

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

(in order of appearance)

Tauheedah Jackson

Deputy Director; Director of the Institute for Success Planning, EdRedesign, Harvard Graduate School of Education

Tauheedah Jackson serves as the Deputy Director of EdRedesign and the inaugural Director of EdRedesign's Institute for Success Planning at the Harvard Graduate School of Education. As the Deputy Director, she leads EdRedesign's organization-wide strategy and culture-building work and efforts that deepen alignment across all talent development work that provides direct support to communities. As the Director of the Institute, she leads a team that partners with local communities nationwide to design personalized, relationship-based systems of support for children and youth through cross-sector collaboration. 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 supporting networks of leaders in local communities to build, scale, and sustain cross-sector, place-based Community Schools initiatives across the country. Tauheedah currently serves as the Vice Chair of IEL's board of directors. Before entering the national landscape, Tauheedah worked as a local cross-sector leader as the Director of the former Hartford Partnership for Student Success, a 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, before being scaled across the entire school district.



A native of Bridgeport, Connecticut, Tauheedah is a first-generation college graduate. 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, has served on various nonprofit boards, and has received several awards recognizing her leadership in the field. As a mother of 3 sons, Isaiah, Isaac, and Ian, she is committed to working toward ensuring more equitable access and opportunity for all.

Chris Shelton

Director of Education Strategy and Cross-Sector Community Impact, EdRedesign, Harvard Graduate School of Education

Chris Shelton recently earned her Doctor of Education Leadership from the Harvard Graduate School of Education. During her third-year residency, she worked with EdRedesign as a cross-sector leadership advisor and, after graduation in May 2025, Dr. Shelton joined the EdRedesign team as director of education strategy and cross-sector community. Dr. Shelton's career began as a defense attorney at Bryan Cave, LLP, before she discovered her true calling in education. She transitioned and began working as a middle school mathematics teacher with Teach for America in St. Louis, Missouri. Dr. Shelton 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, she was awarded the Zuckerman Fellowship from the Center for Public Leadership at the Harvard Kennedy School. Dr. Shelton also received a Bachelor of Science 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.



Paul Reville

Founder and Faculty Director, EdRedesign; Francis Keppel Professor of Practice of Educational Policy and Administration, Harvard Graduate School of Education

Paul 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.

Prior to 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 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. Reville played a central role in MBAE's development of and advocacy for Massachusetts' historic Education Reform Act of 1993. Reville has been a member of the HGSE faculty since 1997 and has served as Director of the Education Policy and Management Program.

Reville 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.

Rob Watson

Executive Director, EdRedesign, Lecturer on Education, Harvard Graduate School of Education



Rob Watson 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 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, a former World Economic Forum Global Shaper, and a former Bill and Melinda Gates Foundation Millennium Scholar. In January 2025, Rob joined the StriveTogether Board of Directors. 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 (MPA) from Harvard Kennedy School.

Julie Allen

Senior Director of Strategic Communications, Development, and Operations, EdRedesign, Harvard Graduate School of Education



Julie Allen is Senior Director of Strategic Communications, Development, and Operations at EdRedesign. Julie has been on the EdRedesign team since January 2022. Previously, Julie was a Harvard Advanced Leadership Initiative 2020 Fellow and 2021 Senior Fellow. Prior to her fellowship, she had a distinguished career in corporate law, focusing on capital markets, public company M&A transactions, and boardroom governance and counsel. Most recently, she was a senior partner at Proskauer Rose, where, in addition to her practice, her management roles included hiring partner, practice group leadership, new business intake, and risk management. She served as Senior Editor-Education for the Harvard ALI Social Impact Review from 2021 through 2023. In addition, Julie is a member of the board of directors of Read Ahead (which she chaired from 2019 through 2023), a reading-based mentoring organization serving NYC public elementary school children, for which she has served as a volunteer reading mentor for over a decade. Julie is also a member of the board of The Trevor Project, the largest suicide prevention and mental health organization serving LGBTQ+ youth in the U.S. and Mexico. She also served as a member of the advisory board of the Harvard Kennedy School Carr-Ryan Center for Human Rights from 2021 through 2023 and is a founding committee member of the Carr-Ryan Center's Global LGBTQ+ Human Rights initiative.

Caitlin Hernandez

Senior Program Coordinator, EdRedesign, Harvard Graduate School of Education



Caitlin Hernandez 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.

Lynne Sacks

Research Director, EdRedesign; Lecturer on Education, Harvard Graduate School of Education



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.

