

## National Education Leaders Network Members



Steve is an Assistant Principal at Freedom High School in Oakley, CA. Prior to being named Assistant Principal, he served as the school's Athletic Director for 18 years and was one of the first schools on the West Coast to bring Unified Sports to his school, district, and league. The model he created has been replicated by schools throughout the nation and helped propel the exponential growth of Unified Sports programs in California.

He earned his Educational Doctorate from St. Mary's College of California writing a dissertation that focused on the lasting benefits students experience due to high school sports participation and has been published in numerous educational magazines including the National Federation of High Schools' *High School Today*, Association of California School Administrators' *Leadership*, and the National Association of Secondary School Principals' *Principal Leadership*. He also is a National Faculty Instructor for the National Interscholastic Athletic Administrator Association where he shares best practices on creating positive high school athletic environments.

Dr. Amaro lives in Brentwood with his wife, Jennifer and they have two daughters, Lindsey who attends college at Cal Poly in San Luis Obispo, and Ashley who is a junior in high school. In his spare time he enjoys running, listening to all types of music and reading whatever he can get his hands on.



Julia has served as the Chief Executive Director of Baltimore's Promise since 2017. Her greatest hope for humanity is that everyone gets to have safety and happiness, however they define that. She gets out of bed each day with an all-encompassing belief in Baltimore and its people and our collective ability to be great.

Prior to joining Baltimore's Promise, Julia served as the Chief Strategy Officer for the Family League of Baltimore, a quasi-governmental intermediary organization. In that role, Julia led the growth and expansion of Baltimore's Community Schools model, successfully passing local and state legislation to solidify public funding support and collaboration. Julia also spent time within Baltimore City Schools, first as a middle school Spanish teacher in West Baltimore, then running an after-school and summer program for older youth and later as a Family and Community Engagement Specialist working with low-performing and turnaround schools to improve results for students.

Julia graduated from Dickinson College with a focus on International and Latin American Studies. While at Dickinson, Julia wrote for a monthly magazine focusing on diversity and social

justice and was awarded the Cesar Chavez + Harriet Tubman Visionary Awards for her passion and commitment to equity. She completed her teaching certification coursework at the Johns Hopkins University and holds certifications in the field of youth development, group facilitation and as a National Coalition Building Institute Trainer and Consultant. Julia lives in Baltimore, where she was born, with her husband, her two children and her grandmother.



Shelley was appointed AASA's Lead Superintendent for Social-Emotional Learning after serving 28 years as a superintendent in four districts—Hudson, MA; Jefferson County (Louisville), KY; Eugene, OR; and Andover, MA. In each of the district in which he served as superintendent, he implemented systemic SEL programs. Dr. Berman has also provided state and national leadership in multiple organizations that champion the inclusion of and support for individuals with special needs, including chairing the Massachusetts Association of School Superintendents Special Education Task Force and the Board of Directors of CAST and served on the Special Olympics' Massachusetts Educational Leadership Network. He has authored numerous articles on inclusive practices and on social-emotional learning topics and is the author of two books on social responsibility—*Children's Social Consciousness* and *Promising Practices in Teaching Social Responsibility*. He was a member of the Council of Distinguished Educators of the National Commission on Social, Emotional and Academic Development and served as the primary author of the Commission's report on social, emotional and academic development practice. He has been a contributor to the monthly Ethical Educator column in the *School Administrator* since January, 2012.

Dr. Berman served as the President of the Massachusetts Association of School Superintendents and has been a policy leader in three states in the areas of education reform policy, social-emotional learning, civic education, special education, universal design for learning, and education funding. He received the 2003 Massachusetts Superintendent of the Year Award, the 2006 Recognition Award from the Massachusetts Administrators for Special Education, the 2011 Sanford McDonnell Award for Lifetime Achievement in Character Education, recognition in 2011 by the American Association of School Administrators as one of ten courageous superintendents for providing leadership for school desegregation, the Mary Utne O'Brien Award for Excellence in Expanding the Evidence-Based Practice of Social Emotional Learning from the Collaborative for Academic Social and Emotional Learning (CASEL) for lifetime achievement in implementing social-emotional learning in 2020, among numerous other recognitions.

