

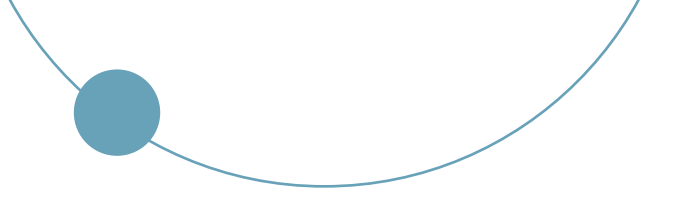
FROM OUR FOUNDER

Reflecting On Our First Ten Years

In 2013, I returned from serving as Massachusetts Secretary of Education for Governor Deval Patrick and landed back at the Harvard Graduate School of Education where I began to craft the next chapter in my education career.

What to focus on? I'd had decades of experience in school reform, policy advocacy, and leadership roles in and out of our public education system. I was proud of Massachusetts' nation-leading results and our continuing commitment to significant education reform, but disappointed that, despite notable progress, we had been unable to close the most significant achievement gaps and were still leaving countless thousands of disadvantaged students behind. **Education reform, which was actually just limited to reforming school systems, was not a strong enough intervention, even in Massachusetts, to create equitable opportunity.**





It seemed to be the right time and Harvard was the right place, to start a “broader, bolder” initiative aimed at the whole child, 360 degrees, 365 days a year, taking into account factors like poverty and devising strategies to provide the supports and opportunities necessary for children and families to thrive, for all kids to have a fair chance at economic mobility, and for our country to make good on its promise of equal opportunity. We know that children only spend 20% of their waking hours in school between kindergarten and grade 12, which is why a “schools-only” solution proved to be too weak to solve for economic mobility. Something more was needed, so we created the Education Redesign Lab, now called EdRedesign, at the Harvard Graduate School of Education to meet the challenge.

Thanks to the support of our Deans, the generosity of our funders, and the passionate commitment of our staff, we have become a prominent force in the national movement for cradle-to-career place-based systems of child development and education. We work with many colleagues across the university and a rich variety of potent, national organizations in this emergent field that speaks directly to the current crises in American public education and civic life.

I have been privileged to have the opportunity to shape this work and EdRedesign in its first decade, and I am eternally grateful for all those who worked with me in this endeavor. I am especially proud to be turning the work of the next decade over to our brilliant executive director, Rob Watson, and our inspiring deputy director, Tauheedah Jackson, who together with our peerless staff team are already shaping a future we could never even have imagined at the outset of our work. While I will continue to play a role in this work as faculty director, they will chart the next chapter, and I'm delighted to be along for the ride. I can think of no more important work for the future of our nation, especially in this moment, than that of delivering on EdRedesign's vision and this nation's promise of genuine "opportunity for All children, youth and families." Onward!

A handwritten signature in black ink that reads "J. Paul Reville". The signature is fluid and cursive, with a large initial "J" and a stylized "R".

Paul Reville

Founder and Faculty Director, EdRedesign

Francis Keppel Professor of Practice of Educational
Policy and Administration


FROM OUR INAUGURAL EXECUTIVE DIRECTOR

Economic Mobility Is My Why

I spent nearly the entirety of my Pre-K-12 journey growing up in public housing on the Northside of the City of Poughkeepsie, New York. In the neighborhood I grew up in, low-income black males earn \$14,000 as adults and have about a 50% likelihood of being incarcerated at some point in their life. I experienced firsthand many of the challenges and struggles that come with living in a low-income household and attending low-performing public schools.

At the same time, I was raised by a village of parents, educators, aunties, and uncles that taught me from an early age that their investment in my development wasn't only about achieving economic success. **They instilled in me a belief that my purpose was linked to my community's purpose — that our destinies and aspirations were intertwined.**





I was one of the lucky ones. As I came of age, I had access to transformative civic rites of passage that forever shaped who I aspired to become. A defining moment for me was witnessing the late James Earl Jones perform a play that I wrote in the 6th grade at the Bardavon Opera House in Poughkeepsie through the Young Playwrights program; he enacted a scene from my early adolescence where I had the opportunity to meet Coretta Scott King at Marist College.

But the experiences that defined my life trajectory in Poughkeepsie were oftentimes only available to a select few. As I excelled, I witnessed many friends and peers trapped in the quicksand of hopelessness and forced to lead lives of quiet desperation. Some dropped out of high school; others were incarcerated or even murdered. This is the tragedy of place.

It's that original sin that motivates me every day in the work I have the pleasure to be a part of at EdRedesign and within the field of cradle-to-career place-based partnerships. What gives me hope in this time of chaos and disruption is the work of countless local leaders across the nation who are coming together to reimagine what's possible for generations of young people and families in their communities. From South Dallas to North Minneapolis, South Central Nebraska to the Northside of Poughkeepsie, leaders and institutions are coming together across sectors to reclaim the American Dream.

They're catalyzing a national movement focused on shifting from a schools-alone approach to child and youth development to a community-wide call to action.

Through place-based cross-sector collaboration and personalized relationship-based supports, our community partners are scaling access to high-quality early childhood and out-of-school time; developing comprehensive approaches to neighborhood transformation through mixed-income housing and community wealth building; they're embracing the critical role of evidence-based decision-making and the importance of narrative and storytelling to mobilize collective action.

From left to right:
Rachel Ward, Vice
President, OmegaCDC;
Tauheedah Jackson,
Deputy Director and
Director of the Institute
for Success Planning,
EdRedesign; Rob
Watson, Executive
Director, EdRedesign;
and Arti Doshi,
Engagement Manager,
Strategic Partnerships,
Harlem Children's Zone.



Together what we're chasing isn't just about creating more pathways to the middle-class; it's about cultivating a critical mass of proximate leaders committed to transforming our civic life and democracy. We believe that our work provides an unparalleled opportunity to unify communities across lines of difference. Despite the hype of these times, we know that human dignity isn't defined by a political party; people from all walks of life want their children to have the resources, exposure, caring adults, and enrichment opportunities they need to thrive. This is an intergenerational project.

