Let’s Talk After-School

The 4th Annual Youth-Nex Conference

After-School Programs for Children & Adolescents

October 16 & 17, 2014
University of Virginia
Welcome to the fourth annual Youth-Nex conference.

We are pleased you are here to take part in what we anticipate to be a vigorous and engaging exchange of ideas. Together, it is our hope to inspire each other’s work and spark new ideas to create positive change for the youth of Virginia and of the nation.

The purpose of the conference, “Let’s Talk After-School,” is to focus on how after-school programs support the healthy development of children and adolescents.

The event brings together leaders like you from across the country, including scholars, practitioners, educators, policy professionals, and youth, to focus on why after-school programming matters for positive youth development. This year’s conference will also feature break-out sessions with young people, and workshops co-facilitated by researchers, practitioners, and youth.

Youth-Nex was established to promote effective youth development by advancing research, training, and service. The center is a transdisciplinary, cross-University nexus, focusing on young people as capable assets to their communities and schools. It is our vision that our nation’s youth, a rich, often untapped resource, may flourish.

Thank you for your valuable participation.

Patrick H. Tolan, Ph.D. - Youth-Nex Director, Professor, University of Virginia

Nancy L. Deutsch, Ph.D - Conference Chair, Associate Professor, University of Virginia

PHOTOGRAPHY CREDITS

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THURSDAY, OCTOBER 16 - ALUMNI HALL

7:30 a.m. - 8:45 a.m. — REGISTRATION

8:00 a.m. - 9:00 a.m. — BREAKFAST

9:00 a.m. - 9:30 a.m. — Opening Presentations

Robert C. Pianta, Ph.D. — Dean, Neuravis Professor of Education, Curry School of Education, University of Virginia
Nancy L. Deutsch, Ph.D. — Conference Chair, Associate Professor of Education, Curry School of Education, University of Virginia

9:30 a.m. - 11:00 a.m. — Opening Panel

WHY DOES AFTER-SCHOOL MATTER FROM A PYD PERSPECTIVE? (Moderator: Nancy Deutsch)

Everyone here probably agrees that after-school matters. But how does considering after-school from a positive youth development lens shape how we think about the role and importance of after-school time? This panel will set the foundation for the conference by discussing the role of after-school in supporting positive youth development. Highlights include a 30-year follow-up from a key study of exemplar after-school programs, an exploration of after-school and extended learning in the middle school years, and the current policy context.

Milbery McLaughlin, Ed.D. (Stanford University) — “Breaking the Cycle: A 30 Year Retrospective on the Contribution of a Community-Based Youth Program”
Dru Tomlin, Ph.D. (Association for Middle Level Education - AMLE) — “Triumphs, Challenges & the Bright Road Ahead: Young Adolescents, Effective Middle Schools, & OST”
Karen Pittman (Forum for Youth Investment) — “Why Does After-School Matter from a PYD Perspective?”

11:00 a.m. - 11:15 a.m. — Break

11:15 a.m. - 1:00 p.m. — Panel 1

EVALUATING OUTCOMES OF EFFECTIVE AFTER-SCHOOL PROGRAMS (Moderator: Joanna Williams)

Many after-school programs struggle with documenting the impacts their services have on youth. This panel will report on evaluation techniques and effects of after-school programs. Panelists will discuss measuring youth participation and engagement, the average effects of after-school programs on different youth outcomes, and measuring skill development, and will also present an example of how one organization has incorporated evaluation into its ongoing work.

Jennifer Fredricks, Ph.D. (Connecticut College) — “Measuring Organized Activity Participation”
Neil Naftzger — (American Institutes for Research) — “Pathways to Supporting Positive Youth Outcomes in After-School Programs”
Charles Smith, Ph.D. (Forum for Youth Investment) — “Quality in the Context of Outcome Evaluations”
Allison Riley, M.S.W., Ph.D. (Girls on the Run International) — “Transforming One Girl at a Time: ‘Girls on the Run’ Philosophy and Processes”

1:00 p.m. - 2:00 p.m. — KEYNOTE AND LUNCH (concurrent)

Khary Lazarre-White, J.D. — Executive Director & Co-Founder, The Brotherhood/Sister Sol
“Developing and Transforming Youth”

Each panelist will speak for about 15-20 minutes. A speaker and audience discussion will follow each panel.
To participate in the conversation, please raise your hand and a microphone will be brought to you.

This event will be audio/video recorded for posting on the Youth-Nex website and covered by news media.

THURSDAY, OCTOBER 16 (cont’d)

2:00 p.m. - 3:15 p.m. — Workshop Sessions (Choose among those listed below)

Workshops offer attendees the opportunity to engage in a small-group discussion of best practices in specific types of after-school programs. Six concurrent workshops will each be co-facilitated by a researcher and a practitioner and some will feature a youth from the practitioner’s program. The workshop will begin with brief presentations from each facilitator. Workshop attendees will then be invited to share experiences and practices and pose questions to the leaders to provide opportunity for learning from others involved in the same type of programs. (Please choose one to attend.)