Prior to his service as superintendent, he was one of the founders and President of Educators for Social Responsibility. Prior to that, he taught high school social studies in Bangor, Maine, and Brookline, Massachusetts. Dr. Berman holds a bachelor's degree in political science from the University of Wisconsin in Madison, a master's in education in guidance and counseling from the University of Maine in Orono, and both a master's and doctorate in education from Harvard University.



Desmond is Chief Executive Officer (CEO) of New Teacher Center (NTC). NTC is a national non-profit organization that works to disrupt the predictability of educational inequities for systemically underserved students by accelerating educator effectiveness. Founded in 1998, NTC works in conjunction with school districts, state policymakers, and educators across the country to increase the effectiveness of teachers and school leaders at all levels, with a focus on those working in underserved communities.

Dr. Blackburn began his career in education in 1996 as a High School Math Teacher for Broward County Public Schools (BCPS) where until 2015 he additionally served as an Assistant Principal, Principal, Director of School Improvement, Area Superintendent, and the Chief of School Performance & Accountability. In 2015, he became the Superintendent of Schools for Brevard Public Schools (BPS). Under his leadership, BPS achieved 65% proficiency on 3rd grade literacy assessments, the 10th highest graduation rate in the state, three schools earned the distinguished Blue Ribbon award, and the State of Florida graded BPS an "A" for two consecutive years.

As a school district leader, Desmond served both state and national organizations including the Florida Association of District School Superintendents (FADSS) and Chiefs For Change. He is a Broad Academy Fellow and Governor Rick Scott recently appointed him to serve on the Marjory Stoneman Douglas Safety Commission. His fraternal affiliations include the Prince Hall Masonic Lodge and Alpha Phi Alpha Fraternity, Inc.



Michael is a Strategic Advisor to the Council of the Great City Schools, and he served as Executive Director of the organization between January 1992 and July 2021. Casserly also served as the organization's Director of Legislation and Research for 15 years before becoming its executive director.

As head of the urban school group, Dr. Casserly unified big city schools nationwide around a vision of reform and improvement; led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP); guided the organization to be the first national education-membership group to call for the Common Core Standards; initiated an aggressive technical assistance program to improve urban education; directed the development of public education's first performance management system; led the first national study of common practices among the nation's fastest improving urban school districts, and guided the group through the global pandemic.

Michael successfully spearheaded efforts to boost academic performance in the nation's big city schools; strengthen management and operations; and improve the public's image of urban

education. An article in USA Today some years ago called him a “Crusader for Urban Schools.” He is a U.S. Army veteran, and holds a Ph.D. from the University of Maryland and B.A. from Villanova University.



LaShawn is the founding Executive Director of the National Equity Project, leading the organization’s transition from the Bay Area Coalition for Equitable Schools (BayCES). Under her leadership, the National Equity Project has become one of the leading voices in a movement to change the conversation and approach used to achieve racial equity in education.

Ms. Chatmon previously served as a coach and director of the high school redesign initiative, where her team pioneered new school design processes, principal network development and site coaching that transformed educational experiences and outcomes for teachers and students in Oakland, CA. Prior to joining the National Equity Project, LaShawn served as a teacher and leader at Redwood Day School, Alameda, CA; The Wheeler School, Providence, RI; and Berkeley High School, Berkeley, CA. While at Berkeley High, she served as Co-Director for The Diversity Project with Dr. Pedro Noguera at the University of California at Berkeley. The Diversity Project is a school-university action research project designed to address the disparity in achievement between white students and students of color and to investigate the causes of racial separation.

LaShawn is a contributing author in the book *Class Dismissed: A Year in the Heart of An American High School* a Glimpse into the Heart of a Nation and has presented at numerous education conferences and convenings across the country. She was a MetLife Teaching Fellow, and is currently a LeaderSpring ED Fellow. Ms. Chatmon earned a B.A. in political science from the University of California, Berkeley; a Masters of Arts in Teaching from Brown University; and an Administrative Credential from California State University, Sacramento’s Urban Leadership Program. LaShawn is a California native and resides in Oakland, CA with her husband and their three sons.



As one of the world’s top experts on women’s leadership and youth development, Anna María is a dedicated advocate for helping others reach their full potential. As Chief Impact Officer of Encantos, she is responsible for leading the company’s education and philanthropic initiatives including strategic partnerships, corporate and public affairs, and community engagement. She also serves as President of Encantos’ newly formed philanthropic arm Encantos.org, which focuses on advancing the importance of 21st century learning, literacy, and life skills for children through the development of research, programs and fellowships with future plans to target larger public policy issues pertaining to the ‘homework gap’ and technology connectivity issues in education.