At EdRedesign, we're celebrating the founding vision of Paul Reville and the pioneering work of colleagues including Bridget Rodriguez and Lynne Sacks that laid the groundwork for where we are today.

As we look to the next decade, we could not be more excited to play a consequential role in helping our emergent field come of age. We believe that one of the next frontiers of our movement is institutionalizing and validating its work at Harvard University and across U.S. higher education.

We are eternally grateful to all the partners and collaborators that have played a role in setting the stage for our next chapter: students, faculty, fellows, practitioners, researchers, community organizations, funders, and national intermediaries with whom we're honored to be building. There is no greater gift than the opportunity to join forces with so many dynamic individuals and institutions committed to the limitless power of place. These times require all of us to come together to be morally ambitious. I truly believe the best is yet to come.



Rob Watson

Inaugural Executive Director of EdRedesign
Lecturer on Education at Harvard Graduate
School of Education



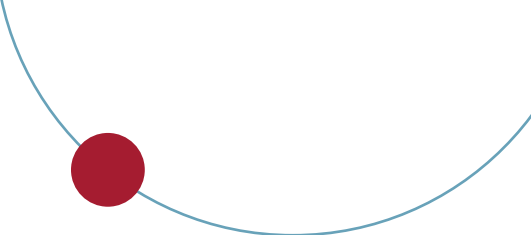
The EdRedesign Origin Story

Looking Back at a Decade of Explosive Growth

Paul Reville's career, which combines research, policy, and practice, began with service as a VISTA volunteer and youth worker. He served as a teacher and principal of two urban, alternative high schools. Reville most recently served as the Secretary of Education for the Commonwealth of Massachusetts under Governor Deval Patrick from 2008 to 2013, when he returned to Harvard Graduate School of Education as the Francis Keppel Professor of Practice of Educational Policy and Administration. As Governor Patrick's top education adviser, Reville established a new Executive Office of Education and oversaw higher education, K-12, and early education. He served in the Governor's Cabinet and played a leading school reform role on matters ranging from the Achievement Gap Act of 2010 and Common Core State Standards to the Commonwealth's highly successful Race to the Top proposal.



EdRedesign logos through the years up until 2023



Before joining the Patrick administration, Reville chaired the Massachusetts State Board of Education, founded the Rennie Center for Education Research and Policy, co-founded the Massachusetts Business Alliance for Education (MBAE), chaired the Massachusetts Reform Review Commission, chaired the Massachusetts Commission on Time and Learning, and served as executive director of the Pew Forum on Standards-Based Reform, a national think tank that convened the U.S.'s leading researchers, practitioners, and policymakers to set the national standards agenda. Reville played a central role in MBAE's development of and advocacy for Massachusetts' historic Education Reform Act of 1993.

Despite decades of working on school reform in the nation's highest academic achievement state, by the time of his return to Harvard Graduate School of Education (HGSE) in 2013, Reville had concluded that school reform was a necessary but insufficient strategy to give all children the opportunity to thrive in school and in life. While there were positive results of the school reform movement, when the data was disaggregated by race and income level, even in Massachusetts, ever-widening achievement gaps were revealed. As he returned to HGSE, he began to envision a bolder, broader initiative—a new blueprint for 21st century learning based on a vision of redesigning education—not only high-quality schooling but also a full array of supports and opportunities to every child on a systematic basis and targeted strategies to meet the needs of individuals and families.

Reville began collaborating with his friend and fellow thought leader, Wendy Puriefoy, a nationally recognized expert on issues of school reform and civil society and an advocate for educational equity, to conceptualize the new blueprint. From 1991 to 2012, Puriefoy had served as the President of Public Education Network (PEN), a network of local community-based education reform initiatives. Prior to PEN, Puriefoy had been the Executive Vice President and Chief Operating Officer of The Boston Foundation. She also served as a Senior Fellow at Ford Foundation and on the boards of national public education and philanthropic organizations.

Throughout the spring of 2013, with seed funding from The Barr Foundation, Reville and Puriefoy collaborated to conceptualize an initiative to craft what they called A New Blueprint for 21st Century Learning. They had **three big ideas** they wanted to pursue:

- **How to differentiate, extend, and personalize schooling;**
- **How to close health and well-being gaps so that students could come to school ready to learn; and**
- **How to give all kids out-of-school opportunities for enrichment and learning.**

“Th[e] proposed structure is a massively different paradigm for education, one that encompasses all of the policies and services that touch young people, ages 0-26, and braids them into a coherent architecture that finally achieves what educators and policy makers have committed to: educate all young people at high levels...

[I]f the nation continues on its current path of frantically reforming industrial-age schooling, with no attention to what children experience outside of school or thought about how these experiences add up to a whole, the outcomes will continue to be meager and progress will be minimal... Continued focus on school reform at the local level won't be enough to shake the nation out of the old paradigm. That work must continue, yes, but the broader, bolder vision will require a long-term transition in our national conversation about the very nature of education.”

Setting Our Sights, Achieving Our Goals: Crafting a New Blueprint for 21st Century Learning, Paul Reville and Wendy Puriefoy, 2013


From left to right: Bridget Rodriguez, Paul Reville, Abby Weiss, and Lynne Sacks



The former Dean of HGSE, James Ryan, supported the initiative with grants

and loans from the Dean's Innovation Fund. Dean Ryan was an advocate for the initiative. He introduced Reville to Fritz Hobbs, a Harvard Business School alumnus who made the first major gift to support the initiative that had then been officially named The Education Redesign Lab—Education to signal the vision was broader than schooling, Redesign to signify the work would be participatory and forward-looking, and Lab to signify the work would be experimental and iterative. Dean Ryan also introduced EdRedesign to Linda G. Hammett Ory who, together with her husband Andrew D. Ory, became EdRedesign's second major funder (the Orys continue to be major funders of EdRedesign's work to this day).


With additional early backing from Davis Foundation, Nellie Mae Foundation, and Oak Foundation (which also remains a funder to this day), EdRedesign hired its first employee, Abby Weiss, in early 2014. Weiss was invaluable in standing up the organization. Today, Weiss serves as Smith Family Senior Vice President and Chief Officer, Program and Thought Leadership of Facing History & Ourselves.



