

2024 CTE Leadership Collaborative Convening Speakers

Speakers

Anna Fontus, Program Officer, ECMC Foundation

Anna Fontus oversees a portfolio of grants committed to improving postsecondary career and technical education outcomes for students from underserved backgrounds. Prior to ECMC Foundation, Anna was a Senior Program Director at Capitol Impact, where she led multi-disciplinary public policy projects and private sector initiatives to address systemic challenges within the education-to-employment ecosystem. To advance economic mobility and educational outcomes, she's activated legislatures, chambers, think tanks, national companies, and educational agencies in implementing transformative practices. She is a member of the U.S. Chamber of Commerce Foundation's Talent Pipeline Management faculty and sits on various boards in the social sector. She was recently recognized as Young Professional of the Year for her work to design and launch a belonging initiative to combat systems of advantage that continue to impact underrepresented communities.

Anna holds a BA in Politics and French from Saint Mary's College of California.

Jacob Fraire, President, ECMC Foundation

With more than 35 years of professional experience in higher education, philanthropy and public policy advocacy, Jacob Fraire became president of ECMC Foundation in February 2023. Here, he leads the Foundation's strategic grantmaking and investing to transform the postsecondary ecosystem and improve higher education and career outcomes for students from underserved backgrounds.

Before joining the Foundation, Mr. Fraire served as director of policy and strategy for the Diana Natalicio Institute at the University of Texas at El Paso. Previously, Mr. Fraire was president and CEO of the Texas Association of Community Colleges (TACC) where he represented the presidents and chancellors of the state's 50 public community college districts, which enroll more than 700,000 students.

Under his leadership, TACC secured policymaker support for state policies and funding in favor of community college students, including the creation of the Texas Commission on Community College Finance and legislative approval for the Texas Reskilling and Upskilling through Education program, authorizing short-term credentials for adult learners. Mr. Fraire also provided leadership to advance statewide implementation of guided pathways reforms to improve completion rates, post-graduation success and other student outcomes. Mr. Fraire co-led a statewide collaboration that resulted in legislative approval of student transfer policy and a corresponding state framework for transfer efficacy. He also led efforts to realize legislation to implement co-requisite instruction to accelerate the completion of developmental education.

Before joining TACC, Mr. Fraire served as vice president of philanthropy at Trellis Company (formerly Texas Guaranteed Student Loan Corporation). As the chief architect of corporate philanthropy, Mr. Fraire stewarded \$80 million in competitive grants to advance college access, need-based financial aid, student success and research. His leadership led to the creation of today's Trellis Foundation. Mr. Fraire also provided leadership to the company's operational programs supporting college access and persistence, financial education, and default prevention and management services for institutions.

For a decade, Mr. Fraire served in multiple policy advocacy roles in Washington, D.C. He served as director of legislation and policy analysis at the Hispanic Association of Colleges and Universities, as the senior legislative coordinator at a firm representing research-intensive universities, and separately as principal of a firm representing multiple guaranty agencies in the Federal Family Education Loan Program.

Mr. Fraire has served on multiple national and state boards, including Grantmakers for Education, the Institute for Higher Education Policy (board chair), the Advisory Board for the Community College Research Center, the federal Committee on Measures of Student Success, the Corporate Advisory Committee of the Council for Opportunity in Education, the TACC Business Advisory Council, the Texas Transfer Working Group and the Texas Dual Credit Task Force.

The son of migrant farmworkers, Mr. Fraire grew up in El Paso, Texas. He holds a bachelor of science from St. Edward's University and a master of public affairs from the University of Texas at Austin. He and his wife, Virginia, have five adult children.

Will Collins, Chief External Affairs Officer, Surge Institute

William (Will) Collins is an educator and senior non-profit executive serving as the Chief External Affairs Officer for the Surge Institute. The Surge Institute strengthens the diverse talent pipeline and ensures the next wave of leaders represents the populations that education reform and equity efforts seek to serve. As CAO, William is a key leadership team member and owner of developing and leading strategies that drive Surge's revenue and growth. Since 2018, William has raised over \$25M to support Surge's programming and expansion.

