

Success Planning Community of Practice Summer Workshop

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

EdRedesign
OPPORTUNITY FOR ALL



SPEAKER BIOGRAPHIES

Monday, July 22 – Thursday, July 25

Dr. Aaron T. Jennings

Equity, Diversity and Excellence Officer, Chelsea Public Schools



Before joining Chelsea Public Schools (CPS), Dr. Aaron 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 D.C., 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, Master's of social work from Washington University in St. Louis, and Doctorate in education leadership from Harvard University. In his spare time, Dr. Jennings loves building and deepening new relationships with Chelsea students, families, and community members.

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 (MNPS). 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 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's 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.

Caitlin Hernandez

Senior Program Coordinator, The EdRedesign Lab



Caitlin Hernández is senior program coordinator at EdRedesign and a recent Master's in Human Development and Education graduate at the Harvard Graduate School of Education. She is interested in creating an equitable education system for all children, especially those impacted by adverse life experiences and systemic inequity, by increasing the protective factors through a child-centered and family-focused holistic curriculum informed by research. Before her time at Harvard, she served as an academic specialist for young learners impacted by remote learning during COVID-19 through modification and adaptation in the curriculum

to promote students' educational goals. Caitlin comes from a clinical social work background, receiving her Master's in social work at the University of Southern California. Throughout her career, she has worked in direct services supporting individuals in various contexts locally and internationally, including public and independent schools, early education, youth programs, non-profits, human rights organizations, and out-of-school programs.

Her diverse experience taught her many things, but one of the biggest takeaways was learning about the many barriers individuals encounter when trying to access services. The concept of accessibility to services and resources has led Caitlin to use research to find creative ways to incorporate clinical interventions and social-emotional learning into the school curriculum in an accessible and easily implemented way to promote positive life and academic outcomes for children. She is very excited to help uphold community members' unique and individual strengths for a collaborative approach to student success as a part of the Success Planning team at EdRedesign.

Chris Shelton

Cross-Sector Leadership Advisor, The EdRedesign Lab



Chris Shelton is a cross-sector leadership advisor at EdRedesign. She began her career as a defense attorney at Bryan Cave, LLP before she discovered her true calling in education. Chris transitioned and began working as a middle school mathematics teacher with Teach for America in St. Louis, Missouri. She spent a decade at her Teach for America placement school relentlessly fighting to ensure that urban scholars receive a quality and equitable education. After leaving her placement school, Chris was awarded the Zuckerman Fellowship from the Center for Public Leadership at the Harvard Kennedy School. She is currently in the third year of the Doctor of Education Leadership program at the Harvard Graduate School of Education.

Chris also received a Bachelor's degree in business administration from Saint Louis University, a Juris Doctor degree from Howard University School of Law, and a Master's degree in education leadership, organizations, and entrepreneurship from Harvard.

Christopher Tan

Assistant Commissioner for Education Initiatives, NYC Administration for Children's Services



Christopher Tan is the Assistant Commissioner for Education Initiatives at the NYC Administration for Children's Services. He directs the ACS Education Unit, which serves as the agency lead on education issues and provides support through visioning, strategy development, program coordination, case consultations, data-sharing, trainings, and legal research. The Unit partners with the ACS programmatic divisions in charge of community partnerships, prevention services, child protection, foster care, and juvenile justice to advance more personalized and holistic education supports for ACS-involved children and families, with an emphasis on interagency collaboration and information-sharing. He is honored to serve on the leadership team for the Every Child and Family is Known initiative.

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

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, LLC, 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.

Dr. James Honan***Senior Lecturer, Harvard Graduate School of Education***

James Honan is a highly respected senior lecturer at the Harvard Graduate School of Education (HGSE). 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 has made significant contributions to both 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.

Jen LoPiccolo

Director of District & School Partnerships, National Partnership for Student Success, Everyone Graduates Center, Johns Hopkins University



Jen LoPiccolo has spent her entire career focused on expanding educational access; this passion has anchored every career decision she has pursued since becoming the first in her family to graduate from college. She is deeply passionate about contributing to a mission-driven organization committed to social good. Jen joined the Rhode Island Department of Education (RIDE) in March 2019. She currently manages RIDE's \$10.9 Million federal grant, RethinkRI, and is the project lead for Rhode Island's statewide enrollment platform, EnrollRI, a first of its kind technology solution. EnrollRI supports equitable access for RI families to the state's All Course Network (ACN), Career and Technical Education program information, adult education, and the statewide school choice common application.