In 2014, when Weiss moved on to her next challenge, EdRedesign hired two former colleagues of Reville, Bridget Rodriguez and Lynne Sacks, who began to develop plans for EdRedesign's field and research work. Rodriguez and Sacks presided over the creation of EdRedesign's first major signature initiative, the ***By All Means Community of Practice***. EdRedesign closely partnered with select communities across the country—communities where top leadership embraced its vision and expressed a willingness to expend political and financial capital to get this work done. Rodriguez remained with EdRedesign, most recently serving as Managing Director, until 2024 when she joined the HGSE Dean's Office as Senior Director for External Affairs and Communication. Sacks remains with EdRedesign as Research Director.

In May 2014, EdRedesign convened its By All Means Community of Practice on HGSE's campus. The convening, titled "Poverty Matters: Making the Case for a System Overhaul," was a bold step in bringing the issue of poverty front and center at the School of Education.

In July 2014, EdRedesign put its mission into words—to design an integrated, comprehensive set of systems for child and youth development and education that would ensure that all students, especially economically disadvantaged students, would have a fair chance at mastering the skills and knowledge necessary for success as productive workers in the 21st century economy and as informed citizens.



"It's time to learn from the data and say, loudly and clearly, that the old engine [the 20th century factory model of public schooling] is not up to the new job. We need a new engine specifically designed to meet each and every child where he or she is in early childhood and provide them with the education and support necessary to prepare them for 21st century success as a productive worker and an informed citizen. Building a new engine will require a vision, will, resources and a comprehensive design process. Finally, the creation of this new engine, which will be so critical to this nation's prosperity, will require strong leadership."

Setting Our Sights, Achieving Our Goals: Crafting a New Blueprint for 21st Century Learning, Paul Reville and Wendy Puriefoy, 2013

Reville's 2014 foundational big ideas of **personalization**, **collaboration** to close educational, health, and well-being gaps, and **opportunity for all** kids in and out of school remain at the center of EdRedesign's work.

EdRedesign set its agenda from the beginning to include research, programming, convening and advocacy, and a national design process to support the development of new strategies. That agenda from a decade ago included foundational research; partnerships with thought leaders, practitioners, policymakers, local government leaders, school districts, and organizations working in the field across the country; building awareness through convenings, speaking engagements, and publications; convening like-minded leaders; advocacy; and building the organizational infrastructure necessary to execute its ambitious agenda to advance a 21st century paradigm shift of educational **equity** and **upward mobility** for all.



Paul Reville speaking at the kickoff of By All Means in May 2016

In just a decade, EdRedesign has established and grown its national footprint, impact, and influence as a leader in the cradle-to-career place-based field:

2016



By All Means Launches

EdRedesign launched By All Means, a signature initiative of its cross-sector

collaborative action work supporting a select group of mayors and leaders from their local communities to learn from and with them, rethinking systems of education and child development. EdRedesign provided deep technical assistance as these communities created Children's Cabinets, as well as strengthened their efforts to serve children and youth. Each Children's Cabinet was led by a mayor and superintendent and included health officials and community and nonprofit, business, and philanthropic leaders with a focus on achieving systemic, integrated improvements



EdRedesign Panel of By All Means Consortium City Mayors, 2016, Harvard Graduate School of Education.

in services for children. Children's Cabinets facilitate cross-sector priority setting and resource identification and launch or expand child-focused initiatives — including early childhood programming, integrated health and education initiatives, summer learning, and college access support. The By All Means initiative formed a national consortium of laboratories for building 21st century systems featuring integrated supports, enhanced opportunities, and personalized interventions to ensure whole-child well-being and education. The initial participating cities in By All Means were Louisville, KY; Newton, MA; Oakland, CA; Providence, RI; Salem, MA; and Somerville, MA. EdRedesign led the By All Means Community of Practice from 2016 to 2022.

Community teams engaged in discussion during the 2024 Institute for Success Planning Summer Workshop at Harvard Graduate School of Education.



2017

Leadership Institute Convenes

EdRedesign convened national leaders from The Campaign for Grade-Level Reading, Children's Aid Society, City Connects, Coalition for Community Schools at the Institute for Educational Leadership, Communities in Schools, Forum for Youth Investment, Harlem Children's Zone, Promise Neighborhoods Institute at PolicyLink, Say Yes to Education, and StriveTogether at the 2018 Leadership Institute, Strengthening Community Leadership to Help All Children Thrive, to explore opportunities to build a coordinated movement to address disparities in education and child development from cradle to career. This convening laid the groundwork for EdRedesign's growing role in field- and movement-building and its core tenet as a field catalyst of working in collaboration with organizations across the field. EdRedesign's current Deputy Director, Tauheedah Jackson, was then leading a local community schools initiative in Hartford, CT and participated in this capacity-building convening.

2018

Local Children's Cabinet Network Established

EdRedesign partnered with Forum for Youth Investment and Children's Funding Project to establish the Local Children's Cabinet Network (which convened on campus at HGSE in 2019) and co-develop this Children's Cabinet Toolkit to equip mayors and their staff with practical information and resources to launch a children's cabinet in their local community. The Local Children's Cabinet Network consisted of more than 35 communities receiving lighter-touch technical assistance from EdRedesign and its partners as they created and strengthened their Children's Cabinets.



2018

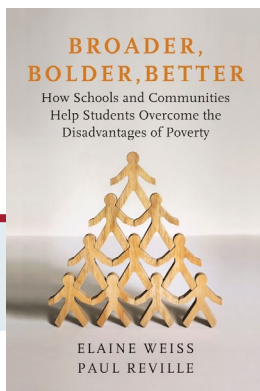


Field Research

EdRedesign published three reports, sharing actionable knowledge with the field: Building City-Wide Systems of Opportunities for Children: Initial Lessons from the By All Means Consortium; Early Lessons in Building

Trauma-Sensitive Schools (produced in collaboration with the Partnership for Resilience documenting their formation and use of a community organizing approach to engage school and health partners); and Redesigning Systems of Child Development and Education to Ensure Success for Students with Learning Differences: A Guide for Cities and Programs.

