Promoting Learning and Development In K-12 Out Of School Time Settings For Low Income and Marginalized Children and Youth

Committee

Deborah A. Moroney

Chair

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, including currently the Texas Summer Learning study, Power of Us Workforce study, and Advancing Adolescent Opportunity. AIR receives funds from the Wallace Foundation through competitive requests for proposals, and Dr. Moroney is not directly compensated by those grants. 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.

Thomas Akiva

Member

Thomas Akiva, Ph.D., is an associate professor at the University of Pittsburgh School of Education and director of the Schoolwide EdD program. Akiva's research focuses on understanding and improving out-of-school learning program experiences for children and youth. He is currently co-PI on a Wallace Foundation funded project, Culture-Centered Community Based Arts and Opportunities for Holistic Well-being for Youth of Color. His team increasingly focuses on city-wide approaches and, in 2022, he co-edited the book, it takes an Ecosystem: Understanding the People, Places, and Possibilities of Learning and Development Across Settings. He publishes research about equity in out-of-school learning, continuous improvement and professional learning, youth program features, and social-emotional skills. Akiva received the Scholar Award in 2016 from the Out-of-School Time Special Interest group of the American Educational Research Association. He received his Ph.D. in 2012 in Education and Psychology from the University of Michigan.

Julie A. Baldwin

Member

Julie A. Baldwin, Ph.D., is a regents’ professor in the Department of Health Sciences and the director of the Center for Health Equity Research at Northern Arizona University. She earned her doctorate in Behavioral Sciences and Health Education from the Johns Hopkins Bloomberg School of Public Health. From 1994-2004, she served as a tenured faculty member at Northern Arizona University. She joined the faculty at the University of South Florida College of Public Health in the Department of Community and Family Health in 2005. She returned to Northern Arizona University in August 2015 to be the founding director of the Center for Health Equity Research. Dr. Baldwin’s research over the years has focused on both infectious and chronic disease prevention. Dr. Baldwin has had a consistent program of applied research addressing HIV/AIDS and substance abuse prevention in youth, with a special emphasis on working with American Indian youth and their families. She is also the Principal Investigator of the Southwest Health Equity Research Collaborative (SHERC), a U54 NIMHD-funded research center for minority institutions. She was recently elected to the National Academy of Medicine and was previously a member of the Board on Population Health and Public Health Practice and the Roundtable on the Promotion of Health Equity of the National Academies of Sciences, Engineering, and Medicine. As a citizen of the Cherokee Nation of Oklahoma, she has made a life-long commitment to serving diverse communities and to advocating for health promotion programs for children, adolescents, and families.

Horatio Blackman

Member

Horatio Blackman, Ph.D., is the vice president for education policy, advocacy, and engagement at the National Urban League. He joined the League after serving as an assistant professor in the College of Education and Human Development and a research associate with the Center for Research in Education and Social Policy at the University of Delaware. Blackman's work has focused on educational improvement, access, and opportunity for Black and other marginalized communities. He utilizes expertise in qualitative and mixed-methods research, community-based research, and translating research to policy and practice to support change efforts at the local, state, and national levels. Blackman is a member of the American Educational Research Association. He also serves as a board member for the Current Issues in Out-of-School Time book series publication. He earned his Ph.D. in Education Policy from the University of Pennsylvania in 2016, where he was also an Institute of Educational Sciences Pre-doctoral Fellow. Blackman earned his Master's degree in Educational Theory and Policy from Pennsylvania State University (2012) and Bachelor's degree in Policy Analysis and Management (2009).

Dalton Conley

Member

Dalton Conley, Ph.D., is the Henry Putnam University professor in sociology and a faculty affiliate at the Office of Population Research and the Center for Health and Wellbeing. He is also a research associate at the National Bureau of Economic Research (NBER), and in a pro bono capacity he serves as dean of health sciences for the University of the People, a tuition-free, accredited, online college committed to expanding access to higher education.

Conley's scholarship has primarily dealt with the intergenerational transmission of socioeconomic and health status from parents to children. This focus has led him to study (among other topics): the impact of parental wealth in explaining racial attainment gaps; the causal impact of birthweight (as a heuristic for the literal overlap of the generations) on later health and educational outcomes; sibling differences that appear to reflect the triumph of achievement over ascription (but which may, in fact, merely reflect within-family stratification processes); and, finally, genetics as a driver of both social mobility and reproduction.