Ron Schmidt

Officer of Student Planning and Success and Founding Principal, Chelsea Opportunity Academy, Chelsea Public Schools

Ron Schmidt is the Officer of Student Planning and Founding Principal at Chelsea Opportunity Academy (COA). In this role, he leads a team responsible for the design and implementation of COA's new school model, which aims to address the unmet needs of overaged, under-credited students. Ron's passion for education started when he joined the Peace Corps, teaching adults fish farming in Guatemala. After the Peace Corps, Ron stayed in Guatemala to teach high school science and mathematics. Ron then served as the principal of two K-12 schools in Guatemala City, where he oversaw all aspects of school operations, communications, staff development, and led school improvement efforts. Ron's focus on recruiting, hiring, and enriching professional development led to increased staff retention, and his work to strengthen his school's instructional vision led to improved standardized test scores.

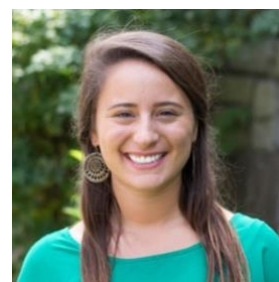


Ron's 18 years in education in Guatemala gave him invaluable language and cultural experiences that help him build relationships with COA students, 80% of whom are first- or second-generation Latin American immigrants. Ron earned his degree in Biology from Sonoma State University in California. He holds Masters Degrees in School Leadership and Administration and Family Counseling. He lives in Stow, Massachusetts with his wife and two children.

Melissa Psallidas

Program Advisor, Chelsea Opportunity Academy, Chelsea Public Schools

Melissa Psallidas has been a teacher and leader in various charter and public school settings for over a decade. She began her teaching career in New Orleans East, a place that has laid the foundation for her work in education in unforgettable ways and still guides her daily practice. Melissa specializes in developing arts infused curriculum, building cross curricular learning experiences, and fostering a culture of lifelong readers through masterful literacy instruction. She is particularly



curious about building free, democratic, child-led schools that center the learner and community and decenter standardization.

Melissa was awarded ReNEW Schools Teach of the Year in 2025 for her work as an English and history teacher. Since then, she has taught and led middle schools in Dorchester and Chelsea. She now coaches and supports teachers at Chelsea Opportunity Academy, a place where students who have struggled to be successful in traditional schools can flourish.

Yrlen Ysasis

Family Liaison, Chelsea Opportunity Academy, Chelsea Public Schools

Yrlen Ysasis is a Family Liaison for the Chelsea Public Schools system, with a focus on building strong family-school partnerships. She has centered this work for more than 8 years and provides bilingual college access and college savings curriculum to families from linguistically and culturally diverse backgrounds. Yrlen equips families in Chelsea with the resources and support they need to develop and sustain trustworthy and long-lasting connections.



Johnny Giraldo

Family Liaison, Chelsea Opportunity Academy, Chelsea Public Schools

Johnny Giraldo is a Family Liaison for the Chelsea Public School System. In this role, he works to serve as a bridge between families, their children, and the school community to provide families support in engaging with teachers, social workers, and school personnel. He also provides resources, facilitates workshops, and organizes activities to support families in staying involved in their children's academic journeys.



Jasmine Stewart

Place-Based Partnerships Manager, Center for Resilient Schools and Communities, Spartanburg Academic Movement

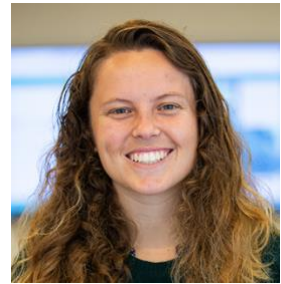


Jasmine Stewart serves as the Place-Based Partnerships Manager at the Spartanburg Academic Movement's Center for Resilient Schools and Communities. Jasmine was born and raised in Columbia, SC. She received her Bachelor of Arts Degree in Secondary Education-English from USC Upstate and her M.A. in Organizational Leadership from Columbia College. Jasmine is also the Vice President of Sugar Ridge Elementary School Parent Teacher Organization.

Jasmine is married to Devin Stewart who works with LISC Upstate. Devin and Jasmine have been married for nine years and have two children, Devin Jr. and Alivia.

Jamie Gracie

Postdoctoral Fellow, EdRedesign, Harvard Graduate School of Education



Jamie Gracie is a Postdoctoral Fellow at the EdRedesign Lab at Harvard University and a research affiliate at Opportunity Insights. She received her PhD in economics from Harvard in 2025. Her research is in labor and public economics, with a focus on economic mobility.

Liliana Candelario

Community School Director, Children's Aid



Liliana Candelario was raised in the Bronx in the same community she serves and has had similar experiences as the families she serves, which helps her to connect and identify with their challenges; and gives her an opportunity to build relationships within the school community. She has personal experience on how programs like these give students and their families the support they need. Liliana was hired as an after-school facilitator for Children's Aid in 2014 and worked her way up to Community School Director at the Fairmont Neighborhood School. She received her master's degree in public administration from John Jay College of Criminal Justice. Liliana's desire is to encourage families and students to pursue opportunities, and challenge them to set their goals; knowing they have the potential to do whatever they set their minds to.

