

Local Experts on After-School Research, Illinois 2007

	First Name	Last Name	Title	Organization	Expertise	Current Projects
1	Jennifer	Becker Mouchine	Director	Illinois After-School Partnership	Facilitates various working groups addressing policy, funding, quality and capacity building issues for out-of-school-time programs; program development and management, coalition building, and strategic planning.	Illinois After-School Partnership, co-chaired by IDHS and ISBE and coordinated by the Illinois Center for Violence Prevention; working to create a state-wide infrastructure that builds, supports and sustains high quality out-of-school time programs for Illinois' children and youth.
2	Penny	Billman	Senior Research Associate	Northern Illinois University	Comprehensive evaluations of after-school and school reform projects; provider for assessment, sustainability, and technical assistance to after-school programs.	Lead researcher on Illinois statewide evaluations of 21st Century Community Learning Center grants and Comprehensive School Reform grants. Measurement and assessment expert for numerous state and federal grants.
3	Stacy Lynn	Frazier	Assistant Professor	UIC Department of Psychiatry Institute for Juvenile Research	Links between after school and children's mental health; Relationships between program climate, quality, and outcomes.	Project NAFASI (Nurturing All Families through After School Improvement), a NIMH-funded study that examines how mental health consultation and support to publicly-funded after school programs can strengthen their benefits for children's academic, social, and behavioral functioning.
4	Robert M.	Goerge	Research Fellow	Chapin Hall Center for Children at the University of Chicago	Improving the available information on children and families, particularly those who require specialized services related to abuse/neglect, disability, poverty, or mental illness.	Integrated Database on Children's Services in Illinois, which links the administrative data from multiple service agencies to provide a comprehensive picture of children's use of publicly provided or financed service programs. Currently, focusing on understanding the effects of out-of-school programs on youth, and on how the provision of services to children and their well-being are affected by neighborhood conditions.
5	Robert	Halpern	Chair of Research Council & Professor	Erikson Institute	History, system-and field-building, curriculum, evaluation.	Focuses on the developmental value of apprenticeship-like experiences for youth.
6	Barton J.	Hirsch	Professor of Human Development & Social Policy	Northwestern University	Adolescents; programs at community-based organizations, especially Boys & Girls Clubs; apprenticeship programs for HS students; organization learning & staff training, youth-staff relationships, evaluation.	Conducting a randomized evaluation of After School Matters in Chicago, the country's largest after-school program for high school students, with Larry Hedges. Also completing a second book on research with Boys & Girls Clubs.

Note: See next page for contact information.

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2	Penny	Billman	Senior Research Associate	Northern Illinois University	Northern Illinois University Lowden Hall 307 DeKalb, IL 60115	pbillman@niu.edu	815-753-0928	
3	Stacy Lynn	Frazier	Assistant Professor	UIC Department of Psychiatry Institute for Juvenile Research	M/C 747 1747 West Roosevelt Road, Room 155 Chicago, IL 60608	sfrazier@psych.uic.edu	312-355-2641	http://www.psych.uic.edu/news/ijr.htm
4	Robert M.	Goerge	Research Fellow	Chapin Hall Center for Children at the University of Chicago	1313 E. 60th St Chicago, IL 60637	bobg@uchicago.edu	773-256-5100	www.chapinhall.org
5	Robert	Halpern	Chair of Research Council & Professor	Erikson Institute	420 N. Wabash Chicago, IL 60611	Rhalpern@Erikson.edu	312-893-7136	www.erikson.edu
6	Barton J.	Hirsch	Professor of Human Development & Social Policy	Northwestern University	2120 Campus Drive Evanston, IL 60208	bhirsch@northwestern.edu	847-491-4418	http://www.sesp.northwestern.edu/common/people/profile/?ProfileID=42&/BartonHirsch/

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7	Robin	Jarrett	Professor	Department of Human and Community Development University of Illinois at Urbana-Champaign	Positive youth development in organized youth programs; community-based programs; ethnic-racial group youth; parent involvement in after school activities.	Focuses on positive youth development across diverse organized youth programs, with particular attention to how youth social capital is facilitated by ties to program related adults. Additionally, considering the role of parent involvement in organized youth programs.
8	Reed	Larson	Pampered Chef Ltd. Endowed Chair in Family Resiliency	Department of Human and Community Development University of Illinois at Urbana-Champaign	Developmental changes processes; practices of program leaders that support youth change.	Focused on high-school-aged youth's involvement in community-based programs and extra-curricular activities; conducted a longitudinal study of 113 youth in 12 high quality programs aimed at understanding the developmental change processes in youth development programs; conducted a survey of developmental experiences reported by 2200 youth in 19 high schools in Illinois, and are conducting a pilot longitudinal study of the development of responsibility, leadership, and initiative among members of 10 FFA chapters.
9	Martin D.	Martsch	Associate Professor of Social Work	University of Illinois at Springfield	Program evaluation; small group interventions.	Evaluation of 21st Century Community Learning Center sites in 14 schools across Illinois. The Illinois Alliance of Boys & Girls Clubs has partnered with Elementary and Middle schools on academic watch to provide after school services aimed at increasing academic performance and enhancing social functioning.
10	Peter	Mulhall	Director	Center for Prevention Research and Development Institute of Government and Public Affairs University of Illinois	Health education and prevention; health studies and community health.	A number of federal, state and local projects related to the evaluation of programs and interventions that target academic failure, substance abuse, and related problem behaviors.
11	Roger P.	Weissberg	Professor	Department of Psychology University of Illinois at Chicago	Examining the impact of school, family and community programming to support children's social and emotional learning (SEL).	Conducting a major meta-analysis identifying links between SEL programming and academic achievement. Also, also conducting work on professional development for Educational Leaders on evidence-based strategies to promote children's social, emotional, and academic growth.

Note: See reverse side for contact information.

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7	Robin	Jarrett	Professor	Department of Human and Community Development University of Illinois at Urbana-Champaign	269 Bevier Hall MC 180 905 S. Goodwin Ave. Urbana, IL 61801	rjarrett@uiuc.edu	217-265-0659	http://web.aces.uiuc.edu/youthdev/
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9	Martin D.	Martsch	Associate Professor of Social Work	University of Illinois at Springfield	One University Plaza Springfield, IL 62703	Mmart2@uis.edu	217-206-7571	
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