

Bridging the Gap: Data Insights and Global Strategies for Accelerating Educational Recovery

GLR Learning Tuesdays

Tuesday, October 8, 2024 | 3 pm – 4:30 pm ET

PRESENTER BIOS

PANELISTS



Megan Kuhfeld, Ph.D.

Director of Growth

Modeling and Analytics
NWEA Megan Kuhfeld is the Director of Growth Modeling and Analytics at NWEA. Her research seeks to understand students' academic and social-emotional trajectories and the school and neighborhood influences that promote optimal growth. Dr. Kuhfeld completed a doctorate in quantitative methods in education and a master's degree in statistics from the University of California, Los Angeles (UCLA).



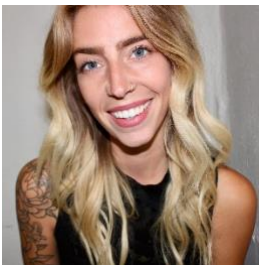
Doug Scott

Senior Expert

McKinsey & Company

Doug is a Senior Expert in McKinsey's global Education practice where he supports K-12 and Higher Education clients seeking to expand opportunity and increase equity across the US and globally. Beyond his client work, Doug leads the practice's global efforts to develop new analytic assets, approaches, and tools to improve and accelerate client impact.

During the course of his career, Doug has had the opportunity to serve many compelling clients with McKinsey, launch the Chicago Resiliency Network with the Corporate Coalition of Chicago and serve as the President of A Better Chicago, a venture philanthropy working to change how Chicago fights poverty by investing in bold ideas that create opportunity for Chicago's youth. Earlier in his career, Doug was a Partner with The New Teacher Project (TNTP), working with systems and states across the country on issues of teacher effectiveness, recruiting and policy. Doug has an MBA from the Kellogg School of Management and a BA from Harvard. He lives in the Chicago suburbs with his wife Leslie, and he is grateful for the amazing teachers he had in his life and those that his children Charlotte (9) and Miles (4) learn from every day.



Kelsey Young, Ph.D.

Associate Director

Research Insights & Analytics

Curriculum Associates

Kelsey Young received her Ph.D. in Educational Psychology from the University of Minnesota; Twin Cities. While there, Kelsey researched the identification and support of students with disabilities, with focuses on early childhood,

implementation science, and teacher practice. Before joining Curriculum Associates, Kelsey served as a consultant for the Colorado Department of Education and a researcher at two additional educational technology companies. At Curriculum Associates, Kelsey leads the Research Insights and Analytics team, conducting research evaluating national trends in student achievement.

COMMENTATORS



Lucrecia Santibañez, Ph.D.

Professor

UCLA School of Education & Information Studies

Faculty Co-Director

Center for the Transformation of Schools

Lucrecia Santibañez (Ph.D. Education, M.A. Economics, Stanford University) is Professor at UCLA's School of Education & Information Studies and Faculty Co-Director (with Dr. Tyrone Howard) of UCLA's Center for the Transformation of Schools. She previously taught at Claremont Graduate University, CIDE in Mexico City, and was Education Economist at the RAND Corporation. She studies how to improve teaching and learning for vulnerable populations including emergent bilingual students. Her academic research has been published by Educational Researcher, Economics of Education Review, Review of Educational Research, Teachers College Record, Education Policy Analysis Archives, and the International Journal of Educational Development, among others. She publishes in both English-speaking and Spanish-speaking journals. As Principal Investigator or Co-Principal Investigator, she has received research grants from the Institute of Education Sciences, the National Science Foundation, the Spencer Foundation, the W. K. Kellogg Foundation, the Hewlett Foundation, the Strategic Impact Evaluation Fund, The World Bank, the Inter-American Development Bank, and the Bill and Melinda Gates Foundation. She is an affiliate of PACE in California, and a faculty affiliate at the Latino Policy and Politics Institute (LPPI) at UCLA. She is a native of Mexico and has three children.



Allison Rose Socol, Ph.D.

Vice President for P-12 Policy, Practice, and Research
Education Trust

Allison Rose Socol, Ph.D. serves as Ed Trust's vice president of P-12 policy, practice, and research. In this role, Allison leads the P-12 team to highlight inequities, identify research-based solutions, and work with a wide range of equity advocates to push for change that will expand excellence and equity in the P-12 education system for students of color and students from low-income backgrounds.

Allison has been with The Education Trust since 2016. She previously served as Ed Trust's assistant director of P-12 Policy, where she led the development of the organization's policy agenda on issues essential to promoting equity in the P-12 system and coordinated data and policy analyses to execute the organization's growing state-level advocacy efforts. She started her career at Ed Trust as a senior analyst, a role in which she developed and conducted data and policy analyses to highlight gaps in opportunity and achievement in our education system.

Before joining Ed Trust, Allison was a research assistant at the Center for Scaling Up Effective Schools, where she focused on identifying programs, practices, and policies that make high schools in large urban districts effective for low-income students and students of color. She also worked as a literacy coach for kindergarten and first grade teachers in rural public schools in North Carolina and taught fifth and sixth grade at Elsie Whitlow Stokes Community Freedom Public Charter School in Washington, D.C. She earned her teaching certification through the Inspired Teaching Certification Program.

Allison holds a Ph.D. in Education Policy from the University of North Carolina at Chapel Hill, a master's degree in teaching from Trinity University, and a bachelor's degree in public policy from UNC.



Robert Runcie
Chief Executive Officer
Chiefs for Change

Robert Runcie is the chief executive officer of Chiefs for Change. Under his leadership, the organization has increased its technical assistance for members and expanded leadership development initiatives to build the pipeline of talented educators ready to lead K-12 systems.

Runcie previously served as superintendent of Broward County Public Schools. The district is the sixth-largest in the United States. It has more than 260,000 students, 35,000 employees, and an annual budget of \$4 billion.

Runcie was recognized as Superintendent of the Year by the Florida Association of District School Superintendents, the National Alliance of Black School Educators, the Association of Latino Administrators and Superintendents, and the Florida Consortium of Public Charter Schools.

His professional experience also includes founding a management and technology consulting company and holding several strategic leadership positions with Chicago Public Schools. Runcie has blended his two decades of private sector technology, management consulting, and entrepreneurship experience with 18 years of leadership in urban public schools to deliver innovation, organizational and systems change, and improved student outcomes. He is nationally recognized for his expertise in various areas, including technology and innovation, enterprise risk management, and building effective leadership teams.

Runcie knows firsthand how a high-quality education can transform a person's life. Born in Jamaica, he moved to the United States as a young boy. He became the first in his family to finish high school and graduate from college, earning his bachelor's from Harvard College and MBA from Northwestern University.

He serves on boards for several national organizations, including Code.org, KnowledgeWorks, National Education Equity Lab, and The Center for Mind-Body Medicine.

MODERATOR



Hedy Chang
Executive Director
Attendance Works

Hedy Nai-Lin Chang is the founder and Executive Director of Attendance Works, a national and state level initiative aimed at advancing student success by addressing chronic absence. A skilled presenter, facilitator, researcher and writer, she co-authored the seminal report, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, as well as numerous other articles about student attendance. Deeply committed to promoting two-generation solutions to achieving a more just and equitable society, Hedy has spent more than three decades working in the fields of family support, family economic success, education and child development. She served as a senior program officer at the Evelyn and Walter Haas Jr. Fund and as co-director of California Tomorrow, a nonprofit committed to drawing strength.