2019



Broader, Bolder, Better

EdRedesign published Broader, Bolder, Better: How Schools and Communities Help Students Overcome the Disadvantages of Poverty, a book by Elaine Weiss, Paul Reville, and EdRedesign that made the case for a fundamental change in the way our nation views education.

Documenting Success Planning Strategy

EdRedesign published two reports, Success Plans: Promising Tools for Customizing Student Supports and Opportunities, which introduced the Success Planning strategy for personalizing supports and opportunities for children and youth, and Sustaining Cross-Sector Systems of Opportunity for Children, which documented the progress of the By All Means communities in coordinating supports and opportunities to better serve children, identifying key factors affecting the long-term sustainability of collaborative systems.

A delegation of 25 Poughkeepsie civic leaders attend the Poughkeepsie Summit at the Harvard Kennedy School in 2019

2019



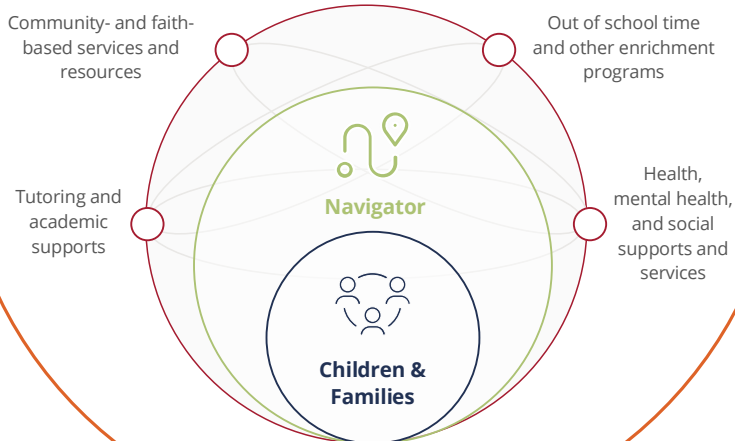
Poughkeepsie Summit

Rob Watson helped organize the Poughkeepsie Summit at Harvard, which convened more than 20 local civic leaders to discuss community development opportunities for the city's future. From that convening, the Poughkeepsie Children's Cabinet was co-founded by Watson, who joined the EdRedesign team in June 2021, leading its By All Means Community of Practice.

By All Means Communities Pilot Success Planning

Continuing its deep field work with then ten communities in the By All Means Community of Practice to build upon their initial cradle-to-career initiatives, each community established a pilot focused on creating individualized Success Plans for students. These plans identified each students' academic, health, mental health, and other needed supports. School teams coordinated with a network of providers to deliver the services.

Integrated personalized support



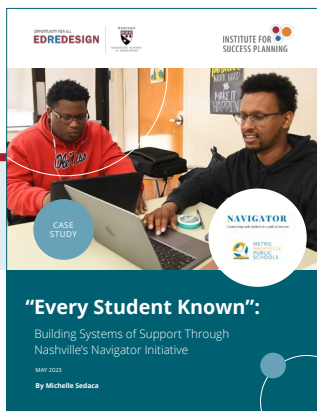
The ten By All Means communities were:

- Chattanooga-Hamilton Co., TN
- Louisville, KY
- Partnership for Resilience in Southern Illinois and the Chicago Southland
- Poughkeepsie, NY
- Oakland, CA
- Stockton, CA
- Providence, RI
- Salem, MA
- Somerville, MA

2020

Nashville Case Study

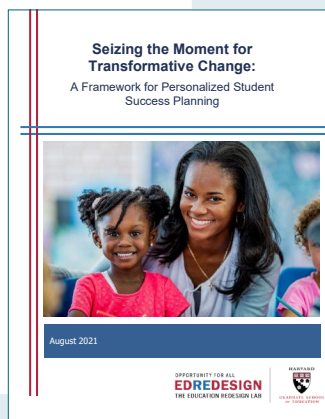
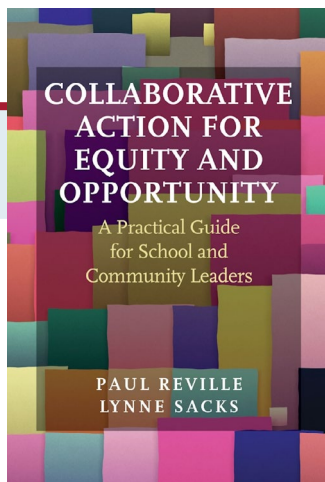
During the COVID-19 pandemic, Children's Cabinets became critical mechanisms for getting support to children and families. Personalization also became a vehicle to rebuild meaningful relationships and connections between caring adults and children and youth during the COVID crisis. Nashville launched its Success Planning initiative in response to the COVID school closures as detailed in an EdRedesign case study, "Every Student Known": Building Systems of Support Through Nashville's Navigator Initiative, Nashville became the first city to adopt EdRedesign's Success Planning strategy and serves as a proof point as they continue implementation at scale.



2021

Guides and Frameworks for Change

Collaborative Action for Equity and Opportunity: A Practical Guide for School and Community Leaders, a book by Paul Reville and Lynne Sacks, was published and EdRedesign published a report, Seizing the Moment for Transformative Change: A Framework for Personalized Student Success Planning.



Administrators in the Leslie County School District, including Superintendent Brett Wilson and Assistant Superintendent Daniel Day, discuss strategies implemented during the pandemic with Dreama Gentry and Melissa Newman from Partners for Rural Impact.

2022



Kentucky Case Study

EdRedesign published Implementing Full-Service Community Schools in a Rural Setting: Early Lessons from Leslie County, Kentucky.

Institute for Success Planning Launches

Building on its Success Planning learning community work, EdRedesign launched the Institute for Success Planning with generous funding from an anonymous donor. Tauheedah Jackson, a nationally recognized cross-sector leader with over 25 years of experience in the field, was hired as its inaugural Director, and welcomed its first Success Planning Community of Practice cohort committed to designing, planning, implementing, and scaling personalized, relationship-based Success Plans for children and youth paired with caring adult Navigators.