He earned an M.P.A. in Public Policy (1992) and a Ph.D. in Sociology (1996) from Columbia University, and a Ph.D. in Biology from NYU in 2014. His books include Being Black, Living in the Red; The Starting Gate; Honky; The Pecking Order; You May Ask Yourself; Elsewhere, USA; Parentology; and The Genome Factor. He has been the recipient of Guggenheim, Robert Wood Johnson Foundation, and Russell Sage Foundation fellowships as well as a CAREER Award and the Alan T. Waterman Award from the National Science Foundation. He is an elected fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science as well as a member of the National Academy of Sciences.

Ryan J. Gagnon

Member

Ryan J. Gagnon, Ph.D., is an associate professor in the Department of Parks, Recreation, and Tourism Management at Clemson University, where he teaches undergraduate courses in recreation program administration, program design and evaluation, and graduate courses in both applied and advanced statistical analyses. His research focuses on the factors that inhibit or promote out-of-school-time program success, methodological innovation in sport, recreation, and youth program assessment, the development of evaluation capacity in programs that serve marginalized and/or underrepresented youth, youth with disabilities and/or chronic illness, and youth thriving. In these areas, Ryan focuses on the implementation of innovative statistical and methodological approaches (e.g., planned missing data designs, confirmatory factor analyses, structural equation modeling, and geospatial data analyses) to tell the often-complex story of the programs and people served by out-of-school-time programs.

While Ryan has a heavy focus on the use of contemporary statistical techniques, his parallel focus is on the translation of findings to ensure they are useful to practitioners and the communities they serve. Prior to joining the faculty at Clemson, Ryan worked in outdoor education programs at Washington State University serving youth and young adults, and with the U.S. Air Force Youth and Teen Programs division.

Susanna Loeb

Member

Susanna Loeb, Ph.D., is a professor of education at Stanford University and director of National Student Support Accelerator, which aims to expand access to relationship-based, high-impact tutoring. Before her recent move back to Stanford, Susanna was the director of the Annenberg Institute for School Reform and professor of education and of international and public affairs at Brown University. Susanna’s research focuses broadly on education policy and its role in improving educational opportunities for students. Her work has addressed issues of educator career choices and professional development, of school finance and governance, and of early childhood systems. Susanna was the founding director of the Center for Education Policy at Stanford and co-director of Policy Analysis for California Education. She led the research for both Getting Down to Facts projects for California schools. She is also an affiliate at NBER and JPAL and a member of the National Academy of Education and the American Academy of Arts and Sciences.

Helen J. Malone

Member

Helen J. (Janc) Malone, Ed.D., is the chief strategy and innovation officer at the Institute for Educational Leadership (IEL). She is Advisory Board Co-Chair for the Global Extended Learning and Youth Development Association (GELYDA) and is also the series editor for the Information Age Publishing's book series, Current Issues in Out-of-School Time. She is also a part of the 2024 cohort of the American Express Leadership Academy. 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.

Fe Moncloa

Member

Fe Moncloa, Ph.D., is Emerita 4-H Youth Development Advisor at the University of California, Cooperative Extension. Dr. Moncloa's research and extension focuses on culturally relevant social justice youth development to identify promising practices and translate this research into practice and policy at the local, state, and national levels. As a bilingual, bi-cultural practitioner and researcher, Fe focuses on improving college and career access among ethnic/racial populations with a particular focus on adolescents and young adults. Dr. Moncloa's policy research focuses on access to quality youth-serving organizations for marginalized youth, families, and communities. Research interests also include intercultural competence professional development for Cooperative Extension professionals.

Dr. Moncloa is past chair of the 4-H Program Leaders Working Group, Access, Equity and Belonging committee (2018-2023), member of The Tech Interactive STEM Pathways committee (2016-2023) and California Department of Education, Region 5 Expanded Learning Division, STEAM Advisory committee (2015-2023). At the University of California, she is a past chair and founding member of the Diversity in Youth Development Workgroup (2013-2018), past founding member of the Western Center for Metropolitan Extension and Research at Washington State University (WCMER) (2013-2018). She is the recipient of two team awards, California 4-H Agents Association and American Association for Public and Land Grant Universities, National Diversity in Extension Award. Fe served as the 2021, Libra Visiting Diversity Professor at the University of Maine. She is a 2022-2023 Research Fellow at WCMER. Fe grew up in Lima, Peru, and immigrated to the U.S. with her family as an adolescent. Prior to joining the University of California, she was the Program Director at Los Ninos, Inc. in Mexicali Mexico (1989-1993).

