

Success Planning Community of Practice

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



INSTITUTE FOR
SUCCESS PLANNING

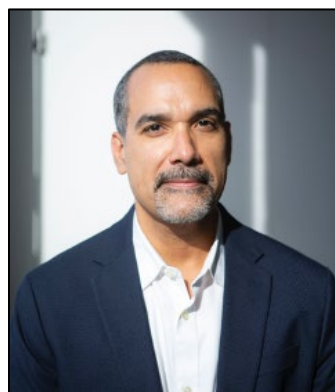


Speaker Biographies

Wednesday, July 19 – Friday, July 21

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.

Elizabeth Gaines

Chief Executive Officer, Children's Funding Project



Elizabeth is the founder and CEO of Children's Funding Project, a transformative initiative launched in 2018. With over 25 years of experience in child advocacy, she has consistently questioned the allocation of adequate resources to support children's needs. Elizabeth's career began with leading after-school and community-based youth programs, and she later served as a youth policy analyst, contributing significantly to Citizens for Missouri's Children. Her 13-year tenure at the Forum for Youth Investment further showcased her expertise in assisting policy leaders in utilizing data, aligning policies, and optimizing resources for enhanced impact.

As the executive director of Children's Funding Accelerator, the advocacy arm of Children's Funding Project, Elizabeth continues to make substantial contributions in the field of children's policy. She has collaborated with communities across nearly all 50 states, assisting in the establishment of children's cabinets, fiscal mapping initiatives, and dedicated funding campaigns for youth. Elizabeth's expertise is evident in her diverse publications on mapping public resources and generating tax revenue for improving early care and education.

A native of St. Louis, Missouri, Elizabeth holds a strong educational background, having attended the University of Wisconsin-Madison. Currently based in Washington, D.C., she has guided Children's Funding Project through over 40 impactful projects involving national networks, state and local governments, advocates, and youth leaders. Elizabeth's unwavering commitment to improving the lives of children and youth is at the forefront of her work, making her a respected and sought-after professional in the field.

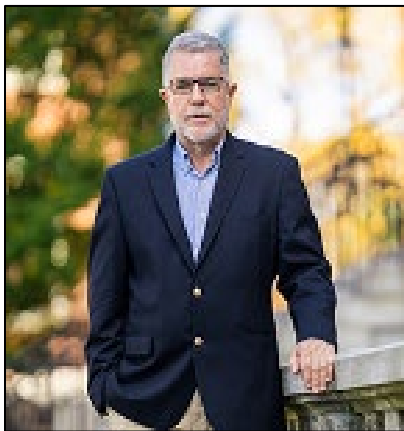
Anna Holt
Senior Research Analyst, The EdRedesign Lab



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 identifies 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.

James Honan
Senior Lecturer, Harvard Graduate School of Education



James Honan is a highly respected senior lecturer at the Graduate School of Education at Harvard University. With a wealth of experience and expertise in financial management of nonprofit organizations, organizational performance measurement, and higher-education administration, he plays a pivotal role in shaping educational leadership. As the educational cochair of the Institute for Educational Management (IEM) and a faculty member in various Executive Education programs, James imparts valuable knowledge to educational leaders and nonprofit administrators. He has also worked as a consultant, providing guidance on strategic planning, resource allocation, and performance measurement

to colleges, universities, schools, and nonprofit organizations on a national and international scale.

With a tenure at Harvard that spans over three decades, James Honan has made significant contributions to both the Harvard Graduate School of Education (HGSE) and the Harvard Kennedy School (HKS). As a faculty member at HGSE and an affiliate faculty member at the Center for Public Leadership (CPL) at HKS, he has played an integral role in advancing leadership development in the education sector. James also serves on the Faculty Executive Committee of the Advanced Leadership Initiative (ALI) at Harvard University. His extensive teaching experience extends to various executive education programs and professional development institutes around the world, where he shares his expertise in nonprofit financial

stewardship and effective management practices. Additionally, James has acted as a consultant to numerous colleges, universities, schools, foundations, and nonprofit organizations, assisting them in areas such as strategic planning, resource allocation, and performance management. He holds advanced degrees from prestigious institutions such as George Washington University and Harvard University, complementing his rich academic and professional background.

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 & 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.

Julie Kowal
Programme Officer, Oak Foundation



Julie Kowal is a dedicated programme officer with Oak Foundation's Learning Differences Programme since November 2019. With an extensive background in education policy in the United States, Julie has focused on advocacy, teacher and principal leadership, early literacy, and students facing challenges in traditional public schools. At Oak Foundation, Julie works tirelessly to support K-12 students, partner organizations, and systems that aim to create equitable environments and provide effective support for students with learning disabilities such as dyslexia, dysgraphia, and processing issues.

Collaborating with the Austin Institute, Oak Foundation identifies and supports partners in implementing policies and practices derived from the Standards and Accountability Movement. Julie recognizes the transformative potential of the pandemic, which has shed light on what schools and districts truly value in terms of supporting students with disabilities. Moving forward, Julie emphasizes the importance of prioritizing partnerships and empowering parents and caregivers of children with disabilities. By fostering respectful and responsive learning partnerships, schools can better meet the unique needs of students and create inclusive educational environments.

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.

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.

Rob Watson

Director for Partnerships and Community Impact, 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.