

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

**National Academies of Sciences, Engineering, and Medicine Workshop on Approaches to the
Development of Character**
July 26 and 27, 2016

Biographies

Committee Members

Deborah Lowe Vandell (chair) is a professor of education and founding dean of the School of Education at the University of California, Irvine. Dean Vandell's research focuses on the effects of developmental contexts (early child care, K-12 schools, after-school programs, families) on children's social, behavioral, and academic functioning. She has been elected to the National Academy of Education and to the Governing Council for the Society for Research in Child Development. She is a fellow of the American Educational Research Association, the American Psychological Association, and the American Psychological Society. Dean Vandell has served on numerous advisory boards for the National Academy of Sciences, the National Institutes of Health, and the U.S. Department of Education. She was a member of the NRC Committee on Promoting Child and Family Well-Being Through Family Work Policies: Building a Knowledge Base to Inform Policies and Practice. Dean Vandell started her career as an elementary school teacher while earning her master's degree in education at Harvard University and later received a Ph.D. in Psychology from Boston University.

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 (U.Va.). Prior to her current appointment at U.Va., she was an associate professor and the associate chair of the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health. Her primary research interests focus on the development of aggressive behavior and school-based prevention. She collaborates on research projects examining bullying and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on children; and the design, evaluation, and implementation of evidence-based prevention programs in schools. Dr. Bradshaw works with the Maryland State Department of Education and several school districts to support the development and implementation of programs and policies to prevent bullying and school violence, and to foster safe and supportive learning environments. She collaborates on federally-funded research grants supported by the NIMH, NIDA, CDC, and the Institute of Education Sciences. She is an associate editor for the Journal of Research on Adolescence and the editor of Prevention Science. She is a coeditor of the Handbook of School Mental Health (Springer, 2014). She is currently on the NRC Committee on the Biological and Psychosocial Effects of Peer Victimization: Lessons for Bullying Prevention, and she was previously on the Planning Committee for a Workshop on Increasing Capacity for Reducing Bullying and Its Impact on Lifecourse of Youth Involved. She holds a doctorate in developmental psychology from

Cornell University and a master's of education in counseling and guidance from the University of Georgia.

Lucy Friedman is founding president of The After-School Corporation (TASC) (now known as ExpandedED Schools), a not-for-profit organization established in 1998 to enhance the quality and availability of after-school programs in New York and beyond. TASC's mission is to change public policy to make universal after-school a public responsibility. Prior to joining TASC, Dr. Friedman was the founder and executive director of Victim Services (now known as Safe Horizon) for 20 years, the leading and largest crime victim assistance and advocacy organization in the country. Dr. Friedman led a study group for Mayor David Dinkins, which recommended the creation in schools of Beacon programs which operate after-school and on weekends. She serves on several boards including the After-school Alliance, Leadership Enterprise for a Diverse America and Bryn Mawr College. She is co-chair of NYS After-school Network, chair of the executive committee of the Coalition for Science After School and co-chair of the Study Group on Supplementary Education. She was previously on the NRC Panel on Research on Violence Against Women, and the Panel on the Understanding and Control of Violent Behavior. Dr. Friedman holds a Ph.D in social psychology from Columbia University and was a Peace Corps volunteer in the Dominican Republic from 1965-1967.

Ellen Gannett is director of the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women at Wellesley College. Ms. Gannett's work ranges from system building for afterschool and youth development to professional development and creating evaluation systems. Through her work at NIOST, Ms. Gannett currently serves as one of the technical assistance providers for the Wallace Foundation's Next Generation Afterschool System Building Initiative. She is the principal investigator for the Robert Bowne Foundation Afterschool Matters Initiative and is project director for the Massachusetts Department of Elementary and Secondary Education technical assistance and training initiative for 21st Century Community Learning Center grant recipients. She also serves as senior project advisor on NIOST's Afterschool Program Assessment System work which includes a linked system of program evaluation and child/youth outcome measurement tools. Ms. Gannett is a founding member of the Health Out-of-School Time Coalition which co-developed the Healthy Eating and Physical Activity Standards for Out-of-School Time Programs. Ms. Gannett was a national board member of the American Camp Association from 2009-2014 and past co-chair of the Next Generation Youth Work Coalition. She has served as a member of the NAA Board and the QRIS Professional Development Task Force with the Massachusetts Department of Early Education and Care. She is the former board chair and founder of the parent-run afterschool program which was attended by her two daughters, now adults. She received her B.S. from the University of Massachusetts, Amherst in 1972 and her M.Ed. from Lesley College, Graduate School of Education in 1974.