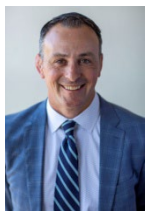
Prior to Encantos, Anna served as the CEO of the National School Boards Association, a nonprofit representing 51 million public school students. She was also the first woman of color to lead the Girl Scouts of the USA, helping to revitalize the organization for the 21st century.

Chávez was named one of FORTUNE's World's Greatest Leaders (2016) and honored as one of the most creative people in business by Fast Company (2014). In 2021, Forbes Magazine named her one of the top 50 Over 50 Women leaders in the U.S. During her time as CEO of the Girl Scouts, she was inducted into the U.S. News & World Report's STEM Leadership Hall of Fame. Chávez has appeared on top national news outlets including ABC News, CBS News, NBC's The Today Show, FOX News Channel, CNBC, CNN, PBS, Bloomberg Radio, Telemundo, Univision and NPR. She earned a bachelor's degree from Yale University and a juris doctorate at the James E. Rogers College of Law at the University of Arizona. She has been admitted to the Bar of the U.S. District Court for the District of Arizona, the Arizona Supreme Court and the U.S. Supreme Court.



Tami Jo currently serves as the Assistant Principal at South View Middle School in Edina, Minnesota. She also has served the Minnesota Middle School Association as President and currently serves as MMSA's Treasurer and State Conference Promotions Director. Over the last 10 years she has been fortunate to work with some amazing educators to bring the unified movement to their school.

Tami Jo first learned about Unified Champion Schools when Special Olympics Minnesota (SOMN) presented at the MMSA Annual Conference, and she knew immediately that they needed to bring this experience to their kids at South View. As soon as she returned home, she immediately went to their teachers and began planning. SOMN made it so easy for them to realize their dream! They hit the ground running and haven't stopped. They love to share their story with others and are so proud of their students and school community. The Inclusion Revolution has changed them all for the better and has truly become the heart of the school!



Josh currently serves the students, staff, and community as the Superintendent of the Tacoma Public Schools. He currently supervises the district's schools and Learning and Support Team. In this role Joshua's teams lead a number of ground-breaking reform initiatives.

Dr. Garcia's previous experiences include Deputy Superintendent, Assistant Superintendent, Executive Director, High School Principal, Assistant Principal, Athletic Director and Teacher. Joshua received his doctorate degree from Seattle University and his undergraduate degree from Washington State University. He is an ASCD International Outstanding Young Educator

Award recipient and Emerging Leader Recipient, a Washington State Stem Entrepreneur Award recipient, and was recognized as an Education Week 2015 Leaders to Learn From.



**Dr. Frances Gipson**

Frances is a clinical professor of education in the School of Educational Studies at Claremont Graduate University, and she also serves as director of the Urban Leadership program. Most recently, Gipson served as the Chief Academic Officer (CAO) for the second-largest school district in the nation, Los Angeles Unified School District (LAUSD). As a leader of leaders, she oversaw the instructional plan and capacity building for more than 600,000 students in preschool through adult school programs – across over 20 departments.

Dr. Gipson is an experienced teacher leader, coach, district administrator, principal and superintendent. Her leadership has been recognized in both theory and action with numerous awards such as Distinguished Alumni, Urban Leadership Award, AALA President's Award, and the Top 30 Technologists, Transformers, and Trailblazers. Frances believes in a student-centered approach that she calls "Team Kid" leadership to design a system of supports that amplifies voice, agency, and adaptivity.



Tajha lives in beautiful Florida where she is a former U.S. Youth Ambassador. She is attending Florida Gulf Coast University where she is part of the Soaring Eagle Academy, and she is studying speech and communications. She has been involved with Unified Champions Schools for nine years. She is a consultant for Special Olympics North America. She attended the Global Youth Forum, and she is currently an athlete who loves bowling, basketball, and cycling. She is a Global Messenger for Collier County, Florida and a public speaker who advocates for people with disabilities from across the world.



Lindsay is the President and CEO of NCLD, a nonprofit organization that promotes innovation, research and advocacy to improve the lives of the 1 in 5 individuals with learning disabilities and attention issues.