Will's career started in Corporate America. His relationship-building strengths, business acumen, faith, and commitment to developing others quickly advanced him through global retail merchandise planning assignments for Fortune 500 companies, including Target and The Home Depot. Despite his corporate success, he surrendered to his lifelong call to be an educator. With this career pivot, he entered the classroom and taught economics in the Chicago Public Schools for six years. During this time, he explored opportunities to lead high-impact initiatives that benefit urban youth and transform urban communities, and so began his journey into the non-profit sector.

William holds degrees from the University of Minnesota-Twin Cities, DePaul University and an executive certificate from Georgetown University. In 2021, he was named one of Chicago's Top African American Leaders by Crain's Chicago Business, and in 2022 he was named as one of Crain's Notable Leaders in Community Development. He is also an alumnus of the prestigious Chicago Urban League's IMPACT Leadership Development program, Education Pioneers Fellowship, and the Allstate Foundation's Nonprofit Leadership Center Executive Leadership Program. He serves on the boards of Hopebound, Open Books Chicago, the national board of Democracy Prep Public Schools, and the University of Minnesota Alumni Association. William is an active member of Alpha Phi Alpha Fraternity Inc. and 100 Black Men of Chicago. He resides in the greater Chicago metropolitan area with his wife, Alicia.

Dr. Jeff Strohl, Director, Georgetown University

Jeff Strohl serves as research professor and director of the Georgetown University Center on Education and the Workforce CEW. Dr. Strohl was one of the center's founding staff and served as CEW's director of research since 2008. In this position he led the center's research agenda. In particular, this focused on the intersection of education and labor market analyses and their impact on policy. While directing research, Dr. Strohl also continued his work on biases in postsecondary and labor market outcomes. Before moving to CEW, Dr. Strohl was a senior analyst and project director at Westat, Inc. While at Westat, Dr. Strohl was

primarily involved in program evaluation and analysis of education outcomes. He helped design and direct several projects that investigated socioeconomic diversity in American education and sought to affect postsecondary admissions policies. Dr. Strohl also helped design a model that predicts occupational risks to offshoring as a function of workplace competencies. At Westat, Dr. Strohl also monitored implementation of the Teacher Incentive Fund, evaluated the Federal Youth Opportunity Grant Initiative, built a model for the Office of Federal Contract Compliance to target review of employment discrimination, as well as evaluated the Occupational Safety and Health Administration's National and Local Emphasis programs. Dr. Strohl received his BA from the University of Massachusetts at Amherst and his MA and PhD in economics from American University. His dissertation was a cross-country study of how education can enhance overall economic flexibility in times of economic crisis and structural shift.

Bich-Thuy Le, Founder & Managing Partner, LeLumin, LLC

Bich-Thuy Le is a dynamic leader in automation, modernization, and digital transformation. With over 25 years of experience working with Fortune 500 companies across various industries, she has honed her expertise in machine learning and AI. Her ability to turn executive vision into actionable strategies and her knack for building high-performing teams have earned her numerous accolades. Bich-Thuy holds patents in multi-platform machine learning, which have been instrumental in operationalizing AI models developed by over 300 data scientists globally. Her award-winning solutions, leveraging multiple technology disciplines, have made her a sought-after thought leader of technology and innovation. Bich-Thuy is dedicated to sharing her wealth of knowledge through engaging seminars, executive coaching, and hands-on mentorship. Her passion for technology is matched only by her commitment to community service. As a childhood refugee, caregiver, and volunteer, she brings a unique and inspiring perspective to her work, demonstrating an unwavering dedication to making a positive impact.

Dr. Lorenzo Baber, Professor of Higher Education and Director of Office of Community College Research and Leadership, University of Illinois Urbana-Champaign*

