



# Condition of Educat10n

## IN THE COMMONWEALTH

JANUARY 31, 2023

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## AGENDA

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### WELCOME

**Chad d'Entremont**, Executive Director, Rennie Center for Education Research & Policy

### KEYNOTE ADDRESS

**Patrick Tutwiler**, Massachusetts Secretary of Education, Executive Office of Education

### A VISION FOR THE FUTURE OF LEARNING

**Chad d'Entremont**, Executive Director, Rennie Center for Education Research & Policy

**Alexis Lian**, Director of Policy, Rennie Center for Education Research & Policy

### PANEL DISCUSSION

**Amy Kershaw**, Acting Commissioner, Massachusetts Department of Early Education and Care

**Jeffrey C. Riley**, Commissioner, Massachusetts Department of Elementary and Secondary Education

**Noe Ortega**, Commissioner, Massachusetts Department of Higher Education

#COE2023

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# SPEAKERS

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## **DR. PATRICK TUTWILER**

### ***Massachusetts Secretary of Education***

As Massachusetts Secretary of Education, Patrick Tutwiler directs the Executive Office of Education, which oversees early education, K-12, and higher education. Secretary Tutwiler sits on each of the boards governing the Commonwealth's education agencies, as well as the University of Massachusetts system. He is Governor Maura Healey's top advisor on education and helps shape the Commonwealth's education agenda. Before being sworn in as Secretary, Dr. Tutwiler served as the senior program officer at the Boston-based Barr Foundation, a grantmaking organization focused on arts, climate and education. Prior to that, Secretary Tutwiler was superintendent of the Lynn Public Schools and headmaster at Boston Public Schools. As superintendent of Lynn Public Schools, he spearheaded a collaborative, equity-centered effort that translated into higher graduation rates and a more racially diverse staff while also overseeing the creation of the Commonwealth's second largest early college program.



## **AMY KERSHAW**

### ***Acting Commissioner, Massachusetts Department of Early Education and Care***

Amy Kershaw serves as Acting Commissioner of the Department of Early Education & Care (EEC). She brings more than 20 years of leadership experience in government policy roles in Massachusetts and California. She is passionate about public service and has a deep commitment to collaborating with the diverse early education and care sector to promote equitable access to high-quality learning experiences for children and their families. Kershaw began her career in early education and care in Massachusetts working for a nonprofit early education advocacy organization before serving in various leadership roles at the Department of Early Education and Care from 2005 to 2009. Before her appointment to EEC in 2022, Kershaw was Commissioner of the Massachusetts Department of Transitional Assistance where she also served as co-chair of the COVID-19 Food Security Task Force. Kershaw has held senior-level policy positions within the Department of Children and Families. She holds a Bachelor of Arts from Williams College and a Master of Public Administration from the Maxwell School of Citizenship and Public Affairs at Syracuse University.



## **JEFFREY C. RILEY**

### ***Commissioner, Massachusetts Department of Elementary and Secondary Education***

Jeffrey C. Riley was appointed Massachusetts' 24th commissioner of elementary and secondary education in early 2018 and began serving as commissioner on April 5, 2018. A Massachusetts native, Riley's experience spans urban and suburban districts and includes teaching in Baltimore, MD, being principal of Tyngsboro Middle School, and being principal of Boston's Edwards Middle School. In January 2012, Commissioner Riley was appointed superintendent/receiver of the Lawrence Public Schools. During his more than six years there, he led a team that brought major improvements by shifting more resources and autonomy to the school level, expanding the school day, increasing enrichment opportunities, and ensuring all schools had great leaders and teachers. Commissioner Riley holds a bachelor's degree in philosophy from Pomona College in California, a master's degree in counseling from Johns Hopkins University in Maryland and a master's degree in school administration, planning and social policy from Harvard University.



## **DR. NOE ORTEGA**

### ***Commissioner, Massachusetts Department of Higher Education***

Noe Ortega most recently served as Secretary of Education for the Commonwealth of Pennsylvania, a position he held since the fall of 2020. Prior to accepting his appointment as secretary, Dr. Ortega held the role of Deputy Secretary and Commissioner for the Office of Postsecondary and Higher Education at the Pennsylvania Dept of Education (PDE). As Commissioner, he led the agency's work to close the postsecondary attainment gaps that have persisted among historically underrepresented populations and communities of color in Pennsylvania. Additionally, Dr. Ortega facilitated the efforts of the department to improve the diversity of Pennsylvania's educator workforce and to ensure that every student of the Commonwealth has access to educators who have been trained in culturally responsive and culturally relevant approaches to teaching and learning in the classroom. Prior to joining PDE, Dr. Ortega spent eight years at the University of Michigan, where he held several academic and administrative roles. He worked as the Assistant Director and Senior Research Associate at the National Center for Institutional Diversity and the Managing Director for the National Forum on Higher Education for the Public Good during his tenure. While most of his research has focused on postsecondary access and success for historically underserved students, his most recent publications examine how public investment in higher education influences decision-making at colleges and universities. Additionally, Dr. Ortega spent nearly a decade working in financial aid and enrollment management at both public and private universities in Texas. He also served as a P-16 Specialist for the Texas Higher Education Coordinating Board (THECB). Dr. Ortega also spent nearly seven years as director of a language institute in Japan, where he trained teachers in the area of early childhood language acquisition. Dr. Ortega received a Bachelor of Arts in Political Science from St. Edwards University, a Master of Science in School Counseling from Texas A&M University-Corpus Christi, and his Ph.D. in Higher Education Policy from the University of Michigan.



## **DR. CHAD D'ENTREMONT**

### ***Executive Director, Rennie Center for Education Research & Policy***

Dr. Chad d'Entremont is responsible for shepherding the Rennie Center's mission to improve public education through deep knowledge and evidence of effective policymaking and practice. In this capacity, he has co-authored numerous articles, book chapters, and reports on reform strategies ranging from early childhood education to early college designs, as well as launched multiple initiatives to support local communities in the implementation and evaluation of evidence-based practice. He helped found the Massachusetts Education Partnership and the Massachusetts Institute for College and Career Readiness. Dr. d'Entremont began his career as a teacher, serving high-needs students in both urban and rural settings. He is the former Assistant Director of a nationally renowned research center at Teachers College, Columbia University and was the Research & Policy Director at Strategies for Children, as well as project manager for Massachusetts' successful application for a \$50 million Race to the Top-Early Learning Challenge award. He has a Ph.D. in Education Policy and Social Analysis and an MA in the Sociology of Education from Teachers College, Columbia University.



## **ALEXIS LIAN**

### ***Director of Policy, Rennie Center for Education Research & Policy***

In her role as Policy Director, Alexis leverages findings and lessons learned from the organization's research and on-the-ground initiatives to develop and oversee a policy agenda aimed at driving systemic improvements in the Massachusetts public education system. Prior to joining Rennie, Alexis served in several capacities within the MA Executive Office of Education, spent time supporting the BPS central office redesign and restructure under Superintendent Tommy Chang, and began her career in education as an English teacher in Baltimore City at an alternative high school serving 18-21-year-olds. In her civic time, she serves as a board member of a local non-profit, Partakers, Inc., which supports prison education in Massachusetts by coordinating teams of volunteers who mentor women and men who are incarcerated as they pursue higher education programs. She received a B.A in policy studies and political science from Syracuse University, an M.S.Ed. from Johns Hopkins University in Secondary Education, and an Ed.M. in Education Policy and Management from the Harvard Graduate School of Education.