Stephanie Jones is the Marie and Max Kargman associate professor in human development and urban education at the Harvard Graduate School of Education. Her research focuses on the longitudinal effects of poverty and exposure to violence on social, emotional, and behavioral development from early childhood through adolescence. Much of her recent work has focused

on exploring noncognitive factors across the developmental spectrum, with an emphasis on conducting rigorous scientific research while also creating translational and applied products for the early and middle childhood practitioner and policy communities. Jones serves on numerous national advisory boards and expert consultant groups related to social-emotional development and child and family anti-poverty policies (e.g., the National Board of Parents as Teachers and a variety of technical working groups). In addition to her expertise in program evaluation, Jones has experience conducting large scale literature reviews; creating multidisciplinary, integrative conceptual frameworks; and translating research into accessible content, for example as a lead facilitator of HGSE PPE series, as a consultant to various program developers and state-based initiatives, and as an invited trainer/presenter for state-wide educator groups. In 2008, Jones was awarded the Grawemeyer Award in Education for her work with Zigler and Walter Gilliam on *A Vision for Universal Preschool Education*, published by Cambridge University Press, and in 2013, Jones was awarded the Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning, from the Collaborative for Academic, Social, and Emotional Learning. Jones holds a doctorate in developmental psychology from Yale University.

Richard M. Lerner is the Bergstrom chair in applied developmental science and the director of the Institute for Applied Research in Youth Development at Tufts University. He was the founding editor of the *Journal of Research on Adolescence* and of *Applied Developmental Science*, which he continues to edit. He was a 1980-81 fellow at the Center for Advanced Study in the Behavioral Sciences and is a fellow of the American Association for the Advancement of Science, the American Psychological Association, and the Association for Psychological Science. Lerner is known for his theory of relations between life-span human development and social change, and for his research about the relations between adolescents and their peers, families, schools, and communities. He went from kindergarten through Ph.D within the New York City public schools, completing his doctorate at the City University of New York in 1971 in developmental psychology.

Velma McBride Murry is the Lois Autrey Betts chair in education and human development and professor of human and organizational development in Peabody College at Vanderbilt University. Her work has focused on the significance of context in studies of African-American families and youth, particularly the impact of racism on family functioning. This research has elucidated the dynamics of this contextual stressor in the everyday life of African Americans and the ways in which family members buffer each other from the impact of the external stressors that cascade through African-American lives. Prior to joining the Vanderbilt faculty in 2008, Murry was professor of child and family development and co-director of the Center of Family Research in the Institute for Behavioral Research at the University of Georgia. She has served on multiple NRC committees. Currently she is a member of the Board on Children, Youth, and Families. She received a Ph.D. in Human Development and Family Studies from the University of Missouri, Columbia.

Jennifer Brown Urban is an associate professor in the Department of Family and Child Studies at Montclair State University. Dr. Urban was a Society for Research in Child Development/

American Association for the Advancement of Science Executive Branch policy fellow at the National Institutes of Health, Office of Behavioral and Social Sciences Research. Dr. Urban currently directs the Developmental Systems Science and Evaluation Research Lab at Montclair State. Dr. Urban is trained as a developmental scientist with specific expertise in youth development and program evaluation. She is also editor of a special issue of Research in Human Development on the application of systems science methodologies to developmental science questions. She has also published on the role of program evaluation and planning in research-practice integration. Dr. Urban is the co-PI on the NSF-funded project, "A Phase II Trial of the Systems Evaluation Protocol for Assessing and Improving STEM Education Evaluation." She received her Ph.D. in Human Development with a minor in Program Evaluation and Planning from Cornell University. She also holds a M.A. in Human Development from Cornell University and a B.A. in Psychology and Child Development from Tufts University.