OPPORTUNITIES AND CHALLENGES IN:

COMPREHENSIVE AFTER-SCHOOL CENTERS: Barton J. Hirsh, Ph.D. (Northwestern University), James Pierce, M.Ed. and Youth: Ariana Morris (Boys & Girls Clubs of Central Virginia)
STEM & SEL AFTER-SCHOOL PROGRAMS: Gil Noam, Ph.D., Ed.D. (Harvard University), Kala Somerville and Youth: Erica Jackson, M.S.W. (Computers4Kids - C4K)
ARTS-BASED AFTER-SCHOOL PROGRAMS: Valerie A. Futch, Ph.D. (University of Virginia), Sibley Johns, M.Ed., and Youth: Robert Shelton (The Music Resource Center)
MENTORING AFTER-SCHOOL PROGRAMS: Jean Rhodes, Ph.D. (University of Massachusetts Boston), Jackie Bright (Big Brothers Big Sisters of the Central Blue Ridge)
SPORTS-BASED AFTER-SCHOOL PROGRAMS: Rita DeBate, Ph.D., M.P.H., F.A.E.D., F.A.A.H.B. (University of South Florida), Ellen S. Markowitz, Ph.D. (SuperStarters Sports, PowerPlay NYC)
EDUCATIONAL-EMPOWERMENT-BASED INTERVENTIONS: Paul C. Harris, Ph.D. and Youth: Kendell Dennis (Men Passionately Pursuing Purpose - MPI), University of Virginia), Carol Easterline Freeman, M.Ed. (Charlottesville High School)

3:15 p.m. - 3:30 p.m. — Break

3:30 p.m. - 5:00 p.m. — Panel 2

WHAT MAKES THE MAGIC HAPPEN? KEY COMPONENTS OF EFFECTIVE AFTER-SCHOOL PROGRAMS (Moderator: Gil Noam)

There are lots of moving parts in every after-school program. But what are the key ingredients that make a program truly successful? This panel considers what research and practice tell us about important components of programs and organizations. Panelists will focus on the importance of belief systems, creating relationships, the role of youth engagement, and the practices of expert staff.

Stanley Pollack (The Center for Teen Empowerment) — “Youth Leadership: Beliefs, Interaction, and Limit-Setting”
Nicki Pearl Dawes, Ph.D. (University of Massachusetts Boston) — “Youth Engagement in Organized Program Activities: Exploring the Impact of Peer Interactions”
Reed Larson, Ph.D. (University of Illinois, Urbana) — “The Balancing Acts of Effective Youth Practice”

Video of presentations from this event will be posted after the conference on the Youth-Nex website: http://bit.ly/YN_CONFERENCES. Video from past conferences may also be found there.
FRIDAY, OCTOBER 17 - ALUMNI HALL

8:30 a.m. – 9:00 a.m. — Breakfast

9:00 a.m. - 10:45 a.m. — Panel 3

SPECIALIZED PROGRAMS (Moderator: Catherine Bradshaw)
There are many different kinds of after-school programs, providing different types of services to different youth. This panel features four programs that were developed to serve either a specific population of youth or to provide a specific type of experience. Panelists, including some of the founders of the programs featured and youth who have participated in the programs, will consider the needs their programs were created to fill, challenges they have faced and how they have addressed those challenges, and what youth have gotten from their programs.

Edith "Wine" Lawrence, Ph.D. and Youth: London Short (Young Women Leaders Program - YWLP) – "Designed for Girls: The Young Women Leaders Program"
Sarah Zehnholm and Youth: Daniela Montes & Jovanna Sanchez (Whatever It Takes - WIT) – "Teens Social Entrepreneurs"
Beth Paulinatis, M.S.W. and Youth: Elena Michaels (ROSSY) – "ROSSY: A Model for Supporting LGBTQ Youth"
Gregg Croteau, M.S.W. and UTEC Youth (United Teen Equality Center - UTEC) – "Strategies for Working with Prevent-Risk Youth"

10:45 a.m. - 11:00 a.m. — Break

11:00 a.m. - 12:30 p.m. — Panel 4

VIEW FROM THE FIELD - WHAT STAFF, YOUTH, AND EVALUATORS SAY ABOUT BEST PRACTICES (Moderator: Nicole Harris)
This panel focuses on best practices from the views of evaluators, practitioners and youth. What can programs do, on a daily basis, to make their programs as effective as they can be? Panelists will talk about what we have learned about effective after-school programming from evaluations of summer learning programs as well as major after-school programs, on best practices in informal settings, and the importance of particular practices, such as mentoring, that occur within programs.

Georgia Hall, Ph.D. (Wellesley College, National Institute on Out-of-School Time - NIOST) – "Summer Slide: Not Your Average Playground"
Brenda Abanavas and Youth: Melissa Gonzales-Maguita (Intel Computer Clubhouse Network) – "The Impact of Effective Mentor Relationships in Promoting Successful Integration of STEM Activities in After-School Informal Learning Environments"
Barton J. Hirsch, Ph.D. (Northeastern University) – "A Randomized, Mixed Method Evaluation of After-School Matters*"

12:30 p.m. - 1:30 p.m. LUNCH / BREAKOUT SESSIONS (concurrent)

YOUTH PERSPECTIVES: WHAT DO TEENS WANT IN AFTER-SCHOOL TIME?
Youths who are current or former participants in after-school programs will join attendees at their tables for an informal discussion about their experiences in after-school programming. They will discuss what they expect from after-school programs, and what attracts and deters them from participation. The youth will also field questions from those seated at their table.

1:30 p.m. - 3:15 p.m. — Wrap-Up Panel

SHAPING POLICY AND PRACTICE FOR EFFECTIVE AFTER-SCHOOL PROGRAMMING (Moderator: Nancy Deutsch)
What have we learned over the past two days? How can we take what we have learned and apply it to our own work and to promoting after-school in a policy context? This panel will bring together themes from across the two days and consider next steps for the field in research, practice, and advocacy. Panelists will consider: what makes quality programs, the importance of community partnerships, how to think about evidence more broadly and use it more effectively, how to reach kids who aren't currently being served by an after-school program, and how to better evaluate programs from a PYD perspective to understand impact and inform practice and policy.

