

The National Academies of SCIENCES • ENGINEERING • MEDICINE

DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION

The Board on Children, Youth, and Families

Workshop on
Summertime Opportunities to
Promote Healthy Child and Adolescent Development

Speaker Biographies

Justina Acevedo-Cross, M.P.P., is a program officer for the Children, Families, and Communities (CFC) program. She oversees a grantmaking portfolio that ranges from after-school and summer learning advocacy, best practices and technical assistance to early learning advocacy and educator workforce development. Prior to joining Foundation, Justina worked in the nonprofit sector as a communications professional for small and mid-size organizations, most recently at Women's Initiative for Self Employment in the San Francisco Bay Area. She has served as a policy consultant for the Federal Reserve Bank of San Francisco, CFED, and Net Impact together with the Annie E. Casey Foundation. Her work has focused heavily on community development, economic security, education, and small business/workforce issues. Justina holds a Master of Public Policy from the University of California, Berkeley and a B.A. from Scripps College. She currently serves as board chair of Californians for Justice, an education policy organization that ensures that students have the opportunity to grow as leaders, and win campaigns so every school and community can thrive. Justina is a parent to a young son, which is driving home the importance of early childhood development in a whole new way.

Karl L. Alexander, Ph.D., is Director of the Thurgood Marshall Alliance, which provides technical support to schools in Baltimore, Maryland that are committed to socioeconomic and racial/ethnic diversity. He also is the John Dewey Professor Emeritus of Sociology, having retired from the Johns Hopkins University faculty in 2014 after 42 years of service, 15 as chair of the Department of Sociology. Beginning in 1982 and continuing for more than a quarter century, he and colleague Doris Entwisle directed the Baltimore-based Beginning School Study, which tracked the life progress of 790 Baltimore children from first grade into mature adulthood. The culminating work of that project is *The Long Shadow: Family Background, Disadvantaged Urban Youth and the Transition to Adulthood* (Russell Sage 2014), recipient of the 2016 Grawemeyer Prize in Education. He and his colleagues also have published extensively on summer learning loss in Baltimore.

Rachel Anderson, M.P.P., leads DQC's work to foster an effective role for the federal government in supporting education data use. She convenes and collaborates with partners and policymakers to analyze and develop constructive education data legislation at all levels. Rachel's work focuses on student data privacy, federal policy, student access to data, education research, and state and federal legislation. Before joining DQC in 2013, Rachel worked as a research analyst in early childhood development at Child Trends, a nonprofit research organization. There she explored topics such as the definition and measurement of school readiness skills, curriculum implementation and evaluation, and teacher preparation and professional development. During her graduate studies, she worked for the Ounce of Prevention Fund with their National Policy Consultation Team, providing early education policy information and guidance to state advocates. Rachel earned a bachelor's degree in political science from Emory University and a master's in public policy from The University of Chicago's Harris School of Public Policy Studies.

Michael Beets, Ph.D., is an Associate Professor in the Division of Health Aspects of Physical Activity in the Department of Exercise Science in the Arnold School of Public Health at the University of South Carolina. His studies focus on working with community-based programs that serve youth outside the school day to enhance physical activity and healthy eating. At the center of his research is the evaluation of low-cost, effective, scalable strategies programs can use to meet national and state policies for physical activity and healthy eating in these settings. To date, he and his team have worked with over 150 programs in South Carolina that serve over 10,000 youth. Further, the work he and his team have completed is being utilized across the country to assist programs in creating healthier environments for the youth they serve.

Crystal FitzSimons, MSW, oversees FRAC's work to improve and strengthen the school, summer, and afterschool nutrition programs, leading a team of five experts on the child nutrition programs. She analyzes policy to advocate for legislative and regulatory improvements to increase low-income children's access to the nutrition programs. She helps develop strategy and direct national partnerships and field efforts to achieve program improvements through legislative and administrative changes. Successful efforts include the nationwide expansion of the Afterschool Meal Program; the creation and the nationwide expansion of the Simplified Summer Food Program; the California year-round summer meal pilot; and the Community Eligibility Provision. Crystal is the author or co-author of numerous publications, including *Hunger Doesn't Take A Vacation: Summer Nutrition Status Report*; *A How-to Guide on Purchasing Healthy Food for Summer Food Sponsors*, *Start the School Day Ready to Learn with Breakfast in the Classroom: Principals Share What Works*; and *School Wellness Policy and Practice: Meeting the Needs of Low-Income Students*. Her previous work experience includes the Center for Community Change and Housing Comes First. She holds a BA in Philosophy and Sociology from Carroll College in Wisconsin and a MSW from Washington University in Missouri.