The 2023-2025 cohort of EdRedesign's By All Means Senior Fellows.

2023



By All Means Senior Fellowship

EdRedesign launched its By All Means Senior Fellowship for exemplary senior leaders of place-based collaborative action to amplify their work and the field of place-based collaboration on the national stage.

Redesigned Website and New Brand Identity Launched

EdRedesign launched its new brand identity, with a new logo and redesigned website.

EdRedesign

OPPORTUNITY FOR ALL

2024



MEDA Case Study

EdRedesign documented the development and impact of the Mission Economic Development Agency (MEDA), founded in 1973, in a case study that highlights the strategic steps that propelled MEDA's growth into one of the leading examples of how place-based collaboration can change the life trajectories of local residents while maintaining the culture and heritage of the community. “When Families Thrive, Children Succeed”: How the Mission Economic Development Agency Created a Transformational Prenatal-to-Career Model aims to help community leaders, policy makers, and practitioners understand the prenatal-to-career infrastructure MEDA has built, the impact it has had, and how to replicate the core practices within different local contexts.

2024



Rob Watson and Tauheedah Jackson Form New Leadership Team

Rob Watson, who had been serving as EdRedesign's Deputy Director, was named EdRedesign's inaugural Executive Director, and Tauheedah Jackson was named Deputy Director and continues in her role as the Director of the Institute for Success Planning.

Policy Implementation Community of Practice

EdRedesign and StriveTogether launched the Policy Implementation Community of Practice, which is aimed at enhancing state policy implementation to achieve better outcomes and creating more pathways to economic mobility for children.

Denisse Arias, Director of the Fellowship for Cradle-to-Career Partnership Leaders at EdRedesign, welcomes the inaugural cohort of Fellows in October, 2024 at Harvard Graduate School of Education.

Fellowship for Cradle-to-Career Partnership Leaders

EdRedesign launched its Fellowship for Cradle-to-Career Partnership Leaders, a first-of-its-kind fellowship for place-based leaders from across the U.S., developed in collaboration with Partners for Rural Impact, Purpose Built Communities, StriveTogether, and William Julius Wilson Institute at Harlem Children's Zone, with funding from Ballmer Group. Denisse Arias, now EdRedesign's Director of Cradle-to-Career Leadership & Learning, joined EdRedesign overseeing the Fellowship and the By All Means Senior Fellows Program.





Doodle from the 2025 Institute for Success Summer Workshop. Created by Natalie Luera, Mindich Public Service Fellow at EdRedesign and a sophomore at Harvard College.

2024

New Finance and Operations Leadership

Oliver Truog joined EdRedesign as Director of Finance and Operations where he is responsible for stewarding the financial health of the organization, both now and for long-term sustainability. Truog also develops, implements, and improves systems to manage all aspects of EdRedesign's operations.

2025

Expanded Executive Team

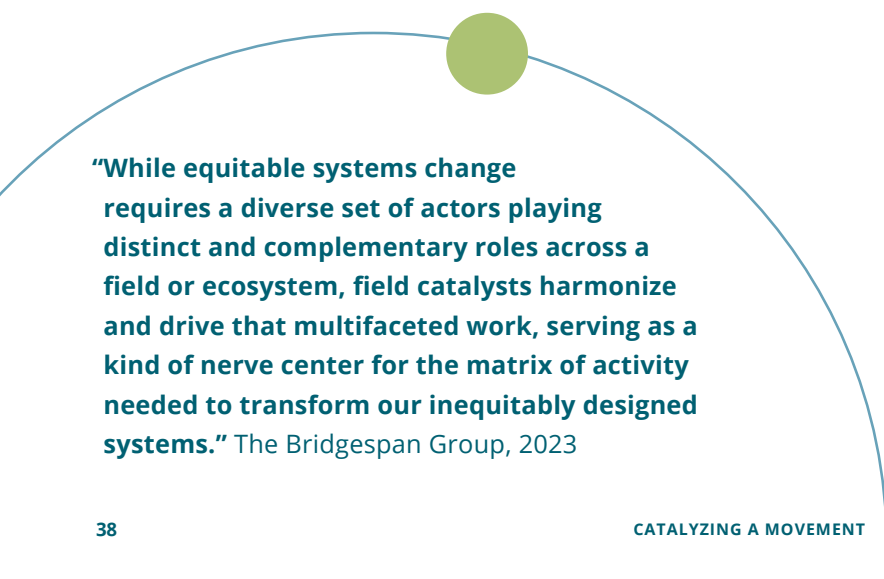
Julie Allen, who joined the EdRedesign team in 2022 after completing Harvard's Advanced Leadership Initiative fellowship, was named Senior Director of Strategic Communications, Development, and Operations.



Over the past decade, EdRedesign has tirelessly advocated for a new paradigm of youth development and education—a holistic, ecosystem approach over a “schools alone” approach. EdRedesign has not only solidified its position as a leader in the cradle-to-career place-based partnership field but also built a strong network of changemakers committed to redesigning systems of opportunity for young people. **Looking ahead, EdRedesign remains dedicated to fostering collaboration, innovation, personalization, movement-building, and systems change to ensure every child has the opportunity to thrive.**

EdRedesign's bold vision is that all children have clear and accessible pathways to well-being, educational attainment, civic engagement, and upward mobility—the necessary enabling conditions of their success and the future of our workforce, civil society, and democracy. EdRedesign's mission is to ensure the social, emotional, physical, and academic development and well-being of all children and youth, especially those affected by racism, poverty, and disinvestment.

EdRedesign serves as a model-agnostic field catalyst, providing support to the cradle-to-career place-based partnership field to drive systems-level change and open personalized pathways to opportunity. EdRedesign is advancing a new paradigm for child and youth development and education that goes beyond schooling to include the entire ecosystem surrounding children, youth, and families in their communities.