Before joining NCLD, Lindsay was the senior director for policy and advocacy at the Council for Exceptional Children (CEC) and prior to that, she was a partner with the law



firm of Gust Rosenfeld in Phoenix, AZ. Lindsay is a sought after education and disability policy expert. She currently sits on the National Advisory Committee of the Science of Learning and Development Alliance and is an Advisor to the Progress Center, an innovative project funded by OSEP and housed at the American Institutes of Research.

Lindsay earned her undergraduate and law degrees from the University of Arizona, and has a master's degree in Latin American Studies from the University of New Mexico. She lives in Virginia with her husband and son, where they cheer on the Arizona Wildcats, Cleveland Browns and all teams D.C.



Erin is the Director of Advocacy & Strategic Partnerships with NIRSA: Leaders in Collegiate Recreation, which comprises over 4500 members on nearly 900 campuses throughout the United States and Canada. NIRSA's vision is to inspire the development of healthy people and healthy communities world-wide.

NIRSA and Special Olympics have partnered for years around their shared value of inclusion. Together they continue to grow Special Olympics Unified Sports programs at colleges and universities. Erin is proud to help lead this partnership as a part of her broader work with NIRSA members to further equity and inclusion in higher education.

NIRSA also has a strategic priority to "be a driving force in an integrated approach to health and wellbeing," and Erin works with partners across the higher education landscape to help make holistic wellbeing – necessarily inclusive of equity, diversity, and inclusion – a shared priority. A recent example of these efforts is the Inter-association Definition of Wellbeing.



Jen is a Special Education teacher at Ponaganset High School in Rhode Island. She graduated from Rhode Island College with a degree in Special Education, and holds a Certificate in Autism. She has been teaching at Ponaganset High School for 15 years as the Life Skills Special Education teacher, teaching students with mild to moderate learning disabilities. She helped start the Special Olympics Unified Sports program at her School 12 years ago and from the very beginning it has been a highlight of her teaching career. She helps coach both the Unified Volleyball and Unified Basketball teams and organizes school activities that focus on spreading the important message of inclusion through the pillars of a Unified Champion School.

In 2017, Ponaganset was the first high school in Rhode Island to be recognized as a National Unified Champion School. Jennifer was selected by SORI to travel to Washington, D.C for Capitol Hill Day and in 2018 Jennifer was selected by Special Olympics North America to represent North America in Shanghai, China at the Special Olympics East Asia Summit with four students. She has served on multiple building and state advisory committees. Currently, she is a

member of the district's Equity and Inclusion committee. Jennifer was recognized as Foster Gloucester Regional Schools Teacher of the Year Recipient in 2012 and was selected as Foster Gloucester School Departments District Educator -- Leader by the Rhode Island Department of Education in 2019. In that same year, Jennifer was awarded the distinction of a Milken Educator and was recognized nationally. Jennifer also is a proud mother of two young boys and looks forward to collaborating with others around the world to share her passion for the power of Unified Champion Schools and help build a world of inclusion.



Having made a career of starting organizations and initiatives that promote youth development, Karen is a partner at KP Catalysts and the co-founder and former CEO of the Forum for Youth Investment. A sociologist and recognized leader in youth development, Karen started her career at the Urban Institute, conducting studies on social services for children and families. She later moved to the Children's Defense Fund, launching its adolescent pregnancy prevention initiatives and helping to create its adolescent policy agenda. In 1990 she became a vice president at the Academy for Educational Development, where she founded and directed the Center for Youth Development and Policy Research and its spin-off, the National Training Institute for Community Youth Work.

Ms. Pittman has written three books and dozens of articles on youth issues, and was a regular columnist in the youth development newspaper, *Youth Today*. She is also a respected public speaker and has served on numerous boards and panels, including those of the Kauffman Foundation, the Educational Testing Service, YouthBuild and the National Center for Children in Poverty. She currently sits on the Turnaround for Children board and is a member of the leadership of the Science of Learning and Development Alliance. Karen also served on The Aspen Institute's National Commission on Social, Emotional, and Academic Development, a national effort to unite leaders to re-envision what constitutes success in our schools.



**Daryl Smith**

Daryl is a recognized executive with 30 years of experience, and he has the unique ability to apply progressive organizational and talent management strategies that consistently create value. He has a consistent track record of success in several industries, including manufacturing, sales and distribution, telecommunications and financial services. Daryl has established a reputation for creating award-winning workplaces, and for building talent management-focused organizations. He is skilled in leading and facilitating cost-saving strategies including



lean manufacturing, Six Sigma, systems thinking and TQM; while also improving employee engagement.

