

### Invited Speakers



**Jessica Donner, M.S.**, is the executive director of Every Hour Counts, a coalition of national citywide organizations that increase access to quality learning opportunities, particularly for underserved students. The organization is a leading voice promoting expanded-learning systems. Jessica manages the organization's efforts to develop policy recommendations and solutions, test the feasibility of policy and practice recommendations and disseminate findings, and deliver technical assistance to communities to build expanded learning systems. Prior to joining Every Hour Counts, she directed statewide and national service-learning initiatives at the National Service-Learning Partnership at the Academy for Educational Development and the Massachusetts Department of Education. She holds a master's degree in urban policy and management from The New School, and a bachelor's degree in English from the University of Pennsylvania.



**Michael Funk** joined the California Department of Education (CDE) in 2012 to serve as the Director of the Expanded Learning Division. Mr. Funk oversees over \$800 million in state and federal grants supporting over 4,500 afterschool programs, serving over 900,000 children and teens statewide. He also leads the newly created \$4 billion Expanded Learning Opportunities Program, which funds every local educational agency in California. Under his leadership and vision, a statewide system of support, comprised of members of the CDE, County Offices of Education, and statewide contracted technical assistance providers, was borne and continues to thrive and evolve through a partnership with the Center for Systems Awareness, and the introduction of the Compassionate Systems Framework. Prior to his role at CDE, Michael founded the Sunset Neighborhood Beacon Center ([www.snbc.org](http://www.snbc.org)) in San Francisco in 1996. At that time, SNBC was a national model of a full-service community school. Michael was invited to Washington DC to brief the entire US Senate education staff on the SNBC community schools model. Michael has long-championed Social Emotional Learning (SEL) in the state of California, touting the need for *transformational* versus transactional leadership, and living by the mantra: Learn – Lead – Love.



**Anna Harutyunyan, M.P.P.**, joined Nashville After Zone Alliance/NAZA in May 2016 as the new Chief Executive leading the city-wide intermediary system for afterschool and summer programs. Anna oversees city's funding of OST programs by allocating and overseeing grants to over 20 non-profits as well as co-leads youth development advocacy, innovation and fundraising in the city. In 2018, NAZA partnered with the community stakeholders and Vanderbilt University to create a youth outcomes framework- Nashville's Vision for Holistic Youth Development to guide outcomes for youth in the OST space. In 2019, NAZA invested in youth leadership initiative and is currently funding youth-led projects to create conditions where young people can practice and develop various skills.

Anna spent the prior 15 years working in education and child protection sectors in Armenia as part of the national government as well as international organizations managing large-scale country-wide programs funded by bilateral, multilateral, and private donors (such as USIAD, European Union, United Nations, etc.) to support the education and childcare reforms in the country. Anna holds a Master's Degree in Public Policy with a major in education from Vanderbilt University and spent her internship at the World Bank Headquarters in Washington, D.C. researching the bank's funding of the education sector worldwide. Anna also completed a 1-year fellowship program with Riley Institute of Public Policy at Furman University in Greenville, SC.



**Kimberly Howard Robinson, Ph.D.**, is a social scientist and nonprofit leader passionate about effectively using data and research evidence to improve the ways that organizations and systems support children and families. Her career has spanned academia, public education, philanthropy, and nonprofit sectors. Over the last fifteen years, she has led applied research and related improvement efforts across systems, including at the W.K. Kellogg Foundation, Baltimore City Public Schools, and the New York City Department of Education. She has also taught undergraduate and graduate level courses in psychology, child and lifespan development, children in poverty, and research methods. She is currently Executive Vice President for Youth Program Quality at the Forum for Youth Investment and leads the Forum's Weikart Center for Youth Program Quality, overseeing efforts to strengthen youth program quality through the development and support of continuous improvement systems that focus on organizational and staff practices that support positive youth development. Kim earned her bachelor's degree in psychology and sociology from Bethel College in Mishawaka, Indiana, and a master's degree and a Ph.D., both in developmental psychology, from the University of Notre Dame.



**Melissa Sadorf, Ph.D.**, is the superintendent of the Stanfield Elementary School District in Arizona. In this rural district, she also serves as the business manager, federal grant programs director, and HR director. Prior to her work with Stanfield, Melissa was a teacher, literacy coach, assistant principal and principal. Melissa is the Executive Director of the Arizona Affiliate of ASCD and for the Northern Arizona University Rural Resource Center. She is also very involved in the Arizona Rural Schools Association where she is currently the President of the Executive Board. She sits on the National Rural Education Association as the President Elect of the Executive Board. She facilitates monthly round tables for rural superintendents, has created a Rural Leaders Network that spans the country, and produces and hosts a podcast called "The Rural Scoop" that highlights best practices in rural school systems. She serves as an Assistant Teaching Professor for Northern Arizona University, teaching educational leadership and principal preparation courses.



**Jennifer Skuza, Ph.D.**, is the Associate Dean of the University of Minnesota Extension Center for Youth Development and the director of the MN 4-H program. She also teaches in the College of Education and Human Development's Youth Development Leadership master's program and is principal investigator on a five-year federal contract from the USDA Children, Youth, and Families At Risk (CYFAR) Sustainable Community Project. Jennifer holds a doctor of philosophy degree from the University of Minnesota in work, community, and family education and studied international education at Charles University in Prague, Czech Republic as a part of her doctoral program. Her research is focused on immigrant adolescents, social and cultural foundations of education, and advancing the use of qualitative research and evaluation methodologies in youth development and education. Since 1992, she has been working with and on behalf of youth in multiple roles as educator, researcher, and advocate. She is committed to understanding youth experiences and using that lens as a frame for developing programs, curricula, practice, and research studies. Previously, she was a state faculty member in educational design and development and led the establishment of the Urban 4-H Youth Development Office with a talented group of colleagues at the University of Minnesota and directed the office for eight years.