Speakers

Marvin Berkowitz is the inaugural Sanford N. McDonnell Endowed Professor of Character Education and Co-Director of the Center for Character and Citizenship at the University of Missouri-St. Louis, and University of Missouri President's Thomas Jefferson Professor. He has also served as the inaugural Ambassador H.H. Coors Professor of Character Development at the US Air Force Academy (1999), and Professor of Psychology and Director of the Center for Ethics Studies at Marquette University (1979-1999). He was also founder and Associate Director of the Center for Addiction and Behavioral Health Research in Milwaukee. Since 1999 he has directed the Leadership Academy in Character Education in St. Louis. Born in Queens NY in 1950, he earned his BA degree in psychology from the State University of NY at Buffalo in 1972, and his Ph.D. in Life-span Developmental Psychology at Wayne State University in 1977. He served as a Research Associate at the Center for Moral Development and Education at Harvard University 1977-79. He has served as a visiting scholar in Canada, Germany, Switzerland, Scotland, Spain, and Taiwan. Dr. Berkowitz was named "Outstanding Young Educator of 1983" by the Milwaukee Jaycees, was cited as one of Milwaukee's "87 Most Interesting People" in Milwaukee magazine (1987), named "Best University Professor" in a 1998 readers' poll of the Shepherd's Express, was named Educator of the Year by the St. Louis Association of Secondary School Principals (2005), was an inaugural recipient of the Bill Porzukowiak Character Award (2005), received the Sanford N. McDonnell Lifetime Achievement Award from the Character Education Partnership (2006), the first Exemplary Partner Award from the Charmm'd Foundation (2008), the Good Works Award from the Association for Moral Education (2010), and the University of Missouri System's Thomas Jefferson Professorship (2011). Dr. Berkowitz received the Kuhmerker Career Award (2013) from the Association for Moral Education, recognizing his outstanding, long-term contributions to both the Association for Moral Education and to the field of moral development.

Noel Card is Professor of Human Development and Family Studies at the University of Connecticut. Noel received his PhD in Clinical Psychology from St. John's University, completed a postdoctoral fellowship in Quantitative Psychology at University of Kansas, and has previously

held positions in Human Development and in Educational Statistics. His substantive research investigates social development, with specific foci in peer relations, aggressive behavior, and character strengths. His quantitative research interests include meta-analysis, longitudinal data, and dyadic data. He is editor of the *Journal of Research on Adolescence*, is an outgoing associate editor at *Developmental Psychology*, and is conference co-organizer of the three meetings (2012, 2014, and 2016) of *Developmental Methods* conference. His most recent work includes meta-analyses of the psychometric properties of various measures of character strengths, supported by the John Templeton Foundation.

Nancy Deutsch is Associate Professor of Educational Leadership and Foundations at the University of Virginia's Curry School of Education. She is affiliated with the Research, Statistics & Evaluation program as well as Curry's interdisciplinary doctoral program in Applied Developmental Science and Youth-NEX, the UVA Center to Promote Effective Youth Development. Her research focuses on out-of-school settings for adolescents. She received her BA from Vassar College in 1993 and completed her PhD in Human Development and Social Policy at Northwestern University in 2004, where she received the School of Education and Social Policy's Alumni Leadership Award. Dr. Deutsch co-authored two chapters in the book *A Place to Call Home: Community-Based After-School Programs for Urban Youth*, which won the Society for Research on Adolescence social policy book award in 2006. Her book *Pride in the Projects: Teens Building Identities in Urban Contexts* (NYU Press, 2008), reports on a four-year study of teens at an inner-city youth organization. A second book, *Youth Organizations and Positive Youth Development: Case Studies of Success and Failure* (Cambridge University Press, 2011), co-authored with Bart Hirsch and David DuBois, won a SRCD Social Policy Book award in 2012. She is currently working on a longitudinal study of youth-adult relationships funded by William T. Grant Foundation, a longitudinal follow-up of the Young Women Leaders Program funded by the Department of Justice, and an evaluation of the WINGS after-school program funded by IES.