Previously, Jen was the lead strategist for expanding the National Math and Science Initiative's (NMSI) private and public partnerships. She focused on cultivating and supporting fee for service of one of NMSI's flagship programs, Laying the Foundation. Prior to NMSI, Jen served on the leadership of Blackstone Valley Prep, a network of high performing public charter schools in Rhode Island dedicated to putting every scholar on a path to success in college and the world beyond. She spent the early days of her career teaching high school English in rural North Carolina as a 1997 Teach for America corps member. Jen has a Bachelor's degree in English from the University of Wisconsin - Stevens Point, a Master's degree in curriculum and instruction from Louisiana State University, and a post Master's K-12 principal certificate from Antioch University New England (AUNE).

Joshua Laub, Director of Youth Development, Office of Safety and Youth Development, NYC Department of Education



Joshua Laub is the director of youth development at the Office of Safety and Youth Development (OSYD) for the New York City Department of Education. Joshua has served the public-school children of New York City since 1994 when he began his teaching career at East Side Community High School on the Lower East Side. Previously, he served as assistant director and then as principal at Banana Kelly High school in the south Bronx.

Joshua's work focuses on troubled young people and helping them want to rejoin the community. In Joshua's current position at OSYD, he is coordinating an inter-agency collaborative to support students and schools with the goal of reducing multiple suspensions, decreasing arrests of our children, and improving their chances of graduating high school. This project will encourage schools to rethink their current practices for young people in transition from a long-term suspension and/or absence. This effort includes training for the adults, supervising mentors for the young people, and connecting the entire team to a wider array of resources and services in the community, including tutoring, housing, health, and employment. Joshua earned his Bachelor's degree at Tufts and a Master's degree in teaching at Brown University.

Dr. Karen Mapp

Professor of Practice, Harvard Graduate School of Education



Over the past 20 years, Dr. Karen Mapp's research and practice focus has been on the cultivation of partnerships among families, community members and educators that support student achievement and school improvement. She served as the co-coordinator with Professor Mark Warren of the Community Organizing and School Reform Research Project and as a core faculty member in the Doctorate in Educational Leadership (Ed.L.D.) program at the Harvard Graduate School of Education (HGSE). She was also the longtime faculty director of the school's Education Policy and Management Master's program. She is a founding member of the District Leaders Network on Family and Community Engagement as well as the National Family and Community Engagement Working Group, is a trustee of the Hyams Foundation in Boston, MA, and is also on the board of the National Association for Family, School, and Community Engagement (NAFSCE) and the Institute for Educational Leadership (IEL) in Washington, D.C. From 2011 to 2013, Dr. Mapp served as a consultant on family engagement to the United States Department of Education in the Office of Innovation and Improvement.

She joined HGSE in January of 2005 after serving for eighteen months as the deputy superintendent for Family and Community Engagement for the Boston Public Schools (BPS). While working with the BPS, she continued to fulfill her duties as president of the Institute for Responsive Education (IRE). She joined IRE in 1997 as project director, was appointed vice-president of IRE in May of 1998 and served as president from September 1998 to December 2004. Dr. Mapp holds a Doctorate and Master's of education from the Harvard

Graduate School of Education, a Master's in education from Southern Connecticut State University, and a Bachelor's degree in psychology from Trinity College in Hartford, CT.

Dr. Mapp is the author and co-author of several articles and books about the role of families and community members in the work of student achievement and school improvement including: *A New Wave Of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (2002); "Having Their Say: Parents Describe How and Why They are Engaged in Their Children's Learning" (2003); *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (2010); "Debunking the Myth of the Hard to Reach Parent" (2010); "Title I and Parent Involvement: Lessons from the Past, Recommendations for the Future" (2011); *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* (2011), "Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships" (2014), and "From Private Citizens to Public Actors: The Development of Parent Leaders through Community Organizing" (2015) and "Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success" (2017).

Lynne Sacks

Research Director, The EdRedesign Lab



Lynne Sacks is an accomplished researcher and 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 a Bachelor's degree from Cornell University, as well as Master's and Doctorate degrees in education from the Harvard Graduate School of Education.

Michelle Sedaca

Senior Research Manager, The EdRedesign Lab



Michelle Sedaca is a senior research manager at EdRedesign where she is helping build a knowledge base of best practices and approaches to creating comprehensive, integrated systems of support for children and youth. She previously served as a communications manager for the national nonprofit Jobs for the Future's (JFF) Pathways to Prosperity initiative, overseeing its communications and marketing strategy to amplify state and regional college and career pathways efforts. Michelle also managed a variety of research and writing projects for America's Promise Alliance and Jumpstart for Young Children. Projects

included case studies on cradle-to-college and career initiatives, a report on the potential of K-12 digital learning, and a synthesis of research on the early childhood workforce. Michelle received her Bachelor's degree in politics from Oberlin College and a joint Master's degree in urban policy and child development from Tufts University.