“While equitable systems change requires a diverse set of actors playing distinct and complementary roles across a field or ecosystem, field catalysts harmonize and drive that multifaceted work, serving as a kind of nerve center for the matrix of activity needed to transform our inequitably designed systems.” The Bridgespan Group, 2023

EdRedesign advances two critical, interrelated strategies to expand opportunities for children and youth:

- Place-based cross-sector collaboration to remove structural barriers and open pathways to opportunity
- Personalized, relationship-based supports, what we call Success Planning, for children and youth to access supports and opportunities to reach their full potential

Housed at a world-class research university, EdRedesign is well-positioned to serve as a field catalyst and trusted thought partner across the many actors in its field, leading to long-term positive changes to deliver equitable opportunity for all children and youth to thrive in school and in life.

EdRedesign collaborates with national field intermediaries, including Partners for Rural Impact, Purpose Built Communities, StriveTogether, and William Julius Wilson Institute at Harlem Children's Zone, among many others; over 60 teams and hundreds of leaders from across the country working in urban, suburban, and rural places to advance collaborative action and personalization strategies; other Harvard centers and initiatives; and practitioners, public officials, policymakers, advocates, and funders working in and supporting our field.

To drive transformational, systems-level change that serves the needs and talents of individual children and youth, EdRedesign's work focuses on talent development, actionable research, and movement building/systems change:

- EdRedesign is committed to shaping, evolving, and accelerating the cradle-to-career place-based partnership **talent ecosystem** to ensure that the field continues to cultivate skilled, visionary leaders capable of driving lasting, transformational, community-wide change that meets children and youth where they are and gives them what they need.
- Given its panoramic view of the cradle-to-career place-based partnership field, expertise, and trusting relationships with local and national partners, EdRedesign can serve as the **connection** between researchers, practitioners, and policymakers in **research-practice partnerships** that produce groundbreaking research insights, build a national **evidence base**, and shape public policy, while continuing to build the **actionable knowledge** base for our field.
- A central tenet of our organization's theory of change is to work with other prominent national organizations in the cradle-to-career place-based partnership field aligned with our work to reach more communities and practitioners by spreading promising practices to their networks and stakeholders; to advance supportive policies at the federal, state, and local levels; and to build the movement for cradle-to-career place-based partnerships that embed Success Planning to maximize supports, opportunities, and impact for all children and youth.

Teams from across the county convened in Cambridge in July 2025 to talk about how to start, grow, and sustain Success Planning.



Our **Success Planning strategy**, which emphasizes the importance of a coordinating place-based partnership, can be implemented in a variety of models and contexts. Success Planning is a complementary strategy to other cross-sector place-based models, working cohesively to coordinate and streamline existing resources and efforts.

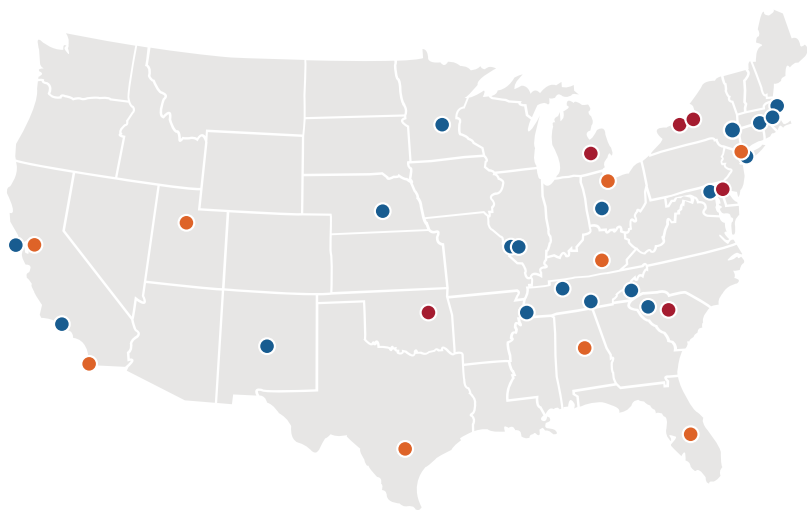
EdRedesign's Institute for Success Planning Community of Practice has supported a total of **34 communities** designing, implementing, and scaling local Success Planning initiatives since its inception in 2022, moving the needle on stubborn disparities, like reducing chronic absenteeism and increasing academic achievement. The Community of Practice includes Promise Neighborhoods, Full-Service Community Schools, Blue Meridian Partners, Place Matters communities, and members in Communities in Schools, Partners for Rural Impact, Purpose Built Communities, StriveTogether, and William Julius Wilson Institute networks, among others. The individualized relationship-based approach of Success Planning helps to accelerate progress and amplify impact with these broader place-based strategies.

“The implementation of EdRedesign’s Success Planning strategy by communities across the country provides an opportunity for local leaders to center the voices and lived experiences of children, youth, and families in their strategic planning, resource allocation, and policy decisions as they work collaboratively to address systemic challenges like reducing chronic absenteeism, meeting the increased need for mental health services, and providing more equitable access and opportunity for basic needs, including housing.”

Tauheedah Jackson, Deputy Director and
Director of the Institute for Success Planning



SUCCESS PLANNING COMMUNITY OF PRACTICE



Alumni Communities

Albuquerque, NM
Asheville and Buncombe County, NC
Baltimore, MD
Cambridge, MA
Carbondale, IL
Chelsea, MA
Dayton, OH
Chattanooga-Hamilton County, TN
Grand Island, NE
Long Beach, CA
Memphis, TN
Minneapolis, MN
Nashville, TN
New York City (Every Child and Family is Known), NY
Poughkeepsie, NY
San Francisco, CA
Spartanburg, SC
Unity Point, IL
Worcester, MA

Continuing Communities (Cohort 3)

Birmingham, AL
Letcher County, KY
New York City (Children's Aid Society), NY
Oakland, CA
Orlando, FL
Salt Lake County, UT
San Antonio, TX
San Diego, CA
Toledo, OH

New Communities (Cohort 4)

Flint, MI
Rochester, NY
Tulsa, OK
Union County, SC
Wayne County, NY
Wilmington, DE

Emerging Initiatives

At EdRedesign



Talent Development

EdRedesign's Fellowship for Cradle-to-Career Partnership Leaders

EdRedesign launched the inaugural cohort of our Fellowship for Cradle-to-Career Partnership Leaders, developed in collaboration with Partners for Rural Impact, Purpose Built Communities, StriveTogether, and William Julius Wilson Institute at Harlem Children's Zone in 2024. We received over 130 applications for

this first-of-its-kind, tuition-free, 18-month Fellowship program, which is designed to upskill and equip the next wave of senior-level leaders of cradle-to-career place-based partnerships. The 21-member cohort includes leaders from 16 states; representatives of eight national intermediaries; leaders of urban, suburban, and rural partnerships working at the neighborhood, city/town, county, and regional levels.