(Since speakers are responding to the days' discussions, talk titles have not been provided in advance)
Janet Kelley (Kelley Collaborative)
Dale A. Blyth, Ph.D. (University of Minnesota)
Richard M. Lerner, Ph.D. (Tufts University)
Patrick H. Tolan, Ph.D. (University of Virginia)

SPEAKER AND PANELIST BIOGRAPHIES

OPENING PRESENTATIONS AND KEYNOTE (Louded Alphabetically)

NANCY L. DEUTSCH, Ph.D. – (Conference Chair) Associate Professor, Educational Leadership and Foundations, University of Virginia
Nancy Deutsch is an associate professor in the Curry School of Education’s research, statistics & evaluation and applied developmental science areas and faculty member with Youth-Nex. Her research examines the socio-ecological contexts of adolescent development, particularly issues related to identity. She has focused on the role of after-school programs and relationships with important adults. She completed her Ph.D. in Human Development and Social Policy at Northwestern University. Deutsch’s first book, "Pride in the Projects: Teens Building Identities in Urban Contexts" (NYU Press, 2008) reported on a 4-year, qualitative study of teens at an inner-city youth organization. Her second book, After-school Centers and Youth Development: Case Studies of Success and Failure (Cambridge University Press, 2011), co-authored with Barton Hirsch and David DuBois, focused on adult-youth relationships and organizational practices at urban youth organizations. It received an SRA Social Policy Book Award in 2012. In 2009, Nancy received the first annual "Emerging Scholar Award" from the Out-of-School-Time Special Interest Group of the American Educational Research Association and in 2013 she received the Curry School’s Outstanding Professor award. Her current work includes research with the Young Women Leaders Program, a combined group and on-on-one mentoring program for girls, a longitudinal mixed methods study of youth-adult relationships across contexts (funded by the WT Grant Foundation), and an evaluation of the WINGS after-school SEL program (led by Pile Grissmer and Mashburn and funded by IES).

KHARY LAZARRE-WHITE, J.D. – Executive Director, Co-founder, The Brotherhood/Sister Sol
Khary Lazarre-White is a social entrepreneur, educator, non-profit executive, writer, and attorney. In 1995 he co-founded The Brotherhood/Sister Sol, a comprehensive youth development and educational organization that provides rites of passage programming, after school care, counseling, summer camps, job training, college preparation and scholarship, employment opportunities, community organizing training, legal representation, and month long international study programs to Africa and Latin America. Lazarre-White has been recognized with awards from an array of organizations including Oprah Winfrey, Ford Foundation, NAACP Legal Defense and Educational Fund, Black Girls Rock, Andrew Goodman Foundation, Union Square Awards, and Brown University. He has spoken extensively throughout the nation regarding education, public policy, Constitutional law issues, community organizing, leadership, and has written for The Huffington Post, NYU Press, Nation Books, MSNBC.com and others. Lazarre-White has appeared widely in the media, including The Oprah Winfrey Show, and has been a regular guest and contributor to MSNBC and CNN. Lazarre-White received his B.A. with honors from Brown University, and his J.D. from the Yale Law School.

ROBERT C. PIANTA, Ph.D. – Dean, Novartis Professor of Education, Curry School of Education, University of Virginia
Robert Pianta is the Dean of the Curry School of Education at the University of Virginia, the Novartis Professor of Education and founding director of U.Va.’s Center for Advanced Study of Teaching and Learning (CASTL). Pianta and his team of education researchers have proven what it takes to build better teachers. With more than $50 million in grant funding, his team has developed a proven-effective system to both assess a teacher’s effectiveness in the classroom and to improve that teacher’s effectiveness with specific supports and mentoring. The Classroom Assessment Scoring System™ or CLASS™ is an observational measure that has been tested and proven effective in several large national studies and is being utilized by every Head Start program in the country, touching 50,000 teachers and over a half a million students. The supports engineered to target and improve a teacher’s effectiveness in the classroom are administered through the MyTeachingPartner™ system. Pianta’s work in teacher and classroom quality is nationally recognized. Washington Post education columnist Jay Mathews calls Pianta “one of America’s smartest educational scholars, with a long history of observing kids and teachers in classrooms.” The Post editorial page, on two occasions, noted the use of dean Pianta’s work as a primary source of optimism about the future of Head Start. Pianta was featured in Malcolm Gladwell’s New Yorker article, “Most Likely To Succeed.” The article explores what it takes to identify and develop successful teachers.
BRENDA ABANAVAS – Program Manager, Geographic Liaison, Intel Computer Clubhouse Network, Boston Museum of Science

Brenda Abanavas provides technical and youth development support to 36 Computer Clubhouse programs in Asia-Pacific, Europe, the Middle East, and Southeastern United States (including Atlanta, Miami, and Virginia). Abanavas also coordinates the Network’s partnership with SRI, Inc. to plan and implement methodology for Network-wide assessment and evaluation that measures the impact of the Computer Clubhouse on youth and communities. Abanavas has extensive experience in school-age programming, family services case management, juvenile justice, adolescent mental health, and social services for youth in Boston’s urban neighborhoods. Prior to joining ICCN, Abanavas served as a professional development consultant to Boston and national non-profit organizations, and created arts-based programs for youth in after-school, teen, and girl programs throughout greater Boston and Cambridge, MA.

DALE A. BLYTH, Ph.D. – Hewland Endowed Chair in Youth Development Leadership, University of Minnesota

Dale A. Blyth is an extension professor in the College of Education and Human Development, the Hewland Endowed Chair in Youth Development Leadership, and a senior research fellow with the Center for Applied Research and Educational Improvement at the University of Minnesota. Previously he served as the associate dean for Youth Development directing the Center for Youth Development, a catalytic resource center that connects university researchers to school and community practitioners, and advocates to ensure access to quality opportunities for all young people to learn, lead, and contribute. Prior to joining the University of Minnesota, Blyth was the Director of Research and Evaluation at Search Institute and the faculty of Cornell University and Ohio State University. He co-developed the Center for Adolescent Health at the American Medical Association, and was a Research Scientist at the Boys Town Center for Youth Development. Blyth has co-authored a book, written many chapters, dozens of articles, and numerous presentations. His research focuses on access to, participation in, the quality of and outcomes from non-formal learning opportunities in communities as well as the use of evidence in policy and practice.