Rachel Gwaltney, MPPA, leads development and implementation of services, projects, and partnerships that strengthen summer learning policy and build capacity of state and national leaders and organizations. Prior to joining NSLA, Rachel held recent roles at District of Columbia Public Schools, Data Quality Campaign, and Horizons National. She previously served as Chief of Programs for Higher Achievement, leading expansion, program quality, evaluation, advocacy, curriculum, and training efforts. Rachel holds bachelor's and master's degrees from Johns Hopkins University and a master of public policy and administration degree from Northwestern University. She completed the Education Policy Fellowship Program (EPFP) at IEL in 2012.

Kathryn Hirsh-Pasek, Ph.D., is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University and a Senior Fellow at the Brookings Institution. Her research examines the development of early language and literacy as well as the role of play in learning. With her long-term collaborator, Roberta Golinkoff, she is author of 14 books and hundreds of publications, she is the recipient of the American Psychological Association's Bronfenbrenner Award, the American Psychological Association's Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award and the APA Distinguished Lecturer Award. She is a Fellow of the American Psychological Association and the American Psychological Society, is the President of the International Society for Infant Studies and served as the Associate Editor of *Child Development*. She is on the Steering Committee of the Latin American School for Education, Cognitive Neural Science as well as on the advisory board for Vroom, The Boston Children's Museum, The Free to Be Initiative and Jumpstart. Her book, *Einstein never used Flashcards: How children really learn and why they need to play more and memorize less*, (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003. Her recent book, *Becoming Brilliant: What the science tells us about raising successful children* was released with APA Press in 2016. Kathy received her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania and is a frequent spokesperson for her field appearing in the NYTimes, npr and in international television outlets.

Ellen Lettvin, Ph.D. is Robert Noyce Senior Fellow in Informal STEM Learning at the U.S. Department of Education (ED) in the Office of Innovation and Improvement. In this role she leads interagency coordination linked to STEM engagement and learning during out-of-school time. She is spearheading efforts that integrate STEM content and activities from several Federal agencies into program offerings for the nation's largest out-of-school program, the 21st Century Community Learning Centers. She also serves as liaison with the STEM Funders Network to connect ED programs and grantees with STEM Learning Ecosystems nationwide. Prior to beginning the fellowship in March, 2014, she served as Vice President for Science and Education at Pacific Science Center in Seattle, WA for five years, where she led the institution's largest division that encompassed a diverse portfolio of education programs. Prior to joining the Science Center, Ellen served as Assistant Director of the Applied Physics Laboratory at the University of Washington, where she led several initiatives to help researchers engage with public audiences.

Laura Huerta Migus, M.S., is the Executive Director of the Association of Children's Museums, an international membership organization dedicated to advancing the work of children's museums and early learning in informal settings, in Arlington, VA. She is a passionate advocate for the powerful learning experiences and environments museums offer - especially for children and families that are traditionally marginalized in formal learning systems. Ms. Huerta Migus brings more than a decade of experience in developing and implementing professional development experiences and international partnerships for creating culturally responsive and inclusive educational and organizational environments. She was honored to be named as a Champion of Change for Summer Opportunity by the White House in February 2016. Previous appointments include the National Association for Bilingual Education, the National MultiCultural Institute, and the Association of Science-Technology Centers, Inc. Ms. Huerta Migus completed her undergraduate education at Texas A&M University, and her Master's degree at St. Joseph's University.