The inaugural cohort of Fellows at the 2024 Convening of the Fellowship for Cradle-to-Career Partnership Leaders, October, 2024, Harvard Graduate School of Education.

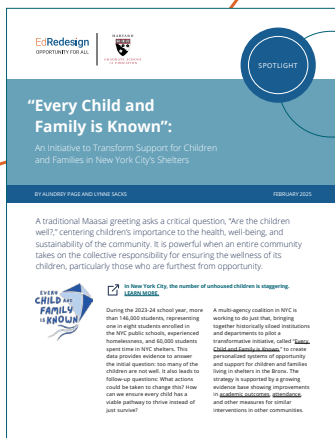
Cradle-to-Career Summer Fellowship

To introduce college students to the cradle-to-career place-based partnership field, EdRedesign launched the Cradle-to-Career Summer Fellowship for Harvard College students, a joint initiative of EdRedesign and the Harvard College Center for Public Service and Engaged Scholarship and its Mindich Service Fellowship Program. The paid summer Fellowship

offers undergraduates the opportunity to work with organizations tackling issues of educational equity, intergenerational poverty, and economic mobility. This past summer, undergraduate fellows were placed with Child Poverty Action Lab (CPAL), EdRedesign, Focused Community Strategies, Mission Economic Development Agency, and William Julius Wilson Institute at Harlem Children's Zone.

Data and Evaluation Working Group

EdRedesign has convened place-based data and evaluation leads in its Data and Evaluation Working Group to create a collective research agenda that would support the advancement of broader personalization, collaborative action, and talent development of leaders in the field. The group includes national intermediary partners Harlem Children's Zone, StriveTogether, Purpose Built Communities, and Partners for Rural Impact, as well as several exemplary backbones. The group provides a unique, forum to share best practices, accelerate progress, and identify common challenges to building an evidence base for the field.



Spotlight Series

EdRedesign recently published the first two of its new Spotlights series, which highlights the collaborative action and Success Planning initiatives in the communities that it supports. Every Child and Family is Known: An Initiative to Transform Support for Children and Families Living in NYC's Shelters focuses on the incubation in the first cohort of the Success Planning Community of Practice of this inter-agency initiative in the Bronx, the challenges and accomplishments of the

intervention, and important lessons other communities interested in implementing more relationship-based individualized systems of support for children and families can learn from NYC's transformative initiative.

"We Get to Make the Future What We Want It to Be": The Poughkeepsie, NY Children's Cabinet focuses on the creation, governance, growth, and community partnerships forged by the Poughkeepsie, NY Children's Cabinet, co-founded by EdRedesign's Executive Director, Rob Watson. The nonprofit

backbone organization works with an array of partners to expand the landscape of supports and opportunities for children, youth, and families in Poughkeepsie, NY. In only a few years, the Cabinet has built a remarkable range of strategic programs and partnerships to drive transformative change in Poughkeepsie by layering investments and support from national organizations and networks, the federal government, the county and city, and local philanthropy. Upcoming spotlights will highlight work in Dayton, OH and Chattanooga, TN.



A Poughkeepsie Children's Cabinet delegation attends the Transforming Place through Neighborhood Leadership Summer Institute cohosted by EdRedesign and the William Julius Wilson Institute at the Harvard Graduate School of Education.



The Policy Implementation Community of Practice convened in June 2025 in Washington, DC.

Movement Building

Policy and Advocacy

EdRedesign is partnering with StriveTogether on the State Policy Implementation Community of Practice for states adopting innovative policies that promote cross-sector collaborative action and personalization (such as Maryland's ENOUGH Act). Seven states have joined this

year's cohort (Tennessee, Maryland, Washington, Minnesota, Texas, California, and Ohio). EdRedesign is also working collaboratively with a broad range of field actors, led by StriveTogether and Results for America, to keep abreast of actions in D.C. that affect our field and to engage federal policymakers.



BLOOMBERG CENTER FOR CITIES

HARVARD UNIVERSITY

Collaboration with the Bloomberg Center for Cities at Harvard

EdRedesign worked with the Bloomberg Center for Cities at Harvard to convene the Chiefs of Staff from the 30 largest cities in the United States in April this year at Harvard Kennedy School as part of the Project on Municipal Innovation (PMI) hosted by HKS Professor Steve Goldsmith and his Data-Smart City Solutions initiative. PMI brings the chiefs of staff to campus twice a year. For the Spring 2025 edition, EdRedesign co-hosted the Chiefs with Bloomberg Center for Cities, Purpose Built Communities,

StriveTogether, and Harlem Children's Zone, a joint endeavor that EdRedesign facilitated. The convening focused on exposing city leaders to the state of the art of the cradle-to-career field and the role that mayors and cities are uniquely positioned to play in place-based cross-sector efforts for youth and families. EdRedesign plans to work with these city leaders to pursue opportunities to deepen collaboration with them as they consider their role in cradle-to-career place-based initiatives. Paul Reville and Rob Watson both serve as faculty affiliates of the Bloomberg Center.

