

Success Planning Community of Practice

Designing, expanding, and improving systems of personalized, relationship-based support for children and youth



Speaker Biographies

Monday, July 17 – Wednesday, July 19

Dr. Almi G. Abeyta
Superintendent, Chelsea Public Schools



Dr. Almudena (Almi) G. Abeyta has spent 25 years working to improve teaching and learning for students in urban education. Almi grew up in Albuquerque, New Mexico and is a proud product of public schools.

Prior to her appointment as Superintendent of Chelsea Public Schools, she worked as an assistant superintendent for teaching and learning in several districts: Somerville Public Schools (2017-2019), Santa Fe Public Schools (2012-2017), and Boston Public Schools (2009-2012). In 2015, she was awarded the first Association of Latino Administrators and Superintendents (ALAS) Latina Administrator of the Year award, and in 2021 she was

awarded the Latinos in Education La Lucha Award.

Almi was the principal of the Donald McKay K-8 School (McKay) in Boston Public Schools from 2004-2008. She led McKay to improvement by focusing on data to improve instruction. Her work is documented in *Data Wise in Action: Schools Using Data to Improve Instruction*. After four years of leading her school, McKay was recognized by the Mauricio Gastón Institute, an institute for Latino Community Development and Public Policy, as an exemplar for educating Latino students. Before becoming a principal, Almi taught kindergarten.

Almi completed her bachelor's degree in Communication and Journalism at the University of New Mexico in Albuquerque, New Mexico, and holds two master's degrees and a doctorate degree from the Harvard Graduate School of Education, Cambridge, Massachusetts.

Aarón Ayala***Family Success Coach, Mission Economic Development Agency***

Aarón Ayala was born in 1997 to a single mother who emigrated to the United States from Michoacán, México. Aarón has lived in the Peninsula and South Bay for most of his life, beginning in Redwood City before displacement sent his family looking for a permanent home. After settling in Palo Alto at the age of 12, Aarón was able to connect with college counselors at his local high school's College Pathways program, which was devoted to serving low-income, Latine folks and assisting with their pursuit of a college education. Their passion and attention to the whole individual motivated him to make a commitment to serving the same communities.

Aarón attended UC, Santa Cruz, graduating in 2019 with a bachelor's in History and a minor in Education. Prior to working at MEDA, Aarón spent two years working in the east side of San Jose. His experience working with the community at Overfelt High School has taught him the importance of schools as a center for communities. With culturally relevant pedagogies and a stakeholder focus on the healing of marginalized folks, schools can empower these same communities to become agents for change. Aarón brings a collectivist, community-oriented mindset and hopes to continue planting roots in La Misión with MEDA and MPN.

Celina Ramos Castro***Family Support Manager, Mission Economic Development Agency***

Like many in the Mission, Celina Ramos-Castro's family came to the U.S. during the civil strife in many Central American nations in the 1980's. Despite not being raised in El Salvador or physically having to immigrate to this country, Celina always keeps in mind the experiences of her mother and other community members. Celina is passionate about empowering and developing community members' outlooks toward education, financial knowledge and cultivating economic growth in the Mission District. Celina's background has focused on community development, with an emphasis on youth development and financial education.

She had the opportunity to work with Mission SF Community Financial Center, empowering youths to become financially fit and leaders in the community.

Celina easily communicates and establishes relationships with children, youth and their parents, by showing them respect and treating them with dignity. This skill is an integral part of the Mission Promise Neighborhood team.

Abe Fernández
Vice President of Collective Impact, Children's Aid



Abe Fernández is an accomplished social justice leader and the vice president of collective impact at Children's Aid, one of New York City's oldest and largest social service agencies. Abe's work in the social impact sector, education, and community development showcases a strong commitment to creating positive change and improving outcomes for children and youth. Abe has dedicated over two decades to various initiatives and programs aimed at addressing poverty, promoting education, and empowering communities. Abe's actions and leadership roles demonstrate his passion for social justice and his active engagement in making a difference in people's lives. With over 20 years of experience in education, youth

development, and the social impact sector, Abe has become a prominent figure in the field. As the director of the National Center for Community Schools (NCCS), he leads place-based collective impact initiatives, working closely with stakeholders in the South Bronx to improve outcomes for children and youth along a cradle-to-career pathway. Abe's expertise extends beyond NCCS, as he served as a senior advisor to South Bronx Rising Together, a cradle-to-career collective impact initiative, and led the Empire State Poverty Reduction Initiative for the borough of the Bronx. He is also recognized for his pivotal role in launching the annual NCCS Community Schools Fundamentals Conference, a highly regarded three-day learning experience.

