

# *The National Academies of* SCIENCES • ENGINEERING • MEDICINE

**Division on Behavioral and Social Sciences Education**

*Board on Children, Youth, and Families*

Summertime Opportunities to Improve  
Child and Adolescent Education and Health Outcomes

## **Workshop Planning Committee Biographies**



**Brian Bannon, M.A.**, is the Commissioner of the Chicago Public Library. He has led the change effort that has brought libraries into the national conversation about summer learning. His organization leads a program that touches 100,000 children each summer, and develops strategic partnerships for reaching and delivering service to these children. Rigorous evaluation of the program has been conducted under his leadership. As the chief executive officer, he is responsible for the 80 libraries that serve Chicago's 2.6 million residents. With more than 11 million visitors in 2013, CPL is the largest and most visited civic institution in Chicago and is among the largest public library systems in the United States. Prior to this role, Bannon held a variety of leadership positions within the San Francisco Public Library, Seattle Public Library and the Bill and Melinda Gates Foundation. Bannon is active in work related to information access, public technology and the digital divide. He earned his bachelor of arts from Pacific Lutheran University and a master of library and information science from the University of Washington iSchool.



**Barry A. Garst, Ph.D.**, is an associate professor at Clemson University, where he teaches in the bachelors and master's degree Youth Development Leadership programs in the Department of Parks, Recreation, and Tourism Management. Prior to joining Clemson's faculty, Dr. Garst served as the national director of program development and research application with the American Camp Association and was previously an assistant professor and extension specialist in youth development at Virginia Tech. His research and professional interests focus on the developmental outcomes of youth programs, with a particular focus on out-of-school time settings. In 2015, Dr. Garst launched the Garst Out-of-School Time Lab at Clemson University, which is a research group that conducts social science research associated with out-of-school time youth development programs and settings. His current work includes: overparenting within the context of OST youth programs and settings, mechanisms of change that contribute to positive youth development outcomes, and building organizational capacity for youth program evaluation. Dr. Garst holds a PhD in Human/Social Dimensions of Forestry, an MS in Recreation Administration, and a BS in Psychology.



**Georgia Hall, Ph.D.**, 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 Georgia'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 (RWJF). Hall also served as Principal Investigator for After School Gets Moving. This was a randomized control trial study of the impacts of a professional development resource for out-of-school time program staff on children's pedometer step counts in a national sample of OST programs. Dr. Hall recently began working as NIOST's Principal Investigator working in collaboration with Global Evaluation and Applied Research Solution (GEARS) on the 21st Century Community Learning Centers State Monitoring and Technical Assistance Project with the Federal Department of Education. Georgia's work has also focused extensively on quality program improvement initiatives including five summers as Principal Investigator for NIOST's evaluation of the Boston Summer Learning Project. Georgia has also worked as a research and evaluation partner to the Providence After School Alliance (PASA) investigating the Summer Scholars and Badging initiatives. Georgia is the Managing Editor of *Afterschool Matters*, a journal for OST practitioners, researchers, and other related professionals. Georgia is a Board Member of the American Camp Association, New England and is an enthusiastic youth soccer, basketball, baseball, and softball coach in her local community. Georgia holds a Ph.D. from Boston College.



**Susan Magsamen, M.A.**, is Senior Vice President of Early Learning at Houghton Mifflin Harcourt. She focuses on providing evidence based programs for children birth to eight years old, their families and child care providers. She is a learning expert, award-winning writer and program architect. With over 30 years' experience in developing effective learning programs rooted in the science of learning, Susan is an active member of the brain sciences research community. She currently serves as a Senior Advisor to the Science of Learning Institute and the Brain Science Institute at Johns Hopkins University; Chair of the Center for Innovation and Leadership in Special Education at the Kennedy Krieger Institute; and as associate editor of *npj Science of Learning*. Prior to founding Curiosityville in 2009, an interactive personalized learning world for young children, Susan co-founded The Johns Hopkins Neuro-Education Initiative, created to foster dialog among educators and researchers in the brain sciences. She was also Founder and CEO of FamilyStories and previously, Curiosity Kits — both award-winning learning resources for parents and children. Ms. Magsamen holds a Masters of Advanced Studies from Johns Hopkins University, and is a graduate of Towson and Sheppard Universities. She serves on the boards of the Early Care and Education Consortium (ECEC), the Port Discovery Museum, Arts Education in Maryland Schools (AEMS), The Learning Resource Network, the Ultimate Block Party, the Society for Neuroscience Communications and Dissemination Committee, and is a member of the Playful Learning Steering Committee at the Center for the Developing Child at Harvard University.