EdRedesign's Storytelling Toolkit Project

Chris Shelton, a recent Harvard Graduate School of Education Ed.L.D. doctoral resident with EdRedesign and now its Director of Education Strategy and Cross-Sector Community Impact, worked with communities in EdRedesign's Success Planning Community of Practice to develop and pilot a toolkit of narrative storytelling resources so that communities can be well-positioned to share the positive impact of their work, to secure additional funding from external stakeholders, to generate ongoing support from within their communities, to build collective self-efficacy that will help sustain their work, and to act beyond their own work to influence systems and policy change. This work prioritizes young people, families, and communities

who are the focus and voice of this work and will provide communities with the tools and resources to share their narratives of positive impact within their own communities and with the broader field. EdRedesign shared the storytelling work in one of its Virtual Learning Sessions, and



plans to make the final toolkit available to the communities in its Community of Practice. This storytelling initiative, modeled after Marshall Ganz's Public Narrative Framework, will continue to be a major focus for the Institute for Success Planning's work moving forward.

Creator Journalism Project

To meet the field's demand for awareness and more impactful communications, EdRedesign's Creator Journalism Project is a bold initiative to bring together cradle-to-career place-based partnership leaders and creator journalists to create a breakthrough storytelling strategy covering the place-based field for YouTube and similar platforms through a collaboration among EdRedesign (led by Julie Allen); James Watson (a two-time Emmy Award-winning journalist and veteran of *60 Minutes*, *NBC*, and *The New York Times* and co-founder of the Poughkeepsie Children's Cabinet); and Fire-Works & Co.



(the production company of Joe Posner, co-founder of Vox Video and former Executive Producer for Vox.com, and proven leader in YouTube project development). Through this collaboration, the Project seeks to foster a shared sense of purpose and agency to reframe and reinvigorate the way we see and speak about civic life in America and develop a groundbreaking strategy to support and invest in Creator Journalism about the place-based partnership work happening across America. This Project is not only a communications initiative, but a talent development strategy—introducing America's youth to the field in the medium where they consume information as they consider their educational and life ambitions.

“EdRedesign is at a pivotal moment of growth and development. **We are energized and enthusiastic about our bright future. We look forward to serving and growing our cradle-to-career place-based partnership field in even deeper and more impactful ways in the years to come.**”

Paul Reville, Founder and Faculty Director

STUDENT VOICES

Cradle-to-Career Summer Fellowship

The summer of 2025, EdRedesign and the Harvard College Center for Public Service and Engaged Scholarship and its Mindich Service Fellowship program piloted a new Cradle-to-Career Summer Fellowship, embedding six Harvard undergraduates in organizations tackling issues of educational equity, intergenerational poverty, and economic mobility in communities across the country.

Maria Fernanda Cifuentes

Class of 2026, English Literature,
Secondary in Government

Organization: William Julius
Wilson Institute at Harlem
Children's Zone



"My time at the William Julius Wilson Institute was incredibly rewarding, as it deepened my understanding of place-based solutions and allowed me to engage with nonprofit leaders, school administrators, and government officials driving systemic change. A highlight of the summer was serving as a panelist at the StriveTogether Policy Summit, where I shared my journey as a first-generation college student and how EdRedesign empowered me to advocate for other first-generation, low-income students. I am especially proud of developing a youth leadership track with WJWI's support, which aims to provide college students insight into the cradle-to-career movement and foster meaningful connections with practitioners."

Alexandra Fernand

Class of 2026, Statistics
and Sociology

Organization:
Mission Economic
Development Agency

"I had the opportunity to be a Data Analysis and Planning (DAP) Intern for the Mission Economic Development Agency (MEDA) in San Francisco, CA. My primary responsibility was leading analysis on a bi-annual survey conducted by one of MEDA's programs. This was a transformative experience that demonstrated to me how integral data is to social impact!"



Amulya Ganta

Class of 2028, Social
Studies and Philosophy

Organization: Child
Poverty Action Lab



"It was amazing to work alongside the TrustHer team to help increase the amount of information available regarding contraceptive access care in the Dallas Fort Worth area! Being able to be a part of the behind-the-scenes work that helps drive policy decisions and activism was extremely fulfilling and inspires me to continue my advocacy both through college and my professional career."



Natalie Luera

Class of 2028,
Social Studies

Organization: The
EdRedesign Lab

"This summer taught me how to be the best aspiring professional I can be. I can't wait to take what I have learned and try to make a career that can put my passions into action. The amazing professionals I have had the privilege of being exposed to over the summer cemented my belief that one day, I can and will change the system that raised me."

"I spent time at Child Poverty Action Lab gaining tangible skills and professional experience while also contributing positively to children in my home state. As a fellow, I was able to learn about mission-driven, place-based work in the nonprofit space as well as write a report on grant funding that will hopefully have a direct impact on City of Dallas residents."



Rebecca Mack

Class of 2027,
Statistics
and Government

Organization:
Child Poverty
Action Lab

Daijsa Green

Class of 2027, Psychology,
Economics Minor

Organization: Focused
Community Strategies



"I worked with Focused Community Strategies (FCS) to compile and analyze 25 years of previously unorganized data, quantifying the equity reinvested into South Atlanta through intentional homebuilding and rehabilitation. This experience strengthened my research and communication skills, deepened my commitment to housing equity, and inspired me to begin developing my own community-focused business model."

EdRedesign partners with other leading organizations to advance the cradle-to-career place-based field and develop talent to lead this work as well as partners with researchers building the evidence base for our field, including:



EdRedesign greatly appreciates all of our generous funders and donors that supported us during our first decade and those who continue to support us today, including:

Ada and Alan Kumar

Annie E. Casey Foundation

Anonymous

Ballmer Group

Barr Foundation

Blue Meridian Partners

Paul Butzenwieser

Carnegie Corporation
of New York

Chan Zuckerberg Initiative

Commonwealth Children's
Fund at the Boston Foundation

Empower Schools

Ford Foundation

Harvard Graduate School
of Education Dean's
Innovation Fund

Hearthland Foundation

Fritz Hobbs

Morgridge Family Foundation

Nellie Mae Education
Foundation

Oak Foundation

Linda G. Hammett Ory &
Andrew D. Ory

Schwartz Family Foundation

Shah Family Foundation

Wallace Foundation