Abe's journey in the social sector began as a middle school mathematics teacher and director of the Summerbridge program, demonstrating his passion for education and community development. Over the years, he has held various leadership positions, including the director of youth services at Union Settlement Association in East Harlem, where he ran the multiservice Washington Houses Community Center. Abe's commitment to empowering communities led him to join Children's Aid in 2003 as an assistant director of community schools, eventually rising to the role of deputy director of Children's Aid's National Center for Community Schools. In this capacity, he provided invaluable coaching, training, and consultation to numerous community school initiatives across the country. Abe holds a degree from Brown University and has further honed his skills through the Institute for Not-for-Profit Management at Columbia Business School.

Caitlin Hernández
Research Assistant, The EdRedesign Lab



Caitlin Hernández is currently a research assistant at EdRedesign, having recently earned her Master's in Human Development and Education from Harvard Graduate School of Education. With a lifelong passion for fairness and justice, Caitlin has devoted her career to addressing educational access and achievement gaps, particularly for children impacted by adversity and systemic inequities. She has collaborated with organizations such as the National Head Start Association, Boys and Girls Club, and various early education centers, as well as non-profits worldwide in Asia, Africa, Europe, and South America.

Caitlin's primary focus is on fostering an equitable education system by enhancing protective factors through a comprehensive, child-centered, and family-focused curriculum informed by rigorous research. Before her time at Harvard, she served as an academic specialist, adapting and modifying curriculum to support young learners affected by remote learning during the COVID-19 pandemic, ensuring their educational goals were met. Drawing from her background in clinical social work and her Master's in Social Work from the University of Southern California, Caitlin has also provided counseling, coaching, and group support as a clinical school social worker in South Central Los Angeles and as a case manager for survivors of human trafficking at the Coalition to Abolish Slavery and Trafficking.

Throughout her career, Caitlin has assumed diverse roles in various sectors, including public and independent schools, early education, youth programs, non-profits, and human rights organizations, both locally and internationally. Her wide-ranging experience has shed light on the barriers individuals face when accessing services. Motivated by the concept of accessibility, Caitlin utilizes research to creatively integrate clinical interventions and social-emotional learning into school curricula, ensuring that positive life outcomes and academic success are within reach for all children. In her current role as part of the Success Planning team at EdRedesign, Caitlin is thrilled to contribute to a collaborative approach that harnesses community members' unique strengths for the achievement of student success.

Anna Holt
Senior Research Analyst, The EdRedesign Lab



Anna Holt is senior research analyst at EdRedesign where she oversees data and metrics research and analysis to support the implementation efforts of our communities of practice and identify best practices. She is an experienced mixed-methods researcher and applied data analyst. Anna has previously served as director of research and evaluation for Tulsa Public Schools and for cradle-to-career nonprofits, including Room to Grow and UTEC, which provides adult education and comprehensive supports for justice-involved young adults in the Merrimack Valley. She has also consulted in data analytics and data visualization in the education and social services sectors, focusing on assisting clients with developing strengths-based and community-engaged data

strategies. In addition, Anna has been fortunate to serve on research committees for collective action organizations such as Impact Tulsa (part of the Strive Together Network) and the Boston Opportunity Agenda's Birth to Eight Collaborative. She received her undergraduate degree from MIT and PhD from the University of California, San Diego in Cognitive Science. Anna was a Cohort 5 Harvard Center for Education Policy Research Strategic Data Fellow.

Brandon Hubbard-Heitz
Director of Student Strategy and Literacy, Chattanooga 2.0



Brandon Hubbard-Heitz is the director of student strategy and literacy at Chattanooga 2.0. With over a decade of experience in K-12 education, including seven years in Hamilton County Schools, Brandon brings a wealth of expertise in literacy initiatives for diverse students across various school settings. In his role, Brandon will oversee the implementation of Chattanooga 2.0's community-wide literacy strategies, aligning them with Hamilton County Schools' initiatives. He will also provide support to community partners and out-of-school time programs as they engage with the student success planning initiative, benefiting 44 public schools.