Rebecca Kelley, J.D., serves as Y-USA's National Director of Achievement Gap initiatives, including the scaling of evidence-based, signature programs in early learning readiness, summer learning, and afterschool. A first generation college graduate from Baltimore, Rebecca's journey marks a dedication to leveling the playing field for all youth from when she attained a law degree from University of Cincinnati and leading Cincinnati Urban League's youth programs. During 12 years with the YMCA of Greater Cincinnati, Rebecca co-led a multi-sector community team that developed the award-winning Cincinnati Community Learning Center initiative and academic enrichment programs, including CincyAfterSchool, a 2013 nominee for National Summer Learning Association's Award of Excellence. Through school-community partnership, Cincinnati produced a rise in graduation rates during the past decade from 50% to 82%, and a reduction in the achievement gap from 14.5% to 4.5%. As the director of knowledge and innovation for Strive's National Network at the KnowledgeWorks Foundation, she supported over 90 cradle to career collective impact initiatives. In 2016, 153 YMCA associations in 48 states reaching over 16,000 youth offer programs designed to close Achievement Gap, create opportunities from cradle to career, and improve outcomes, particularly for low-income youth.

Nick Mader, Ph.D., is a Senior Researcher at Chapin Hall at the University of Chicago. His work focuses on improving outcomes for disadvantaged youth by promoting the use of administrative data and analytics within the context of hand-in-hand partnerships with public agencies and non-profits. Dr. Mader is the Principal Investigator of the Chapin Hall Collaborative of Youth Support Service Providers, which provides its diverse network of Chicago non-profits and city agencies with support in data linking and analysis, as well as the means of making practical value of data use: meaning-making exercises with partners, communication materials for multiple stakeholder audiences, and processes to continually improve program outreach and impacts on youth. Dr. Mader received his PhD in economics from the University of Wisconsin, and has served as a Postdoctoral Scholar in the University of Chicago Department of Economics.

Fran Mainella, MA, D.P.S., is President of Fran Mainella Consulting LLC and formerly a Visiting Scholar at Clemson University Department of Parks, Recreation and Tourism Management. Previously, Director Mainella served nearly six years as the 16th Director and the first woman to lead the National Park Service. Fran served twelve years as Director of Florida's State Parks, which were awarded the Gold Medal Award, recognizing Florida as the best state park system in the country. She has also served as executive director of the Florida Recreation and Park Association and as president of both the National Recreation and Park Association and the National Association of State Park Directors. Clemson University has presented Fran with its Walter T. Cox Award, its Award for Faculty Excellence and also named an award in her honor, encouraging women to pursue conservation careers. The American Recreation Coalition also presented her with the Sheldon Coleman Great Outdoors Award. In 2006, she was awarded the William Penn Mott, Jr. Award for Excellence by the NSPR. Fran was one of the few that have been a two time winner of the Pugsley Award, the highest award given by the American Academy for Park and Recreation Administration. She has also been selected as the Metcalf Lecturer for SUNY- Cortland, the first ever Ralph Steele Lecturer for East Carolina University, and the Calhoun Lecturer for Clemson University. For four consecutive years, the Clemson University Board of Trustees presented her with an award for faculty excellence. In 2011, Mainella received the outstanding alumni of the year from the University Of Connecticut School Of Education. Additionally, she has written many article and book publications including the introduction to National Geographic's 10 Best of Everything National Parks and an acknowledgement to Richard Louv's new book: The Nature Principle. Also she is Past Chair of the Children and Nature Network, Co-Chair of the US Play Coalition, Former Chair of the Pugsley Award committee and Fellow of the American Academy of Park and Recreation Administrators, Chair of the Public Lands Advisory Council to the National Environmental Education Foundation, member of the Foundation for Sustainable Parks and Recreation, and a national speaker on Women in Leadership, Nature Deficit Disorder, Play, and Parks and Recreation. Director Mainella holds a bachelor's degree from the University of Connecticut, a master's degree, and an honorary doctorate from Central Connecticut State College.