Joseph Durlak is Emeritus Professor of Clinical Psychology at Loyola University, Chicago. Officially, he "retired" in 2010, and currently lives in Santa Fe, New Mexico. His attendance at this conference reflects that he now has much more freedom to pick and choose what to do. Some of the things he no longer does include attendance at boring faculty meetings, formulating responses to silly requests from university administrators, and dealing with problem students. Some of the things he still does include remaining active in writing, editing, consulting, and reviewing. His primary interests are in prevention and mental health promotion programs for children and adolescents, implementation of evidence-based interventions, meta-analysis, community psychology, and social and emotional learning programs. He has published major reviews on prevention programs for youth, after-school programs, program implementation, and school-based social and emotional learning programs. He is the senior co-editor of the *Handbook of Social and Emotional Learning*, published by Guilford in 2015. His most recent project involves collaboration with Mark Lipsey and others at Vanderbilt University to develop a new set of effect size benchmarks for universal prevention programs for school-aged youth.

Camille Farrington is a Senior Research Associate at the University of Chicago Consortium on School Research (UChicago Consortium). Her work focuses on policy and practice in urban high school reform, particularly classroom instruction and assessment, academic rigor, and academic failure. Dr. Farrington is a national expert on the role of "noncognitive" factors in academic performance. She is the lead author of *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance* (2012), a comprehensive research review that illustrates how noncognitive factors interact with school and classroom contexts to affect students' academic achievement. Her work on "developmental experiences" is featured in the 2015 report. Across projects, Dr. Farrington's primary concern is improving the long-term educational and life outcomes of youth from marginalized communities. Reflective of this interest, her 2014 book, *Failing at School: Lessons for Redesigning Urban High Schools* (Teachers College Press), documents how high schools systematically construct widespread student failure for the most socially vulnerable students, and offers practical recommendations for restructuring secondary education to serve goals of equity and excellence rather than selection and stratification. Throughout her work, Dr. Farrington draws on fifteen years' experience as a public high school teacher and National Board Certified Teacher Mentor. She received a BA from the University of California at Santa Cruz, teacher certification from Mills College, and a PhD in policy studies in urban education from the University of Illinois at Chicago.

Donald Floyd recently retired from his role as CEO and President of the National 4-H Council. He has been involved with the leadership of youth-serving, non-profit organizations for more than 35 years. For 17 years, he held local and national level positions, including National Executive Vice President of Junior Achievement, with which he led expansion of the international program and its first venture into classroom-based programming, which today is JA's largest program. Mr. Floyd recently completed his term as Chair of the National Collaboration for Youth (a coalition of the top 56 youth organizations) and is currently a Trustee with the America's Promise Alliance. Mr. Floyd served as a Trustee of Albright College and was Secretary of the Board, a member of the Executive Committee, and Vice Chair of their Governance Committee. He is former Chair of the International Leaders Committee of the Institute for Applied Research in Youth Development, Tufts University. He was one of six inaugural recipients of the International Fellows in Applied Developmental Science. He is an elder at Bridgeway Community Church a large non-denominational multicultural congregation in Columbia, MD. Mr. Floyd is a 1965 graduate of Reading High School, served in the US Air Force from 1966 to 1970, and is a 1973 graduate of Albright College in Reading, PA. He has travelled to 35 countries to establish youth programs and has lived in Japan and Ghana. Mr. Floyd and his wife, Carolyn, have five children.

Noelle Hurd is Assistant Professor with the Department of Psychology at the University of Virginia. Her overarching research interest is the promotion of healthy adolescent development among marginalized youth. Specifically, her work has focused on identifying opportunities to build on pre-existing strengths in youths' lives, such as supportive intergenerational relationships. Using a resilience framework, she has assessed the potential of nonparental adults to serve as resources to marginalized youth, and has investigated the processes through which these relationships affect a variety of youth outcomes (e.g., psychological distress,

health-risk behaviors, academic achievement). In addition to exploring the role of supportive relationships in contributing to youth development, she also researched the role of broader contextual factors (e.g., neighborhood characteristics) in shaping youth outcomes. Currently, she is investigating the role of contextual factors in promoting or deterring the formation of intergenerational relationships and shaping the nature of interactions between marginalized youth and the adults in their communities. She is also further examining the mechanisms that drive the promotive effects of natural mentoring relationships and developing an intervention focused on enhancing positive intergenerational relationships between adolescents and the nonparental adults in their everyday lives. She runs the Promoting Healthy Adolescent Development (PHAD) Lab at the University of Virginia.