Throughout his career, Brandon has demonstrated a strong commitment to driving transformative change for students. He started as a Teach For America corps member in South Dakota and taught in Philadelphia before joining Hamilton County. Prior to joining Chattanooga 2.0, Brandon served as an assistant principal at East Brainerd Elementary, led middle and high school literacy efforts in Opportunity Zone schools, and taught English at The Howard School. His deep knowledge and passion for K-12 literacy make him an invaluable asset to the collective impact organization's mission.

Ashford Hughes Sr.***Executive Officer for Diversity, Equity and Inclusion, Metro Nashville Public Schools***

Ashford Hughes Sr. is a highly accomplished professional currently serving as the executive officer for diversity, equity and inclusion for Metro Nashville Public Schools. In this capacity, he plays a vital role in designing and implementing initiatives and policies that cater to the academic and social-emotional needs of diverse student populations within the district. Ashford's focus is on fostering strong partnerships with organizations and individuals dedicated to serving students in the Metro Nashville Public Schools (MNPS) while ensuring that equity and inclusion are at the forefront of the school choice process.

With an impeccable track record in promoting diversity and inclusion, Ashford previously held the position of chief diversity, equity and inclusion Officer for the city of Nashville and Davidson County. In this role, he successfully implemented the Mayor's diversity and inclusion goals across Metro Government and spearheaded efforts to attract, develop, promote, and retain a diverse government workforce. Ashford's extensive experience also extends to political campaigns, where he has worked as a senior political staffer and consultant since 2005, contributing to various high-profile elections and focusing on political strategy, African American political outreach, candidate development, and community development.

Ashford holds a Bachelor of Science degree with a concentration in Political Science from Tennessee State University. He is an active member of several professional affiliations, including Prince Hall Masonic Lodge #104, where he served as the past chair of the young men's mentorship program. He is also involved in organizations such as the Nashville My Brother's Keeper Network, Phi Beta Sigma Fraternity Incorporated, Eta Beta Sigma Chapter, the Tennessee Diversity Consortium, and the Health Trust of Tennessee, where he serves on the board. Ashford's commitment to diversity, equity, and inclusion is evident through his extensive involvement in various initiatives and organizations aimed at improving life outcomes for marginalized communities.

Tauheedah Jackson

Director of the Institute for Success Planning, The EdRedesign Lab



Tauheedah Jackson serves as the inaugural Director of EdRedesign's Institute for Success Planning at the Harvard Graduate School of Education. She partners with local communities, nationwide, to design personalized, relationship-based systems of support for children and youth through cross-sector collaboration. EdRedesign advances cradle-to-career, community-based personalized systems of support and opportunity for all children and youth, particularly those living in poverty and champions a broad, holistic model of child development and education that goes beyond schools. Prior to joining EdRedesign, she was the Director of Place Based Strategy & Community School Initiatives at the Institute for Educational Leadership (IEL). In this role, she was responsible for engaging

networks of leaders in local communities and supervising the programs, logistics, and daily operations of the national Coalition for Community Schools. In June 2023, Tauheedah joined IEL's Board of Directors.

Tauheedah brings to EdRedesign nearly 24 years of experience working in youth development, local government, philanthropy, school districts and out-of-school time programs. As the previous Director of the Hartford Partnership for Student Success, Tauheedah led a cross-sector collaborative partnership that founded and funded the local Community Schools initiative in Hartford, Connecticut. Under Tauheedah's leadership, Hartford Community Schools became locally and nationally recognized as an exemplar for its systems-building work. She also served as the Vice President for Strategic Partnerships for the Boys & Girls Clubs of Hartford, after fulfilling several operations and program capacities within the organization.

A native of Bridgeport, Connecticut, Tauheedah is a first-generation college student. She earned her bachelor's degree from Connecticut College in government and secondary education and holds a master's degree in education policy and management from the Harvard Graduate School of Education. Tauheedah is a sought-after presenter and facilitator and serves on various nonprofit boards. She has received several awards recognizing her leadership in the field, including Hartford Business Journal's 40 Under Forty. As a mother of three sons, Isaiah, Isaac, and Ian, she is committed to working toward ensuring more equitable access and opportunity for all.