Monique Hibbert

Principal, New York City Public Schools

Monique Hibbert serves as Principal of Fairmont Neighborhood School in the South Bronx. As a Bronx native and product of NYC Public Schools, she is passionate about ensuring that her students' zip code will not determine their destiny. Through her collaboration with the First Lego League, her students continue to compete and place as finalists with some of the best and brightest students in the city for their annual Robotics competition. She prides herself on ensuring that her students and school community have access and exposure to opportunities to become successful.

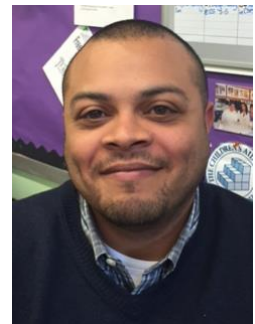


In addition to Monique's work as a school leader, she is also a member of the New York Elementary School Principal Association, where she is able to gain valuable insight and perspective from her colleagues as she continues to grow and develop in her practice. She also partners with the City University of New York- City College, where she is committed to developing and retaining prospective teacher candidates to teach in the Bronx. Monique earned a M.S. in Educational Leadership at The College of Notre Dame and her B.S. in Elementary Education from Morgan State University (HBCU), both in Baltimore Maryland.

Gary Perez

Community School Director, Children's Aid

Gary Perez is a former participant of Children's Aid programs and grew up in the same type of neighborhood that he currently works in. Gary started as a Summer Youth Employment Program participant, worked his way to Facilitator, also while attending college and working as a school aide. When he graduated college, he immediately started working as a teacher and the Educational Coordinator for the school that he started in. He is now the Community School Director for the Samara Community School and continues to create magic with less money than his program should have and was recently awarded a Full-Service Community Schools grant from the US DOE.



Dr. Karen Mapp

Professor of Practice, Harvard Graduate School of Education



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).

Sabrina Sheikh

Youth Leadership Manager, Institute for Educational Leadership

Sabrina Sheikh joined IEL in February 2018, and currently coordinates IEL youth leadership and development portfolio, including specialized leadership development for Immigrant and Refugee Youth as well as the Next Generation Coalition (NGC), an alliance guided by IEL and led by emerging youth leaders to provide a platform for advancing the Community School strategy. NGC serves as a framework for IEL's youth leadership development work, including youth connected to Community School initiatives, youth with disabilities, immigrant, and refugee youth, and more.



Prior to joining IEL, Sabrina worked as a family and youth engagement specialist for Immigrant and Refugee Community Organizing in Portland, Ore. While there, she was responsible for 40 African youth and families in middle and high school. She provided academic, social and emotional learning, and career exploration support for youth, while also providing translation support to families and helping them engage in their children's schools. Sabrina graduated from Salem College in Winston-Salem, North Carolina with a BA in Communications and Public Policy and speaks fluent Somali.

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.

Ashley Tam

Principal Product Manager, New Visions

Ashley Tam joined New Visions for Public Schools in 2018, leveraging her experience in product development to help public school students succeed and transition successfully to college, careers, and choice-filled lives. As Group Product Manager, she leads cross-functional teams in developing digital products that empower educators to help their students succeed. One of five Phase 3 teams in the Learning Landscapes Challenge, New Visions for Public Schools is now working to develop one of its newest solutions—the Every Child and Family is Known program.



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.



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



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.

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.

Abraham Morris

Children, Youth, and Families Division Manager, Families, Parks, and Recreation Department, City of Orlando

Abraham "Abe" Morris has dedicated his career to enhancing community well-being through human services, focusing on both immediate needs and systemic change. With over a decade of experience, Abe's commitment to social justice and equity has driven his impactful work in building resilient communities.



Abe earned his undergraduate degrees in Psychology and Human Development from the University of Wisconsin-Green Bay, graduating summa cum laude. He furthered his education with a Master's in Public Policy from Loyola University Chicago, where he graduated with honors, equipping him with the skills to address complex societal challenges. In significant leadership roles across nonprofit and government sectors, Abe served as the Dax Director for Depaul USA, a program focused on serving college students facing homelessness or housing insecurities in the heart of Chicago. Under his leadership, the Dax Program achieved a 100% success rate for participants and gained recognition on CBS Sunday Morning and other media outlets.

Currently, Abe serves as the Children, Youth, and Families Division Manager for the City of Orlando, overseeing social impact programs for children and families. Abe's approach emphasizes "person-centered planning," ensuring that programs are tailored to the unique needs of individuals and families. Beyond program management, he builds coalitions and nurtures relationships with key stakeholders, continuing to champion positive change within the communities he serves.