Robert Jagers is Associate Professor with the School of Education at the University of Michigan. Dr. Jagers is a developmental psychologist who investigates the complex connections among culture, race, and class and their impact on the social-emotional development of urban youth. He studies how culture influences, and is influenced, by African-American youth and their functioning in the different contexts in which they must negotiate. His work is important for the design of interventions designed to limit risky behaviors and support positive youth development. Jagers is a graduate of Pennsylvania State University and received his PhD from Howard University.

Mary Keller serves as the President & CEO of the Military Child Education Coalition (MCEC). She has been the organization's executive leader since 1998. The MCEC was recognized by First Lady Laura Bush in 2004 as the Congressional Club Charity of the Year and in 2008, was certified America's Best Charity by Independent Charities of America. Dr. Keller was one of the founders of the Military Child Education Coalition, the nation's only non-profit organization that serves around the world as an advocate for military children as they strive to meet the challenges of frequent transitions, parental deployments, loss and trauma. Mary has served as a teacher and school administrator in several Texas school districts for over 21 years. She served for eight years as assistant superintendent and area superintendent for education services for the Killeen Independent School District, which today serves over 20,000 military connected children and the nation's largest military installation, Fort Hood. Mary was born on the High Plains of Texas (Plainview) and graduated from Wayland Baptist University in 1979 with a degree in Elementary Education. She received a Master's degree in Education with a specialization in curriculum and instruction from Wayland in 1984. She earned her doctorate, in Educational Administration with a special emphasis in supervision in 1990 at Texas Tech University. She holds professional certification in teaching elementary, as well as history, supervision, mid-management, and superintendency. She also holds a mediation certification from the Texas Bar Association.

Reed Larson is a professor in the Department of Human and Community Development, as well as the Departments of Psychology; Educational Psychology; Kinesiology and Community Health; and Recreation, Sport, and Tourism at the University of Illinois at Urbana-Champaign. He has served as the President of the Society for Research on Adolescence; recently held the Pampered Chef Endowed Chair at the University of Illinois; and is Editor-in-Chief of New Directions for Child and Adolescent Development (with Lene Jensen). His research focuses on

positive development and the daily experience of adolescents. Larson was a co-developer of the Experience Sampling Method, and published numerous articles on adolescents' reports on their emotions and the dynamics of their experiences in different domains in their daily lives. He is author of *Divergent Realities: The Emotional Lives of Mothers, Fathers, and Adolescents* (with Maryse Richards), which examines the organization of time and emotions within the daily lives of families and how emotions are transmitted between family members. He is also the author of *Being Adolescent: Conflict and Growth in the Teenage Years* (with Mihaly Csikszentmihalyi), which deals with the daily experience of high school students. He has conducted research on adolescents' media use, time alone, experience with friends, and school experience. Larson's current primary area of interest is adolescents' experiences of positive development in community-based programs, extra-curricular activities, sports, and others structured, voluntary activities in the after-school hours. He is using qualitative and mixed methods research to capture the cognitive and motivational processes of development that occur in these contexts. The grounded theory that he and students have formulated from his studies has been published in leading journals in developmental psychology including *Child Development* and *Developmental Psychology*. Larson argues that, even as we gain more knowledge about the adolescent brain, it is critical that we understand the dynamics of young people's conscious processes of earning through experience. His research shows how youth consciously learn and develop responsibility, strategic thinking, emotional intelligence, motivational self-regulation, teamwork, and other complex but vital skill sets. Larson's work is also examining the expertise that effective program leaders and coaches exercise in facilitating youth's active learning processes.

Robert McGrath, Ph.D., is a Professor of Psychology at Fairleigh Dickinson University in Teaneck NJ. He is also a Senior Scientist for the VIA Institute on Character; program evaluator for Thriving Learning Community, the character development program implemented in all middle schools in the Cincinnati Public School system; and Director of Integrated Care for the Underserved of Northeastern New Jersey. He also maintains an active research program and consulting practice in methodology, measurement, positive psychology, and professional issues. In the last five years he has authored two book, *Quantitative Models in Psychology* and *Creating and Verifying Data Sets with Excel*, and co-edited a third, *Pharmacotherapy for Psychologists: Prescribing and Collaborative Roles*. He is a contributor to APA Books' multi-volume reference *The Handbook of Research Methods in Psychology*, and has authored over 200 refereed publications and presentations. He has received multiple awards for his work, including the university's Distinguished Faculty Award for Research and Scholarship and the Society for Personality Assessment's Martin Mayman Award for distinguished contribution to the literature in personality assessment on three occasions.