Kathryn K. Matthew, Ph.D., is the 5th Director of the Institute of Museum and Library Services. With career experience that spans private and nonprofit sectors, Dr. Matthew brings to the agency a deep knowledge of the educational and public service roles of museums, libraries and related nonprofits. Confirmed by the U.S. Senate in September 2015, Dr. Matthew is serving a four-year term as the Director of the Institute. The directorship of the Institute alternates between individuals from the museum and library communities. Dr. Matthew's career interests have centered around supporting and coaching museums and other nonprofits, large and small, who are focused on propelling their programs, communications, events, and fundraising offerings to a higher level of success. Through her volunteer experiences, she has gained insights into the vital roles for cultural organizations as anchors in rural and smaller communities. Trained as a scientist, Dr. Matthew's 30-year museum career began in curatorial, collections management, and research roles at the Academy of Natural Sciences in Philadelphia and Cranbrook Institute of Science. She worked with a variety of collections including ornithology, paleontology, fine arts, and anthropology. She then moved into management, exhibits and educational programs development, and fundraising and marketing roles, working at the Santa Barbara Museum of Natural History, the Virginia Museum of Natural History, The Nature Conservancy, the Historic Charleston Foundation, and The Children's Museum of Indianapolis. In addition she was Executive Director of the New Mexico Museum of Natural History and Science, a state-funded museum. In that role she worked with corporations, federal agencies, public schools, and Hispanic and Native American communities to offer STEM-based programs. "Proyecto Futuro" was a nationally-recognized program that began during her tenure. Dr. Matthew was also a science advisor for the IMAX film "Tropical Rainforest," produced by the Science Museum of Minnesota. A native of South Carolina, Dr. Matthew received a BA from Mount Holyoke College, a MBA from the University of Minnesota's Carlson School of Management, and a PhD from the University of Pennsylvania.

Melissa Mister, M.Ed., is the Senior Program Director at After School Matters in Chicago where she is responsible for continuously improving program quality. Melissa has 17 years combined experience as a Chicago Public Schools teacher and principal. She holds a BA degree in psychology from the University of North Carolina at Greensboro, a MEd from Depaul University, and principal certification in Illinois through her work at the University of Illinois at Chicago's Center for Urban Education Leadership.

Janice O'Donnell, whose career began as an alternative (free) school teacher, was Executive Director at Providence Children's Museum from 1985 through 2014. She joined the Museum staff in 1979 to manage special projects and communications. She now directs Providence PlayCorps for the City of Providence (RI) Parks and Recreation Department, is a founding member and spokesperson for Recess for Rhode Island, and consults for several child-centered organizations. A graduate of the University of Rhode Island, she was recognized with the URI Alumni Association's Achievement Award in Education. She has presented on PlayCorps and adventure play for the Association for the Study of Play, Association of Children's Museums, American Adventure Play Association, TEDX Providence and other venues. As a Rhode Island Foundation Leadership Fellow, Janice studied playwork, the art of supporting children's free play without directing it, in the UK and applies playwork practices in her work in inner-city parks.

Jen Rinehart, M.A. joined the Afterschool Alliance in September 2002 and established the Afterschool Alliance's Washington, D.C., office. Jen takes a primary role in the Afterschool Alliance's coalition building, policy and research efforts, and serves as a spokesperson for the organization. Jen oversees major initiatives including the Afterschool for All Challenge, an annual afterschool advocacy day, and America After 3PM, an ongoing study of how children in America spend their afterschool hours. In addition, Jen works closely with the statewide afterschool networks to help them use research to advance their state policy goals and to engage them in federal advocacy efforts. Prior to joining the Afterschool Alliance, Jen served for more than five years on the staff of the Department of Education, primarily as a Project Officer for the 21st Century Community Learning Centers program, the principal federal program supporting afterschool. Jen has a B.A. in Psychology with a minor in Elementary Education from Gettysburg College and a master's degree in Human Development from the University of Maryland at College Park. She works closely with a number of national organizations and initiatives that share the Afterschool Alliance's vision of afterschool for all.

Chris Smith, M.B.A., was appointed Executive Director of Boston After School & Beyond in the fall of 2008. He has over a decade of experience leading policy, measurement, and programmatic initiatives. Before joining Boston Beyond, Chris worked at the Boston Private Industry Council (PIC) for ten years, first as Director of Employer Partnerships then as Chief of Staff. While at the PIC, he worked with local business leaders to create Classroom at the Workplace, a learning model that combines intensive academic acceleration and paid employment for teenagers who have failed the high-stakes MCAS exams. Since its inception, the program has helped well over 1,000 students earn a high school diploma. Chris also played a lead role in coordinating Boston's first-ever study of college graduation rates of Boston Public Schools students and in developing legislation to decrease the dropout rate in Massachusetts. Before joining the PIC, Chris worked at the US Department of Education in Washington, DC, on the Secretary of Education's family and community involvement in education initiative. A native of Worcester, MA, Chris earned an MBA at Babson College in Wellesley, MA, and a BA in American Studies from Trinity College in Hartford, CT.