CATHERINE BRADSHAW, Ph.D., M.Ed. – Associate Dean for Research and Faculty Development, Curry School of Education, University of Virginia

Catherine Bradshaw is a professor and the associate dean for research and faculty development at the Curry School of Education at the University of Virginia. Prior to her current appointment, she was an associate professor and the associate chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. She holds a doctorate in developmental psychology from Cornell University and a master’s in counseling and guidance. She collaborates on research projects examining bullying and school climate and the design, evaluation, and implementation of evidence-based prevention programs in schools. She has coauthored over 100 journal articles and presently collaborates on federally supported randomized trials of school-based prevention programs, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning curricula. She works with the Maryland State Department of Education and several school districts to support the developments and implementation of new programs and policies to prevent bullying, school violence, mental health problems, and to foster safe and supportive learning environments. She collaborates on federally-funded research grants supported by the NIMH, NIDA, CDC, U.S. Department of Education, and the Institute of Education Sciences.

JACKIE BRIGHT – Executive Director, Big Brothers Big Sisters of the Central Blue Ridge

Jackie Bright has been the executive director of Big Brothers Big Sisters of the Central Blue Ridge since September 2011. She brings to BBBS a strong background in human service and nonprofit administration. Her career portfolio includes work with national organizations such as the Boys and Girls Club and local agencies including Literacy Volunteers and Senior Center, Inc. Under her leadership, BBBS has expanded to serve 50% more children and is now present in 65% of the area schools, as well as Westhaven and Southwood Community Center and the Boys & Girls Club. She is a graduate of the University of Montana and serves as the President for the VA Alliance of Big Brothers Big Sisters agencies.

GREGG CROTEAU – Executive Director, United Teen Equality Center (UTEC)

With over 20 years of youthwork experience, Gregg Croteau has worked in positions as a street outreach worker, program coordinator and director of various youth programs. Since February 2000, he has served as the first executive director of UTEC. In 1993, Croteau received his B.A. from Wesleyan University, majoring in East Asian Studies. In 1997, he received his M.S.W. from the University of Michigan, focusing on the administration of non-profit organizations. He completed coursework in a Master’s degree program in Southeast Asian Studies, specializing in pre-modern Vietnamese history. With an interest in Southeast Asian culture stemming from his work with gang-involved Southeast Asian youth in the Boston area, Croteau spent two years studying and researching in Hanoi, Vietnam before coming to UTEC. Croteau has presented at several panels and conferences throughout the country with a respect to a range of topics related to youth development, gang peacemaking, youth organizing, and non-profit management.

NICKKI PEARCE DAWES, Ph.D. – Assistant Professor, University of Massachusetts Boston

Nickki Pearce Dawes received her Ph.D. in clinical-community psychology from the University of Illinois-Urbana Champaign. She completed her internship at the Institute for Juvenile Research at the University of Illinois Chicago and completed post doctoral studies at the Prevention Research Center at the University of North Carolina. Her current research interests include how youth become psychologically engaged in program activities. A current focus involves collaborating with youth and adult staff members of a civic program to understand engagement related processes and pathways to developmental outcomes.

RITA DABATE, Ph.D., M.P.H., F.A.E.D., F.A.A.H.B. – Professor, Dean of Academic and Student Affairs, University of South Florida

Rita Dabate is a professor in the Department of Consumer and Family Health and associate dean for Academic and Student Affairs at the University of South Florida, College of Public Health. Dabate’s research interests include adolescent and women’s health, positive youth development, and secondary prevention of eating disorders. She is Co-Investigator of a longitudinal study to evaluate Girls on the Run, a positive youth development program through sport. In addition, Dabate is the Principal Investigator on a number of National Institutes of Health (NIH) funded research studies pertaining to secondary prevention of eating disorders. More specifically, her research focuses on increasing the capacity of oral healthcare providers (i.e., dentists and dental hygienists) to identify oral signs of disordered eating behaviors, communicating findings to the patient, providing patient specific care, and referring the patient for treatment. She has presented her research at numerous national and international conferences and has published numerous peer-reviewed articles in scientific journals.

KENDALL DENNIS – Youth, Charlottesville High School Student, Men Passionately Pursuing Purpose (MPP)

Kendall Dennis is a rising senior at Charlottesville High School. He participated in the inaugural implementation of Men Passionately Pursuing Purpose (MPP) at Charlottesville High School in the fall of 2013.

JENNIFER FREDRICKS, Ph.D. – Professor, Connecticut College

Jennifer Fredrick is a professor of Human Development at Connecticut College where she also directs the Holleran Center for Community Action and Public Policy. She has worked on several large scale longitudinal studies of child and adolescent development, and has published over 35 articles on out of school activity participation, school engagement, motivation, and parent socialization. Fredrick is author of the book, Eight Myths of Disengagement: Creating Classrooms of Deep Learning (Corwin Press), and co-author of a recent Society for Research in Child Development monograph on parent socialization and motivation. She has written on the measurement of engagement in school and out of school activities and consults with school districts on measurement questions. Her research has been funded by the Spencer Foundation, National Science Foundation, and Institute for Educational Studies. She is currently a Co-Principal Investigator on an NSF grant on the measurement of math and science engagement. She serves on the editorial board of Journal of Research on Adolescence and Journal of Youth and Adolescence.