His past career assignments include: SVP Global Human Resources at ESPN / ABC Media Networks, VP Human Resources & Training at ARAMARK/Galls and VP Human Resources & Training at Cox Communications. Today, Daryl is an award-winning teaching professor at the Trulaske College of Business at the University of Missouri. Daryl has received campus and national teaching awards, as well as awards for advising and service. In 2019, Kappa Alpha Theta, Inc. named Daryl to their Top 10 Faculty in the U.S. and Canada. In 2020, Daryl received the prestigious William T. Kemper Fellowship for Teaching Excellence Award. In 2021, he was nominated for the Governor's Award for Teaching Excellence.

He has effectively served on over fifty (50) boards, including industry associations and non-profits. He is passionate about causes relative to education, youth, diversity, people with disabilities and families in crisis.

Daryl holds a Bachelor's of Science in Business Administration from the University of Missouri in Columbia MO and a Master's in Business Administration from Washington University in St. Louis MO. He has completed executive education programs at Cornell University in Ithaca NY and Stanford University in Palo Alto CA.



Brenda served as the Executive Director of the National Association of State Boards of Education (NASBE) from 1994 until 2012 and is an education leader and legislative professional with more than forty years of experience in policy development and analysis in education and human service issues.

Ms. Welburn began her career in social work, specializing in casework services to foster children and their natural and foster families. She later became a Research Analyst with the U.S. House of Representatives' Select Committee on Assassinations. She later joined the staff of the late Senator Paul Tsongas of Massachusetts, covering a broad range of legislative issues, including education, health and human services, child welfare services, and civil rights. Following her retirement from NASBE, she became an independent education consultant with a practice in education policy. She also has turned her love of developing custom audio-visual slide shows into a small business, Aunt B Productions.

A graduate of Howard University with graduate work at the University of Pennsylvania, Ms. Welburn is one of the nation's foremost experts on state education policy. She possesses professional expertise and a unique historical perspective on the evolution of education governance and policy developments at the state and federal levels. She has given workshops and presentations on state education policy both nationally and internationally. In addition to serving on the NELN, she is a consultant to Special Olympics' Unified Champion Schools.

Ms. Welburn is an accomplished writer and public speaker on issues affecting the nation's students. She writes a blog, *Channeling Joshua*, examining education policy issues from a practical perspective. She serves on several boards, task forces, and commissions responsible for improving the health and welfare of children. The United States Army awarded her the Outstanding Civilian Service Medal. She published her first young adult novel, *The Time Travels of Annie Sesstry*, the story of three African American children who travel back in time to learn more about their history and ancestry. Her second book is in development.



Elyse is from Massachusetts. She graduated from Auburn High School in 2020, and she currently attends the University of South Dakota where she is studying Business Administration. She has been involved with the Special Olympics Unified Champion Schools Program for six years, and she has been involved with Special Olympics for nine years.

Previously, Elyse was a member of my high school's Unified Track team and participated in many Unified Bocce Tournaments. She also served as a member of the Special Olympics Massachusetts Youth Activation Council, helping to organize Youth Summits for our state. In addition, she served as a Special Olympics U.S. Ambassador for two years, and she is now a part of the Alumni Network. Through these positions, she has had the opportunity to use her voice to advocate for inclusion in schools. Personally, the inclusion revolution is very important to her because everybody deserves to be meaningfully included into society. Inclusion should be a right, not a privilege! She wants to live in a society where the inclusion of people with and without disabilities is second nature.



Gene is the founder and member of the Board of Directors of the Center for Innovation in Education (CIE), a national non-profit dedicated to the advancement of educational systems striving to advance the identity, agency and competency of each child. At CIE, Gene leads work on assessment and accountability, leadership for learning, equitable financing and social, emotional and academic learning.

Gene served as Executive Director of the Council of Chief State School Officers (CCSSO) from 2006 until 2013. At CCSSO, Gene spearheaded states' collective action to raise state standards, marshaled a restructuring of teacher and leader supports including consensus on preparation reform, stimulated state action to improve data systems and founded the multi-state Innovation Lab Network.