Jennifer M. Rinehart

Member

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

Member

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 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. In early 2024 Robinson joined the board of a for-profit provider of afterschool time programs, Brains & Motion Education; he will receive compensation for his service. Robinson earned his Ed.M. from Harvard University, B.A. from Howard University, and A.A. from El Camino Community College.

Sandi Simpkins

Member

Sandra (Sandi) Simpkins, Ph.D., is a professor in the School of Education at the University of California-Irvine and the director of the Center for Afterschool and Summer Excellence, which has a certificate program that trains undergraduates to work in OST programs. Over the last 20 years, Dr. Simpkins has addressed several key issues in a variety of OST settings, (e.g., programs, extracurricular activities, unsupervised time), including promoting diversity, barriers to participation, youth motivational processes, and program impacts. She has been one of the leading voices on diversity and equity in OST. She led an interdisciplinary team to create a framework for culturally responsive programs. Through qualitative and quantitative methods, she has examined how various social position factors, including race, ethnicity, immigration status, and socioeconomic status, interact to affect youth's OST experiences. She has served as an advisor to several national after-school organizations (e.g., American Camp Association, Girls Inc.) on their programming related to diversity and equity as well as collaborated with local programs serving low-income families. She is a Fellow of the American Psychological Association and the Association for Psychological Science. She has received several accolades including the William T. Grant Foundation Young Scholar award and the Mavis Hetherington Award for Excellence in Applied Developmental Science for her work.

Emilie Smith

Member

Emilie P. Smith, Ph.D., is a professor of Human Development and Family Studies, the inaugural College of Social Science Distinguished Senior Scholar, and Lead of MSU Youth Equity Project, the Interdisciplinary Thematic Area on Reducing Disparities and Increasing Opportunities for Marginalized Youth at Michigan State University. Smith is formerly the Janette McGarity Barber Professor and Department Head of Human Development and Family Science at the University of Georgia. With her training in ecological approaches and prevention science, she has been funded to conduct multi-level, multi-method cluster randomized trials to strengthen youth-serving afterschool programs. Her work at the local and national levels has demonstrated effective approaches to engaging often lower-income ethnic minority families in prevention research using group-based family and community, culturally informed approaches. Her work on racial-ethnic identity and socialization among marginalized youth and social justice approaches to positive youth development is highly cited in the field. Smith has received over 20 million dollars in national and foundation funding for her research on promoting positive child and family development. Smith is a Fellow of Division 27 (Community) of the American Psychological Association. Smith has been honored by the Society for Prevention Science (SPR) for the Advances in Culture and Diversity in Prevention Science Award (2021). She has served as an Associate Editor of the American Journal of Community Psychology, on the editorial board of the Journal of Adolescent Research, and as a consulting editor for numerous other journals. She has served on the elected Executive Board of the Society for Prevention Research and currently serves on the elected Governing Council of the Society for Research on Child Development, serving on a Taskforce on Ethics and on Public Policy. She has also served as a grant reviewer for the National Institute of Drug Abuse/National Institute of Health, for the National Science Foundation, and chaired a review panel for the Institute of Education Sciences.

Natasha M. Strassfeld

Member

Natasha Strassfeld, 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.

Mayumi Willgerodt

Member

Mayumi A. Willgerodt, Ph.D., is an endowed professor at the University of Washington School of Nursing and interim director of the UW Center for Health Sciences Interprofessional Education, Research, and Practice. Dr. Willgerodt's career has improved the health and educational success of vulnerable youth through school health policy, research, and practice. Her research on school health workforce capacity has strengthened the contributions of nurses and interprofessional school health teams. Her landmark national studies of the school nurse workforce have impacted policy and practice, serving as a model for other school health workforce studies. Dr. Willgerodt's research is informed by extensive experience with communities, resulting in an emphasis on interprofessional care coordination and maximizing community systems of care efficiencies. She has been recognized as a 2013-15 Josiah Macy Jr. Foundation Faculty Scholar, Fellow of the American Academy of Nursing and National Academy of School Nurses, and UW Distinguished Nurse Researcher. Dr Willgerodt earned her BSN from Georgetown University, MPH/MS and PhD from the University of Illinois-Chicago. Dr Willgerodt recently co-chaired "Sharing and Exchanging Ideas and Global Experiences on Community-engaged Approaches to Oral Health: A Workshop of the Global Forum on Innovation in Health Professional Education, with the National Academies of Sciences, Engineering, and Medicine."

Priyanka Nalamada

Staff Officer