CAROL EASTERLIN FREEMAN, M.Ed. – Department Chair, School Counselor, Charlottesville High School

Carol Easterlin Freeman is the Department Chair of the School Counseling Department at Charlottesville High School where she is currently in her fifteenth year as a school counselor. Upon graduating from the University of Georgia with a B.A. in Economics and a minor in Psychology, she worked for two years as a college admission counselor before returning to school to pursue a M.Ed. in School Counseling at the University of Virginia. Since graduating from the University of Virginia, she has worked at Charlottesville High School where she thoroughly enjoys its diverse student population. In recent years, a highlight of her job has been co-facilitating Men Passionately Pursuing Purpose (MPP), with Paul Harris, Ph.D.

VALERIE A. FUTCH, Ph.D. – Research Assistant Professor, Curry School of Education, University of Virginia

Valerie Futch, Ph.D., is a research assistant professor at Youth-Nex studying adolescent identity development, the importance of youth-adult relationships (such as mentors), and the experiences of various social settings for youth (such as after-school programs, community centers, etc.). Futch earned her Ph.D. in social-personality psychology from The Graduate Center, City University of New York. Previous work involved an evaluation of an after-school teen-theatre program as well as a mixed-methods study of outcomes for the International Network of Public Schools in New York city. Current work at UVa includes several projects that aim to better our understanding of youth experiences in the classroom, in after-school programs, and in relationship to adults. She is currently serving as Secretary for the Society for Qualitative Inquiry in Psychology (SQIP, a section of APA Division 5) and program chair for the Out-of-School-Time (OST) SIG for AERA 2015.
MELISSA GONZALEZ-MAGUÍN – Youth, Computer Clubhouse Alumni
Melissa Gonzalez-Maguína is an alumna of the Willston Multi-Cultural Center Computer Clubhouse in Falls Church, Virginia where she participated as a member for seven years prior to graduating high school. Melissa is currently in her freshman year at George Mason University, pursuing a major in Biology. Melissa represented her Clubhouse and peers as a co-presenter with the Intel Computer Clubhouse Network at the 2014 USA Science and Engineering Festival, and at the DC Mini-Maker Faire. Melissa plans to graduate from George Mason University with a major in Biology and minors in both Forensic Science and Mandarin. Her dream job is to one day work with the CDC or NIH studying viruses and contagious diseases.

GEORGIA HALL, Ph.D. – Senior Research Scientist, National Institute on Out-of-School Time (NIOST)
Georgia Hall is a senior research scientist at the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women at Wellesley College and specializes in research and evaluation on youth development programs, settings, and learning experiences. Several of Hall’s projects focus on how out-of-school-time (OST) environments can promote healthy behaviors and thereby reduce children’s risk of obesity and chronic disease. Hall served as Principal Investigator on a national study of physical activity and healthy eating practices in OST programs funded by the Robert Wood Johnson Foundation. Hall’s work has also focused extensively on quality program improvement initiatives including four summers as Principal Investigator for NIOSST’s evaluation of the Boston Summer Learning Project and the MA Department of Education 21st Century Summer Learning Pilot. Working with a team of colleagues at the Wellesley Centers for Women, Hall is co-leading an investigation of OST program practices that support immigrant and refugee children and families. Hall is the Managing Editor of AfterSchool Matters, a journal for OST practitioners, researchers, and other related professionals.

SOPHIE HART – Youth, Girls on the Run
Sophie Hart is in sixth grade at Saint Anne’s-Belfield School in Charlottesville, Va. She joined Girls on the Run in the fifth grade and is excited to be involved again this year. One of her favorite community impact projects was helping with the Hoos Heal 5K, which raises funds for Pediatric Hematology/Oncology at UVA Children’s Hospital. Sophie’s passion is horseback riding and her favorite subject is writing/English. She says that riding, field hockey, running, and writing pretty much describe her life. Her favorite inspirational quote is: Everybody wants to be happy, nobody wants to be in pain, but you can’t have a rainbow, without a little rain.

BARTON J. HIRSCH, Ph.D. – Professor of Human Development & Social Policy, Northwestern University
Bart Hirsch’s work focuses on research, program development, and evaluation in relation to urban adolescents, with a particular focus on positive youth development and workforce development. He is the author of two books on after-school programs, each of which has won the Social Policy Award for Best Book from the Society for Research on Adolescence. His new book, on job skills for urban adolescents, is under contract to Cambridge University Press.

SIBLEY JOHNS, M.Ed. – Executive Director, Music Resource Center, Charlottesville, Virginia
Sibley Johns has a B.A. in English and a M.Ed. in Counselor Education from the University of Virginia. For the past 25 years, she has worked with numerous non-profit agencies, both as an employee and volunteer. Her work includes counseling experience with troubled teenagers and their families, work with senior citizens, and work with adults with chronic mental health challenges. For the past eleven years, she has been the executive director of the Music Resource Center, an after school music education program for 6th-12th grade students.

EDDIE “WINX” LAWRENCE, Ph.D. – Professor, Curry School of Education, University of Virginia
Edith “Winx” Lawrence, is a professor in the Clinical and School Psychology and the Youth and Social Innovation programs at the University of Virginia. She is a trained developmental psychologist with expertise in daily developmental experience of adolescents, particularly in the context of youth development programs. She has served as the President of the Society for Research on Adolescence (Continued)
RICHARD M. LERNER, Ph.D. – Professor, Tufts University

Richard M. Lerner is known for his theoretical contribution to developmental science, including his Relational Developmental Systems Theory of Positive Youth Development. In addition, Lerner has directed foundational studies of adolescence, most recently, the 4-H Study of Positive Youth Development, a recently completed 10-year longitudinal study of over 7,000 youth across the U.S. The study has provided empirical support for a theoretical model of the key characteristics of positive youth development. Finally, Lerner is a leader in the study of public policies and community-based programs aimed at the promotion of positive youth development and has worked with policymakers and non-profit organizations in seeking ways to integrate science and applied work. Lerner has authored more than 650 scholarly publications, including more than 80 authored or edited books. He has received multiple recognitions for his contribution to developmental science, most recently the Gold Medal for Life Achievement in the Application of Psychology, which he was awarded by the American Psychology Association in 2014.