From 1994 to 2006, Gene led two state education agencies, as Director of the Arkansas Department of Education and Commissioner of the Kentucky Department of Education. Gene began his career as a social studies teacher, then served in the Indiana Department of Education, was an administrator in West Virginia, was a special assistant in the U.S. Department

of Education and served as Executive Director of the National Association of State Boards of Education.

Gene holds degrees from Georgetown College and Indiana University. He and his wife are the parents of three adult children, and they live in Lawrenceburg, Kentucky.



Lu is a clinical associate professor at the University of Kentucky (UK) in the Department of Educational Leadership Studies, and she is the Executive Director of the UK Center for Next Generation Leadership. She is the program faculty chair for the UK principal preparation program, and she also teaches in the superintendent certification program.

Before coming to UK, Dr. Young served as Chief Academic Officer of Fayette County Public Schools in Lexington, KY, and before that, she was the Superintendent of Jessamine County Schools for nine years. She earned principal and superintendent certifications from the University of Kentucky and holds a doctorate in education leadership from Northern Kentucky University.

Dr. Young was appointed to the Kentucky Board of Education by Governor Andy Beshear in December 2019, and she became board chair in April 2020. She is actively involved with the Kentucky Association of School Superintendents, and she serves on the KY Commonwealth Education Continuum and the Education Commission of the States. Dr. Young was selected as Kentucky's 2012 Superintendent of the Year.

### **SOUCS/NELN Staff**



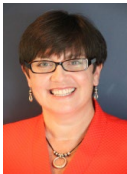
Andrea is the Vice President, Special Olympics Unified Champion Schools, and she has been with Special Olympics for upwards of 30 years. In her current role, which she has held since 2008, she has overseen the growth of Unified Champion Schools from its inception as a \$5 million a year project with support limited to funds from the federal government, to its current status as a \$50 million dollar a year operation.

Before Unified Champion Schools, Andrea's roles with Special Olympics included leading the global communications department, serving as the Special Olympics Organizational Development Director for Government Relations and Urban Strategy, serving as SOI's key liaison for the Caribbean, and leading a major expansion project with Special Olympics New York involving the New York City school system. She currently serves on the board of the National Youth Leadership Council.



Betty is a consultant with Unified Champion Schools and serves as the Co-Chair of the National Education Leaders Network (NELN). Her work focuses on supporting the NELN, expanding connections with middle level schools and the Association for Middle Level Education, and supporting the development of articles on UCS for collaborating partners. She assists State Programs in establishing and enhancing their Education Leaders Networks (ELN), and she serves as a reviewer for various UCS resources.

Before joining the Unified Champion Schools team, Betty had a strong background in education, working as a teacher and school, district and state administrator. She was selected by Kentucky's Governor Wallace Wilkinson to chair a committee on middle level education in preparation for Kentucky's expansive education reform legislation of 1990. She also served as the Executive Director of the Association for Middle Level Education, Vice President of Measured Progress, Associate Director of the National Study of School Evaluation, and Director of Curriculum and Assessment for the Kentucky Department of Education.



Molly, founder and executive director of Strategic Questions Consulting, has worked in every level of education from early childhood through graduate school and in non-profit leadership from association management to public – private coalition building. With extensive experience in leading institutional change and whole child education initiatives, Ms. McCloskey's work is rooted in equity, inclusion and sustainable improvement. Her clients include national organizations seeking to build shared accountability and strengths-based capacity among their staff, coalitions of diverse public service organizations focused on board development and education institutions building a shared vision across multiple constituencies.

Prior to founding her own company, Ms. McCloskey served as CEO of a non-profit which led anti-bullying efforts in the United States, Palestine, Japan, Ukraine, and Israel. Earlier, while co-chair of Governor Martin O'Malley's Partnership to End Childhood Hunger in Maryland and Director of No Kid Hungry, Maryland, Molly increased access to federally funded meals for children in all 26 counties through a public-private partnership of state agencies and non-profit organizations. During her tenure as Managing Director, Whole Child Programs at ASCD, Molly co-developed and directed a multi-national education reform effort.

Her specialties include anti-bias and equity efforts in schools and other organizations, school/organizational climate and culture, social and emotional learning, a whole child approach to education, and evidence-based planning for sustainable change. Molly holds a Bachelor of Arts degree in psychology from The Catholic University of America and a Master of Education degree in school counseling from the University of Maryland (College Park.)



Special Olympics  
**Unified Champion  
Schools®**