Clark McKown, is Associate Professor of Behavioral Sciences at Rush University Medical Center (RUMC) and the Executive Director of the Rush NeuroBehavioral Center. McKown received his B.A. in psychology from Yale and his Ph.D. in psychology from U.C. Berkeley. McKown was PI on a Goal 5 successfully completed grant to develop SELweb, a web-based assessment system designed to measure social-emotional comprehension and social acceptance in grades K to 3 (R305A110143). He is also co-Investigator on an ongoing Goal 5 grant to validate the Virtual

Environment for Social Information Processionv, or VESIP, which is an avatar-based SEL assessment (R305A150189, PI Russo-Ponsaran). McKown is also PI on an IES Goal 5 grant to develop a developmentally appropriate version of SELweb for grades four through six ([R305A140562](#)). Findings from McKown's research have been published in *Psychological Assessment*, *Journal of School Psychology*, and *Child Development*, and other outlets.

Deborah Moroney 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.

Larry Nucci is an Adjunct Professor in the Graduate School of Education at UC Berkeley and Professor Emeritus of Educational Psychology at the University of Illinois at Chicago. Nucci has published extensively on children's moral and social development and education. His 8 books include the *Handbook of Moral and Character Education* (Edited with Darcia Narvaez and Tobias Krettenauer: Routledge 2014; 2nd edition), and *Nice is Not Enough: Facilitating Moral Development* (Pearson, 2009; Chinese translation) and *Education in the Moral Domain* (2001; Chinese, Dutch, Italian and Spanish translations). He is a pioneer in what is referred to as social cognitive domain theory in which distinctions are drawn between morality and the conventions of society. An aspect of his work on social development has focused on children's judgments about issues considered personal matters of privacy and discretion. This research has been carried out in a number of cross-cultural contexts including Asia and Latin America. He is Editor in Chief of the journal *Human Development* and a member of the editorial boards of *Cognitive Development*, *Parenting Science and Practice*, and the *Journal for Research in Character Education*.

Karen Pittman is Co-Founder, President and CEO of the Forum for Youth Investment. Karen has made a career of starting organizations and initiatives that promote youth development – including the Forum for Youth Investment, which she co-founded with Merita Irby in 1998. A sociologist and recognized leader in youth development, Karen started her career at the Urban Institute, conducting studies on social services for children and families. She later moved to the Children's Defense Fund, launching its adolescent pregnancy prevention initiatives and helping to create its adolescent policy agenda. In 1990 she became a vice president at the Academy for Educational Development, where she founded and directed the Center for Youth Development and Policy Research and its spin-off, the National Training Institute for Community Youth Work. In 1995 Karen joined the Clinton administration as director of the President's Crime Prevention Council, where she worked with 13 cabinet secretaries to create a coordinated prevention agenda. From there she moved to the executive team of the International Youth Foundation (IYF), charged with helping the organization strengthen its program content and develop an evaluation strategy. In 1998 she and Rick Little, head of the foundation, took a leave of absence to work with ret. Gen. Colin Powell to create America's Promise. Upon her return, she and Irby launched the Forum, which later became an entity separate from IYF. Karen has written three books and dozens of articles on youth issues, including as a regular columnist in the youth development newspaper, Youth Today. She is also a respected public speaker and has served on numerous boards and panels, including those of the Kauffman Foundation, the Educational Testing Service, the National Commission on the Senior Year of High School, the National Center for Children in Poverty, JCPenney Afterschool Fund, National Collaboration for Youth, and the High/Scope Educational Research Foundation Board. She currently sits on the America's Promise Board of Trustees and YouthBuild USA. Karen has been honored with the National Commission for African American Education Augustus F. Hawkins Service Award (2002), the American Youth Policy Forum Decade of Service Award for Sustained Visionary Leadership in Advancing Youth Policy (2003) and the Healthy Teen Network Spirit of Service Award (2007), and in 2009 was recognized in The NonProfit Times' Power & Influence Top 50.