**Kinyatta Trice, Ph.D.**, is the Associate Director of the Georgia Statewide Afterschool Network's (GSAN) BOOST Grants Program, a public-private partnership between Georgia Department of Education (GaDOE) and GSAN. In this role, Dr. Trice leads the implementation of the American Rescue Plan investments in Georgia's afterschool and summer learning programs. In collaboration with the BOOST Grants team, Dr. Trice builds critical relationships with community stakeholders and supports sub-grantees via comprehensive technical assistance and quality supports. In addition, she supports GSAN's mission of identifying and capturing critical data highlighting the most pertinent K-12 out-of-school-time education policy priorities. Dr. Trice's experience includes 17 years in community outreach, with 11 years being in education outreach, research, and program evaluation. Dr. Trice's research focus includes critical analysis of liberal discourses, such as merit-based achievement ideologies, and their influence on academic policies and political priorities. She is interested in how seemingly privileged populations navigate systemic barriers to achievement and social equity. Ultimately Dr. Trice aims to innovate research methodologies to amplify the voices and values commonly silenced in education policymaking. Dr. Trice holds a BA in Political Science from Mercer University, an MA in African American Studies, and a PhD in Educational Policy Studies from Georgia State University.



**Gina Warner, J.D.**, is President and CEO of the National AfterSchool Association. NAA - the voice of the afterschool profession - has over 30,000 members across the country and hosts the most comprehensive program of professional development opportunities for afterschool professionals anywhere in the United States. Working at the intersection of education, youth development, public policy and nonprofit leadership, Gina works to strengthen NAA to meet the needs of both emerging and experienced afterschool professionals through enhanced training and development, increased communication, outreach, and membership engagement.



**Denice Williams** is a native New Yorker dedicated to disrupting policies, practices, procedures that obstruct the advancement of BIPOC people and their opportunity to live their best lives. Denice has devoted her professional life in service to others in nonprofit and government settings. Currently, she serves as Deputy Commissioner for the NYC Department of Youth and Community Development overseeing the Bureau of Planning, Program Integration and Evaluation (PPIE). PPIE's mandate is to maximize DYCD investments and improve the customer experience and outcomes through streamlined, coordinated service delivery. Achievements include a public facing web portal that facilitates more equitable access and enrollment into DYCD's suite of programs; a systematic approach to monitoring DYCD-funded programs to ensure quality services irrespective of neighborhood or provider; and the adoption of the agency's strategic plan, first Theory of Change and integrated data system. In this role she catalyzed the adoption and public commitment to an equity agenda and goal to become a pro-active ant-racist agency. Previously, Denice served as Assistant Commissioner for the Comprehensive After School System of New York City (COMPASS-NYC) growing the initiative to a budget of \$247 million from \$78 million, funding 813 programs serving 86,000 young people. Denice joined COMPASS after serving as head of the DYCD's Capacity Building Department. Prior to joining DYCD, Denice served as Deputy Executive Director of Community Resource Exchange, a renowned management consulting group serving NYC's nonprofit sector. One of her proudest professional achievements is serving as a founding board member of the Child Welfare Organizing Project - an organization whose efforts led to the role of parent advocate (a person with lived experience with the child welfare system) being incorporated into how City's Child Welfare Agency engages with families. She is a graduate of Pace University and NYU's Wagner School of Public Service and a board member of the National Afterschool Association.

### Committee Member Moderators

**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, 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 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.

**Jennifer M. Rinehart, M.A.**, is the senior vice president for strategy and programs at the Afterschool Alliance. She takes a primary role in the organization's coalition-building, policy, and research efforts. Jen oversees major initiatives including the Afterschool for All Challenge, an annual afterschool advocacy day, and works closely with the VPs of Policy and Research on the overall policy and research strategies, including the landmark *America After 3 PM*. In addition, Jen provides technical assistance and supports to the statewide afterschool networks to help them use research to advance their goals. Prior to joining the Afterschool Alliance, Jen served for more than five years on the staff of the US Department of Education, primarily as a Project Officer for the 21st Century Community Learning Centers program, the principal federal program supporting afterschool. Jen has her Master's degree in Human Development from the University of Maryland at College Park and a B.A. in Psychology with a minor in Elementary Education from Gettysburg College. She works closely with several national organizations and initiatives that share the Afterschool Alliance's vision of afterschool for all.

**Gerard Robinson, Ed.M.**, is a professor of practice in public policy and law at the Frank Batten School of Leadership and Public Policy at the University of Virginia. His areas of expertise are K-12 education, higher education, afterschool programs, criminal justice reform, race in American institutions, and the role of nonprofit

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organizations in civil society. Robinson's scholarship includes two co-edited books – *Education for Liberation: The Politics of Promise and Reform Inside and Beyond America's Prisons* (2019) and *Education Savings Accounts: The New Frontier in School Choice* (2017) – as well as an essay about prisons and education published in the *University of Virginia Law Review* (2023) and *University of Pennsylvania Journal of Law & Social Change* (2022). He is a member of the board of directors for the Afterschool Alliance, America Succeeds, G.O.A.L. Scholarship, iCivics, Resilience Education, and Transcend. Robinson earned his Ed.M. from Harvard University, B.A. from Howard University, and A.A. from El Camino Community College.