Aaron Jennings

Equity, Diversity and Excellence Officer, Chelsea Public Schools



Before joining Chelsea Public Schools, Dr. Jennings was the Vice President of Education and Impact for a national EdTech startup where he provided thought leadership and K12 technical expertise on chronic absenteeism, the whole child approach, and the Multi-Tiered System of Supports. He brings experience working on behalf of students and families in New Jersey, Washington DC, Missouri, Virginia, and Massachusetts. In his CPS role, Dr. Jennings leads capacity building for schools and departments to develop and consistently implement equitable and inclusive policies and practices across the school district. Dr. Jennings received his Bachelor of Arts in Religious Studies and Government from the University of Virginia, Masters of Social Work from Washington University in St. Louis and

Doctorate of Education Leadership from Harvard University. In his spare time, Dr. Jennings loves building and deepening new relationships with Chelsea students, families, and community members.

Daniela Lewy

Research and Communities of Practice Consultant, The EdRedesign Lab Managing Partner, Social Determinants of Health Consulting



Daniela Lewy is a seasoned systems leader with a comprehensive background in addressing education inequities, health disparities, income inequality, and community development. As the managing partner at Social Determinants of Health Consulting, she leverages a multi-sector approach to improve outcomes for children and families. Previously, she served as the national director of social determinants of health at a leading Community Development Financial Institution, where she championed initiatives to address systemic barriers. Daniela also held a significant role as executive director of the Virginia Governor's Children's Cabinet, aligning resources and programs across

multiple state agencies to support vulnerable children and families.

With extensive experience in international health, Daniela conducted impactful research and teaching at the intersection of health, education, and workforce development across continents. She was a faculty member at the Johns Hopkins Bloomberg School of Public Health, and her work spanned Africa, Asia, and Latin America. Daniela co-founded Thrival World Academies, a notable network of free, publicly funded study abroad high schools designed to empower students from underrepresented backgrounds. Her educational background includes a Bachelor's degree from Wesleyan University, a Master's of Public Health from Johns Hopkins School of Public Health, and a Doctorate in Education Leadership from Harvard University.

Currently serving as a Consultant to EdRedesign, Daniela continues to contribute her expertise to promote innovative strategies for educational transformation. Alongside her role as a Managing Partner at Social Determinants of Health Consulting, she remains dedicated to collaborating with domestic and international organizations in their efforts to combat poverty

through a multi-faceted approach. Daniela's exceptional leadership and unwavering commitment to equity and social impact have positioned her as a respected advocate for change in the field of education and beyond.

LaTonya Mouzon

Director of Student Services, Carbondale Public School District No. 95



In her 24 years as an educator, La Tonya Mouzon has been honored to work with students and teachers in a variety of K-8 settings. She has worked as a classroom teacher, Assistant Principal, and is currently serving as the Director of Student Services. La Tonya supports principals and assistant principals with providing multi-tiered systems of support (MTSS) in the areas of social emotional learning, student mental health support, attendance and truancy, as well as behavior support. She also provides support in community and family engagement, staff recognition, and various other non-academically related areas. La Tonya's work is grounded in the belief that students are little people, not just children,

and should play an active role in their education process.

Jasper Person III

Hope Zone Success Coach, Omega Community Development Corporation



Jasper T. Person III is a passionate Servant-Leader, Executive Leadership Trainer, and Solutions Guru deeply rooted in his faith. With a strong foundation instilled by his parents, who exemplified stewardship and service, Jasper developed a lifelong commitment to connecting and providing solutions for communities. He firmly believes in investing in people rather than just systems to create meaningful change. Drawing from his experiences, Jasper founded Tailored Fit Consulting, a platform where inspiration, navigation, motivation, and education converge to provide solutions for families, teachers, schools, and communities. Jasper is actively involved as the Hope Zone Success Coach with the esteemed Omega CDC, contributing to

the design and construction of Ohio's first Federally Funded Promise Neighborhood Student Success model. Additionally, Jasper is a co-founder of DEWI Services, an organization focused on K-12 mental health, equity in behavioral health, and closing the digital divide. Passionate about empowering youth, Jasper has played various roles in organizations such as GetCR8V, African American Male Wellness Walk, Visionary Leaders Institute, UMADAOP Franklin County, and Columbus City Council. Jasper is a proud member of Leadership Ohio, the founder of the nonprofit, Lock In 2 Build Up, The Village 2.0, and its sister social enterprise, The Blueprint 2.0. These organizations focus on providing youth educational empowerment and strategies to successfully graduate high school and graduate from college. Teachers and vocational mentors provide resources to give back to those most vulnerable and underserved in our urban settings.

