career Ready in the 21st Century: Making High School Matter* (Teacher's College Press, 2012). Twelve of his studies received awards for outstanding research. More recently, Stone has written on high quality CTE and published in the *American Educator Magazine* and the *Journal of School and Society*. He served as the guest editor for the *Peabody Journal of Education* special issue on CTE. He has presented more than 350 papers, speeches and workshops including invited presentations in Belarus, China, England, Japan and Taiwan. Previously he served on the Editorial Board of the *Journal of Vocational Education Research* and as Editor.

CLAUS VON ZASTROW, Ph.D., is the senior policy director at Education Commission of the States, where he oversees efforts to provide state policymakers with the education policy research and guidance they need to make the best possible decisions affecting young people. He has held senior positions in education policy and research organizations for 25 years and has spent much of that time helping diverse stakeholders find consensus on important education issues. He holds undergraduate degrees from Dartmouth College and Oxford University and a Ph.D. from Yale University.