**Deborah Moroney, Ph.D.**, is a principal researcher at American Institutes for Research (AIR), and director of the social and emotional learning, school climate, and out-of-school time practice area. Dr. Moroney's research and practice experience is in social and emotional learning and youth development in afterschool and expanded learning settings. Dr. Moroney is the architect of a collaborative method for the design of dual purpose (improvement and demonstration) evaluation frameworks for national multi-site programs including the Achievement Gap programs at the YMCA of the USA and for

Every Hour Counts. Additionally, Dr. Moroney has led several statewide and districtwide afterschool needs assessments and evaluations. Presently, Dr. Moroney serves as the principal investigator of the implementation and outcome study for School's Out New York City and she is a member of the Afterschool Technical Assistance Collaborative for the C.S. Mott Foundation. Dr. Moroney is the project director for a Robert Wood Johnson Foundation initiative to collaboratively define a transformative research agenda for a culture of health in schools. Dr. Moroney's work demonstrates a value in bridging research and practice. She has authored practitioner and organizational guides using both research findings and practitioner input. Recently, Dr. Moroney was a co-author of the fourth edition of the seminal afterschool resource, *Beyond the Bell®: A Toolkit for Creating Effective Afterschool and Expanded Learning Programs*. Dr. Moroney has authored numerous publications on social and emotional development and assessment, including *Ready to Assess (Social and Emotional Development)*. 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. in Special Education, from the University of Illinois at Chicago.



**Sarah Pitcock, M.A.**, is a leading expert on summer learning research, practice, and policy. She has championed summer learning through testimony and presentation to legislative and policymaking bodies and has authored white papers, practice guides, Op-Eds, and blogs on the subject. Her major work includes the development of the Comprehensive Assessment of Summer Programs (CASP) and leadership of Smarter Summers, a \$15.5 million investment from the Walmart Foundation to deliver summer learning programming to 28,000 middle school students in 16 major school districts.

Since 2010, Sarah has served on the Steering Committee of the Summer Matters Campaign, a landmark effort to scale high-quality summer learning in the state of California. Sarah proudly shared a podium with First Lady Michelle Obama at the U.S. Department of Education to celebrate National Summer Learning Day in 2014. Prior to her work in summer learning, Sarah served as Marketing Manager for the Orlando Repertory Theatre and Deputy Press Secretary for the Mayor of Baltimore. She holds a master's degree in public policy from Johns Hopkins University and bachelor's degrees in public relations and political science from the University of Florida.



**Heather Weiss, Ph.D.,** is the Founder and Director of the Harvard Family Research Project (HFRP) and is a Senior Research Associate and Lecturer at the Harvard Graduate School of Education. From its beginning in 1983, HFRP's mission has been to support the creation of more effective practices, interventions and policies to promote children's successful development from birth to adulthood. A key emphasis of HFRP's work is the promotion, documentation and assessment of complementary learning-strategies that support children's learning and development in non-school as well as school contexts. Dr. Weiss and her colleagues are well known for their work building the demand for and use of evaluation as a cornerstone of social change, to which end HFRP also provides strategic planning and evaluation services for foundations and communities. Their current evaluation portfolio includes evaluations of national foundation efforts to scale up universal prekindergarten services and extended learning opportunities. Her recent publications focus on reframing research and evaluation to support continuous improvement and democratic decision making, examining the case for complementary learning from a research and policy perspective, and assessing new ways of providing and evaluating professional development. She is a consultant and advisor to numerous foundations on strategic grantmaking and evaluation. She received her doctorate in Education and Social Policy from the Harvard Graduate School of Education and she was a postdoctoral research fellow at the Yale Bush Center in Child Development and Social Policy.