ELLEN S. MARKOWITZ, Ph.D. – President, SuperStarters Sports; Founder, PowerPlay NYC

Ellen Markowitz is a sports-based youth development (SBYD) practitioner, coach, educator and trainer, who believes in the power of sports to transform lives. Since the 90s, she has been involved in many facets of the SBYD field, and is particularly passionate about educating and empowering girls through sports, and building connectedness, competence and confidence in youth. In 1998, she founded PowerPlay NYC, a girls’ sports-based youth development nonprofit serving more than 750 underserved girls each year in New York City through after school and intensive summer programs. She has also held staff positions at Girl Scouts of the USA, Sports & Arts in Schools Foundation, and the USTA. In 2006, she relocated to Charlottesville, VA to complete a Ph.D. in sport psychology at the University of Virginia. She remains on the board of PowerPlay NYC, and continues her involvement in after school programs locally through SuperStarters Sports. SuperStarters partners with 10 elementary schools, as well as other community-based organizations to offer year-round tennis and teamwork programs in Charlottesville and Albemarle County.

MILBREY McLAUGHLIN, E.D.L. – David Jacks Professor, Education & Public Policy, Emerita, Stanford University

Milbrey McLaughlin is the founding director of the John W. Gardner Center for Youth and Their Communities, a partnership between Stanford University and Bay Area communities to build new practices, knowledge, and capacity for youth development and learning in communities, at Stanford and nationally. She is Founder and Co-Director of the Center for Research on the Context of Teaching. McLaughlin is the author of several books and articles about community-based programs and resources for youth, including Urban Sanctuaries, Community Counts and From Data to Action.

ELENA MICHAELS – Youth, ROSty

Elena Michaels was a principal member of ROSMY’s Blue Ridge chapter in Charlottesville, which began in 2009. She will age-out of the youth program next spring, but plans on eventually training to become a facilitator. She is currently studying Public Relations and Theatre with an emphasis in Performance at Lynchburg College. She plans to graduate in the spring of 2017 and begin a career in film or radio.

DANIELA MONTES – Youth, Whatever It Takes (WIT)

Daniela Montes was born in San Diego, California. She is a junior at The Press School USCD. Daniela joined WIT when she was a sophomore and started the project Someone To Talk To along with her teammates. The project helps provide mentoring to teens seeking a friend to talk to.

ARIANA MORRIS – Youth, Boys & Girls Clubs of Central Virginia

Ariana Morris is a 7th grade at Burley Middle School and has been a Boys and Girls Club member for four years. During that time, she participated in the Bike Club and the Torch Club Leadership Program. Ariana had an essay featured in the Boys and Girls Club newsletter in 2013 and was the recipient of the Boys and Girls Club Academic Excellence Award in 2012. She is also active in the Young Women Leaders Program and is an artist. Last year she participated in AVID (Advancement Via Individual Determination) at her middle school.

NEIL NAFTZGER – Principal Researcher, American Institutes for Research

Neil Naftzger is a principal researcher working on afterschool and expanded learning initiatives with the Learning Supports Network in the Education Program at American Institutes for Research (AIR). Naftzger’s expertise lies in designing and conducting evaluations and research studies in the extended learning time arena that involve the collection and analysis of various forms of data. Naftzger currently serves as the Principal Investigator on a research grant from the Charles Stewart Mort Foundation to study efforts by states to measure youth outcomes resulting from the 21st Century Community Learning Centers (21st CCLC) program and to conduct a meta-analysis to better understand the average effects of the program on a variety of youth outcomes. He also currently serves or has served as the co-Principal Investigator/team leader as part of statewide evaluations of the 21st CCLC programs in New Jersey, Oregon, Rhode Island, Texas, and Washington and of a state-funded after-school and summer learning program in South Carolina. Naftzger also leads a five-year evaluation of the Community School Initiative administered by Chicago Public Schools.

BETH PANILAITIS, M.S.W. – Executive Director, ROSty

Beth Panilaitis serves as the Executive Director of ROSty, a Richmond-based nonprofit that provides support services and crisis intervention to lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth in Richmond and Charlottesville and conducts trainings for human services providers and school personnel working with LGBTQ young people. Panilaitis has lectured and conducted trainings at universities, social service agencies, community groups, and faith communities throughout the Commonwealth. Her policy and direct service experience has included working with homeless individuals and families, at-risk youth, incarcerated individuals, and individuals who are dually diagnosed. Prior to her work at ROSty, she served as the Executive Director of a statewide advocacy organization. Panilaitis earned a B.S. from Virginia Commonwealth University and her M.S.W with a concentration in policy from the University of Connecticut. In 2012, Panilaitis was named one of the Top 40 Under 40 by the Richmond publication, Style Weekly.

JAMES PIERCE, M.Ed. – Executive Director, Boys & Girls Clubs of Central Virginia

In James Pierce’s 18 years of working with young people, he has served as a public school teacher and coach, as a school administrator, and as a principal. His current role is leader of The Boys & Girls Clubs of Central Virginia, where he has been Executive Director for the past five years. During that span, the organization has doubled in membership and budget. The Clubs work with approximately 2,000 young people, and opened a sixth Club in the area this past summer. Main organizational goals are: promoting on-time graduation from high school, instilling healthy lifestyles, and developing good character and citizenship.