Paul Reville

Founder and Faculty Director, The EdRedesign Lab

Francis Keppel Professor of Practice of Educational Policy and Administration, Harvard Graduate School of Education



Paul Reville is the Francis Keppel professor of practice of Educational Policy and Administration at the Harvard Graduate School of Education (HGSE). He is the founding director of HGSE's EdRedesign Lab. In 2013, he completed nearly five years of service as the Secretary of Education for the Commonwealth of Massachusetts. As Governor Patrick's top education adviser, Paul established a new 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.

Prior to joining the Patrick Administration, Paul 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 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, including BELL, Match Education, Bellwether, City Year Boston, Harvard Medical School's MEDscience and others. He is a frequent writer and speaker on education reform and policy issues. He is also the educator commentator, Boston Public Radio, WGBH. He holds a Bachelor's degree from Colorado College, a Master's degree from Stanford University, and five honorary doctorate degrees.

Rachel Ward

Vice President, 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's 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 Master's in 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 vice president of the Omega Community Development Corporation in Dayton, Ohio. In her role, she provides leadership for all programs and initiatives and 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

Executive Director, The EdRedesign Lab

Lecturer on Education, Harvard Graduate School of Education



Rob is the inaugural Executive Director of EdRedesign and Lecturer on Education at the Harvard Graduate School of Education, having previously served as Deputy Director. At EdRedesign, Rob leads an interdisciplinary team of staff, fellows, consultants, research affiliates, and students supporting communities across the U.S. to develop cradle-to-career systems of opportunity. He presides over many of EdRedesign's signature talent development offerings, including the EdRedesign Fellowship for Cradle-to-Career Partnership Leaders, Summer Institute for Neighborhood Leaders, By All Means Senior Fellows Program, and the By All Means Communities of Practice initiative.

His 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 partnered with the mayor, superintendent of schools and community stakeholders from his hometown of Poughkeepsie, New York to launch 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 the Poughkeepsie Service Accelerator (PSA), a place-based service year collaborative that aims to attract and retain local talent to pursue social impact careers in the Mid-Hudson Valley region of New York State.

In January 2024, Rob was selected as a Presidential Leadership Scholar. Rob is a member of the Board of Directors of the Children's Funding Project, former World Economic Forum Global Shaper, and former Bill and Melinda Gates Foundation Millennium Scholar. He holds a Bachelor's degree from Harvard College, a Master's degree 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.

Dr. Shadae Harris

President & CEO, Groundwork Consulting, Professor in Residence, Virginia State University



Dr. Shadae Harris, formerly the Chief Engagement Officer at Richmond Public Schools, earned national recognition for her significant contribution to reducing chronic absenteeism by nearly 20% during her tenure. Dr. Harris has also served as an elementary school principal and began her career as a 4th-grade teacher. She holds a Master's degree in Learning and Teaching and a Doctorate in Educational Leadership, both from Harvard University.

Currently, Dr. Harris leads Groundwork Consulting, where she assists school districts and organizations nationwide in developing robust engagement systems that place families at the center. Additionally, she is a distinguished Professor in Residence at Virginia State University and a founding faculty member of the VSU Engagement Institute. As a national expert on engagement, Dr. Harris was recently selected to speak at the White House on her innovative approach to decreasing

chronic absenteeism.

Stacy Wall Schweikhart

Chief Executive Officer, Learn to Earn Dayton



Stacy Wall Schweikhart serves as chief executive officer for Learn to Earn Dayton. Stacy oversees a talented team, works in coordination with committed community partners and collaborates with a dedicated Board of Directors to implement the strategic vision for the organization. A Dayton native, Stacy brings more than 21 years of public sector leadership and a deep network of partners and resources to the CEO role. She joined Learn to Earn Dayton in 2022, having previously served as director of Strategy & Engagement for MVRPC and in a variety of leadership roles with the City of Kettering, Ohio. Stacy earned her Bachelor's

degree and Master's degree in public administration from the University of Dayton and is an AICP certified professional planner.

Tauheedah Jackson

Deputy Director; Director of the Institute for Success Planning, The EdRedesign Lab



Tauheedah Jackson serves as deputy director of EdRedesign and 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.