Jasper's influence extends to the education sector, where he has engaged with youth through mentoring, training, and solution development.

As a global traveler, Jasper has volunteered and partnered with esteemed organizations like the National Alliance of Black School Educators and the National Head Start Association. Jasper's global perspective and partnerships with such renowned educational institutions have led him to collaborate with school districts across the United States and Canada. He is a co-founder of the State of Ohio Collective, dedicated to transforming discrimination in education, health, and economic development for African Americans in Ohio. Jasper's commitment to social transformation extends to areas such as providing hope for incarcerated individuals and engaging citizens across all sectors of society. Jasper T. Person III is recognized for his outstanding contributions and has received numerous accolades for his precision and dedication in his work. As a loving father of three beautiful children, he exemplifies the values he advocates for and serves as a vibrant visionary driving positive change in today's culture.

Keri Randolph

Executive Director, Chattanooga 2.0



Dr. Keri Randolph is the executive director of Chattanooga 2.0, a cradle-to-career collaborative in Chattanooga-Hamilton County, Tennessee. She brings more than 20 years of experience advocating for children and families in various roles spanning from a classroom teacher to serving as a cabinet-level executive in two large school systems in Tennessee. With her extensive experience, Keri has held key leadership positions, including chief strategy officer for Metro Nashville Public Schools, where she played a vital role in aligning resources and supporting student achievement.

Keri's expertise in strategic planning and educational initiatives led her to oversee substantial investments in federal relief, entitlement dollars, and philanthropic contributions. Her leadership resulted in the successful creation and implementation of innovative programs, such as Navigator, Accelerating Scholars, Promising Scholars, and postsecondary success initiatives, including University You. Ultimately, Keri's deep connection to Chattanooga led her to return to her hometown and continue the impactful work she started as the leader of the initial Chattanooga 2.0 K-12 working group in 2016.

Paul Reville**Founding Director, The EdRedesign Lab****Francis Keppel Professor of Practice of Educational Policy and Administration**

Professor Reville returned to the Harvard Graduate School of Education as the Francis Keppel professor of practice of educational policy and administration in 2013, having just completed nearly five years of service as the secretary of education for the Commonwealth of Massachusetts. As Governor Deval Patrick's top education advisor, Reville established the Executive Office of Education and had oversight of higher education, K-12, and early education in the nation's leading student achievement state. He served in the Governor's Cabinet and played a leading education 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. He is particularly interested in matters of federal and state education policy and is now concentrating his work on the design of 21st century learning systems, braiding schooling, health/social supports, and enrichments to close learning gaps.

Prior to joining the Patrick Administration, Paul had chaired the Massachusetts State Board of Education, founded the Rennie Center for Education Research and Policy, cofounded the Massachusetts Business Alliance for Education (MBAE), chaired the Massachusetts Reform Review Commission, and the Massachusetts Commission on Time and Learning, and served as executive director of the Pew Forum on Standards-Based Reform, a national think tank which convened the U.S.'s leading researchers, practitioners, and policymakers to set the national standards agenda. Paul played a central role in MBAE's development of and advocacy for Massachusetts historic Education Reform Act of 1993. Paul has been a member of the HGSE faculty since 1997 and has served as director of the education policy and management program.

Paul's career, which combines research, policy, and practice, began with service as a VISTA volunteer/youth worker. He served as a teacher and principal of two urban, alternative high schools. Some years later, he founded a local education foundation which was part of the Public Education Network. He is a board member and adviser to a host of organizations, and a frequent writer and speaker on education reform and policy issues. He edited the book entitled, *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools*. He holds five honorary doctorate degrees. Last and most importantly, he is the father of four children.

Lynne Sacks
Director of Research, The EdRedesign Lab



Lynne Sacks is an accomplished researcher and currently serves as the research director at EdRedesign. With over 20 years of research, nonprofit, and policy experience, Lynne plays a crucial role in leading evaluations and research initiatives. At EdRedesign, she leads the organization's research activities. Before joining EdRedesign, Lynne worked at the Center for Equity and Excellence in Education at the George Washington University and the National Center on Education and the Economy. Her research contributions extend to collaborating with esteemed institutions such as the Massachusetts Department of Elementary and Secondary Education and the American Institutes for Research. Lynne has also provided

valuable consulting services to organizations like New Profit, the Annenberg Center for School Reform, the Massachusetts Executive Office of Education, and the Commonwealth Corporation. Prior to her research and policy work, Lynne was a former high school and adult English and English as a Second Language teacher, bringing valuable classroom experience to her current role. She holds an undergraduate degree from Cornell University, as well as Ed.M. and Ed.D. degrees from the Harvard Graduate School of Education.