ELLIE MARKOWITZ, Ph.D. – President, SuperStarters Sports; Founder, PowerPlay NYC

Ellie Markowitz is a sports-based youth development (SBYD) practitioner, coach, educator and trainer, who believes in the power of sports to transform lives. Since the 90s, she has been involved in many facets of the SBYD field, and is particularly passionate about educating and empowering girls through sports, and building connectedness, competence and confidence in youth. In 1998, she founded PowerPlay NYC, a girls’ sports-based youth development nonprofit serving more than 750 underserved girls each year in New York City through after school and intensive summer programs. She has also held staff positions at Girl Scouts of the USA, Sports & Arts in Schools Foundation, and the USTA. In 2006, she relocated to Charlottesville, VA to complete a Ph.D. in sport psychology at the University of Virginia. She remains on the board of PowerPlay NYC, and continues her involvement in after school programs locally through SuperStarters Sports. SuperStarters partners with 10 elementary schools, as well as other community-based organizations to offer year-round tennis and teamwork programs in Charlottesville and Albemarle County.

KATHERINE PERRIELLO – Youth, Girls on the Run

Katherine Perriello is a sixth grade English at Saint Anne’s-Belfield School in Charlottesville. She joined Girls on the Run in fifth grade. Her favorite subject school is English. She loves art and running and is also involved in field hockey and lacrosse. She wants to be an art teacher and field hockey player when she grows up. Katherine has two sisters and one brother (and a dog), and says her parents are her biggest role models because they teach her right from wrong. She loves living in Charlottesville because she can go on hikes in the mountains and there is also a lake nearby.

KAREN J. PITTMAN – President and CEO, Forum for Youth Investment

Karen J. Pittman is President and CEO of the Forum for Youth Investment, and a respected sociologist and leader in youth development. Prior to co-founding the Forum in 1998, she launched adolescent pregnancy prevention initiatives at the Children’s Defense Fund, started the Center for Youth Development and Policy Research, and served as senior vice president at the International Youth Foundation. Karen was involved in the founding of America’s Promise and directed the President’s Crime Prevention Council during the Clinton administration.

STANLEY POLLACK – Executive Director and Founder, The Center for Teen Empowerment

Stanley Pollack grew up in New Jersey and received his B.A. from Rider University in Trenton. His youth work career began in the early 1970s at a residential facility for delinquent boys in that city. He then worked for the Youth Services Department in Somerville, MA, for eight years, becoming the director of the department in 1978. During this time, he developed innovative methods for
engaging youth in a process of changing their communities for the better—the basis for the current Teen Empowerment Model®. From 1982 to 1991, Stanley provided consultation in the model to over 35 youth-serving organizations throughout Massachusetts and in Louisville, KY, and Houston, TX. In 1992, he established The Center for Teen Empowerment, Inc. as a nonprofit organization in Boston’s South End/Lower Roxbury.

JEAN RHODES, Ph.D.—Frank L. Boyden Professor of Psychology, University of Massachusetts Boston
Jean Rhodes is the Frank L. Boyden Professor of Psychology and the director of the MENTOR/UMass Boston Center for Evidence-Based Mentoring. Rhodes has devoted her career to understanding and advancing the role of intergenerational relationships in the social, educational, and career development of disadvantaged youth. She has published three books (including Stand by Me: Risks and Rewards of Mentoring Today®; Youth, Harvard University Press), four edited volumes, and over 100 chapters and peer-reviewed articles on the topics related to positive youth development, the transition to adulthood, and mentoring. Rhodes is a Fellow in the American Psychological Association and the Society for Research and Community Action, and was a Distinguished Fellow of the William T. Grant Foundation. She serves as chair of the Research and Policy Council of MENTOR: The National Mentoring Partnership and is a member of the John D. and Catherine T. MacArthur Foundation Research Network on Connected Learning. Rhodes obtained her doctorate in clinical psychology from the DePaul University and completed her clinical internship at the University of Chicago.

ALLISON RILEY, Ph.D., M.S.W.—Vice President, Programming and Evaluation, Girls on the Run International
Allison Riley is the Vice President of Programming and Evaluation at Girls on the Run International. Riley earned her Ph.D. in social work with a specialization in positive youth development in social settings from Ohio State University (OSU). She holds a Master’s degree in social work with a concentration in clinical practices with children and youth from OSU, a Master’s degree in kinesiology from Purdue University and a B.A. in psychology from the University of Virginia. Prior to joining Girls on the Run International, she was a project coordinator for the OSU Learning in Fitness and Education through Sports (LiFE Sports) Initiative. In that role she helped to develop, implement, and evaluate the LiFE Sports summer camp, a sport-based positive youth development program designed to teach social skills through a variety of sport, fitness and play-based education activities. As the Vice President of Programming and Evaluation, Riley has primary responsibility for staying abreast of trends and issues facing girls and for designing and evaluating relevant, creative and impactful programming solutions that address these needs.

JOVANNA SANCHEZ—Youth, Whatever It Takes (WIT)
Jovanna Sanchez was born in San Diego California but lived almost all her childhood in Mexico. She is currently a senior at King Chavez High School. Jovanna was previously an intern at San Diego Mesa College Honors and International Office as well as in Ace Parking Member Services. She holds the position of President for Rotary at her school as well as ASB President. She has been involved in her school for over 7 years. Jovanna has been the lead of Major Decision, a program designed to teach students college-goers with guidance, support, and mentoring from current college students who were once first generation college-goers. Major Decision also provides students with a variety of majors so they can discover what they want to study. Jovanna is looking forward to joining the Stanford University class of 2019 this fall.