Dr. Lorenzo DuBois Baber is Professor of Higher Education in the Department of Education, Organization, Policy and Leadership in the College of Education. He also is the current Director of the Office of Community College Research and Leadership at the University of Illinois at Urbana-Champaign. Dr. Baber's scholarly interest broadly examine equity and social justice in post-secondary education. His research foci include leadership within community college contexts; experiences of minoritized students in post-secondary STEM education; and use of critical theory to inform higher education policies and practices. Dr. Baber is the author of nearly forty journal articles, book chapters, and policy reports. He has participated on research teams that have collectively secured over \$5 million in grant funding. His scholarship has been published in leading higher education journals and featured in public spaces, including the National Science Foundation website and National Public Radio (NPR). Dr. Baber has served on over 60 doctoral dissertations committees and chaired 18, including on that was awarded the 2017 Outstanding Dissertation of the Year from the American Association of Hispanics in Education (Author, Dr. Renata Alejandra Revelo Alonso). He has taught sixteen different course topics in higher education. Dr. Baber is past president of the Council for the Study of Community Colleges (CSCC), the Association for the Study of Higher Education (ASHE), and the American Educational Research Association (AERA). He currently serves as an elected member of the CSCC Conference Selection Site committee; and member of the 2020 CSCC conference program committee. Dr. Baber holds a Ph.D. in Education Policy Studies (with an emphasis in Higher Education and cognate in Sociology) from Pennsylvania State University. Prior to rejoining faculty at the University of Illinois, Urbana-Champaign, he held tenure-line faculty appointments at Loyola University Chicago and Iowa State University. Dr. Baber has professional experience as a mid-level administrator in Undergraduate Admissions, Multicultural Affairs, and Residence Life. He proudly hails from Greensboro, North Carolina.

*Dr. Lorenzo Baber also led a Breakout Session entitled **Impact of Postsecondary CTE on Under Resourced Communities: Understanding Challenges and Opportunities**

Salvatore Manzi, Coach & Facilitator, Leadership Communications*

Salvatore Manzi, Coach & Facilitator, Leadership Communications Salvatore is passionate about helping leaders use their voice to inspire others. With over 20 years experience, Salvatore has coached leaders and their teams on communications strategies from organizations such as LinkedIn, NYTimes, Genentech, Deloitte and PwC. In addition to coaching notable CEO's, celebrities and politicians, including one Presidential Candidate, Salvatore facilitates DEI programs for local and global organizations, and led an LGBTQ+ Awareness program for the World Economic Forum. With a degree in Business Communications from the University of Kansas, and as a certified coach, Salvatore volunteers his coaching and training to help non-profits such as Achievement Network, Charter Growth, Lyric, United Way and Habitat for Humanity amplify their message and elevate their impact. When in need of quiet reflection, Salvatore can often be found hiking off-trail in the redwoods of Northern California where he spends a majority of his time.

*Salvatore Manzi also facilitated two Workshops: **Leadership Presence: Communicating for Influence and Impact Online and In-Person** and **Connected Conversations: Communication Strategies for Dialogues That Matter**

Breakout Session Facilitators

Up-to-Date with DATE: CTE Data Collection under Perkins V

Adam Flynn-Tabloff, Chief, Program Administration and Accountability, U.S. Department of Education - OCTAE

Adam Flynn-Tabloff is the Chief of the Program Administration and Accountability Branch (PAAB) within the Office of Career, Technical, and Adult Education at the United States Department of Education. As Chief, Adam oversees roughly 1.4 billion dollars in state formula grants under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) for the development and implementation of career and technical education programs throughout the United States. Adam is also responsible for evaluating program accountability to assess the effectiveness of each state in achieving statewide progress in career and technical education and to optimize the return on investment of Federal funds in career and technical education. Adam is the former Director of the William M. Davies, Jr. Career & Technical High School in Lincoln, RI. At Davies, Adam began in 2006 as a science teacher, working his way up to Department Chair, Assistant Principal, Assistant Director, and, ultimately in 2018, the Director and Superintendent. Through and in addition to his work at Davies, Adam helped craft Rhode Island's Perkins State Plan, serves as an adjunct professor in Educational Measurement at Providence College in Rhode Island, and consulted on leadership development with several State departments of education. Adam earned his Bachelor of Arts degree in secondary education at the University of Rhode Island, his Master of Education in Administration at Providence College, and a second Master of Education in Education Policy and Management at the Harvard Graduate School of Education. In 2017, he was a Presidential Management Fellow finalist and in 2019 received Providence Business News' 40 Under Forty Award as one of forty individuals, under the age of 40, who are successful in their careers and involved in their communities.