Rachel Ward
Director of Operations & Strategic Initiatives, Omega Community Development Corporation



Rachel Ward is a servant leader, child advocate, and public service professional with a commitment to improving the health and well-being of communities, families, and children. In 2009, after graduating from Spelman College with a Bachelor of Arts degree in Economics, she immediately began her career in youth development and non-profit management. In the years following, Rachel gained invaluable experiences while fundraising, developing initiatives, and directing social services programs in Dayton and Columbus, Ohio and Chicago, Illinois. During this time, Rachel also earned a Masters of Public Service Management from DePaul University in Chicago, which afforded her opportunities to study community development, urban planning, and local governments in Curitiba, Brazil and Belfast, Northern Ireland.

Over the course of her career, she has worked across sectors and systems, including serving in collaborative efforts to address early childhood education, food equity, and domestic violence. In 2018, Rachel's life experiences came full circle, as she returned home to Dayton, Ohio and transitioned into local government, serving as a Manager of Community Programming for Montgomery County Human Services Planning & Development Department. In her role, Rachel managed a 13-county regional council for the prevention of child abuse and neglect, early intervention services for young children with developmental delays or disabilities, and over 80 contracts with nonprofit organizations providing critical services to improve positive outcomes for individuals and the community.

Currently, Rachel serves as the Director of Operations and Strategic Initiatives at the Omega Community Development Corporation in Dayton, Ohio. In her role, she provides leadership for all

programs and initiatives, including the Hope Center for Families which includes partner services between Omega CDC, Dayton Children's Hospital, Mini University, and Sinclair College. Rachel drives the implementation of strategic plans for the organization's place-based efforts through development and evaluation against strategic objectives and key performance indicators. Rachel is proud to serve as the Project Director and Principal Investigator for the Hope Zone Promise Neighborhood.

Rachel was recognized as a Dayton Business Journal Top Forty under 40 leader in 2020 and graduated from the Dayton Chamber of Commerce's Leadership Dayton program in 2022. In her spare time, Rachel enjoys traveling, dancing, laughing, and spending time with her nieces and nephews.

Rob Watson

Deputy Director, The EdRedesign Lab

Secondary Lecturer on Education, Harvard Graduate School of Education



Rob is the Deputy Director at EdRedesign, having previously served as Director for Partnerships and Community Impact at EdRedesign, and is also a secondary lecturer on Education at Harvard Graduate School of Education. At EdRedesign, Rob leads the organization's talent development programming and its By All Means initiative, supporting cities across the US to develop cradle-to-career systems of opportunity. Rob's work has focused on themes of civic engagement, community development, and educational equity in the U.S., Latin America, and Africa. Prior to joining EdRedesign, Rob served as a consultant and advisor to organizations that include the World Bank, the Inter-American Development Bank, Harvard College, Tufts University, The Social Impact Studio, FUSE Corps, The Foundation for Louisiana, The Institute of Politics at Harvard Kennedy School, The Obama Foundation, and Harlem Children's Zone.

A former Peace Corps Volunteer and winner of the Peace Corps' 2023 Franklin H. Williams Award, Rob has co-founded five civil society organizations in Paraguay, including Teach for Paraguay, member of the global Teach For All Network and the Paraguayan Government's first national youth service program. Additionally, he's partnered with the Mayor, Superintendent of Schools and community stakeholders from his hometown of Poughkeepsie, New York to co-found the Poughkeepsie Children's Cabinet, a collective impact organization that convenes leaders across sectors to develop a citywide cradle-to-career agenda for children, youth and families. Rob is also a co-founder of Lead for Poughkeepsie, a new AmeriCorps program affiliated with Lead for America that aims to attract and retain homegrown talent to pursue social impact careers in the Mid-Hudson Valley region of New York State.

Rob is a World Economic Forum Global Shaper and former Bill and Melinda Gates Foundation Millennium Scholar. He holds a B.A. from Harvard College, an Ed.M in Education Policy and Management from the Harvard Graduate School of Education, and a Mid-Career Master's in Public Administration from Harvard Kennedy School.