ROBERT SHELTON—Youth, Music Resource Center
Robert Shelton is a home-schooled student in the 11th grade. He is an avid guitar player and loves folk and jazz music. Robert also enjoys song-writing. He has been attending the Music Resource Center for three years. In the 2012-2013 academic year, he participated in a Youth Participatory Research Project conducted with University of Virginia students and staff. The project focused on clarifying the role that the Music Resource Center plays for its members and the community. The Music Resource Center is an after-school music education program that serves 6th-12th grade students and offers them the opportunity to participate in all phases of music production in a state-of-the-art studio setting.

LONDON SHORT—Youth, Young Women Leaders Program (YWLP)
London has adopted siblings, enjoys taking walks, works at a popular Charlottesville store where she really enjoys interacting with customers. She participated in YWLP in 7th grade and then rejoined her group in the 11th and 12th grades.

CHARLES SMITH, Ph.D.—Senior Vice President of Research, Forum for Youth Investment
Charles Smith is Founder and Executive Director of the David P. Weikart Center for Youth Program Quality, a division of the Forum for Youth Investment, and Senior Vice President at the Forum. The Weikart Center currently provides technical supports to a portfolio of over 90 quality improvement systems in 38 states, including several thousand direct service organizations that provide out-of-school time learning opportunities for children and youth. Smith leads the measures and analytics team at the Weikart Center and guides the Center’s efforts to design and implement lower stakes accountability policies. His current area of focus includes development of standards and performance measures for programs focused on social and emotional learning for adolescents.

KALA SOMERVILLE—Executive Director, Computers4Kids (C4K)
Kala Somerville is the Executive Director of Computers4Kids (C4K), an after-school mentoring and technology training program for low income youth in the Charlottesville area. Somerville has overseen the agency’s growth from a computer recycling and redistribution program to a nonprofit that provides an innovative combination of long-term mentoring, technology training, job readiness training, and college-to-career guidance that removes barriers to success for at-risk youth. Since 2001, over 1,000 students have received over 23,000 hours of one-on-one mentoring, and over 600 students have earned a free home computer system. In 2006 C4K received the Virginia Mentoring Partnership’s award for Best Mentoring Program in Virginia. C4K’s program methods have been recognized and published by the Afterschool Alliance and the MetLife Foundation and as a promising practice for digital learning. Somerville is committed to offering high quality programming that is grounded in best practices and tailored to meet the needs of individual students. Recently C4K was among the first group of mentoring programs in the state to earn Partner Member status through Virginia Mentoring Partnership’s (VMP) Quality-Based Membership Initiative. C4K also earned recognition for its quality programming from the National Mentoring Partnership.

PATRICK H. TOLON, Ph.D.—Director, Youth-NeX, Professor, Curry School of Education and Department of Psychiatry and Neurobehavioral Sciences, University of Virginia
Patrick Tolon is Professor at the University of Virginia in the Curry School of Education and the Department of Psychiatry and Neurobehavioral Sciences in the School of Medicine. He is Director of Youth-NeX: The U.Va. Center to Promote Effective Youth Development. The transdisciplinary center focuses on the assets of young people and works in a wide variety of areas including health management, civic engagement and education and also works to prevent youth problems such as violence and school failure. In the five years since assuming this role, Tolon has focused on connecting his prior work in mental health problem prevention to the emerging fields of positive youth development and youth capability. He continues to work from the developmental-ecological approach that has characterized his risk and prevention efforts for 30 years. Tolon has been the Principal Investigator on multiple National Institutes of Health (NIH) and other funded projects and he has authored over 160 publications. Tolon was co-editor of a special issue of Child Development (2011)—the flagship journal for child development research. He is co-editor of the book, Disruptive Behavior Disorders, part of the Advances in Development and Psychopathology: Brain Research Foundation Symposium Series (Springer, 2013) and a forthcoming special issue of Journal of Research in Adolescence on positive youth development implications for intervention research.

DRU TOMLIN, Ph.D.—Director, Middle Level Services, Association for Middle Level Education (AMLE)
As the director of Middle Level Services for the Association of Middle Level Education, Dru Tomlin has a commitment to educational improvement and a passion for teaching, learning, and middle school. In 1994, Dru began his 20 year career in education as an English teacher at Harrisonburg High School in Virginia and then, in 1998, he discovered the joys of middle school in Georgia as a language arts, reading, and social studies teacher and then as a school administrator. He has also been a school system staff development trainer and a faculty member for AMLE’s Leadership Institute, believing firmly in the power of professional learning. For his work, Dru has been recognized as a school system Teacher of the Year and as Georgia’s Middle School Assistant Principal of the Year. He holds a Ph.D. in Teaching and Learning and a M.S. in Educational Leadership from Georgia State University and a B.A. in Elementary Education from James Madison University.

JOANNA WILLIAMS, Ph.D.—Assistant Professor, Curry School of Education, University of Virginia
Joanna Lee Williams is an assistant professor in the Curry School of Education’s Department of leadership, foundations, and policy and a faculty affiliate with Youth-NeX: The U.Va. Center to Promote Effective Youth Development. She received her Ph.D. in Developmental Psychology from Temple University in 2008. Her research interests focus on race and ethnicity as social contexts for youth development. Specifically, her work examines ethnic identity as a form of positive youth development in the face of discrimination and other stressors, and ethnic identity in relation to youth’s beliefs and behaviors. She also has applied interests in understanding diversity, peer relations, and positive outcomes in youth development programs and serves as the Associate Director of Research for the Young Women Leaders Program, a mentoring program for girls. Williams recently began working on a five-year study of the benefits and challenges of ethnic identity in middle schools sponsored by the William T. Grant Foundation Scholars Program. In this new work she will investigate diversity in early adolescent peer social networks.
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