Ralph Smith is the Managing Director of the Campaign for Grade-Level Reading, an effort to increase rates of third-grade reading proficiency for children from low-income families that includes a network of more than 285 communities in 42 states. As senior vice president for the Annie E. Casey Foundation, Smith led the Making Connections initiative, a comprehensive effort to help communities improve outcomes for children by strengthening families and neighborhoods. Smith has served on the Foundation's Senior Leadership Team since 1994. Smith taught Corporations and Securities Law and Education Law and Policy as a member of the Law Faculty at the University of Pennsylvania for two decades, during which time he also served as chief of staff and chief operating officer for the School District of Philadelphia and as a senior advisor to Philadelphia's mayor on children and family policy. Smith led efforts to design and implement the school

district's landmark voluntary desegregation plan, negotiate some of the nation's first education reform-driven teacher contracts and develop Children Achieving, a district-wide blueprint supported by the Annenberg Challenge. Smith is the founding director of both the National Center on Fathers and Families and the Philadelphia Children's Network, and a national leader of the Responsible Fatherhood movement. He was a member of the board of directors of the Council on Foundations from 2000 to 2010, serving as board chair from 2008 to 2010. In addition, Smith has served on the boards of the Alliance for Early Success, Foundation Center, Wells Fargo Regional Foundation, Venture Philanthropy Partners, the Clinton Center on Community Philanthropy and the Annenberg Institute for School Reform. Smith also has served on private-sector boards of directors, including for LeapFrog Enterprises, Inc., and Nobel Learning Communities, Inc.

Bela Shah Spooner, M.A., is the Program Manager for Expanded Learning at the National League of Cities (NLC) Institute for Youth, Education, and Families. For over a decade at NLC, she has educated municipal officials about the importance of afterschool and summer learning opportunities and has provided technical assistance to over 50 cities supporting their efforts to create citywide afterschool systems. She launched NLC's Afterschool Policy Advisors Network (APAN) in 2005, a national peer-learning network of senior municipal leaders focusing on afterschool programs. Bela has authored various publications on municipal leadership for afterschool, convened three National City Afterschool Summits, and has helped 25 statewide afterschool networks host mayoral summits on afterschool and expanded learning. As part of the Charles Stewart Mott Foundation supported Afterschool Technical Assistance Collaborative, she also supports the 50 statewide afterschool networks' efforts to increase the quality and access to afterschool programs and makes connections to city leaders. She previously worked for the Coalition for Community Schools. Bela holds her Master's degree in Sociology and Education with a concentration in Education Policy from Teachers College, Columbia University and her Bachelor's in Psychology and Spanish from the University of Pennsylvania. She lives in Washington, DC with her husband and two sons.

Michael Vaughan Cherubin, M.A., joined the Foundation staff as a Programs Coordinator in January 2013 before being promoted to Program Manager in 2015. Prior to joining the U.S. Soccer Foundation, Michael worked as Program Manager for United for D.C./D.C. United's United Soccer Club, an afterschool program that taught soccer and healthy life styles. His duties included managing: partnership development, hiring, training and management of a 35 person coaching staff, program and curriculum development, program evaluation, and fundraising. Previously, Michael served as Operations Manager for PeacePlayers International, in Jerusalem, Israel. There, he helped grow a successful program that uses basketball as a tool to unite divided societies. Alongside his duties at the U.S. Soccer Foundation, Michael is the Managing Partner of Global Game Changers, a boutique consulting firm that assists organizations in their pursuit to use sport for good. Michael holds a Bachelor of Arts degree in International Relations from SUNY New Paltz. He also holds a Master's degree in International Peace and Conflict Resolution from American University.

Denice Williams, M.P.A., joined the Department of Youth and Community Development in 2005. Currently, she serves as Deputy Commissioner for the newly created Bureau of Planning, Program Integration and Evaluation. The Bureau was launched in 2015 to maximize DYCD investments and improve the customer experience and outcomes through streamlined, coordinated service delivery. Prior roles include Assistant Commissioner for Capacity Building and Assistant Commissioner for the COMPASS, the largest municipally funded afterschool system in the country.