Impact of Postsecondary CTE on Under Resourced Communities: Understanding Challenges and Opportunities

Dr. Lorenzo Baber, Professor of Higher Education and Director of Office of Community College Research and Leadership, University of Illinois Urbana-Champaign*

*Bio included above

How CTE Programs can be Strengthened and Remain Resilient in the AI Era

Cameron Sublett, Associate Professor and Director, The University of Tennessee Knoxville, Education Research & Opportunity Center

Cameron Sublett is an associate professor in the Educational Leadership & Policy Studies Department at the University of Tennessee Knoxville where he is the director of The Education Research & Opportunity Center. His research focuses on policies and practices that support student pathways through community college into the workforce. His research is funded by the National Science Foundation, the Institute of Education Sciences, the U.S. Department of Education, the ECMC Foundation and the State of Tennessee. His work is published in Review of Higher Education, Community College Review, Teachers College Record, New Directions for Community Colleges, and The Journal of Education Finance. Prior to his current role, he served for nearly 10 years as a full-time faculty member and campus leader at Santa Barbara City College - a 2013 Aspen Prize for the Community College Excellence Co-Winner and Hispanic Serving Institution (HSI).

How Credit for Prior Learning Opens Opportunities for CTE Students

Beth Doyle, Senior Vice President, CAEL

Beth Doyle, EdD, Senior Vice President, Initiatives & Solutions As senior vice president for initiatives, solutions, and operations at CAEL, Dr. Beth Doyle oversees a team providing services for workforce and economic developers, postsecondary education institutions, and employers who improve learning opportunities for adults. Members of her team manage advising and program support projects, professional development offerings, and technology-enabled tools that scale credit for prior learning and career navigation. Doyle joined CAEL in 2006. Previously, she was the associate vice president for marketing and communications and vice president for higher education services at CAEL, working directly with CAEL's highest-level clients and partners to raise awareness of CAEL's mission and provide services and training. Doyle started her learning journey at a community college and earned her bachelor's degree as a returning adult student at DePaul University. She also completed the Executive Development Program at Michigan State University and earned her Ed.D at Fielding Graduate University. As a former returning adult student, Doyle understands the adult learner journey and is committed to providing those learning and career opportunities to others.

How College Practitioners Can Leverage Data to Drive Institutional Change

Kathy Booth, Director, Center for Economic Mobility, WestEd

Kathy Booth is the Director of WestEd's Center for Economic Mobility, where she leads projects that help translate data into action. Her current projects include supporting the development of California's Master Plan for Career Education, documenting how states are modernizing their linked data sets to strengthen equitable outcomes, measuring systems change efforts to broaden participation in STEM, and delivering

technical assistance to community colleges on using labor market information to develop stronger pathways to living wages. Previously, she served as the Process Facilitator for the development of the California Cradle to Career Data System and supported the Guided Pathways movement. In addition, she served as the Project Manager and architect for the LaunchBoard, a suite of dashboards that make data on student progress, completion, employment, and earnings outcomes available to educators for the purpose of program improvement. She also helps to map data across systems, including crosswalking K-12 and community college offerings, tracing adult education pathways from K-12 to community colleges, documenting educational pathways to employment, and aligning data captured by educational institutions and social service agencies that support workforce development. In her previous role as Executive Director of the RP Group, she led research and technical assistance projects in the areas of multiple measures, skills-builder pathways, and student support.

Evolving Attitudes Around Equity - What This Means for CTE

Brittany Brady, CEO, National Alliance for Partnerships in Equity

Brittany H. Brady, Ed.M., CAP® is a lifelong learner and educator who has worked in the education space for over 10 years. Brittany has committed herself to equitable access for education and fulfillment of potential for all.

An opportunity to be community liaison at W.E. Greiner Exploratory Arts Academy within the Dallas Independent School District brought Brittany to Dallas from Washington, D.C. While at Greiner, Brady worked to increase parental engagement and student achievement by creating parenting workshops and mentoring truant students. Brittany also served as Executive Director of the Brewer Foundation Future Leaders Program assisting high achieving students from Dallas ISD on their journey to attaining a college degree. She was most recently Chief Development Officer at Lumin Education.

Brittany received her bachelor's degree in English from the University of Maryland and also holds a master's degree from the Harvard Graduate School of Education in Prevention Science and Practice. While at the University of Maryland, she was named a Banneker/Key and Ronald E. McNair Scholar. She received her Chartered Advisor in Philanthropy Designation from the American College of Financial Services in Winter 2021. She plans to apply her knowledge and experience to improving outcomes for the varied student experiences across the country.