Kristina Schmid Callina is a Research Assistant Professor at the Institute for Applied Research in Youth Development in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. Her research interests focus on the ways in which young people construct positive pathways to adulthood. In her dissertation, Dr. Callina examined the role of hope in positive developmental outcomes, especially youth engagement in community contributions. Dr. Callina is trained in theory and methodology of human development, and therefore takes a life-span approach to understanding the positive development of young people. She has worked extensively on the 4-H Study of Positive Youth Development (PYD), a 10-year, longitudinal study of internal strengths and ecological assets that promote PYD. More recently, Dr. Callina has broadened the scope of her work by using a strengths-based perspective to better understand the positive development of military-connected adolescents and young adults. In collaboration with the Simon Center for the Professional Military Ethic and the Department of Behavioral Sciences in Leadership at the United States Military Academy, Dr. Callina is investigating the development of character and leadership among cadets at West Point (a project funded by the Templeton Religion Trust). In addition, Dr. Callina collaborates

with the Military Child Education Coalition, a non-profit organization dedicated to promoting the educational success of military-connected kids.

Carola Suárez-Orozco is a Professor of Human Development and Psychology at UCLA. Her areas of research include educational trajectories of immigrant origin youth, immigrant family separations, the role of mentors in facilitating youth development, the effects of unauthorized status on developing youth, gendered experiences, and civic engagement, among others. Her most recent book—*Transitions: The Development of the Children of Immigrants*, won the Society for Research on Adolescence Social Policy Award. She has been awarded an American Psychological Association Presidential Citation for her contributions to the understanding of cultural psychology of immigration and has served as the Chair of the APA Presidential Task Force on Immigration. She is the Editor of the Journal of Adolescent Research and serves as Senior Program Associate for the W.T. Grant Foundation. She was elected as a member of the National Academy of Education in 2016.

Mike Surbaugh serves as the Chief Scout Executive/CEO of the Boy Scouts of America. Mike grew up in Scouting, attaining the rank of Eagle Scout and spent the majority of his career in 6 local Boy Scout Councils, serving as CEO in South Dakota, Wisconsin, and Pittsburgh, PA. Mike has always maintained a strong interest in the development and delivery of programs to disadvantaged youth, youth with disabilities, and programs for American Indian youth. During his tenure in Pittsburgh, Mike worked closely with researchers from the University of Pittsburgh in studying the core content of Scouting programs and their delivery of character competencies. While at the National service center, Mike has continued to follow the research of Tufts University in character in Cub Scouting, and has incorporated the lessons learned into the Boy Scouts of America's current business plan.

William Trochim is a professor at Cornell University. Prof. Trochim received his Ph.D. from the Department of Psychology at Northwestern University in the area of Methodology and Evaluation Research. His research is focused on applied social research methodology, with an emphasis on program planning and evaluation methods. He has developed a number of methodologies that are widely used in the behavioral, social and medical sciences. Prof. Trochim has taught evaluation and research methods at both the undergraduate and graduate levels at Cornell since 1980 and has mentored over fifty Ph.D. students in evaluation. He has written a number of books, including several widely used introductory research methods texts, and articles that have appeared in the American Journal of Evaluation, New Directions for Program Evaluation, Evaluation and Program Planning, Evaluation Review, the American Journal of Public Health, Journal of Clinical Epidemiology, Consulting and Clinical Psychology, Controlled Clinical Trials, Performance Improvement, and Medical Decision Making, among others. Prof. Trochim is the developer of the concept mapping methodology and software that has been used for a variety of conceptualization purposes in hundreds of contexts and settings. Prof. Trochim is the Director of Evaluation for Weill Cornell Medicine's Clinical and Translational Science Center -- a collaboration of Weill Cornell Medicine, Memorial Sloan Kettering Cancer Center, the Hospital for Special Surgery, Hunter College and Cornell Cooperative Extension -- and participates actively in the NIH Clinical and Translational Science Awards national

evaluation. He helped develop evaluation systems for the HIV/AIDS Clinical Trials Networks of the Division of AIDS (DAIDS) of the National Institute of Allergies and Infectious Diseases (NIAID). He is actively engaged in NSF-sponsored research, including a major project collaborating with Yale University on the evaluation of the National Academies Scientific Teaching Alliance's Summer Institute for Undergraduate Education in Biology. Prof. Trochim was President of the American Evaluation Association (AEA), the leading professional organization in the field of evaluation, and served several terms on the AEA Board of Directors.