

### Invited Program Staff Speakers



**Andrew Blickle** has worked to support OST programming at Life Pieces To Masterpieces for seven years since completing an AmeriCorps VISTA service year with the organization. Andrew served as an Afterschool Ambassador with the Afterschool Alliance in 2022, one of 17 OST practitioners nationwide selected to uplift the field of afterschool. At Life Pieces, Andrew helps create an environment for Black and Brown boys to express themselves; teach and uplift others as mentors; navigate structural social barriers; and contribute positive change in their communities.

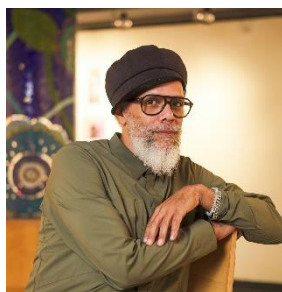


**Andrew Coy** is the CEO & President of the Digital Harbor Foundation, where he leads a portfolio of projects dedicated to bridging the digital divide, increasing diversity in the tech sector, fostering innovative education, and advancing technology for the public good. In addition to this work, he is also a Commissioner on the School Board for Baltimore City Public Schools. Formerly, he served as a Senior Advisor in the Obama White House, Office of Science & Technology Policy.



**Charles (CJ) Haywood** is a dedicated advocate for educational empowerment and youth development, currently serving as the Director of Education and Youth Development at the Urban League of Hampton Roads. In his role, CJ leads initiatives aimed at improving educational access and fostering holistic development among young individuals. During his tenure, CJ played a pivotal role in planning the National Urban League's Youth Leadership Summit, bringing together young minds to discuss critical issues and inspire positive change. One of the highlights of his career has been leading the Urban League of Hampton Roads youth to victory as the 2023 National Case Competition Champions, showcasing the excellence and potential within the

community. Looking ahead, CJ is committed to expanding the impact of his work and creating even more opportunities for educational and personal growth. Whether through innovative programs, partnerships, or community engagement, he aims to contribute to the continued success of the Urban League's mission and the broader youth development field.



**Rob Smith** has seen and experienced the benefits of participation in the arts as both a parent and an autodidact musician. From 2004 – 2014, Rob served as Director of Students and Outreach at Sitar Arts Center in Washington, DC. His experience led him to Portland, OR where he was the Director of Community Engagement for an arts organization called PHAME, serving adults experiencing disability. In 2022 Rob returned to Washington, DC and Sitar Arts Center as Director of Community Arts Education. Rob is an avid supporter of out-of-school time activities and pathways to the arts and believes access to the arts changes lives and is an inherent right for all.



**Kate Wiley** is the Director of Resident Services at Community Lodgings. She has lived in Washington, D.C. and Virginia for the past 20 years. Two years after graduating with her bachelor's degree, she got her first job working in an afterschool program, and has been doing that ever since. After earning her master's degree and working across the country supporting school districts, Kate decided she wanted to impact her own community by supporting the educational success and the social and emotional health of underserved communities. She has been with Community Lodgings since September 2021.

### Facilitators



**Eve Dowdell** is a passionate, gregarious college student from California. As a Communication Studies major, Eve is currently working towards her Associates Degree for Transfer at Modesto Junior College (MJC). Eve is active with her college's extracurricular and campus life activities, spending her time competing on MJC's Intercollegiate Speech and Debate Team and participating in MJC Clubs. Aside from academics, Eve is active in the 4-H Youth Development Program. Eve was a 4-H youth member for 10 years, serving as a club officer, project teen leader, County Ambassador, State committee member, and even CA 4-H State Ambassador in her final years. Her

time in 4-H developed her civic engagement, communication, and time-management skills, which Eve now employs as an 4-H adult leader and college student. Additionally, Eve's 4-H career cultivated her passion, or spark, for expression through American Sign Language (ASL) and various dance projects, which she eventually led. Eve continues her spark today, working towards her ASL interpreting certificate and dance training to teach praise dance to Deaf children. When Eve has finished her homework and clocked out from her internship with the CA 4-H office, she is dancing, reading her Bible, or spending time with her loved ones.