Accreditation and Quality Assurance: An Overview of Key Considerations and Process

Eric V. Martin, Executive Vice President, Higher Learning Commission

Eric V. Martin joined the Higher Learning Commission in 2010 as a Vice President of Accreditation Relations and was named Executive Vice President in 2020. Prior to joining HLC, he served from 2006 to 2010 as Dean of the College of Arts and Sciences at Governors State University in south suburban Chicago. He also served as Director of Writing Across the Curriculum (1999-2001), Assistant Provost (2001-2004), and Associate Provost (2005-2006) while at Governors State. Martin holds a Doctor of Arts in English from Illinois State University (1995). His post-graduate studies include Harvard University's Institute of Education Management (2015) and the University of Massachusetts at Amherst's certificate in Higher Education Leadership and Administration (2020). During his free time, he welcomes DIY challenges large and small.

Dr. Linnea Stenson, Vice President of Accreditation Relations, Higher Learning Commission

Eric V. Martin joined the Higher Learning Commission in 2010 as a Vice President of Accreditation Relations and was named Executive Vice President in 2020. Prior to joining HLC, he served from 2006 to 2010 as Dean of the College of Arts and Sciences at Governors State University in south suburban Chicago. He also served as Director of Writing Across the Curriculum (1999-2001), Assistant Provost (2001-2004), and Associate Provost (2005-2006) while at Governors State. Martin holds a Doctor of Arts in English from Illinois State University (1995). His post-graduate studies include Harvard University's Institute of Education Management (2015) and the University of Massachusetts at Amherst's certificate in Higher Education Leadership and Administration (2020). During his free time, he welcomes DIY challenges large and small.

Workshops Speakers

Staying Steady: Managing Your Team Through Smooth and Rough Waters

Hanna Campbell, Trainer and Facilitator, Circles & Letters

Hanna Campbell is the founder and primary facilitator of Circles & Letters, a boutique consulting service. With nearly two decades of experience in the educational and nonprofit sectors, Hanna has co-founded two middle schools, designed impactful training programs for teachers and school leaders, and served as an advisor and consultant to various organizations and institutions. Coming from a lineage of educators, Hanna's commitment to education and passion for educational equity were deeply influenced by her family. She holds a BA in English from Amherst College, an MS in Nonprofit Management from The New School, and is certified in Mindfulness Instruction by MNDFL. Hanna's approach is rooted in practical, story-based advice with a strong emphasis on well-being and resilience. She offers trainings in people management and project management, workshops on the power of storytelling for effective communication, and specialized consulting focused on leadership and operations.

Burnout Prevention and Well-Being Practices for CTE Changemakers

Marissa Badgely, Founder & CEO, Reloveution

Marissa Badgely is a facilitator, advisor, consultant, and coach with a dynamic background in organizational psychology, leadership development, education, conflict resolution, and social work. The Founder of Reloveution and a champion for disrupting the status quo, Marissa brings a unique and refreshing perspective to groups around the globe, with a focus on propelling humans, teams, and entire organizations toward excellence, justice, and love. Marissa is a globally recognized work culture transformation expert and has worked with 150+ organizations and tens of thousands of leaders over the last decade. Reloveution partners with changemaking organizations to build the emotional, social, and spiritual conditions required for human flourishing and extraordinary business outcomes. We design and facilitate transformational learning and community experiences for organizations and humans, focusing on work culture, team cohesion, leadership/management development, and organizational/professional wellness. Marissa holds a MSW in nonprofit organizational and leadership development from Washington University in St. Louis and a BA from Franklin & Marshall College. She has been featured as a thought leader in publications such as Forbes, Business Insider, Thrive Global, Nasdaq, and Good Advice.

Elevating Your Leadership Profile and Personal Brand

Victor Felix, Brand Strategist for Community Leadership

Victor Felix is a Brand Strategist. He utilizes the power of story to help companies connect with prospective clients and build customer loyalty, so they can generate more revenue. He previously worked with teens in the juvenile detention center and jail, and helped people with disabilities to gain employment as a Career Development Manager. He's a Brainz 500 Global Award Winner and the founder of Community Leadership Network. His favorite food is pretty much anything Carribean. When he's not doing brand strategy he likes to read, watch sports, enjoy a good inspirational movie, go to the beach, and hang out with family and friends.

Charting Success as a Faculty Member: Roles, Tenure, Salary and the Start-Up Package

James Bartlett, Ph.D., Associate Professor of Workforce and Human Resource Education, Old Dominion University

Dr. James E. Bartlett II, Ph.D., is an associate professor of workforce and human resource education at Old Dominion University, where he also serves as the Graduate Program Director for Community College Leadership and the Executive Director of the Center for Workforce Development Research and Practice. He is a research affiliate with the Center for Community College Student Engagement at the University of Texas Austin, focusing on postsecondary career and technical education (CTE) faculty and holds an adjunct affiliation appointment with the UNC-Chapel Hill. His research centers on identifying pathways to employment that offer family-sustaining wages, emphasizing business and industry partnerships, work-based learning, and aligning education with workforce needs. Dr. Bartlett is the President-elect of the University Council for Workforce and Human Resource Education. He has served as President and Executive Director of the Association for Career and Technical Education Research (ACTER) and as editor of the Career and Technical Education Research journal. He has held faculty appointments at North Carolina State University, University of South Carolina, University of Illinois, Urbana-Champaign, where he was a research associate for the Office of Community College Research and Practice and the National Center for Career and Technical Education Research. Dr. Bartlett has chaired over 85 doctoral dissertations and teaches courses in research methods, human resource education, and workforce development. He has more than 100 publications in journals and has presented over 300 papers at leading conferences, including the Academy of Human Resource Development and the American Educational Research Association (AERA). He has held leadership roles within AERA, including chairing the Workplace Learning and Career and Technical Education Special Interest Groups (SIGs). He has been a Principal Investigator (PI) or co-PI on research projects totaling over \$15 million in funding, including a project supported by the ECMC Foundation to develop postsecondary CTE researchers. His numerous awards include induction into the ACTE Hall of Fame, the NC ACTE Lifetime Achievement Award, the Academy of Outstanding Mentors, and the University Council for Workforce and Human Resource Education Nexus Award.

Michelle Bartlett, Old Dominion University

Michelle Bartlett, Ph.D., is an Assistant Professor at Old Dominion University. Prior to her role at ODU, she worked at North Carolina State University where she led the master's in Training and Development and co- led the doctoral program in community college leadership. Dr. Bartlett served as Coordinator of Competency-Based Education Initiatives for the College of Education and as a faculty scholar at the Belk Center for Community College Leadership and Research. Michelle has taught advanced instructional design, research methods, workforce development, and leadership courses. She has chaired 28 doctoral dissertations and continues to work with many of her past students. Michelle was selected to be a Digital Education and Learning Technology Applications (DELTA) faculty fellow, Office of Faculty Development

fellow, and a Provost faculty fellow. Michelle is a past editor for the Career and Technical Education Research (CTER) Journal. She currently serves as the Professional Development Trustee for the Association for Career and Technical Education Research. Michelle Master's from the University of Louisville in Human Resource Education and her Ph.D. at Clemson University in Higher Education Leadership with a cognate in statistics.

Gresham D. Collom, Ph.D., Assistant Professor, University of Minnesota

Gresham Collom began his current role as an assistant professor in the Department of Organizational Leadership, Policy, and Development in Fall 2024. He holds a BA in criminal justice from the University of Wisconsin, Eau Claire; an MS in education from the University of Wisconsin, Whitewater; and a PhD in educational leadership and policy studies from the University of Tennessee, Knoxville. His research interests include Indigenous communities and Tribal Nation education policy, higher education finance and policy, education policy analysis, mixed-methods research, and higher education governance. Prior to joining UMN, Gresham worked as an assistant professor of higher education at St. Cloud State University, a research affiliate with the University of Wisconsin SSTAR Lab, a postdoctoral researcher at the University of Tennessee, and a research associate for Research for Action.

Leadership Presence: Communicating for Influence and Impact Online and In-Person and Connected Conversations: Communication Strategies for Dialogues That Matter*

Salvatore Manzi, Coach & Facilitator, Leadership Communications*

*Bio included above

Mastering Salary Negotiation: Strategies for Advocating Your Value

Ashley Rudolph, Coach, Reworkit

Ashley is a performance coach focused on working with clients to unlock their full professional potential. Her clients are executives, founders/entrepreneurs, and high-performing mid-career professionals ready to achieve the next level of growth for themselves and/or their teams. As a former tech executive, she leverages her experience as an operator to enhance her coaching; providing her clients with a multifaceted approach that's rooted in practical experience.