**Deborah A. Moroney (Committee Chair), Ph.D.**, is a vice president at the American Institutes for Research (AIR), where she leads AIR's work in the area of Youth, Family, and Community Development. Dr. Moroney is a methodological expert in implementation science—in the context of both rigorous research and program evaluation. Dr. Moroney serves as a reviewer or editorial board member on multiple peer-reviewed journals and has authored practitioner and organizational guides using both research findings and practitioner input. Dr. Moroney co-authored the fourth edition of the seminal resource *Beyond the Bell: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs*. She has authored numerous works on the implementation and assessment of social and emotional development, including the first edition of the *Ready to Assess* toolkit, and co-chaired the social and emotional learning National Practitioner Advisory Group. She has also edited two volumes: *Creating Safe, Equitable, Engaging Schools: A Comprehensive, Evidence-Based Approach to Supporting Students*, and *Social and Emotional Learning in Out-of-School Time: Foundations and Futures*. Dr. Moroney has served on a National Academies of Sciences committee on Summertime Experiences and Child and Adolescent Education, Health, and Safety; she also contributed a keynote paper to a NAS workshop on character development. At AIR, Dr. Moroney has been a PI or co-PI on several large studies of youth development organizations. Dr. Moroney has served on the advisory boards of several organizations, including YMCA of the USA, BellXcel, and Information Age Publishing. Dr. Moroney is also a longstanding member of the C.S. Mott Foundation Afterschool Technical Assistance Collaborative serving the 50 State Afterschool Network. Prior to joining AIR, Dr. Moroney was a clinical faculty member in educational psychology at the University of Illinois at Chicago in the Youth Development Graduate Program. Dr. Moroney holds a Ph.D. and M.Ed. from the University of Illinois at Chicago.

**Helen J. Malone (Committee Member), Ed.D.**, is senior vice president for strategy, research, and policy at the Institute for Educational Leadership, where she also manages the Coalition for Community Schools Research

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Practice Network. She is also the series editor for the Current Issues in Out-of-School Time book series through IAP. Dr. Malone brings over two decades of experience focused on out-of-school time learning, school-family-community partnerships, and education system change. She is a founding member of the AERA Out-of-School Time Special Interest Group and one of its former chairs. She has chaired two other SIGs and remains a long-standing AERA member. Her service includes multiple posts as a peer-reviewer and editorial board member for various journals and academic publishers. Dr. Malone has served as an advisor on research studies, and as a thought partner to nonprofits, philanthropy, and government entities. Dr. Malone holds a doctorate degree from Harvard University.

**Natasha Strassfeld (*Committee Member*), Ph.D.**, is an assistant professor in the Department of Special Education at the University of Texas at Austin. Her research examines: (1) the ways in which caregivers, particularly minoritized, racialized, and low-socioeconomic status caregivers, navigate special education and accommodations processes via legal and policy mechanisms; (2) racial/ethnic disparities in how students are (mis)identified for special education placements and services; and (3) special education and related transition service delivery for youth transitioning from out-of-school contexts within the juvenile justice system back to K-12 public school contexts. Dr. Strassfeld's work has appeared in leading education journals including *Journal of Disability Policy Studies*, *Exceptional Children*, *Behavioral Disorders*, *International Journal of Qualitative Studies in Education*, and *Teacher Education and Special Education*. Her qualitative and mixed-methodological work has received support from a variety of grant sources including the Spencer Foundation and the Robert Wood Johnson Foundation. In addition, she has previously served as a committee member for a National Academies of Sciences, Engineering, and Medicine committee (2022). She obtained her J.D. degree from the University of Wisconsin School of Law and her Ph.D. in Special Education from the Pennsylvania State University.